



Indiana School Improvement Plan

Edgewood Junior High School

Richland-Bean Blossom CSC

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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?

Ellettsville is located in the northwest portion of Monroe County, approximately seven miles northwest of Bloomington and fifty miles southwest of Indianapolis. The population of Ellettsville is 6540 and Stinesville is 202 (U.S. Census Bureau, 2012 estimate). The total population of Monroe County is 141,888. Improvements in the Ellettsville community include the expansion of Highway 46 to four lanes, with two lanes going each direction through town and the beautification of roadsides. With the expansion of Interstate 69 going through Bloomington, we should see an increase in our school population in the coming years. Other planned improvements include sidewalks leading from Highway 46E to the junior high school.

The annexation of a number of properties in the community has led to new commercial opportunities for the school district. Industries within the school district include Bybee Stone Company, Cook Group, Baxter and a number of smaller companies. Cook Group and Ivy Tech University are located within a growing industrial complex located along Highway 48. Indiana University is a major post-secondary institution located in Bloomington.

Edgewood Junior High School opened in 1967, serving students in grades 6 through 8. The current enrollment is 640 students. There are 37 certified staff members at EJHS including 33 teachers, two administrators, two full-time counselors, a health assistant, a library assistant, and a Technology Integration Specialist. The school shares the services of a speech pathologist and a social worker with the School Corporation and special education cooperative. A School Resource Officer is also shared with the school corporation. In addition, there are 10 classified employees at EJHS; 3 administrative secretaries, 4 custodians, 6 food service workers, and 5 instructional assistants. Edgewood Junior High School follows all local, state, and federal mandates, including the Indiana Academic College and Career Readiness Standards.

The Forest Hills Special Education Cooperative oversees accommodations made for students who are formally identified with specific, individual needs. All students are fully-included in general education classes throughout the day unless such a placement is not beneficial for an identified student. Students with emotional disorders may receive instruction in the Adolescent Day Treatment Program with a teacher licensed to work with emotional disorders and is highly qualified in all core academic areas.

The student racial population has diversified slightly over the past five years to the current ethnicity rates of 89.9% Caucasian, 4.2% multiracial, 4% Hispanic, 0.5% African America, 0.3% American Indian, 0.2% Native Hawaiian or Pacific Islander and 1% Asian. The number of students receiving free-and-reduced lunch rates/textbook assistance is currently 38.8% which is an increase over last year. The special needs student population is 92 students which is 14.7% of the student population during the 2014/2015 school year. Attendance rates over the past five years have remained fairly consistent, averaging 95.8%. The enrollment trend at EJHS has remained steady through the years.

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.

Edgewood Junior High School Vision Statement:

At Edgewood Junior High School, we are living, learning and leading together to meet students where they are to lead them to achieve 90, 90,90. (Percentages refer to reading at/above grade level, passing state tests, and graduation rate)

Edgewood Junior High School Mission Statement:

Edgewood Junior High School is a disciplined environment dedicated to developing lifelong learners. Our mission is to work in cooperation with the community and families to provide students with an education that promotes responsible citizenship and encourages problem solving and creativity.

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.

Edgewood Junior High is working toward improving our attendance rate through different means. The first step toward curbing excessive absences includes phone calls to parents whose student wasn't reported absent but failed to attend school that day. Next, guardians of students with 5 or more absences without a doctor's statement will receive a letter to remind them of accumulated absences. Thereafter guardians will receive an Attendance Review Letter if their student accumulates 7-10 unexcused absences from school. In addition, a conference may be scheduled to discuss attendance issues. Finally, students who accrue more than 10 unexcused absences may receive additional disciplinary actions involving the Monroe County Probation Office.

A variety of social support services are available through the school and outside community agencies. These services are communicated to the staff and students. Teachers, staff, counselors and the social worker make referrals when needed. Individual counseling, support groups and classroom guidance lessons are offered. These lessons are related to the state standards for Guidance in the areas of Academic Development, Career Development and Citizenship. An anti-bullying curriculum is available. Students are also referred for academic support within the school as well as community, which may include tutoring. An after school program has been instituted two days a week, for homework help and skill building. Teachers are trained in the Well -Managed Classroom model and have attended various in-services including suicide prevention. Surveys administered by the guidance department revealed staff members believe the school effectively meets the social/emotional needs of students but would benefit from additional academic and guidance support for students.

Each year steps are taken to modernize the technology offered to EJHS students. Teachers have individual iPads, laptop computers and ceiling mounted LCD projectors. In 2012-2013 all students began using iPads instead of textbooks. In 2015-2016, 8th grade piloting Chromebooks. Chromebooks are going to the board for adoption for use in the 2016-2017 school year. Teachers continue to build digital curriculum using Prism, My Big Campus, and Google Classroom to take advantage of this technology. We have 90 laptops, 56 Chromebooks, and a lab available. Teachers are integrating technology with the curriculum so that students are using iPads or Chromebooks on a daily basis. Teachers use technology to project websites, show videos, and give presentations on various topics. Technology is an effective tool to teach students about global issues. Teachers are using various means to collaborate with each other and to communicate with parents. These tools include, but are not limited to Prism, MyBigCampus, Google Classroom, Harmony, Skype, Facebook, and Twitter. Students use technology to develop their Twenty-First Century Skills.

Additional Information

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

Edgewood junior high has had a high turnover rate in both administration and teachers in the past couple of years. The previous principal was very technology centered and helped develop the adoption of iPads. During the 2010-2011 school year there was a decision made to move towards a technology based curriculum. At this time the corporation made the decision to no longer adopt traditional textbooks and use the textbook fees towards technology costs. There was piloted pockets of netbooks in 2011-2012 in the area of math for grades 6 and 7 while iPads were piloted in 8th grade. During this limited pilot a limited number of teachers were sent to conferences to see how other schools utilized technology in their schools. A school wide roll out took place during the 2012-2013 school year. There was little professional development in the initial roll out and teachers were held accountable through evaluations to implement technology. There was no developed technology user agreement policy developed during the initial roll out. The traditional handbook did not cover all needed discipline issues and complications that arose and required administration to be reactive. The principal left the following year during the first semester and the assistant principal filled the principal role as an interim and a classroom teacher moved into the assistant principal role as an interim for the 2013-2014 school year. During this time two year period central office had large changes with the hiring of a new superintendent and new assistant superintendent; there were also changes in central office support staff. These administrative changes allowed for a changed vision for EJHS in conjunction with the low accountability grade. During the roll out year EJHS went from an "B" school in 2011-2012 and EJHS was rated a "D" by the IDOE accountability system in 2012-2013. The assistant principal, working as the interim, did a good job of trying to bring back a key academic focus using the framework inherited by the outgoing principal mid year. A new principal was hired in 2014-2015 and was empowered to make needed changes to regain an academic focus by the new superintendent and assistant superintendent. The new principal reviewed the master schedule, the daily schedule, room assignments, daily routines by students, and RTI opportunities provided to the students. Major changes took place over one summer without little teacher input based on the data and past experience of the incoming principal.

