



Indiana School Improvement Plan

Centerville-Abington Junior High

Centerville-Abington Community Schools

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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?

Centerville-Abington Junior High School is a public two-year junior high school with an enrollment of 243 students in grades seven and eight for the year 2015-2016. The instructional program endorses and implements the middle school concepts of student-centered learning, cooperative learning, teaming, inquiry, exploration, and reflection. The instructional program is aligned with the district and building beliefs, vision, and mission. This alignment reflects a seamless transition for the students between junior high and high school.

The instructional staff is divided into two grade levels. Each grade level is comprised of six teachers assigned to provide specific curricular experiences in mathematics, science, language arts, social studies, business, health, and physical education. A related arts and science team of seven staff provide exploratory experiences in character education, careers, foreign languages, art, reading, band and choir.

The building is relatively new as it was dedicated for use on November 19, 1995. The facility is the result of many long hours of planning and designing to enable the staff to provide an educational program for all the junior high age youth of the Centerville-Abington School Corporation. Centerville-Abington Junior High School has updated much of the building and classrooms to accommodate all the new technology. The building is now totally wireless which allows for our 1:1 computing initiative.

Students are immersed in a character education program throughout both seventh and eighth grade. The students are recognized in a variety of ways for their positive behavior. Centerville-Abington Junior High staff believes, "what you respect, recognize, reward, and reinforce is what gets accomplished."

Centerville and Abington are two small, rural communities of approximately 8,000 residents in East Central Indiana, just six miles west of the city of Richmond, Indiana. The district has four schools - two elementary schools, one junior high school, and one high school. The total K-12 school population for the district is approximately 1,700 students with a steady to slightly declining enrollment over the past three years. The mobility rate has been relatively low in the past, but there appear to be segments of the student population that are more transient among schools in Wayne County, but few parents want to move their students from the district, unless they move out of town.

School's Purpose

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

The district vision is focused on students and is stated as "Educated for Success." All four schools are committed to this vision and staff members are dedicated to the success of each student. The district mission is, "Centerville-Abington Community Schools, in partnership with families and the community, educates all students to be lifelong learners and responsible citizens." Our staff honors that mission and have developed a supportive mission in our school which is, "Centerville-Abington Junior High School, in partnership with families and community, prepares students to develop appropriate skills necessary for transition to high school, life-long learning and responsible citizenship."

The junior high is committed to the guiding principles of the district that govern the day-to-day operations in the school and in classrooms.

The guiding principles are:

- All students are unique individuals who are capable of learning.
- All staff members and students are committed to continuous improvement through a strong work ethic.
- The school is student-centered and is supported by parents, staff, and community.
- Schools provide a safe, caring, and respectful learning environment that promotes self-respect and self-discipline.
- Diversity of talents, ideas, and individuals are valued and encouraged.
- The school provides a variety of educational experiences and resources to foster inquiry, reflection, and problem solving.
- Education is best served when students experience real-world applications of learning.
- The school uses the Indiana State Standards as a basis for assessment and accountability with defined benchmarks that surpass these minimums.
- The staff encourages and facilitates lifetime wellness for all students, staff, and the community

All four schools in the district have the same three goals set by the Board of School Trustees. They give us direction and purpose for classroom instruction at the junior high school. Those three goals are:

Goal #1 - Exemplary Student Achievement

Goal #2 - Responsible Citizens

Goal #3 - Safe, Secure and Healthy Environments

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.

As with most schools, Centerville-Abington Junior High School, offers many opportunities for the students but also faces some challenges. The staff at CJHS teach and model "THE FOUR GREAT EXPECTATIONS" to the students.

1. You are expected to come to class prepared every day.
2. You are expected to show your best behavior every day.
3. You are expected to participate in class every day.
4. You are expected to follow rules and instructions every day.

Centerville-Abington Junior High School along with all of our district schools has acquired NCA district accreditation. The school has received many Four Star School ratings, with the last coming in 2011. Each year the school has been recognized regionally for high ISTEP+ scores. The school traditionally scores above state averages on each of the tests in language arts and math. The exception has been the most recent ISTEP test in 2015. We will be addressing the lower scores due to the shift in standards and test format.

Our school and corporation goal is to pass at the 90th percentile on all of the ISTEP subject area tests. A challenge is to raise our scores in all areas to reach this goal. This challenge is even greater with the increased difficulty of the test.

Centerville-Abington Junior High School uses a block schedule. This schedule has allowed for more course offerings for our students. We have been able to schedule students to take a remediation math class and character education. All junior high students have exploratory courses in French, Spanish and Reading as well. These course offerings could not be offered by many schools our size for junior high students.

Students are able to receive two high school business credits while in junior high. Seventh graders take Digital Communication Tools and eighth graders take Introduction to Business. Selected eighth grade students can take French I or Spanish I while still in junior high. If students take and pass Algebra I in the eighth grade, they could essentially earn four high school credits as a junior high student.

The character education program in place for our students is quite extensive. There are many opportunities to recognize and reward students who demonstrate one or more of the nine adopted character traits for a CJHS student. Due to our character education initiative, we have noted suspensions have gone down relative to the student population. The attendance rate has risen to a high point of 97.3% in year 2013-14. We surveyed our students to see if they feel they are recognized for their good behavior. Over 80% of junior high students feel they are recognized for the good things they do at CJHS.

Technology in the junior high school is of great importance. Every classroom has a document camera/projector bundle installed and used by staff. A smart board is also operating in each of our teaching classrooms and computer labs. We are currently completing our third year of 1:1 computing. Students have been immersed in the use of technology in all of their classes.

We continue to embrace our school goal of all students increasing their reading comprehension and analysis of grade level appropriate text. The continued use of two of our strategies will allow for achievement of this goal. Centerville-Abington Junior High continues to stress the learning of grade level appropriate vocabulary and the use of Sustained Silent Reading.

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We have students who read many books during our SSR time and on their own time. During the 2014-15 school year, the 7th grade class read 1,023 books and passed a test to show mastery. The same year, the 8th grade class read 994 books.

An area of improvement is to study and embrace the RTI process in order to help with the remediation process of our students. Centerville staff has already identified students with low achievement areas and they are now receiving remediation help during their reading and math lab. rotation. Centerville-Junior High School now has a remediation lab called the Bulldog Connection Lab. This is a location where students can visit to receive remediation and homework help as well.

One issue we must examine and address is our low Math scores on the recently released 2015 ISTEP. The new test covered the new college and career-ready standards. We have embraced this and have developed a new goal along with strategies and activities for our school.

The most pressing challenge for the district and the school is to develop the budget into a document that has enough resources to support the faculty and students in their quest to achieve our lofty goals. Most schools are facing General Fund limitations just as we are here in Centerville.

Additional Information

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

Centerville-Abington Junior High School continues to believe in "excellence in education" by realigning our vision to help every child become "Educated for Success." As a small rural school, our parents believe that their child can get the best education possible in the region with our teachers and administrators. The support staff believes they are an integral part of the education of all students. Our staff believes they can educate every child and carry out new programs and services as well as maintain past successful programs. Centerville Schools and particularly Centerville-Abington Junior High continue to provide the best education at a reasonable cost in the area.

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.

