



# Indiana School Improvement Plan

John Ivan Meister Elementary School

River Forest Community School Corp

Mr. Kevin Trezak  
3300 Jay Street  
Hobart, IN 46342

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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.

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# Executive Summary

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## **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.

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## 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?**

John Ivan Meister Elementary School is located in Hobart, Indiana, in Lake County, Indiana. Meister is located in an unincorporated residential area just north of U.S. 6, sandwiched between Lake Station and Gary.

John Ivan Meister Elementary is one of two K-5 elementary schools in the River Forest Community School Corporation. It is located in a residential area known as Viking Village Subdivision. The school opened in the fall of 1960. In 1967, a library and six classrooms were added. In the fall of 1992, the third addition was built and dedicated. This addition included a full size gym, computer lab, art room and two classrooms. The homes range in value from \$6,000.00 - \$122,000. Many of our students live in a large mobile home park called Pine Village. We currently have 356 students. Of the 356 students, 77% qualify for free/reduced lunch. Our racial and ethnic make-up include 40% percent White, 45% Hispanic, 7% Black, 6% Multi-racial, 1% Asian, 1% American Indian. Meister's gender make-up is 54% male and 46% female. The most recent information for our district informs us that the median income for a household in the city was \$53,870, and the median income for a family was \$46,212. Educational data reveals 20.8 percent of area residents have completed a college program.

Student attendance and tardies are recorded daily and percentages are tracked at the end of each week. 1.9% of our students were retained, and 9.4% of our students have IEP's. One student received In-School suspension, four students received Out-of-School suspensions, and no students were expelled during the 2015-'16 school year.

The building houses classes from kindergarten through fifth grade and currently has 356 students for the 2015-'16 school year. There are three full day kindergarten sections, three first, three second, two third, two fourth grade, two fifth, and one 4/5 split classroom. Meister also has one self-contained classroom for the moderately impaired. We offer educational experiences to students from a variety of backgrounds and experiences. To find information about our student population and make-up see our school snapshot at:

<http://compass.doe.in.gov/dashboard/enrollment.aspx?type=school&id=3805>

## 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.**

River Forest Community School Corporation Mission Statement

Given time and appropriate instruction, all students can learn what schools want them to learn.

John I Meister Mission Statement

Our mission is to ensure that all students have the skills necessary to reach high levels of academic achievement, respect self and others, and become lifelong learners.

John I Meister Vision

We give our best today .... to improve our tomorrows!

John I Meister Beliefs

We believe that ...

- All children can learn
- Mutual respect is essential for a productive learning environment
- Every person is accountable for his/her own behavior and attitude
- We (collectively) are the "village" that will impact our students
- Literacy is the foundation of all learning
- A safe and nurturing environment is the responsibility of the entire school community
- Professional development strengthens teaching and learning

Peace Pledge

I pledge to be a peaceful person

I pledge to be peaceful in my school, family, neighborhood and community

I pledge not to fight with others and not to encourage others to fight

I pledge to set a peaceful example for others to follow, to make my world a more peaceful place for all children to be safe, happy and peaceful

I pledge to move forward with peace in my heart.

Lifeskills

- LIFESKILLS have been a part of Meister School for years
- LIFESKILLS surround us
- LIFESKILLS make up who we are
- We celebrate LIFESKILLS on PRIDE Day

# Indiana School Improvement Plan

John Ivan Meister Elementary School

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- We value the person over the product. Kids first.

Lifeskills are the backbone of our school - teachers believe that . . .

1. Lifeskills are infused into every part of our day.
2. Consequences are about learning not punishment.
3. We work as a team- everyone equally.
4. Flexibility is practiced daily
5. We put effort into our fun and friendships. We function like a family not a place of business.
6. Collective brain- ideas always valued. Positive attitudes a must!
7. Best effort not perfection expected.
8. Compliments and smiles given freely and often.
9. Don't leave your sense of humor at home.