Once a new schedule was established that incorporated "double dip" courses or topics courses that allowed remediation and enrichment meetings were scheduled with an established scheduling committee to make refinements. Time throughout the day was set as a priority to preserve and a mini-schedule is provided whenever possible to allow all 7 courses a day to meet, even if for a limited number of equal minutes. This helps ensure we do not develop timing gaps among classes and all courses are valued.

Due to receiving a "D" from the IDOE accountability system the school was placed in "focus" status until receiving a letter grade of "C" or higher for two consecutive years or moving to an "A". While under the interim principal the school received a letter grade of "C" and with an increased emphasis on testing environment, instructional best practices, and change in overall structure the school received a "C" on the most recent ISTEP+, even with the increased rigor of standards and format changes, EJHS received a "C" by earning bonus points in all four growth areas for the first time in school history.

The overall structure changes that took place include everything from student morning arrival procedures to require all students to enter the cafe or the gym and sit by grade level to start their morning under constant supervision, also assigned duty supervision areas for all teachers in the a.m., throughout each passing period, and in the p.m., there were changes in our handbook and in school detention process, a change in our meeting time by aligning common preps with required team and data meetings monthly, also our overall course offerings with some core teachers teaching a related arts class and a reading class added to the 6th grade. There were also updates to the evaluation process and walk through forms developed to help establish consistency throughout each classroom.

In addition to structural changes in the daily routine there was added support through the assistant superintendent that allowed for curriculum days to help align curriculum, establish common formative assessments, understand the new standards in a fashion that is applicable to each teachers classroom, and allow teachers time to align this information with their learning management system lessons.

There has also been time allotted to allow teachers to begin to migrate their My Big Campus lessons to either Google Classroom or PRISM to become more efficient in their delivery of information to students in digital format.

15-16 TBD current school year

14-15 C

13-14 C

12-13 D

11-12 B

10-11 C

09-10 Academic Probation

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.

Edgewood Junior High was a focus and priority school entering the 15-16 school year. During the 13-14 school year Edgewood Junior High received a "D" in academic performance by the IDOE. Receiving a "D" letter grade mandated EJHS principal, assistant principal, and superintendent attend meetings hosted by the IDOE on school improvement/turnaround principals. EJHS was also subject to IDOE visits throughout the school year. EJHS was also required to complete a Student Achievement Plan that list principal areas of improvement or areas of focused identified through the use of student data. These data trends must then be addressed and a plan put in place to improve student achievement. The 2014-2015 school improvement plan was driven from the IDOE turn around principles with our area of focus looking at 6th grade math, which had a 5 year trend of double digit dip in scores and our 7th grade ELA cohort due to their 15% drop in performance. During the test for the 2014-2015 school year both of these groups showed improvement and as a result EJHS received a bonus in all four areas of growth. The 2015-2016 year the school was designated as a focus priority school because we had only received a "C" letter grade and did not move to an "A". As a result the second year plan was also data driven goals looking at our largest skill gap by the established Annual Measurable Objectives, or AMO's set in place in the state waiver process. Our largest gap in performance for all sub groups is out bottom 25% in both ELA and Math. We, as a committee of two administrators with 10 teachers and a teacher chair established our 2015-2016 goals focusing on these two areas and one cultural goal as required for focus and priority schools by the IDOE. There was limited overall stakeholder feedback utilized due to the constraints of necessary improvement to move out of the focus and priority status. The second year in a row "C" received from the state in January and in February we were released from our focus and priority status. The committee has now met, with teachers, to discuss the survey data and begin to establish stakeholder teams to provide input in our 2016-2017 improvement plan to begin the next school year. The first evidence is from a parent, student, teacher committee created for standard 2, governance and leadership to give input on our upcoming handbook.

Parents chosen for our handbook/discipline committee ranged from those who had experiences with their child receiving discipline to those who have children without an infraction. The students were represented by their student council members.

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

The committee chair is a teacher who leads the overall writing of the plan and organizes meetings throughout the year. The co-chairs are established as representatives from both newer hires and veteran staff for each category. They have an established team of teachers for each co-chair to help gain information from the ongoing activities throughout the building in each category. Each co-chair share meeting dates and then return to share information with their individual committee team. They help gather evidence, write narratives, and review data to help establish the PL 221 goals and the AdvancEd information throughout the year.

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

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Due to the focus and priority status of our building we communicate our plan with our outreach coordinator, the teachers through PLC time, and with stakeholders by placing the plan online. The outreach coordinator visits and/or communication was a min. of quarterly and the PL 221 plan team met quarterly to help establish/monitor goals. Communication to parents/students has been when the plan is placed on the website due to limited input until the establishment of parent groups is consistent throughout each standard so the group members understand the overall changes and why the focus has taken place in each area.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •- Positive Parent Phone Calls - Open House Schedule - Principal's Friday Focus - Staff Handbook - Student Handbook 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •The school's statement of purpose •- AIMS/Acuity Scores - CLASS/Character Education Cards - Renaissance Learning: Language Arts and Renaissance Learning: Math - Bell Ringer Example 	Level 3

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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 implement a documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	<ul style="list-style-type: none">•The school data profile•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan•Chair Meetings/team meetingsData WallsTutoring throughout the school year	Level 3

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

Noted Areas of Strength:

Edgewood Junior High School has identified a plethora of strengths found within the institution's purpose and direction. A purpose for student success is systematically and inclusively implemented in order to revise and communicate the school's purpose for student success on a regular basis. Parents, teachers, and students are able to access important information at any given time by using their supplied login information via Harmony 3, an informational access website. Edgewood Junior High School utilizes the C.L.A.S.S. character education program to build on life essentials including the character, social, and academic development of students. The school utilizes the C.L.A.S.S. model by emphasizing key character traits and then recognizing students for implementing these life skills. Posters displayed in each classroom noting important character values are reinforced by character education cards signed by teachers for monthly prize drawings. Edgewood Junior High School also seeks out a home to school connection by implementing a predetermined number of positive parent interactions which are completed bi-monthly. This is executed through the calling of five families per week by each teacher in the school and is used to relay positive affirmations about a family's student. As a building, parent and teacher communication and teaming for student success are evident through a variety of means including the implementation of the Open House schedule for the 2015-16 school year. The Open House schedule was jointly created with administrators, teachers and the school's active PTO. Furthermore, administrative communication is consistent and engaging through mediums such as the Friday Focus newsletter which is emailed to all Edgewood Junior High School stakeholders. Additionally, the Staff and Student Handbooks summarize expectations, policies, and procedures that are designed with student success as a meaningful purpose.