Throughout the school improvement process, parents, staff, students, and administrators have worked together to determine the goals for our corporation. The process started with a corporation school improvement meeting that involved parents, staff and administration. Administration presented different test results that showed growth for previous goals and then broke down other areas that may need improvement. Upon analyzing this information as a group, we decided what the focus of our new goals should be and what we should continue to develop given the results. Meetings were scheduled with the people involved.

Once the goals were finalized, school administrators took the information back to the teachers and we developed our plan for school improvement. As we developed new strategies and activities, each building took their plans to their school improvement teams that included parents, staff and administration.

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

All of our school improvement processes have been inclusive of parents, students and staff representing many different points of view. These groups had input into our goals as participants in discussions, as well as in their building school improvement teams. The role of parents is to ask for clarification and analyze the data and goals from a different perspective.

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

The final improvement plan will be shared with the School Change Committee, the School Improvement Committee, the Corporation School Improvement Committee, and presented at a school board meeting in February. This plan will be posted on the school website for all parents and students to access.

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"> •Survey results •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders | 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 •Survey results | 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">•Survey results•Agenda, minutes from continuous improvement planning meetings•The school continuous improvement plan | 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.

Standard 1

Centerville Junior High is strongly committed to creating the best learning environment possible for its students. This commitment is shared by the certified teachers, support staff, and administration. The most evident source of this dedication is our school's mission. We also have a set of guiding principles which help us achieve the goals of our mission.

Our mission: Centerville-Abington Junior High School in partnership with families and community, prepares students to develop appropriate skills necessary for transition to high school, lifelong learning, and responsible citizenship.

Guiding Principles

Centerville-Abington Junior High School believes that:

All students are unique individuals who are capable of learning.

All staff members and students are committed to continuous improvement through a strong work ethic.

The school is student-centered and is supported by parents, staff, and the community.

The school provides a safe, caring, and non-threatening learning environment that promotes self-respect and self-discipline.

Diversity of talents, ideas, and individuals are valued and encouraged.

The school provides a variety of educational experiences and resources to foster inquiry, reflection, research, and problem solving.

Education is best served when students experience real-world applications of learning.

The school uses the Indiana State Standards as a basis for assessment and accountability with defined benchmarks that surpass these minimums.

The school encourages and facilitates lifetime wellness for all students, staff, and the community.

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One of the ways Centerville-Abington Junior High communicates its shared purpose and direction is through our website, http://www.centerville.k12.in.us/schools/jr_high/. Our website is updated on a regular basis to include our most current information. In addition, the school's website includes links to student curriculum, school performance data, our school improvement plan, and the most current version of our student handbook.

The junior high has newsletters sent home at various times throughout the year. These newsletters highlight learning experiences and opportunities for parent involvement.

The school's improvement committee typically meets both first and second semester. During these meetings many topics are discussed, but most of the focus is on maintaining and making improvements to increase the success of our students. At least three times a year parents and community liaisons are invited to participate in these meetings. The meetings allow for interaction with the parents and community members to communicate changes within the school and gather feedback. Meeting minutes of all school improvement meetings are archived and shared with all certified staff members.

Centerville-Abington Junior High School demonstrates a strong commitment to improving reading skills and vocabulary knowledge of its students. This dedication is supported through the school improvement plan. The plan is updated on an annual basis and adjusted as needed to support our goals. To support our goals, all teachers give their students a pre-test and post-test to assess student vocabulary growth. The tests aim to guide instruction and results are compiled into a spreadsheet. All staff and students participate in Silent Sustained Reading for the first 20 minutes of school each day. When students complete a book they take a Reading Counts test. Each day all students write three complete sentences of what they read. The goal for students is to pass a minimum of one reading counts test each nine weeks. The SSR program also helps our students practice writing skills.

In order for students to have a clear understanding of our school's curricular program all teachers place learning targets on their boards each day. The learning targets help students focus on the key concepts for what is being taught in each of their classes. The posted targets help direct the focus of instruction and learning within classrooms each day.

Centerville-Abington Junior High employs numerous techniques to support our goal of continuously improving the education of our students. One technique that has been used in the past is our General Education Interventions (GEI) as a form of Response to Intervention (RtI). Starting with the 2014-15 school year the RtI program has been integrated into students' schedules. Students needing additional help with math and/or language arts are assigned to our Bulldog Connections Lab. These students receive extra guidance to increase their understanding of concepts and ultimately to increase ISTEP scores. At the end of each year, a report is generated of the successes of the remediation students and is shared with the entire staff.

The seventh grade staff works hard on communicating expectations to incoming seventh graders at the beginning of each school year. Each seventh grade teacher is given the task of explaining one topic to their classes sometime during the first two weeks of school. The students know this as seventh grade "boot camp." The topics include: discipline and rewards, organization, study and test taking skills, etc. All of the junior high staff have the "Great Expectations at CJHS" posted in their rooms. Our four expectations include: Come to class prepared every day, show your best behavior every day, participate in class every day, and follow rules and instructions every day.

Students of the Month Awards and Academic Incentive slips are a way that teachers reward students for a job well done. Teachers nominate students of the month based on grades, participation, and overall attitude in the classroom. Academic Incentive Slips are generally reserved for students obtaining an A on a test or project. Students place academic slips in a container in the office and at the end of the year names are drawn for various prizes. This year the teaching staff has initiated a new program entitled, "The Pawsitive Action Team." Many new and exciting programs have been started to help to increase enthusiasm in our school.

We are very fortunate to have our resource teacher and two instructional assistants who work hard to ensure that our special needs students are receiving additional help needed for them to be successful during their junior high experience. The special needs teacher and two full-time teaching assistants are dedicated to ensuring these students receive special accommodations which are needed according to their Individualized Education Plans (IEPs). The general education teachers work closely and communicate with our special education staff on a weekly basis to ensure that any problems are addressed and corrected in a timely fashion.

The purpose and direction of Centerville-Abington Junior High is evident. All staff members work together to provide the best learning environment possible for their students.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

| 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"> •Student handbooks •Governing body policies, procedures, and practices •Staff handbooks | 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 •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics | Level 3 |

| 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"> •Roles and responsibilities of school leadership •School improvement plan developed by the school •Agendas and minutes of meetings | 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 collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose | Level 3 |

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|--|---------|
| 2.5 | Leadership engages stakeholders effectively in support of the school's purpose and direction. | Leaders 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•Survey responses•Involvement of stakeholders in a school improvement plan | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|---|---------|
| 2.6 | Leadership and staff supervision and evaluation processes result in improved professional practice and student success. | The 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">•Governing body policy on supervision and evaluation•Job specific criteria | 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.

Standard 2

At Centerville-Abington Junior High we have a full-time principal who oversees the daily functions of the teaching staff, supports staff, and students. He is in charge of creating an environment which supports maximizing student learning. The school has a school improvement leadership team, which consists of two teachers and the principal. This team collectively works on providing needed monthly staff development to all teachers. They also work on implementing and continually updating the school's improvement plan to adjust to the changing needs of students.

School change and school improvement meetings are typically held on a monthly basis to allow staff members a time to collaborate and discuss the successes and challenges of the curricular program and all activities within the school. At least three times annually parents and community liaisons are invited to attend the school improvement meetings. At these meetings the NCA team updates changes to the student handbook, discusses textbook adoption, and gathers feedback to guide future changes within the school. Minutes are recorded at all meetings and shared with the entire teaching staff.