## PRIDE Day

- Promise to tell the truth
- Resist put downs
- Inspire trust
- Demonstrate personal best
- Excel in active listening

What Happens at PRIDE Day??? To celebrate and reinforce Lifeskills we hold PRIDE Days every other Friday. It is our way of coming together as a school family. PRIDE stands for Personal Responsibility In Daily Effort. Each class takes a turn hosting. Parents are always welcome. We sing, dance, celebrate and learn how to not only present but also be a good audience. Classes schedule at the start of the year. Additionally, improving our writing skills is a school goal. To help reinforce this, classes take turns writing about a Lifeskill. Classes also schedule this at the beginning of the year starting with the older classes. Two essays are chosen to be read at PRIDE Day. Students receive the Principal Award and go into our STAR Showcase for two weeks.

Teachers also identify students who have been role models for each Lifeskill. Students are acknowledged at PRIDE Day and go into our Wall of Fame.

## Homework

Homework is charted by class every week. Students who successfully complete homework for two weeks, receive treats on "Treat" Mondays.

## PANDA Awards

Attendance is very important. Classes that receive a PANDA award also receive treats on "Treat" Mondays. Students are required to bring a doctor's note to return to school for each absence after five.

## Responsibility

Teachers post Responsibility boards outside their room every day. This shows all who pass percentages for attendance and homework. Gr. 3, 4, and 5 include percent of signed daily agendas on their boards.

## PTO

We have a wonderful PTO who plan events like Daddy Daughter Dance, Mother and Son Bowling, Fall Hayride at the Orchard, Secret Santa Shop, Turkey Trot and other fun events. This year they sponsored fundraisers to buy new playground equipment and help fund 5th grade camp.

School Song

HEY LOOK US OVER AND HEAR OUR SONG  
MEISTER'S THE BEST, OH SING IT LOUD AND LONG  
WITH PEP, VIM AND VIGOR.....WE STRIVE TO WIN  
WE FIGURE WHENEVER WE'RE DOWN AND OUT  
WE MUST BEGIN AGAIN  
SO WE'LL BE STRONG LIKE THE VIKINGS  
BATTLING THE WAVES  
DON'T THUMB YOUR NOSE, FOLKS  
LET OUR COLORS BLAZE  
WITH THE GIVE AND TAKE SPIRIT  
THAT CAN'T BE BEAT  
DISPLAYED AS A RULE  
RAH! FOR MEISTER, THAT'S OUR SCHOOL!

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## 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.**

2015-'16

### Achievements

1. Successful transition from K-4 building back to K-5 building; School boundary lines are redrawn, again. We successfully welcome about 120 students who are "new" to Meister.
2. Successful transition from 3-5 Acuity to 3-5 NWEA.
3. Successful transition to wireless accessibility with increase in devices (Chromebooks, Kindles).

### Areas of Improvement

1. With addition of nine staff members new to Meister, fine tuning of procedures, practices, and grade level teams are still in process.
2. 4th grade male Meister students who make TYPICAL and HIGH growth on the 2015-16 MAP Math test (EOY assessment).
3. 5th grade female Meister students who make HIGH growth on the 2015-16 MAP Reading Test (EOY assessment).

2014-'15

### Achievements

1. Meister Scores a 4.5 out of 4 on Indiana Schools Report Card - earns unofficial "A". This is Meister's 5th "A" in the last 6 years.
2. Successful transition from K-5 building to K-4 building; School boundary lines are redrawn. We successfully welcome about 50 students who are "new" to Meister.
3. Nancy Packovski - River Forest Community School s Teacher of the Year.
4. Meister staff helps the RFCSC to pass a \$600,000/year (7 years) operating referendum by nearly a 70% margin.

### Areas of Improvement

1. Meister records 7 year low in regards to attendance rate 95.5%.

2013-'14

### Achievements

1. Meister Scores a 6.0 out of 4 on Indiana Schools Report Card - earns an "A".

## Additional Information

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

NA

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# Improvement Plan Stakeholder Involvement

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## **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.

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## 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.**

At Meister ES we utilized our Steering Committee (comprised of 4 teachers). Each goal had a teacher-chair; all individuals were on two committees. Committees were comprised of representatives from all grade levels and appropriate support staff. All staff participated in gathering data and artifacts. Late Start Wednesday PD time was utilized as well as individual committee meeting time. We began working on this as a staff in December of 2015 and finished in late February of 2016. Key individuals participated in the analysis of schoolwide data; this is what our SIP was created from.