Noted Areas in Need of Improvement:

Edgewood Junior High School is committed to a high level of learning in all subjects throughout each grade level. The staff desire to increase their awareness of best practice strategies by visiting other grade level classrooms within the building. The educators will be looking for pedagogy, C.L.A.S.S. components, and implementation of technology used by their peers and will work to implement the identified strategies into their own teaching and curriculum. Teachers recognize a need to monitor the academic successes of all students,

and particularly students with intensive instructional needs. Seventh and eighth grade teachers have identified the need to add a reading class for each student to take as every sixth grader currently does. Edgewood Junior High School staff feel that all students need direct reading instruction with a focus on reading fluency, comprehension, vocabulary, phonemic awareness, and phonics.

Actions Being Implemented to Sustain Areas of Strength:

The Edgewood Junior High School leadership and staff use relevant data through the AIMSweb and Acuity scores to guide instruction among all disciplines and content areas in an effort to sustain our identified strengths. Through the instruction of C.L.A.S.S., the school's character education program, teachers school-wide continue to rotate through three character traits a month and acknowledge student growth in this area by awarding character cards to students who exhibit the targeted traits. The character cards enter the students into a drawing for prizes throughout the school year. Edgewood Junior High School utilizes Renaissance Learning in language arts and math to promote learning opportunities for all students and allow teachers to use the students' individual scores to guide instruction and plan for remediation. The staff will continue the consistent strategy currently in place throughout all classrooms of providing a bell ringer activity and posted learning objectives to create a consistent learning process for all students.

Plans Being Made to Improve Areas of Need:

Edgewood Junior High School staff meets bimonthly in team meetings to analyze data and refine instructional strategies within the building. The school has established data walls of each student's progress and level of mastery which serves as a continual reference point for student learning. Edgewood Junior High School's staff are committed to the learning of all students by offering tutoring twice a week throughout the school year in math and language arts standards-based instruction. Teachers will visit other grade level classrooms within or outside of their subject areas in order to increase our teaming efforts. Teachers will be observing their peers to view best practices strategies including the implementation of the character education program, bell ringers, presentation of lessons, and the delivery and defining of goals. Administration is determining the ability to add a new teacher for seventh and eighth grade which would establish the ability to create a reading class for said grade levels. Should the funding be available, teachers feel funding would be well spent in aiding all of Edgewood Junior High School's learners in the areas of reading fluency, comprehension, vocabulary, phonemic awareness, and phonics as deemed appropriate.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Governing body policies, procedures, and practices •Staff handbooks •School handbooks •Staff Handbook RBBSC updated 2015-16 •Student handbook RBBSC realigned corporation handbook for 2015-16 •NEOLA RBBSC aligns corporation policies •EJHS Teacher Roster with Licensure and Years of Experience 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •Assurances, certifications •EJHS Staff Site Staff site with multiple links including PLC calendar, handbooks, master schedules, duty schedules, teacher appraisal section, monthly meeting agendas, etc. •PLC 2015-16 Building PD Plan Past, current, and future agendas and topics for Wednesday morning profession development/PLC posted 2015 Nov. Teacher Meeting Agenda 2015 Oct. Team Meeting Nov. 2015 Data Meeting Team Leader EJHS defined role of grade/dept. chair 	Level 3

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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 protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Stakeholder input and feedback •Agendas and minutes of meetings •Common Formative or CFA 2015-16 EJHS is realigning curriculum with common formative assessments for the 2015-16 yr. EJHS PIE Team Agenda 09/23/2015 EJHS PL221 Plan 14-15 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan •Nov. 2015 Data Meeting EJHS Parent Newsletter EJHS tutoring description C.L.A.S.S. Training PD PowerPoint C.L.A.S.S. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	<ul style="list-style-type: none"> •Minutes from meetings with stakeholders •PTO Agenda PIE Team Description of EJHS Partners In Education team Colts Kick Off Community event held at EJHS with local business, food and other vendors. Twitter Multiple Twitter links can be found that are engaging stakeholders 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none"> •Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Teacher Appraisal Comm Teacher evaluation detailed description Professional Development A list of Professional Development opportunities provided to Certified Staff in the last year. November 2015 Data Meeting Walk through feedback 	Level 3

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

Edgewood Junior High School has identified several strengths in the area of Governance and Leadership. The central office leadership, school board, building principals and staff work together to implement best practices and find strategies that will lead to student success. The RBB school board and central office administration use NEOLA to directly support the school's purpose and direction to lead an effective operation of each building. Our central office leadership has been purposeful in the oversight of their fiscal management when it comes to hiring the best possible candidates, and the administration has supported the junior high by allowing the hiring of multiple positions without regard to years of experience and degree. Edgewood Junior High School encourages participation in a systematic and formal professional development process regarding the roles and responsibilities of the administration and its staff. The staff site includes the Wednesday morning professional development calendar, which is consistently updated, to ensure that the vision of our school is maintained. This is a working document that creates dialogue with administration to continually meet staff needs. The administration provides professional development and time to every staff member to create, monitor, and evaluate their content. This also provides time to ensure vertical alignment of curriculum and allows for collaboration which focuses on student learning and implementing strategies to ensure student success. At the junior high school, our professional development plan and monthly data meetings are used to analyze, monitor, and adjust the practices used in the classroom to ensure student learning and growth. The administration supports our efforts in leading discussions on staff information, student data, and grade level collaboration. All meetings are systematic with decisions made to benefit student achievement. A positive aspect of the monthly data meetings include our data walls. Staff members take ownership of looking at the data and using it to drive instruction. Leaders and staff align their decisions and actions towards continuous improvement through actively managing student data and progress across benchmarks. The administration supports the junior high by providing the resources necessary to monitor student growth through Acuity, AIMsweb, Accelerated Math/Reading, and time to create common formative assessments. EJHS has developed a tutoring program that encourages, supports, and expects students to be held at a high standard across all curricular areas. The administration supports the program by providing transportation to students and disaggregating data to help target students. Math and English teachers target deficits in standards, create and share bell work across disciplines, and contact individuals to stay for the tutoring

program to improve in areas specified through data. General tutoring and homework help is also available.

Areas in need of improvement:

In order to improve, Edgewood Junior High School needs to address the following areas: expectations for staff and administrative evaluations, and implementation of C.L.A.S.S. strategies and structures.

Actions being implemented to sustain strengths:

To maintain our areas of strength, Edgewood Junior High School will continue to implement the policies and procedures set forth by the governing body. We will continue to utilize the opportunities to strengthen the staff with quality hires. Teachers will continue using professional development to meet staff needs and will continue growing and adapting their classroom environment with a student learning focus. Our monthly staff meetings will continue to focus on monitoring data and utilizing the resources provided by the administration. Teachers will collaborate with the administration to continue to improve the tutoring program at Edgewood Junior High School.