The principal follows expected guidelines on teacher evaluations. This is the third year for the new corporation teacher evaluation tool. The new model includes more visits to the classrooms, both planned and unplanned. After teacher observations take place, summative evaluations are reviewed with the teacher and used as a guide to improve instructional practice.

At the junior high we have two part-time guidance counselors who support the identified needs of students. Teachers often send referrals to the counselors when they see a student in need of services. This service provides students with an opportunity to seek assistance with

school, personal, and/or family problems which might be negatively affecting their school work.

Each year changes and additions are made to the student and staff handbooks. The handbooks serve as a guide for student and staff members to understand requirements, rules, and the daily operations of the school. The handbooks give direction and purpose for our school. These updates and changes are discussed at school change and staff development meetings, as needed. The principal, with staff input, updates the school's improvement plan on an annual basis. This document is adjusted each year to ensure the goals of the school are being supported. Our current plan focuses on increasing student achievement in the areas of reading, vocabulary, and multi-step algebra skills. Data comparisons and trends support the school goals.

The principal and the NCA team are given the freedom to set their own agenda items for staff development meetings. This independence allows our school to focus on our school goals and operations. The ability for us to set our own agendas provides us with the flexibility to govern our school as needed.. Our school governing body is consistent with our school's purpose and also gives us the flexibility to proceed with minimal guidance on our day-to-day operations.

Centerville -Abington Junior High has a newly implemented communication plan which details how the school exchanges information with parents, other stakeholders, and the media. The current plan includes information about our school's webpage, calendar, and the crisis/emergency plan.

Our school is governed by the Centerville-Abington School Board which meets a minimum of twice a month. The board must follow the laws and regulations as determined by the state of Indiana. The board members attend workshops and trainings to keep them updated on changes and additions to their role as the governing body of the school corporation.

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: 2.83

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|---|---------|
| 3.1 | The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level. | Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. 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 •Course descriptions | 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 •Curriculum writing process •Lesson plans aligned to the curriculum | Level 3 |

| 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"> •Agenda items addressing these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Interdisciplinary projects | Level 3 |

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| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|--|---|---------|
| 3.4 | School leaders monitor and support the improvement of instructional practices of teachers to ensure student success. | School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures 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"> •Supervision and evaluation procedures •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|---|--|---------|
| 3.5 | Teachers participate in collaborative learning communities to improve instruction and student learning. | Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities. | <ul style="list-style-type: none"> •Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project | Level 2 |

| 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"> •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning | 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. | School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance. | <ul style="list-style-type: none"> •Records of meetings and walk thrus/feedback sessions | Level 3 |

Indiana School Improvement Plan

Centerville-Abington Junior High

| 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 and implemented. School personnel regularly inform families 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 | Level 3 |

| 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"> •Curriculum and activities of formal adult advocate structure | 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 report cards for each grade level and for all courses •Policies, processes, and procedures on grading and reporting | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|---|---------|
| 3.11 | All staff members participate in a continuous program of professional learning. | All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning. | <ul style="list-style-type: none"> •Results of evaluation of professional learning program. •Evaluation tools for professional learning | Level 3 |

Indiana School Improvement Plan

Centerville-Abington Junior High

| 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 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 learning support services to all students. | <ul style="list-style-type: none">•List of learning support services and student population served by such services•Data used to identify unique learning needs of students | 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.

Standard 3 Narrative

Centerville-Abington Junior High provides a challenging yet equitable curriculum for students to use to help them become successful. Curriculum is developed by teachers within their departments with the collaboration of peers and administration. Teachers incorporate state standards into the curriculum for each department. Teachers work to create a learning environment that works for all types of students, as well as implementing additional teaching styles to meet the requirements for special needs students and their IEPs. The school's teacher evaluation process ensures that all teachers are working toward different types of instructional strategies. Classroom boards all have learning targets listed for the lesson each day. Teachers collaborate with each other on projects allowing students to use technology and apply skills across the curriculum. An example of this is our Science and Technology departments work together and allow students to research an environmental issue, then student work with the technology department to create a brochure about the issue. Another example is a collaborative effort between the Science and Math departments. Their project is called Racing into Math and Science (RIMS). Students design, construct, and race cars using math and science skills.

The teaching staff and administration review, NWEA, ISTEP, ECA, and Reading Counts scores to determine if changes in curriculum are necessary. School administration are constantly walking through classrooms and doing teacher evaluation several times throughout the year to ensure teaching practices are in line with school goals and to help support the teachers whenever necessary. Teachers are encouraged to participate in online learning communities such as Learning Connections. One to one computing started in the 2013-14 school year. Teachers have been in collaboration with other teachers from other schools that already have a one to one program. Our teachers have taken several professional development days to visit these schools and continue to stay in contact with personnel from those schools. Our technology committee is at the forefront of this initiative. They have mentored our staff and developed several in-services for our entire school corporation. The one to one technology initiative has been a success to this point by engaging students in learning and helping apply content to real life experiences.

Centerville-Abington Junior High strives to engage our parents in the educational process at our school. Our school year will begin with an Open House for students and parents and informs them of activities, classes, rules, expectations and allows everyone to meet the staff. Parents are kept informed throughout the year with a newsletter, school websites, emails and phone calls. Parents are also invited to participate on our School Improvement Team to share ideas and concerns. Our school counselors meet with all students at the beginning of the year and explain where to go if they have any concerns or questions while at the junior high.

Student learning is graded and the grades reported are based on criteria from our student handbook. Grades are posted into PowerSchool where they can be accessed by teachers, students and parents. The PowerSchool system will alert parents when grades are entered and

allow them to track their child's grades, attendance, discipline, and account balances.

Our school has four scheduled professional development days throughout the year where teachers are provided support in a number of areas. We have had in-services on Google, one to one computing, CLOSE reading, vocabulary and writing. Teachers continue to take professional development days to gain knowledge in their content areas or to see another way of teaching through a school visitation. Our special education department meets with each teacher at the beginning of the school year and review the progress of any special needs student that may require additional attention. They in-services our staff on methods of teaching or the use of specialized technology. All teachers must complete universal precautions and bullying training. Several staff members also have Crisis Prevention Intervention (CPI) training to handle any students that have become a physical threat to their own safety or that of others. Our staff is always looking for ways to increase their knowledge and awareness about the ever changing world of education.

One area that was rated low in the the school self-assessment was teachers participating in collaborative learning communities to improve instruction and student learning. The language arts teachers have a learning community in grades 5 - 12. Starting second semester of the 2015-16 school year, the math teachers will meet both formally and informally to collaborate about student learning.

Another area that was rated low was having 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. Our plan is for each teacher to choose at least one student to be a mentor/advocate for. This relationship will be built during class, student resource time (SRT), or after school. We initially looked at this to help students who are struggling academically.