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

Stakeholders involved in the SIP process included Teaching Staff, Support Staff, Counselor, NISEC Staff, and our PTO officers. The principal and the Steering Committee were involved with guiding the entire process of the SIP and associated tasks. Teacher, Grade-Level Leaders, and Support Staff were responsible for participating fully in Goal, Data, Self-Assessment, and Assurances committees. We threw an "artifact party" in collecting current artifacts to support the SIP process. Results were shared at professional development meetings. PTO is consulted and updated monthly in regards to SIP process. The principal served as editor of the SIP document, data team member, assurances member, steering committee chair, and committee of one in creation of the executive summary documents.

**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 improvement plan progress was shared at least monthly and will be revisited bi-monthly. The final document will be available on our website and formally presented at PTO meetings in the spring and fall of 2016. Analysis will be ongoing and guided by inclusion on our regular Professional Development meeting agendas; updates will be given at each PTO meeting.

## Self Assessment

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## **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.

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### 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: 3.33

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"> <li>•Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Purpose statements - past and present</li> <li>•- Principal's Notes</li> <li>- Mission Statement</li> <li>- Vision Statement</li> <li>- Ingot Letter</li> <li>- All calls</li> <li>- Weekly Plans/Agenda</li> <li>- Field Trip Notes</li> <li>- Websites</li> <li>- Dojo</li> <li>- Remind</li> <li>- Teacher Letters</li> <li>- Parent/Teacher Conferences (Letters, Schedules with signatures)</li> <li>- Sign-In Sheets for Meet the Teacher Night</li> <li>- Progress Reports</li> </ul>	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is clearly evident in documentation and decision making. This commitment is always reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented in a measurable way so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a strong commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff hold one another accountable to high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose</li> <li>•The school's statement of purpose</li> <li>•Pride Day</li> <li>Life Skill Posters (hallway)</li> <li>Life Skill Banners (gym)</li> <li>Math/Science Club</li> <li>Recycling</li> <li>Student Patrols</li> <li>5th Grade Camp</li> <li>Professional Development on Depth of Knowledge and Critical Thinking</li> <li>4th and 5th Focus Groups</li> <li>Angel Tree</li> <li>Food Baskets</li> <li>Spell Bowl</li> <li>Math Bowl</li> <li>Title Family Night</li> <li>Character Education</li> <li>Junior Achievement</li> <li>Holiday/Seasonal Program</li> <li>Community Movie</li> <li>Daddy Daughter Dance</li> <li>McDonald's Night</li> <li>Family Night At The Apple Orchard</li> <li>Grade Progress</li> <li>The Challenger Program</li> <li>Boys and Girls Sports</li> </ul>	Level 4

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"> <li>•The school data profile</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•The school continuous improvement plan</li> <li>•- Remediation (Permission Slips)               <ul style="list-style-type: none"> <li>- Summer School</li> <li>- Before School Clubs</li> <li>- After School Clubs</li> <li>- IREAD Remediation</li> <li>- Focus Groups</li> <li>- ISTEP Review</li> <li>- RTI</li> <li>- SLO's</li> <li>- Professional Development</li> <li>- Writing Benchmarks</li> <li>- MCLASS</li> <li>- NWEA</li> <li>- Star Reader</li> <li>- Running Records</li> </ul> </li> </ul>	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.**

## 1.1

Belief in Meister's vision and mission statements, which were adopted and elected by stakeholders, is evident daily throughout the school. The Meister vision, "We give our best today to improve our tomorrows," is recited daily by all during the morning announcements and is visible in classrooms and hallways within the building. The Meister Mission Statement is also posted in all classrooms. Stakeholders communicate and are informed in a variety of mediums including Principal's Notes, Ingot Letter, and school all calls. Parents and teachers openly communicate via weekly planners/student agendas, notes and informative flyers, school and teacher websites, and phone apps including Remind and Class Dojo. Parent/Teacher conferences occur twice per year. Teacher follow-up ensures 99% attendance and/or participation. Possible areas of improvement in this standard include providing more frequent updates on school websites and teacher webpages, as well as the utilization surveys to receive random stakeholder