Plans to improve areas of need:

Edgewood Junior High is working to ensure the supervision and evaluation process is consistently implemented and documented through the formal, informal, and the new walk through feedback forms used. The administration at the junior high collaborates with staff in the evaluation process to ensure student success. Members of the teacher appraisal committee include central office, building leaders, and teachers. The plan continues to be a working document meeting state guidelines while also ensuring fidelity and equity between buildings. Edgewood Junior High is committed to implementing C.L.A.S.S. structures to enhance and improve student learning. This year, teachers are working to improve the culture of the building through our positive behavior support system using the C.L.A.S.S. lifelines. The junior high is also implementing the use of a welcome message to implicitly teach the lifelines and has a goal to allow observations among staff to aide in teacher self-reflection and growth. The administration is providing professional development for 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: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Lesson plans •Posted learning objectives •Course schedules •Indiana Academic Standards and Lesson Plans EJHS Master Schedule and Student Enrichment Opportunities High Ability Programs Tutoring (free and transportation provided) 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •Common assessments •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Tutoring Invitation Based on ISTEP and Acuity results Data Meeting, Team Meeting, and Staff Meeting Schedule Data Wall PLC Renaissance Accelerated Reading/Accelerated Math/STAR 360 Bell Work Based on needs from Acuity Retesting opportunities Basic Skills Classes 	Level 3

Indiana School Improvement Plan

Edgewood Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Teacher evaluation criteria •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Lesson Plan Examples - best practices, documented in lesson plans C.L.A.S.S. Training documents - objectives and meeting notes from C.L.A.S.S. (PBI) trainings to ensure positive climate for students Walk through forms - copy of forms used regularly by administrators to ensure consistency throughout the building PLC Development Plan - Collaborative time weekly used Teacher Performance Expectations Rubric - Formative Assessment Training Overview - collaborative process that problem solves to ens 	Level 3

Indiana School Improvement Plan

Edgewood Junior High School

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 to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Administrative classroom observation protocols and logs •December Team Meeting Agenda (example) Data Meeting Agenda (example) Walk Through Forms We developed three different walk through forms that focus on certain areas: learners and relevance, environment and culture, and instruction and rigor. Teacher Appraisal Form Our corporation developed our own evaluation tool. 	Level 3

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. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Peer coaching guidelines and procedures •PLC Plan Team Leader Meetings 2015-2016 staff, team and data meeting dates CLASS Training dates AP Training Dates Curriculum Meeting dates Master Schedule showing common preps 	Level 3

Indiana School Improvement Plan

Edgewood Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Lesson Plan Examples - Best practices are documented in teachers' lesson plans. Curriculum Mapping Workdays - Departmental workdays are held for curriculum mapping and adjustments to scope and sequence. Common Formative Assessment Meeting Notes - Common formative assessments are used across grade level subjects to assess understanding and adjust instructional plans. Learning Targets and Bell Ringers - Learning targets and bell ringers are displayed and used each day. CLASS Program Lifelines - 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •New teacher orientation agenda New teacher monthly meeting agenda and dates 2015-2016 staff, team and data meeting dates 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	<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 •Positive Phone Calls - teachers make 5 positive phone calls home weekly Friday Focus (example) - Principal send out a weekly staff email every Friday. Monthly Newsletter - 	Level 4

Indiana School Improvement Plan

Edgewood Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> •Master schedule with time for formal adult advocate structure •Master Schedule EJHS 7 period Master Schedule, identifying team common prep times to discuss individual student needs Clubs and Teams Students have a wide variety of clubs and teams in which to participate are 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	<ul style="list-style-type: none"> •Sample communications to stakeholders about grading and reporting •Corporation Handbook - grading addressed (pg 16) and available to all on community website Teacher Handbook - Grade reporting and uniform grading addressed in teacher handbook reviewed at the beginning of each year and posted on staff website Student Handbook - grading addressed (pg 17-18) and provided online at all times, with parent consenting to have read upon student registration at the beginning of the year. Harmony - Richland Bean Blossom CSC uses Harmony as the district wide student info 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Vertical Alignment and Curriculum Development - Professional Learning Community Schedule - weekly PLC schedule and narrative Professional Development Opportunities - A list of Professional Development opportunities provided to Certified Staff in the last year. Staff, Team and Data Meeting Date Calendar- Staff Website 	Level 2

Indiana School Improvement Plan

Edgewood Junior High School

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.	•Special Education Case Conference Calendar - held once a year at minimum Master Schedule Staff, Team and Data meeting dates 504 Plans 2015-2016 Titled programs After school programs	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.

Areas of Strength

Standards 3.8, 3.12, 3.1, 3.2

Edgewood Junior High School has identified several areas of strength in the area of teaching, curriculum, instructional design, and assessment.

The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress. We accomplish this in a variety of ways in order to have the maximum impact on our community and families. All teachers make ten positive phone calls to families approximately every two weeks, which provides regular, positive contact with EJHS families and students. Parents and students are able to view student academic progress through Harmony, our online gradebook, and parents can customize alerts and reporting for their children through the Harmony system. Teacher contact information is posted clearly on the EJHS website, and teachers and parents can easily communicate with one another via email through Harmony.

Both the PTO and PIE are organizations that meet regularly throughout the school year to enable collaboration among parents, teachers, and school administration. Mr. Hite, our school principal, emails parents a monthly newsletter, which is also available on the EJHS website and in hard-copy in the main office. Additionally, daily announcements are posted on the EJHS website to help keep parents informed about school activities. EJHS utilizes social media to provide frequent updates on academic and extracurricular student activities.

Edgewood Junior High School implements the Indiana Academic Standards to develop curriculum that ensures student achievement. Lesson plans demonstrate the connections between our curriculum development and the state standards as well as best practices used in our classrooms. These include different forms of differentiation, leveled homework assignments, enrichment opportunities, and planning for regular remediation/reteaching. A common lesson plan template was recently implemented at EJHS. Professional development days and curriculum days have been given to teachers to help with the standards transition, and Wednesday PLC time has also been devoted to collaborative work on common formative assessments, creating common finals, and developing curriculum.

The school provides and coordinates learning support services to meet the unique learning needs of all students. Several systems are in place to allow curriculum, instruction, and assessments to be monitored and adjusted as needed. STAR is used to give grade-level equivalencies, while Accelerated Reading and Accelerated Math are used to help students grow in each area based on grade level needs. Student data is reviewed in monthly team and data meetings with teachers and administrators so that we can consistently meet the needs of all learners as we use data from sources such as STAR, Acuity and ISTEP to drive instruction. Data walls are created and regularly updated

Indiana School Improvement Plan

Edgewood Junior High School

based on ISTEP scores with quarterly updates using Acuity benchmark tests. Our students in the bottom ¼ are identified on our data wall and receive targeted interventions. Our practices emphasize student growth.