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. | <ul style="list-style-type: none"> •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Documentation of highly qualified staff | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|--|---------|
| 4.2 | Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school. | Instructional time, material resources, and fiscal resources are focused 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. | <ul style="list-style-type: none"> •Examples of efforts of school leaders to secure necessary material and fiscal resources •School schedule •School calendar | 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. | <ul style="list-style-type: none"> •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules | Level 3 |

Indiana School Improvement Plan

Centerville-Abington Junior High

| 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"> •Budget related to media and information resource acquisition •Data on media and information resources available to students and staff | 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"> •Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use | 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 endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students. | <ul style="list-style-type: none"> •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students | Level 2 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|---|---|---------|
| 4.7 | The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students. | School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. 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"> •Description of IEP process •Description of referral process | 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.

Standard 4 Narrative

Centerville-Abington Junior High School is a public school housing approximately 255 seventh and eighth grade students. We employ a highly qualified teaching staff and support staff in order to provide the best education possible for our students. Teaching openings are

posted in each building on our campus, as well as on our school website. Administration follows stringent interview procedures to ensure the most qualified person is hired for the position. Each teacher and administrator is evaluated with an evaluation tool created through collaboration of teachers, administration and outside resource personnel. Evaluations are done several times throughout the year with both formal and informal classroom visits which ensure the highest quality education for our students. Teachers are encouraged to take advantage of professional development opportunities, workshops, online forums and school visits. Staff members return after professional development and share their experience both informally or through a formal, in house, in-service. Student enrollment, school budgets and student needs drive the hiring process to maintain and grow a strong teaching and support staff.

The Centerville-Abington Junior High staff and administration work closely with the district administration to create a balanced yearly and daily schedule that meets the state and local needs while supporting the students' academic needs. Schedules are developed to meet the school's educational goals and vision for every student, "Educated for Success". Resources are readily available for teachers, staff and students. Policies and procedures are in place to provide resources to meet the needs of all stakeholders. Teachers are given the opportunity and encouraged to apply for grants to meet the needs of students. The local Wayne County Foundation provides teaching mini-grants to help improve student learning.

Centerville-Abington Junior High regularly completes safety drills for students and staff for all types of emergencies. Some drills are monthly, some yearly. The school has a clearly defined emergency and safety plan in place with diagrams and emergency manuals located in all classrooms. The emergency and safety committee members each have areas of the building for which they are responsible, in case of an emergency. Maintenance requests are recorded on daily online work orders. Requests are also made for summer maintenance/projects at the end of each school year. Administration completes unannounced inspections of rooms and common areas to make sure the building is safe and clean for everyone.

Students and staff have access to a school library that contains over 30 computers, Ipads, digital cameras, kindles and an array of other technology. Each classroom at Centerville-Abington Junior High is equipped with document cameras, projection and audio systems. Our school has a television studio that can broadcast throughout our school. Students produce the morning announcements from this room each day. We recently updated our entire wireless infrastructure to a modern state-of-the-art system in an effort to enhance our one to one computing. Technology is evaluated each year by our technology committee. Teacher requests are taken for upgrades or for the addition of new equipment or software to be included in our Three -Year Technology Plan.

Centerville-Abington Junior High School employs two part-time counselors and a full time nurse to meet the physical, social and emotional needs of the students. Counselors meet with all students in small groups at the beginning of each year and explain the process of coping with different social and emotional situations. Students are able to participate in a "Family Dynamics" group which helps them with problems they may face at home. There is also a drop box available in the office where students can ask personal questions or anonymously report a bullying issue. Centerville-Abington Junior High also shares a "Communities in Schools" representative with our high school that provides additional assistance for families in need. Communities in Schools can help find tutoring assistance for students and even financial assistance for families when needed.

Character education is also a strong theme at our school. You cannot walk through the halls without noticing banners and signs referencing various character traits. Each classroom has the "Great Expectations" posted on the wall. These are what are expected out of every student that attends Centerville-Abington Junior High. We have character parties for students that meet all of our character goals and "RAK Awards" (Random Acts of Kindness) that students can earn simply by demonstrating one of the Life Skills for Building Character. School administration supports a career week for eighth grade students to prepare them for high school and their future career. As part of this process, students spend a day visiting local colleges on our "College for a Day" field trip.

Indiana School Improvement Plan

Centerville-Abington Junior High

Each of the Jr. High students is able to meet individually with the Jr. High counselors and their new high school counselors during this time. Teachers have General Education Intervention (GEI) teams and complete general education Interventions when needed, not only for academic issues, but social and emotional issues as well. Our Language Arts and Math departments each have remediation classes using Response to Intervention (RtI) to help improve student achievement. Student IEP's are discussed at the beginning of each year and revisited at least once per year in the student's annual case conference. Additional meetings are schedule as needed if change needs to be made.

Centerville-Abington Junior High will focus attention on an area of low rating in this standard, 4.6. We developed various ways to increase support services to some of our student population. All seventh grade students will acquire a staff mentor starting second semester of the 2015-16 school year. The counseling department will start a group for students who are underachieving academically. The group will engage in work surrounding organization skills, test taking skills and goal setting. The two new initiatives will be evaluated for their effectiveness. Data, such as grades and survey results, will be examined and shared with appropriate staff.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.8

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|---|--|--|---------|
| 5.1 | The school establishes and maintains a clearly defined and comprehensive student assessment system. | School personnel maintain and 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. | <ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance | 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 multiple data sources are used consistently by professional and support staff. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. School personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and organizational conditions. | <ul style="list-style-type: none"> •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning | Level 3 |

| Indicator | Statement or Question | Response | Evidence | Rating |
|-----------|--|--|---|---------|
| 5.3 | Professional and support staff are trained in the evaluation, interpretation, and use of data. | Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data. | <ul style="list-style-type: none"> •Documentation of attendance and training related to data use | Level 2 |

Indiana School Improvement Plan

Centerville-Abington Junior High

| 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 describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel 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"> •Description of process for analyzing data to determine verifiable improvement in student learning •Examples of use of results to evaluate continuous improvement action plans •Evidence of student growth | Level 3 |

| 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 to all stakeholder groups. | <ul style="list-style-type: none"> •Minutes of board meetings regarding achievement of student learning goals •Executive summaries of student learning reports to stakeholder groups | 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.

Standard 5 Narrative

Centerville-Abington Junior High School has established and maintains a comprehensive student assessment system. Data is produced from multiple assessment measures. Examples of standardized test data used concerning student learning and school performance are ISTEP+ and NWEA. Locally developed measures include pre- and post-testing in vocabulary, locally initiated assessments (LIA's), and chapter tests.

The system in place helps maintain consistency across the classroom and courses taught in our school. Teachers use a consistent and well articulated grading policy for all courses. Each year data is updated in the school improvement plan to drive decision making concerning interventions in place. Areas of concern in the curriculum are looked at and analyzed annually. The school improvement plan is a very important tool for the school leadership team and is implemented by classroom teachers.

A need does exist to have a regular and systematic evaluation of the student assessment system. This is not currently in place formally but does take place informally with the leadership team.

At Centerville-Abington Junior High there is a continuous effort to collect, analyze and apply learning from a wide range of sources. The use of this data helps drive our remediation and RtI efforts in the school. For example, remediation groups for math and language use ISTEP+, NWEA and class grades for possible differentiated teaching groups. We have acquired a software program called Study Island for specific remediation help.

The area that needs improvement is to develop a formal, written protocol for data collection and analysis. The staff needs more professional

development with PIVOT. The use of PIVOT can provide for better use of current data for remediation and IEP structuring. With a formal protocol in place, all interested participants will become more knowledgeable in our overall data process.