## 1.2

Leadership and staff are deeply committed to fostering a culture that fully supports the student's academic achievement and character development. Lifeskills and Lifelong Guidelines are embedded as the fabric of our school culture. Implementing, teaching, and celebrating the Lifeskills is not only an effective current practice, but is also rooted traditionally throughout the school's history. Over the course of many administrative leaderships, this practice has been in place with great success for nearly twenty years. One lifeskill is focused on for a two week period throughout the school year. Lifeskills are celebrated bi-weekly at the Pride Day assembly through classroom presentations, activities, writing projects, displays, posters and sing alongs. Students are recognized for embodying the focused Lifeskill. In addition, the positive school culture is supported daily during announcements by the reciting of the Peace Pledge, singing the theme song, and with the reading of positive quotes or affirmations which provoke empowerment, thought and discussion among classrooms.

Teachers have high academic standards and student expectations. Students are involved in goal setting within their classrooms. Teachers utilize best practices and are involved in professional development opportunities weekly. Teachers and staff collaborate for individual progress monitoring, RTI, focus group planning and also attend workshop and teacher training for new programs and to learn new skills. All stakeholders go above and beyond to create a positive culture between school and community, by providing a large variety of extra-curricular options for students and the community to participate.

## 1.3

Continuous improvement processes are in place and are utilized routinely to improve and support all student learning goals. Many different assessments including ISTEP+, NWEA, IREAD, MCLASS, STAR Reader, and running records are used throughout the year to provide data for academic goal setting, progress monitoring, individualized instruction, remediation and determining learning paths. Support is provided in a variety of ways within the classroom, as teachers adjust as needed to meet mastery levels of learning, and to reach target goals and benchmarks. Small focus groups are formed to support and teach selected skills based on identified student needs. Groups are formed and based on pre and post assessments. Additional support staff is available throughout the day for small group instruction. This includes support services (Title 1 and 3) and additional staff. Curriculum standards and skills are reinforced with a variety of educational programs, software, and activities. Programs such as Study Island, Mindware, Frontrowed, and MAP Skills Navigator are available for use by students. Teachers provide before and after-school remediation on an as needed to small groups and summer school is offered and/or mandated to students who show significant need in the areas of English language arts and math.

Teachers are held to rigorous standards and also set high measurable student goals( SLO) that are reviewed and formally evaluated. Areas for improvements in Standard 1.3 include improving the availability of technology to each student and making a larger variety of technology available. Also, adopting an assessment tool that can be utilized across all grades would provide consistency across the vertical curriculum and bridge the assessment gap that currently exists in transitioning from second to third grades.

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## Standard 2: Governance and Leadership

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

Overall Rating: 3.83

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

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"> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•Proof of legal counsel</li> <li>•Governing body training plan</li> <li>•Communications about program regulations</li> <li>•Governing body policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> </ul>	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 consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> <li>•Roles and responsibilities of school leadership</li> <li>•School improvement plan developed by the school</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Communications regarding board actions</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders consistently communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' proactive and persistent efforts result in measurable, active stakeholder participation; positive engagement in the school; a strong sense of community; and ownership.	<ul style="list-style-type: none"> <li>•Involvement of stakeholders in a school improvement plan</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Supervision and evaluation documents with criteria for improving professional practice and student success noted</li> <li>•Job specific criteria</li> <li>•Representative supervision and evaluation reports</li> </ul>	Level 4

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

## 2.1

School board policies and practices align and support Meister's vision that all students are given the skills they need to reach high levels of academic achievement, respect self and others, and become lifelong learners. School board policies and administrative guidelines are available on the school website. Board meeting agenda and minutes are also available online. Within the school board policies in section 2610 it is stated the school board directs the superintendent to implement a systematic plan for continuous evaluation. Teachers were also given the opportunity to input on our evaluation system during 2014/2015 school year. Under section 6000 of the school corporation bylaws and policies clear specific requirements are listed regarding fiscal management. Policies and practices at Meister are listed in our school handbook. Classrooms create a homework policy that is signed by both parents and students. Additionally, there are several routes of communication between the school and parents including parents sign off on failed tests, teacher email, classroom dojo, and phone calls.