Building on our use of student data, the EJHS master schedule provides many opportunities for enrichment and support, while demonstrating our commitment to meeting the needs of all students. We provide equitable and challenging learning experiences that ensure all students have opportunities to develop learning, thinking, and life skills that lead them to success at the next level. Basic Skills classes, content literacy classes, and flex resource all provide extra support for students in need. An additional 6th grade reading class is included to support all 6th graders in reading growth, while high ability classes and special courses are offered to enrich identified high ability and high performing students' learning. Consistent athletic grade checks provide regular opportunities for academic intervention with our student athletes. In addition to the schedule of course offerings, EJHS has other extra curricular enrichment opportunities for students such as academic teams, Art Club, Fellowship of Christian Athletes, 12 athletic teams, Winter Color Guard, Nutrition Club, STEM Club, and Science Fair. In addition to the opportunities for enrichment and support provided within the regular school day, twice weekly after-school tutoring sessions with content area teachers, as well as general homework help, are provided throughout the year. These sessions are free and transportation home is provided, enabling full participation of students who are in need of additional support. Students can choose to attend tutoring sessions or teachers may invite students to focus on targeted lessons and skills after school.

It is the philosophy of the Richland-Bean Blossom Community School Corporation to maximize the development of each student who attends its schools. Special education conferences are held at least once annually for all students identified with special needs, while the progress of students who qualify for 504 accommodations is consistently reviewed. Our schedule is designed to allow special education teachers to join inclusion classes on a regular basis to ensure that each child is receiving the best individual education plan. Every learner has the right to be challenged and therefore must be given the opportunity to advance his or her abilities. To this end, we provide activities both in and outside of the regular classroom that cater to needs of high ability learners as well.

Actions Implemented to Sustain Strengths

In order to sustain our current strengths, Edgewood Junior High School teachers and administrators conduct monthly meetings around the data wall. Students are tracked by their continued growth after each Acuity exam, while team meetings focus on both testing data and classroom performance. Team meetings, data meetings, and professional development are guided by student data. Teachers are supported in using the data to drive their instruction and provide insight into needed remediation.

We continue a constant process of identification and support for our exceptional learners. Students are continuously identified for high ability services through our high ability screening and identification procedures, and students are offered advanced course offerings based on these screening and assessment measures. Likewise, the special education program provides a wide variety of instructional support to qualified students, ranging from participation in inclusion classes with the support of a special education teacher and flexible resource time daily.

Areas for Improvement

In order to improve, Edgewood Junior High School needs to address the following areas: Implementing a formal structure whereby every student is supported by an adult advocate in the school and increasing participation of non-certified staff members in our continuous and impressive program of professional learning.

Plans to Improve Areas of Need

In order to improve areas of need, Edgewood Junior High School will focus on increasing the participation of non-certified staff in our robust

program of professional development and work toward expanding our targeted mentoring of select students to a whole-building structure.

We currently push development through our professional learning communities (both in our Wednesday PLC sessions and through our extended PLC team that takes professional learning beyond the data and team meeting structure) and regular professional development such as CLASS, 5-Star technology trainings, RAWC literacy training, and other professional development opportunities throughout the year. With the recent addition of once monthly meetings with non-certified staff, we plan to expand our already strong program of regular professional development to all staff members. Additionally, by May of 2017, all staff members will actively participate in observation of best practices in peer classrooms to further our own building-level professional development at EJHS.

Now that we have identified the bottom performing $\frac{1}{4}$ of our students, and we work to get data back more quickly, we can refine our process of identifying specific students for mentoring. Our ultimate goal is to expand our targeted mentoring to a school wide mentoring program such as a student advisory, but this is a program that will need to continue to grow as our school grade/performance rises to meet state expectations.

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: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•Job Postings on the Department of Education Documentation of Highly Qualified Staff Licensure New Hire Experience Information EJHS Master Schedule 2015-2016	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused 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.	•EJHS Master Schedule 2015-2016 Modified Schedule Fiscal Resource Information	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•RBBCSC Handbook (Ownership in Education 2015-2016) RBBCSC Transportation Information Building Maintenance Information	Level 3

Indiana School Improvement Plan

Edgewood Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	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.	<ul style="list-style-type: none"> •- App Portal 2015-2016 - School Website - District Facebook Page - Media Center Budget Statement - http://www.mybigcampus.com/ - https://hosted355.relearn.com/123477/ Renaissance On-line enrichment and remediation program. Renaissance Learning Test Data/Book Circulation Data 2015 Numbers of tests taken and books checked out. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure 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 improve technology services and infrastructure.	<ul style="list-style-type: none"> •Documentation and evidence from Corporation Technology Director Michael Bradburn 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	<ul style="list-style-type: none"> •Guidance Counselor Department Colts with Character Blog United Way Physical needs 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel 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.	<ul style="list-style-type: none"> •- High Ability - Forest Hills Special Education Cooperative - Guidance Counselor Request Form - Community Resources 	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

Several areas of strength were identified at Edgewood Junior High School in the areas of Resources and Support. Each year the schedule has included more staff teaching in their area of primary licensure. The addition of rotational classes and the increase from a six to seven period schedule has decreased class sizes and maximized instructional time. The building is well maintained by custodial staff and several aesthetic improvements have been added to make the building more inviting. Our positive behavior supports system, Colts with Character, provides incentive for positive student behavior. The online Renaissance enrichment and remediation program provides a data point for each student that teachers use to drive instruction in the areas of Math and Reading. Technology infrastructure and classroom implementation is supported by Five Star-Technology. A technology integration specialist provides training and support for teachers on a regular basis.

Areas for Improvement

In order to improve, Edgewood Junior High School must: develop a systematic practice for the referral process in both the areas of academic support and counseling, provide college and career readiness programming, and evaluate support for students through yearly needs assessments.

Actions to sustain strengths:

In order to sustain the strengths of Edgewood Junior High School, several strategies are in place. The addition of a Science position will further strengthen our course offerings particularly in the area of STEM topics. This will also help class sizes remain manageable. The Colts with Character program will continue as our positive behavior support system. The Renaissance program will remain in place to help drive instruction in Math and Reading. The 1:1 devices initiative is further supported by the purchase of new Chromebooks for every student for the 2016-2017 school year. Teachers will continue to utilize the services of the technology integration specialist to enhance instruction.

Plans to improve areas of need:

Edgewood Junior High School will develop a multi-disciplined team of professionals that includes school counselors, special education teachers, school psychologist, and other school support staff that will facilitate the referral process. Teachers and/or parents will identify students in need and report to the team. Interventions will be generated and tracked to record progress.