For many years, Centerville-Abington Junior High had common preparation time for faculty. This allowed time for interpretation and use of data. However, with the new teaching schedule this is not feasible anymore. We now must rely heavily on our data team to help with this. While some of our staff has been trained in the development and use of data, not all feel fully competent in this area.

We feel most of our professional and support staff members have received training related to the use of data. As a school, we do not feel we can accurately say that all have been trained rigorously and regularly. This area can easily be addressed. We are providing PD on this low area at an early release day on February 10, 2016. Teachers will show standardized test data and provide training in the evaluation, interpretation, and possible uses of the data.

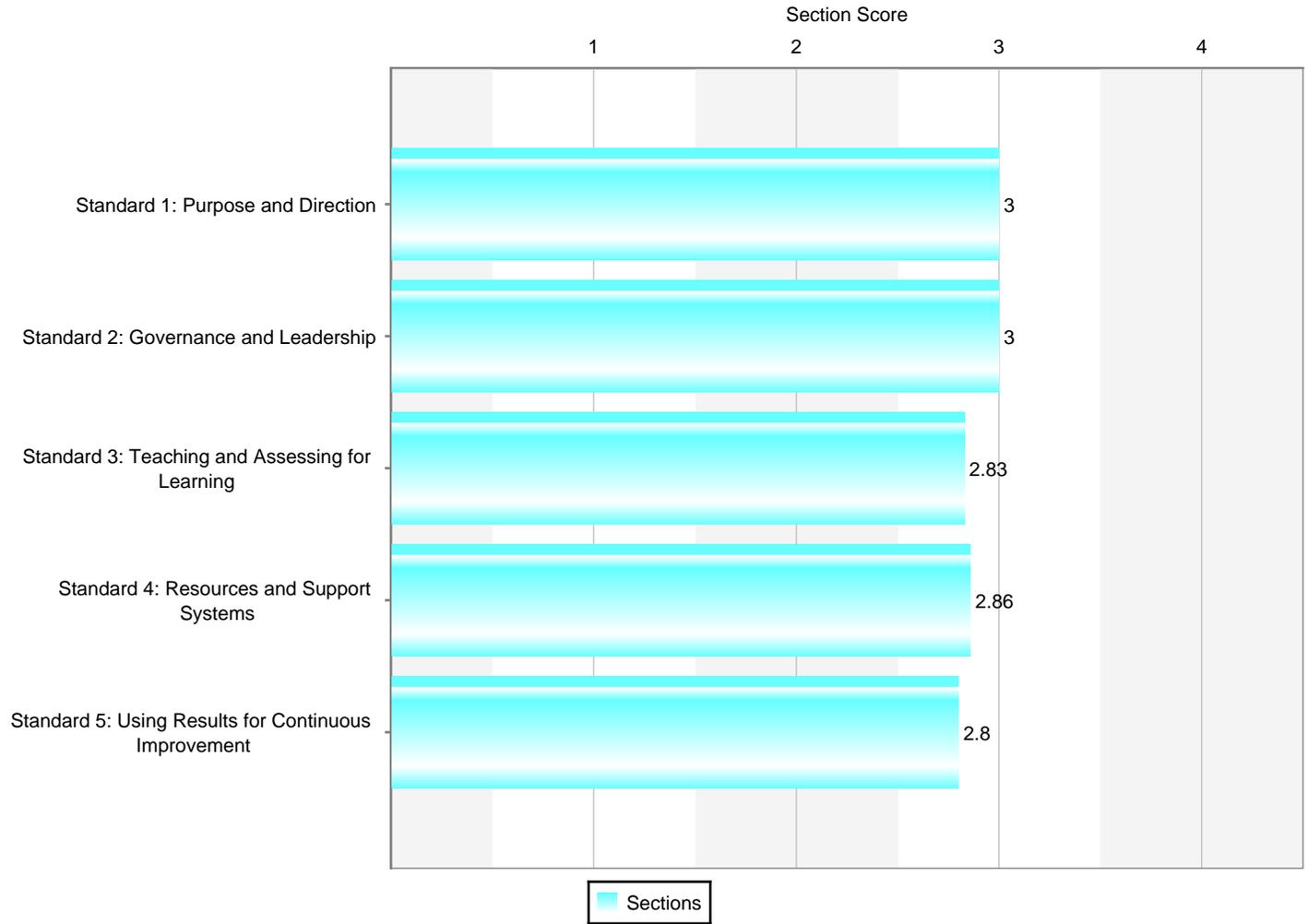
There is a policy in place that describes the process for analyzing data. The analysis shows the verifiable improvement in student learning and the readiness for success at the next level. Student growth is an extensive measure now for all students in the state of Indiana. The growth model measure allows staff to see if more than the expected year's growth has taken place.

Retention and promotion continues to be an issue of discussion every year. The board policy remains very clear the final decision to promote lies with the building administrator. The junior high teachers have the task to recommend the placement of all freshman students in their English, Math and Science courses of study.

Communication concerning student learning and achievement to stakeholders is a perceived strength. Leaders regularly communicate results. Some examples include the annual performance report in the local newspaper, school board reports, School Improvement Committee reports and School Change Committee reports.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

| Label | Assurance | Response | Comment | Attachment |
|--------------|--|-----------------|----------------|----------------------------|
| 1. | Did you complete the Student Performance Data document offline and upload below? | Yes | | 2015-16 Data Document CJHS |

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?

Centerville-Abington Junior High had a good year of testing and other academic results. Our attendance rate continues to be above the state average. The junior high is just one year removed from the highest ISTEP passing rates we have seen. The data from NWEA shows steady improvement in the area of vocabulary.

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

Vocabulary, Reading Comprehension

Which area(s) indicate the overall highest performance?

Vocabulary, Reading Comprehension

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

It appears the subgroup of paid vs. free and reduced students is trending towards increasing performance.

Between which subgroups is the achievement gap closing?

It again appears the achievement gap is closing in the paid vs. free lunch students. Centerville-Abington Junior High School needs to continue to look at ways to close these achievement gaps.

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

The above reported findings are generally consistent with any other data source we have looked at. Each year we examine the special education scores closely to develop any new plans of instruction.

Areas in Need of Improvement

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

The area of concern right now is the passing rates of the 2015 ISTEP test. We are fully aware that it was a different test and that it tested different standards. The concern is to find out why we scored so much lower and address any curricular deficiencies before the next testing this spring.

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

We have implemented some school-wide interventions to increase our informational text reading levels. This year the data did not show the increase we were striving for. At this point we need a couple more years of data to be sure this trend is actually negative.

Which area(s) indicate the overall lowest performance?

Special education students did not do well on the ISTEP test. While the overall passing rate is down for all students, the low passing rate for the special education students is still a concern. This was the overall lowest performance.

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

Many students fall into multiple categories which makes it difficult to pinpoint one area to show as significant. The male results on ISTEP may provide us with a trend of decreasing performance.

Between which subgroups is the achievement gap becoming greater?