## 2.2

The governing body provides a folder and a power point presentation presented by the principal that states the roles and responsibilities of the staff at the beginning of the school year. There is a professional development every Wednesday provided by the governing body. Some of the professional developments that have been completed make sure there is compliance with policies, procedures, laws, and regulations as follows: Blood Borne Pathogens, Handwashing, CPR/AED/First Aid Training and Certification, Bullying, and Suicide (see Central Office for documentation). Communication to inform all staff is completed by having important messages posted on a white board and by the front door. There are also memos and important information pertaining to policies, procedures, laws, and regulations posted in the teachers' lounge. There a monthly meeting amongst a team of teachers and central office that discuss compliance with our defined roles and responsibilities. An advisory board exists that meets when conflict occurs. Dan Whitten is the school board legal advisor.

## 2.3

One of our strengths is the school improvement plan developed by the staff. We also implement using life skills on a daily basis and through assemblies. Grade levels also complete a community service project. Assignments such as lounge, cafeteria and bus duty help the school run smoothly, as well as the use of patrols for before and after school help. Staff is given an agenda for Wednesday meetings as well as school board meetings once a month. Character Education and life skills are presented in assemblies every other Friday and a specific lesson is taught once a month by Meister's school counselor.

## 2.4

At Meister we believe we are a family and act accordingly. Starting at the district level, we have teachers who attend monthly discussion meetings and bring that information back to the school. Our school board agendas are posted in the lounge and sent by email to every teacher. Our superintendent reports as does the principal where the meetings are held. At the building level, we use and encourage the use of life skills on a daily basis. Our bi-monthly assemblies, which parents are encouraged to attend, are based around the life skills. Students have assignment books and homework folders for parents to sign off on work and read notes from the teacher and school. We have popcorn Mondays to celebrate those with perfect attendance and homework. Our PTO makes the popcorn. Teachers have developed before and/or after school clubs because we no longer have remediation classes to support students learning. We believe that the students at Meister do not belong to just one teacher, but to all the teachers and support staff. Student patrols help the younger students at breakfast as do teachers on a rotational basis. Patrols also help the K-1 students in the hall in the morning. Title I held a family reading night. We have incorporated mentor teachers for our new staff, and teachers are allowed to share new ideas at professional development days. The entire school supports our community service projects which highlight our life skills. Clean water initiative and boxes for service men are examples. We were not able to get a survey together at this time because we have been in transition. We have had a shift in leadership, as our principal and superintendent have only been here 2 years and our assistant superintendent was hired this school year. Even so, we got a referendum passed last school year because of the cooperation of all stakeholders involved. Teachers walked our neighborhood, made phone calls, and parents and teachers attended informational meetings and worked the polls. All of these things support Meister's purpose and vision, "We give our best today... to improve our tomorrows".

## 2.5

Leadership engages stakeholders effectively in support of the schools direction through various fundraising events in our community with Papa John's, McDonald's, Cici's, and Strack and Van Til's through the efforts of PTO and other community leaders. Leadership conducts

post evaluation meetings with teachers. Teachers use various means to connect with families through newsletters, conferences, and the various applications that can be downloaded on smartphones and tablets, i.e. ClassDojo and Remind. Lead teachers are able to attend professional developments and bring the information back to the rest of the staff. Teachers provide weekly/monthly newsletters and post announcements on their websites to communicate with parents. During the 2014/2015 school year, all stakeholders participated in passing a referendum which allows the school district to receive more funding in an effort to improve schools.

2.6

Teachers are receiving NWEA trainings on administering, analyzing, and using the data provided by such testing. Teachers collaborate with grade level teachers and leadership to analyze NWEA and ISTEP data. New teachers received training directly from the principal about what the job expectations are for all staff members. Teachers received a professional development on the RISE rubric and using Standards for Success to receive feedback from observations. Teachers also received training in creating SLOs. After observations are complete, teachers meet with leadership to discuss their evaluations.