Edgewood Junior High School will provide college and career readiness programming. This will include activities throughout the school year designed to guide students in planning for college and careers. Activities include learning the high school diploma options, identifying post secondary education options, and exploring personal skills and interests for use in future job searches.

Edgewood Junior High School will conduct student, teacher, and parent surveys to gather data concerning student needs and effectiveness of programming. This data will be used to inform decisions on changes or areas that need to be modified in order to better support students.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•EJHS ISTEP+ Data Acuity Matrix Report Renaissance Learning Accelerated Math and Reader EJHS School Improvement Plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	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.	•Data Walls Acuity Matrix Report Item Analysis Report Common Formative Assessments	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Renaissance Training Team Meetings Data Meetings PLC's Instructional Coaches	Level 3

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Edgewood Junior High School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> •Flexible scheduling/Topics Classes and High Ability Acuity bellwork calendar Referral process for retention, inclusion, high ability After-school tutoring sessions Administrative emails regarding F List students 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.	<ul style="list-style-type: none"> •Parent Teacher Conferences Learning Management Systems Positive Parent Phone Log Teacher Evaluations Monthly Parent Newsletters Parent to Parent Newsletter 	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.

Areas of strength for EJHS:

EJHS has identified several areas of strength in the standard of Using Results for Continuous Improvement. For instance, we actively engage in a continuous process to improve student learning based on data results obtain throughout the year. This can be readily seen through our data wall. Our assessment system triangulates data from ISTEP+, readiness Acuity, and Renaissance Learning STAR 360 tests to systematically monitor student learning throughout the year. Students' data cards are moved to various tiers based on the data, alerting teachers to students progress toward our school-wide goals. Students set individual goals for each round of Acuity testing. Our school-wide reward system recognizes those who achieve their goals, make significant gains in learning, and those who achieve the highest score on each test. Acuity Matrix and Item-Analysis Reports inform teachers of specific areas of strength and weakness based on data, guide the creation of bell-ringer questions, and assist in the differentiation of material for small group instruction. Common Formative Assessments help classroom teachers track student growth data by grade level within each discipline and direct the course of instruction. The school continually monitors the placement of students in classes ranging from high-ability classes to topic classes for remediation. In addition, we offer weekly after-school tutoring sessions. Another area of strength is our school leadership team, who are exceptional in monitoring student learning and communicating comprehensive information about the steps essential for the achievement of school improvement goals with all stakeholders. The administrative team leads monthly team and data meetings and weekly PLC meetings with staff. They support individual student growth, monitor students who are struggling by analyzing the school "F List" and meet individually with these students to set goals for improvement. The administrative team also participate in parent-teacher conferences, establish the expectation of regular positive parent phone calls by staff members, and communicate continually with all stakeholders through our learning management systems and regular newsletters.

Areas in need of improvement at EJHS:

Although we are continually improving our results, there are still a few of areas in which we would like to improve. As a school, we recognize that we still need to work on training and supporting all staff members in the evaluation, interpretation, and use of data. Despite monthly team and data meetings, as well as weekly PLC time, we recognize that the ongoing use of student learning data to drive instruction is being implemented to varying degrees throughout the building. Moreover, we believe we have made great strides in application of a comprehensive assessment system to generate student learning data and use those results to guide continuous improvement. Yet with the continual changes within the assessment system itself from year to year (adaptions to Acuity and ISTEP+, changing priority standards), we believe this to be an area where the school continues to need to improve.

Actions being implemented to sustain strengths of EJHS:

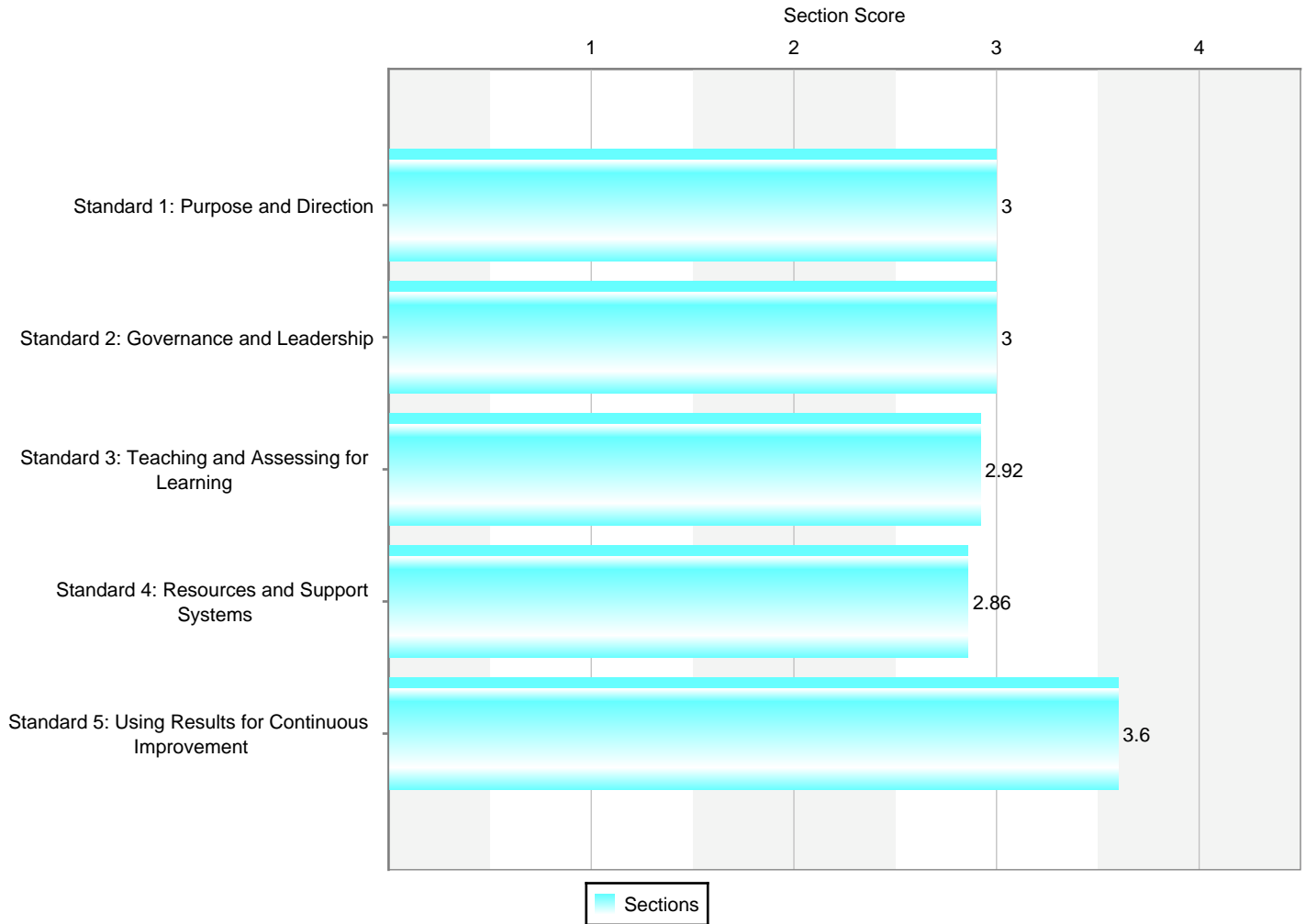
In order to sustain our strength in the continuous use of data within our assessment system, EJHS will continue to make use of its data wall, regular team and data meetings, positive parent phone calls, and after-school tutoring sessions. We will update the use of the data cards as necessary. For instance, the appearance of the cards changed slightly this year to reflect the new ELA scores, which now included the addition of a writing and grammar portion within the Acuity readiness tests. Finally, we will continue to refine our use of student learning data to maximize the learning outcomes for all students.