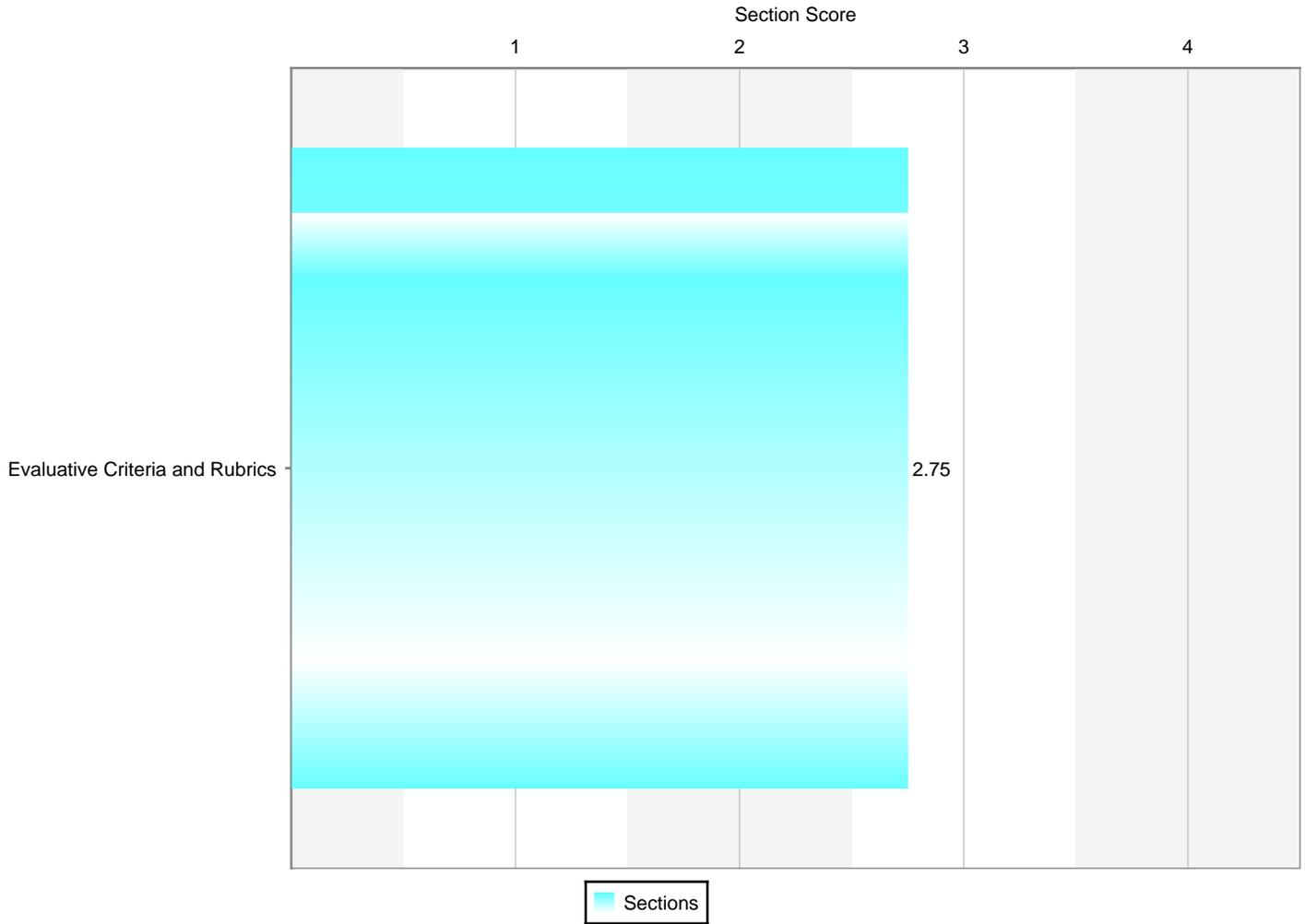
Special education students had a greater achievement gap this year on ISTEP than in the past. This can be due to the increased difficulty of the test. The new test includes problems that require many steps that need to be completed in order to completely answer a question. Special education students in particular have difficulty with these types of problems.

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

The areas of special education and gender are consistent. More investigation needs to be completed.

Report Summary

Scores By Section



Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

| Label | Assurance | Response | Comment | Attachment |
|-------|---|----------|---|--------------------------------------|
| 1. | Did you complete the Stakeholder Feedback Data document offline and upload below? | Yes | A climate audit was completed by an outside consultant in the 2014-15 school year. The audit is attached. | CJHS School Perception Survey Report |

Evaluative Criteria and Rubrics

Overall Rating: 2.5

| | Statement or Question | Response | Rating |
|----|------------------------------|--|---------------|
| 1. | Questionnaire Administration | Few or no required AdvancED questionnaires were used by the institution. The minimum response rate was not met (parent questionnaire: less than 20%, student questionnaire(s): less than 40%, staff questionnaire: less than 60%). Questionnaires were administered with no fidelity to the administrative procedures. The participants to whom these questionnaires were administered did not represent the populations served by the institution. Appropriate accommodations were not provided for participants. | Level 1 |

| | Statement or Question | Response | Rating |
|----|---|--|---------------|
| 2. | Stakeholder Feedback Results and Analysis | Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented. | Level 4 |

Areas of Notable Achievement

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

Teachers & Principal Perceptions

A focus on academics and high expectations were frequently mentioned. Teachers felt that the school is student focused and that the staff is dedicated and caring. A good principal and central office support were common themes, and there was a consensus among teachers saying that teachers and students felt a sense of pride in their school.

Student Perceptions

Nearly all students said that the teachers were very good and willing to help them. Eighth grade students like the opportunity to earn high school credits and felt the junior high school prepared them for high school because of "good academics" (student's words).

Parent Perceptions

All parents interviewed felt that the students were academically prepared for the high school and some of this is due to the fact that the parents have high expectations of the school. One parent said, "There is a sense of belongingness in our school." Parents felt that the teachers liked being at the junior high school and were available to parents. They said that the principal was approachable and supportive.

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

Centerville Junior High School

Find ways to more meaningfully involve parents in volunteer and support activities; some parents wanted to be more involved; principal and teachers need to reach out.

Staff decided to survey parents to ask them how they think they can contribute to the school in meaningful ways.

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

High academic expectations and a caring staff are common among all stakeholders. A focus on safety and preparing students for high school are common in all feedback listed in the audit.

Areas in Need of Improvement

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

The one area which indicated the lowest level of satisfaction was in parental involvement. We need to find more ways to inform, include and involve parents in all aspects of Centerville-Abington Junior High School. It is evident that some parents want to be more involved.

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

This again is the area of parental involvement and communication. A new updated website has been implemented to help parents learning what is happening at CJHS and in the classes their children are taking. Newsletters will be written more frequently to parents and stakeholders.

What are the implications for these stakeholder perceptions?

Climate Audit: Action Plan:

What will be done? Develop a survey for our junior high parents to determine the level of interest with volunteer activities.

Who is Responsible? Principal and NCA co-chairs

When will it be Done? Survey completed and results received by the end of the 2014-15 school year.

How will it be Accomplished? The school climate committee will analyze the results of the survey. This committee along with the co-chairs will develop a parent volunteer action plan.

What Evidence will be Collected to Determine Improvement? Survey results - Parent volunteers that contribute to the school environment during the 2015-16 school year.

Mr. Schauss

Co-chairs

Survey completed and results received by the end of the 2014-15 school year.