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### Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.17

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"> <li>•Lesson plans</li> <li>•Learning expectations for different courses</li> <li>•Posted learning objectives</li> <li>•Representative samples of student work across courses</li> <li>•Descriptions of instructional techniques</li> <li>•- Focus Group</li> <li>- Push-in</li> <li>- RTI</li> <li>- SLO documents</li> <li>- Spell Bowl</li> <li>- Math Bowl</li> <li>- Pride Day</li> <li>- Accelerated Reader goals</li> <li>- Class &amp; Personal goals</li> <li>- Differentiated Instruction</li> <li>- Character Education</li> <li>- Basal programs</li> </ul>	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.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Common assessments</li> <li>•Standards-based report cards</li> <li>•Lesson plans aligned to the curriculum</li> <li>•- Weekly assessments (Reading, Math, Spelling)</li> <li>- Writing benchmarks (3x/year)</li> <li>- NWEA</li> <li>- m-class</li> <li>- ISTEP</li> <li>- IREAD</li> <li>- WIDA</li> <li>- I-Star</li> <li>- Running Records</li> <li>- STAR Reading</li> <li>- LLI</li> <li>- Focus Group Pre/Post</li> <li>- Curriculum Mapping</li> <li>- Vertical Alignment (I-DOE)</li> <li>- Scope and Sequence (basal)</li> <li>- Standards-based report card (Kindergarten)</li> </ul>	Level 2

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"> <li>•Agenda items addressing these strategies</li> <li>•Professional development focused on these strategies</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Findings from supervisor walk-thrus and observations</li> <li>•Interdisciplinary projects</li> <li>•- SMART goals</li> <li>- Multiple intelligences</li> <li>- Graphic organizers</li> <li>- Leveled readers</li> <li>- Think*Pair*Share</li> <li>- Depth of Knowledge activities/Blooms Taxonomy</li> <li>- Webpages</li> <li>- Groups/Stations</li> <li>- Journals</li> <li>- Tech-enhanced</li> </ul>	Level 3

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"> <li>•Documentation of collection of lesson plans and grade books</li> <li>•Supervision and evaluation procedures</li> <li>•Peer or mentoring opportunities and interactions</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Administrative classroom observation protocols and logs</li> <li>•- RISE evaluation</li> <li>- Standard For Success</li> <li>- 4 Evaluators (1 main, 3 secondary)</li> <li>- Data Binders</li> </ul>	Level 3

# Indiana School Improvement Plan

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Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> <li>•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project</li> <li>•Common language, protocols and reporting tools</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Examples of improvements to content and instructional practice resulting from collaboration</li> <li>•- Mentoring</li> <li>- Grade level collaboration</li> <li>- Common planning time</li> <li>- District-wide professional development</li> <li>- RTI program development &amp; restructure</li> <li>- Internet sharing/Peer presentations</li> <li>- Weekly agenda</li> </ul>	Level 3

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"> <li>•Examples of learning expectations and standards of performance</li> <li>•- Mind maps</li> <li>- Daily objectives (posted/written)</li> <li>- Progress Reports</li> <li>- K-W-L charts</li> <li>- Venn Diagrams</li> <li>- Formative assessments</li> <li>- Reading Street posters</li> <li>- Scheduling (ELL, RTI, LRE, focus group/push in)</li> <li>- 90/60 minute Reading Block</li> <li>- 60 minute Math Block</li> <li>- Student goal setting (Data binders)</li> <li>- 4/5 Split (student sharing/scheduling)</li> </ul>	Level 3

**Indiana School Improvement Plan**

John Ivan Meister Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.	<ul style="list-style-type: none"> <li>•Records of meetings and walk thrus/feedback sessions</li> <li>•Professional learning calendar with activities for instructional support of new staff</li> <li>•Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning</li> <li>•Personnel manuals with information related to new hires including mentoring, coaching, and induction practices</li> <li>•- Teacher mentors</li> <li>- Student teachers</li> <li>- New staff mentor meeting</li> <li>- Homework policy</li> <li>- Bullying policy</li> <li>- 5th grade buddies</li> <li>- Counselor's lunch bunch</li> <li>- Tutoring groups (before school, lunch bunch, afterschool)</li> <li>- Data binders</li> <li>- Late bus roster</li> <li>- Math Bowl</li> <li>- Spell Bowl</li> <li>- Patrols, Flag</li> <li>- Sports programs (softball, cross country, girls/boys basketball, track)</li> <li>- Community Service projects</li> </ul>	Level 4

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# Indiana School Improvement Plan