Plans to improve areas of need at EJHS:

In an effort to support all staff members in this area, RBBCSC has recently hired instructional coaches in math and language arts. Although these positions are just beginning, it is our hope that these additional resources can bolster this area for those in need of additional support. Moreover, professional development will be extended so that all staff (including teaching aids) will better understand how to utilize data to track students strengths and weaknesses.

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	Please see attached	EJHS Student performance

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and these achievement gaps demonstrate a modest decline.	Level 2

Areas of Notable Achievement

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

6th Grade Science 80% Above State Avg.

ELA bottom 25% High Growth 56.8% Above State Avg

ELA top 75% High Growth 41% Above State Avg

Math bottom 25% High Growth 53.2% Above State Avg

ELA top 75% High Growth 53% Above State Avg

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

ELA and math growth in both bottom 25% and top 75%

Which area(s) indicate the overall highest performance?

6th grade science

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

Multiracial subgroups in both 7th grade math and 8th grade ELA showed above state average performance.

Between which subgroups is the achievement gap closing?

Top 75% of students in both ELA and math score closer to the AMO goal than those in the bottom 25%. This measurement is in regards to the percent meeting IDOE goal.

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

7th grade math and 8th grade ELA have the largest performance gap with overall gaps in both ELA and math in bottom 25%. School wide we have performance issues in each category, both math and ELA. These two areas fall short of the state average.

Areas in Need of Improvement

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

Pass rate in 7th grade math and 8th grade ELA are below the state averages. The subcategory of white, paid and Free/Reduced students underperformed the state avg. in 7th grade math and 8th grade ELA. We have a focus in 2015-2016 in our bottom 25% of students in both ELA and math. We believe this will help narrow the performance gaps in both paid and F/R categories as well as our white student population. This will allow us to meet or exceed the state average in all three grade levels in both ELA and math.

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

The subcategory of white, paid and Free/Reduced students under performed the state avg. in 7th grade math and 8th grade ELA.

Which area(s) indicate the overall lowest performance?

Our lowest pass rate performance category was our bottom 25% of students in both ELA and math. Proficiency was less than 1% for this sub category under the new ISTEP+. The achievement gap was evident under the old test in the bottom 25% but was made glaringly obvious under the new standards transition.

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

Our lowest pass rate performance category was our bottom 25% of students in both ELA and math. Proficiency was less than 1% for this sub category under the new ISTEP+. The achievement gap was evident under the old test in the bottom 25% but was made glaringly obvious under the new standards transition.

Between which subgroups is the achievement gap becoming greater?

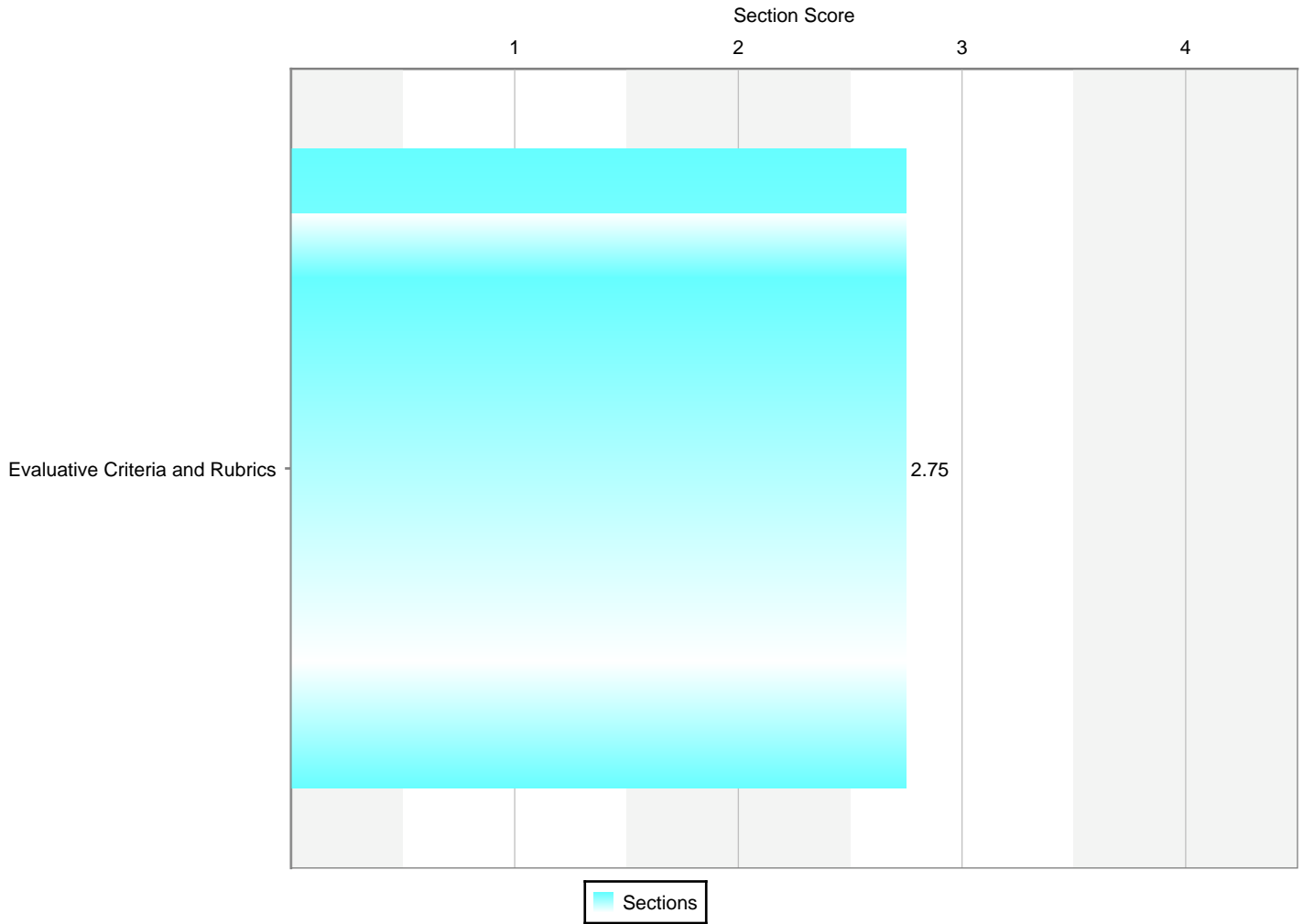
Our white, paid, and F/R populations have declined in performance at a greater rate in our two lowest performing groups of 7th grade math and 8th grade ELA in regards to the state avg.