The school climate committee will analyze the results of the survey. This committee along with the co-chairs will develop a parent volunteer action plan.

Survey results:

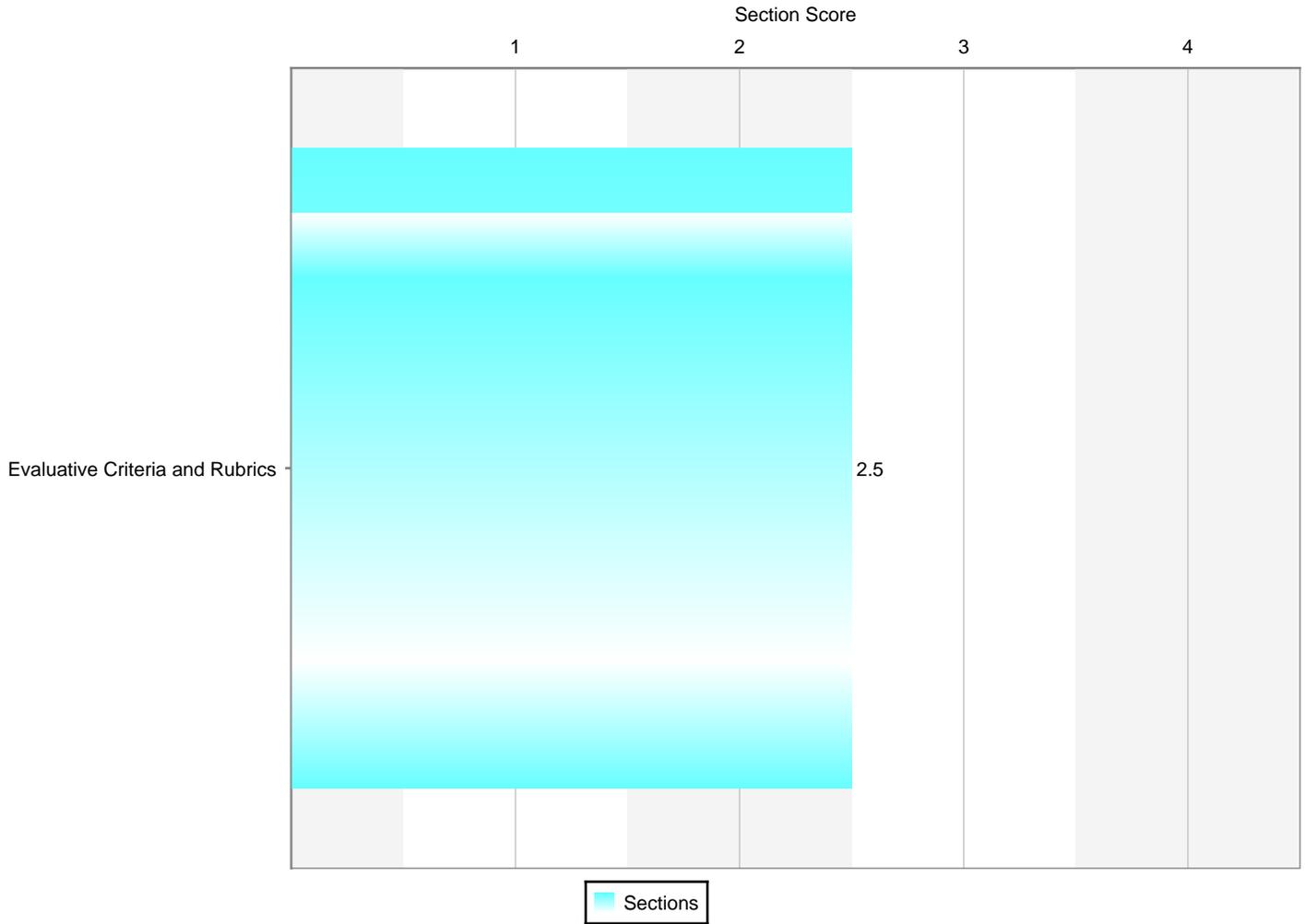
Parent volunteers that contribute to the school environment during the 2015-16 school year.

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

Past surveys show that there is consistency in the data. Parents feel their children are safe at school and that teachers work hard to help them reach their full potential. To determine if there has been growth, we will conduct a survey next school year to study whether our efforts have worked to improve in this area.

Report Summary

Scores By Section



Junior High Goals

Overview

Plan Name

Junior High Goals

Plan Description

2015-16 goals for School Improvement Plan

Goals Summary

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

| # | Goal Name | Goal Details | Goal Type | Total Funding |
|---|--|---|----------------|---------------|
| 1 | All students will increase their reading comprehension and analysis of grade level appropriate text. | Objectives: 2 Strategies: 2 Activities: 3 | Academic | \$200 |
| 2 | Centerville-Abington Junior High will increase parent involvement in order to increase student engagement and achievement. | Objectives: 1 Strategies: 1 Activities: 4 | Organizational | \$60 |
| 3 | All students will increase their Algebra and Functions competency on grade level problems. | Objectives: 1 Strategies: 2 Activities: 2 | Academic | \$0 |

Goal 1: All students will increase their reading comprehension and analysis of grade level appropriate text.

Measurable Objective 1:

80% of All Students will demonstrate a proficiency of 80% in grade level and content area appropriate vocabulary in Reading by 05/31/2016 as measured by locally developed pre and post vocabulary test in all subjects..

Strategy 1:

Vocabulary - All teachers will instruct students by using Marzano's 6 step process for vocabulary development.

Professional development will revisit this 6 step process as needed.

New teachers will be trained by administration at the start of the school year.

Administration will use observations during teacher evaluation.

Research Cited: Robert Marzano's Building Academic Vocabulary Book

Evidence of success: Vocabulary Post Tests, Teacher Evaluation

| Activity - Professional Development | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|-------------------|---------------------------------------|
| The Administrator will observe the Marzano 6 steps during teacher evaluations. | Professional Learning, Direct Instruction | 11/18/2015 | 05/31/2016 | \$200 | General Fund | All 7th and 8th grade teaching staff. |

Measurable Objective 2:

80% of All Students will demonstrate a proficiency of 80% correct in informational text in Reading by 05/31/2016 as measured by ISTEP results and NWEA results..

Strategy 1:

Professional Development - All teachers will be trained in CLOSE reading strategies.

Administration will use observations during teacher evaluations.

Evidence of Success ISTEP and NWEA informational text scores and teacher evaluations.

Research Cited: "Three Phases of CLOSE Reading", Smekens Education Solutions 2014

Evidence of success: ISTEP and NWEA results

| Activity - CLOSE Reading during class instruction | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|--------------------|
| Classroom teachers will do more informational text/CLOSE Reading activities in all classrooms throughout the school year. A CLOSE reading activity will be done every two weeks in all curricular areas. | Direct Instruction, Academic Support Program | 01/15/2016 | 05/31/2016 | \$0 | No Funding Required | All teaching staff |

Indiana School Improvement Plan

Centerville-Abington Junior High

| Activity - CLOSE Reading during evaluations | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|---|------------|------------|-------------------|---------------------|--------------------|
| The Administrator will expect teachers to use a CLOSE Reading strategy during the extended evaluation during second semester. | Professional Learning, Direct Instruction, Academic Support Program | 01/15/2016 | 05/31/2016 | \$0 | No Funding Required | All teaching staff |

Goal 2: Centerville-Abington Junior High will increase parent involvement in order to increase student engagement and achievement.