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

Our formative assessment, Acuity, indicates the performance gap in 8th grade math which is the same cohort of from 7th grade math. We are narrowing the gap in our bottom 25%.

Report Summary

Scores By Section



Edgewood Junior High Indiana School Improvement Plan

Overview

Plan Name

Edgewood Junior High Indiana School Improvement Plan

Plan Description

The Edgewood Junior High PL 221 team is comprised of the co-chairs from each standard. The committee reviewed the performance data provided by the IDOE for the 2014-2015 school year. The most current information available is from the 13-14 school year. The most notable gap in achievement is found in our bottom 25% students identified from the 2013-2014 test. The bottom 25% of students are comprised of students from every sub group category. Understanding a positive impact on the bottom 25% of students will result in a positive impact in all sub group categories the PL 221 committee determined this would become our focus group for the 2015-2016 school year.

The IDOE AMO goals are determined by the bottom 25% with a minimum of 54% of the bottom 25% will show passing. Our goals have been set for percent increase in each category of ELA and Math needed to meet the 54% min and or show growth in each category.

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	In compliance with the IDOE cultural goal Edgewood teachers will visit other grade level classrooms looking for best practices to build team/vertical alignment while enhancing culture of sharing ideas 1x per year min.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$0
2	Bottom 25% will meet/or show substantial growth towards the state Performance Goal in Math in accordance with Annual Measurable Objectives or AMO.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	Bottom 25% will meet/or show substantial growth towards the state Performance Goal in English/Language Arts in accordance with Annual Measurable Objectives or AMO.	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0

Goal 1: In compliance with the IDOE cultural goal Edgewood teachers will visit other grade level classrooms looking for best practices to build team/vertical alignment while enhancing culture of sharing ideas 1x per year min.

Measurable Objective 1:

collaborate to increase shared best practices among teachers and build vertical alignment with a collaborative approach throughout the building. by 05/24/2017 as measured by number of visits by teachers and also walk through documenting shared practices by administrators..

Strategy 1:

Instructional Rounds - Teachers will use their common prep time to establish 2 to 3 person instructional rounds teams. These teams will select a day to do 3-8 minute short observations of other teachers. The instructional rounds team will then meet to debrief and discuss any best practice they witnessed and what they will try to implement in their own classroom.

Research Cited: Robert Marzano High Reliability Schools

Evidence of success: Admin walkthrough forms should indicate additional practices teachers are using in their classroom that were learned from fellow peer best practice observations. A more formal measurement will be the engagement of students resulting in higher achievement and or growth on the summative ISTEP+

Activity - Instructional Rounds	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Peer observations by teachers during common prep.	Professional Learning	08/10/2016	05/24/2017	\$0	No Funding Required	Grade level team

Goal 2: Bottom 25% will meet/or show substantial growth towards the state Performance Goal in Math in accordance with Annual Measurable Objectives or AMO.

Measurable Objective 1:

54% of Bottom 25% students will demonstrate a proficiency by achieving a passing cut score or high growth on the the ISTEP+ in Mathematics by 05/26/2016 as measured by ISTEP+.

Strategy 1:

Multi Tiered Supports - The bottom 25% of students are identified on the data wall using the IDOE cut scores from the Indiana Learning Connection. There will be a min. of two meetings per month to discuss classroom performance, identify possible social issues, make suggestions on priority scheduling and establish after school tutoring on an as needed basis per student.

Research Cited: The Indiana Department of Education MTSS support guide (2015) and Data Wise by Richard Murnane (2013)

Evidence of success: Increased performance in the classroom as seen on grade reports, formative assessments, and overall performance will be measured using the SY 2015-2016

ISTEP+ as a summative guide to student growth and achievement.

Activity - Team and Data Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic support discussions by teachers in grade level teams in both data meetings and team meetings each month. This will allow the discussion to focus on academic supports in the classroom through our professional learning community team and establish the next best option for either tutoring or additional support courses.	Academic Support Program, Behavioral Support Program	08/05/2015	05/26/2016	\$0	No Funding Required	Grade Level Teams

Goal 3: Bottom 25% will meet/or show substantial growth towards the state Performance Goal in English/Language Arts in accordance with Annual Measurable Objectives or AMO.

Measurable Objective 1:

52% of Bottom 25% students will demonstrate a proficiency by achieving a passing cut score or high growth on the the ISTEP+ in English Language Arts by 05/26/2016 as measured by ISTEP+.

Strategy 1:

Multi Tiered Supports - The bottom 25% of students are identified on the data wall using the IDOE cut scores from the Indiana Learning Connection. There will be a min. of two meetings per month to discuss classroom performance, identify possible social issues, make suggestions on priority scheduling and establish after school tutoring on an as needed basis per student.

Research Cited: The Indiana Department of Education MTSS support guide (2015) and Data Wise by Richard Murnane (2013)

Evidence of success: Increased performance in the classroom as seen on grade reports, formative assessments, and overall performance will be measured using the ISTEP+ as a summative guide to student growth and achievement.

Activity - Team and Data Meeting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Academic support discussions by teachers in grade level teams in both data meetings and team meetings each month. This will allow the discussion to focus on academic supports in the classroom through our professional learning community team and establish the next best option for either tutoring or additional support courses.	Academic Support Program, Behavioral Support Program	08/05/2015	05/26/2016	\$0	No Funding Required	Grade Level Team

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Team and Data Meeting	Academic support discussions by teachers in grade level teams in both data meetings and team meetings each month. This will allow the discussion to focus on academic supports in the classroom through our professional learning community team and establish the next best option for either tutoring or additional support courses.	Academic Support Program, Behavioral Support Program	08/05/2015	05/26/2016	\$0	Grade Level Teams
Team and Data Meeting	Academic support discussions by teachers in grade level teams in both data meetings and team meetings each month. This will allow the discussion to focus on academic supports in the classroom through our professional learning community team and establish the next best option for either tutoring or additional support courses.	Academic Support Program, Behavioral Support Program	08/05/2015	05/26/2016	\$0	Grade Level Team
Instructional Rounds	Peer observations by teachers during common prep.	Professional Learning	08/10/2016	05/24/2017	\$0	Grade level team
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.