Measurable Objective 1:

collaborate to inform and encourage parent involvement in school activities by 05/31/2016 as measured by increased parent participation in school activities.

Strategy 1:

Parental Communication - Teachers will implement professional development to develop ways to increase parental communication. The leadership team will look at previous surveys to develop ways to increase parental participation. - Teachers will receive training on various types of parental involvement.

Survey results will be analyzed and an action plan will be developed.

Research Cited: Community Engagement

Evidence of success: increased parental involvement

| Activity - Parent Newsletters | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--|------------|------------|-------------------|---------------------|----------------------------|
| Every two months a newsletter will be sent to all parents of students. The newsletter will describe current activities of the school and let parents know of ways to become more involved. | Behavioral Support Program, Parent Involvement | 08/24/2015 | 05/31/2016 | \$0 | No Funding Required | Principal with staff input |

| Activity - Laptop Distribution Days and Student/Parent tours of the building | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|---------------------|---|
| At the beginning of each new school year students and parents are invited to fill out the necessary forms to receive the laptops for the current school year. At this time parents can take a tour of the building and be able to meet with the principal to ask questions. Open House | Parent Involvement | 07/29/2015 | 07/30/2015 | \$0 | No Funding Required | Principal, secretarial staff, technology staff, selected teaching staff |

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Centerville-Abington Junior High

| Activity - Good Job Referrals | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|--------------------|------------|------------|-------------------|-------------------|--------------------------------------|
| Staff will send positive communication to students and parents. After each professional development day and teacher meeting, staff will complete three good job referrals. | Parent Involvement | 08/05/2015 | 05/31/2016 | \$60 | General Fund | Teaching staff and secretarial staff |

| Activity - Virtual Tour | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--------------------|------------|------------|-------------------|---------------------|-----------------------------|
| Teachers will create a virtual tour of the junior high building. This tour can be accessed from the corporation webpage at the convenience of the parent and student. | Parent Involvement | 05/31/2016 | 08/01/2016 | \$0 | No Funding Required | Mr. Stevenson and Mr. Evard |

Goal 3: All students will increase their Algebra and Functions competency on grade level problems.

Measurable Objective 1:

80% of All Students will increase student growth by 5% with grade level problems in Algebra by 05/31/2016 as measured by ISTEP results..

Strategy 1:

Teachers will create activities using multi-step directions in all curricular areas. - Each teacher will assign activities that entail multi-step directions. Students will become more efficient at solving activities that have multi-steps.

Research Cited: College and Career-Ready Standards

Evidence of success: ISTEP results and local formative assessments.

| Activity - Teacher training on multi-step directions | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|--|---|------------|------------|-------------------|---------------------|--------------------|
| Professional development and training on multi-step directions and problems in all curricular areas. | Professional Learning, Direct Instruction, Academic Support Program | 02/10/2016 | 02/10/2016 | \$0 | No Funding Required | All teaching staff |

Strategy 2:

The Math teachers will work with multi-step algebra skills each class period until the spring 2016 ISTEP test. - The strategy will work as students are immersed in more multi-step problems with the focus on Algebra skills.

Research Cited: There is research that shows that college and career-readiness standards include more multi-step learning and problems.

Evidence of success: Spring ISTEP results

Indiana School Improvement Plan

Centerville-Abington Junior High

| Activity - ISTEP remediation groups during the junior high's 4th rotation period | Activity Type | Begin Date | End Date | Resource Assigned | Source Of Funding | Staff Responsible |
|---|--|------------|------------|-------------------|---------------------|--|
| Selected students will be placed into a remediation group for direct instruction on multi-step algebra skills and other low areas from the 2015 ISTEP test. The instruction will be given and coordinated by the 7th and 8th grade Math teachers. | Direct Instruction, Academic Support Program | 02/01/2016 | 03/29/2016 | \$0 | No Funding Required | Principal, Math teachers, BC lab coordinator |

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 |
|---|--|---|------------|------------|-------------------|---|
| Teacher training on multi-step directions | Professional development and training on multi-step directions and problems in all curricular areas. | Professional Learning, Direct Instruction, Academic Support Program | 02/10/2016 | 02/10/2016 | \$0 | All teaching staff |
| CLOSE Reading during evaluations | The Administrator will expect teachers to use a CLOSE Reading strategy during the extended evaluation during second semester. | Professional Learning, Direct Instruction, Academic Support Program | 01/15/2016 | 05/31/2016 | \$0 | All teaching staff |
| CLOSE Reading during class instruction | Classroom teachers will do more informational text/CLOSE Reading activities in all classrooms throughout the school year. A CLOSE reading activity will be done every two weeks in all curricular areas. | Direct Instruction, Academic Support Program | 01/15/2016 | 05/31/2016 | \$0 | All teaching staff |
| Laptop Distribution Days and Student/Parent tours of the building | At the beginning of each new school year students and parents are invited to fill out the necessary forms to receive the laptops for the current school year. At this time parents can take a tour of the building and be able to meet with the principal to ask questions. Open House | Parent Involvement | 07/29/2015 | 07/30/2015 | \$0 | Principal, secretarial staff, technology staff, selected teaching staff |
| Virtual Tour | Teachers will create a virtual tour of the junior high building. This tour can be accessed from the corporation webpage at the convenience of the parent and student. | Parent Involvement | 05/31/2016 | 08/01/2016 | \$0 | Mr. Stevenson and Mr. Evard |
| ISTEP remediation groups during the junior high's 4th rotation period | Selected students will be placed into a remediation group for direct instruction on multi-step algebra skills and other low areas from the 2015 ISTEP test. The instruction will be given and coordinated by the 7th and 8th grade Math teachers. | Direct Instruction, Academic Support Program | 02/01/2016 | 03/29/2016 | \$0 | Principal, Math teachers, BC lab coordinator |

Indiana School Improvement Plan

Centerville-Abington Junior High

| | | | | | | |
|--------------------|--|--|------------|------------|-----|----------------------------|
| Parent Newsletters | Every two months a newsletter will be sent to all parents of students. The newsletter will describe current activities of the school and let parents know of ways to become more involved. | Behavioral Support Program, Parent Involvement | 08/24/2015 | 05/31/2016 | \$0 | Principal with staff input |
| Total | | | | | \$0 | |

General Fund

| Activity Name | Activity Description | Activity Type | Begin Date | End Date | Resource Assigned | Staff Responsible |
|--------------------------|--|---|------------|------------|-------------------|---------------------------------------|
| Professional Development | The Administrator will observe the Marzano 6 steps during teacher evaluations. | Professional Learning, Direct Instruction | 11/18/2015 | 05/31/2016 | \$200 | All 7th and 8th grade teaching staff. |
| Good Job Referrals | Staff will send positive communication to students and parents. After each professional development day and teacher meeting, staff will complete three good job referrals. | Parent Involvement | 08/05/2015 | 05/31/2016 | \$60 | Teaching staff and secretarial staff |
| Total | | | | | \$260 | |

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.