John Ivan Meister Elementary School

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"> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Calendar outlining when and how families are provided information on child's progress</li> <li>•- Progress reports</li> <li>- Title Night</li> <li>- Math &amp; Reading Connections newsletters</li> <li>- PTO happenings</li> <li>- McDonald's Night, Papa John's Night</li> <li>- Personal webpages/website</li> <li>- Teacher's weekly newsletters</li> <li>- Pride Days</li> <li>- Parent/Teacher conferences</li> <li>- Field trips</li> <li>- Classroom parties</li> <li>- DOJO &amp; Remind 101</li> <li>- Folders &amp; planners</li> <li>- Phone calls home</li> <li>- Room Parent sign ups</li> <li>- School Board meetings</li> <li>- Back to School Night</li> <li>- All-call</li> </ul>	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 long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•List of students matched to adult advocate</li> <li>•Master schedule with time for formal adult advocate structure</li> <li>•- Character education schedule</li> <li>- Profile cards</li> <li>- Lunch bunch</li> <li>- Rti schedule</li> <li>- Specials schedule</li> <li>- Sports teams roster</li> </ul>	Level 3

# Indiana School Improvement Plan

John Ivan Meister Elementary School

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

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a 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"> <li>•Brief explanation of alignment between professional learning and identified needs</li> <li>•- Late Start/Early Release Wednesday Professional Development</li> <li>- Diversity Professional Development (hip hop)</li> <li>- NWEA training (October)</li> <li>- M-class training</li> <li>- WIDA training</li> <li>- RIDE training</li> <li>- 95% training</li> <li>- I-DOE training at MIS</li> <li>- Grade level collaboration</li> <li>- Kindle training</li> <li>- Webinars</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.	<ul style="list-style-type: none"> <li>•List of learning support services and student population served by such services</li> <li>•Data used to identify unique learning needs of students</li> <li>•- Title 1</li> <li>- Title 3</li> <li>- Rti</li> <li>- LRE</li> <li>- Depth of Knowledge PD</li> <li>- Multiple intelligences survey</li> <li>- WIDA</li> <li>- Student goals</li> <li>- Target goals</li> </ul>	Level 4

Reflect upon your responses to each of the indicators and performance levels by considering and responding to the following questions when drafting your narrative response. Use language from the performance level descriptions to guide your writing.

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

### 3.1

Curriculum and learning experiences in each class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills.

### 3.2

School personnel monitor and adjusts curriculum, instruction, and assessment to ensure vertical and horizontal alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. Continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.

### 3.3

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 to individual learning needs of students. 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.

### 3.4

School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they: 1.) are aligned with school 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.

### 3.5

All members of the school's staff participate in collaborative learning communities that both meet informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes discussion about student learning. Learning from using and discussing the results of inquiry practices such as the examination of student work, reflection, study teams, and peer coaching occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.

### 3.6

All teachers systematically use an instructional process that clearly informs students of learning expectations and standards of performance. Exemplars are provided to guide and inform students. The process requires the use of multiple measures including formative assessment to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and immediate feedback about their learning.

### 3.7

All school personnel are engaged in systematic mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set high expectations for all school personnel and include valid and reliable measures of performance.

### 3.8

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 process.

### 3.9

School personnel participate in a structure that gives them long term interaction with individual students allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.

### 3.10

All teachers consistently use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each students' attainment of content knowledge and skills. These policies, processes, and procedures are implemented without

fail across all grade levels. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.

3.11

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 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.

3.12

School personnel systematically and continuously use data to identify unique learning needs of all students at all levels of proficiency as well as other learning needs (such as second languages). School personnel stay current on research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related individualized learning support services to all students.

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### Standard 4: Resources and Support Systems

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

Overall Rating: 3.57

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> <li>•School budgets for the last three years</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff</li> <li>•Assessments of staffing needs</li> <li>•Documentation of highly qualified staff</li> <li>•3 Title Teachers, 1.5 ESL, 2 Paras, 2 Push ins</li> </ul>	Level 4

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

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Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	<ul style="list-style-type: none"> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures.</li> <li>•Maintenance schedules</li> <li>•Safety committee responsibilities, meeting schedules, and minutes</li> <li>•Home culture, Safety Committee, Maintenance</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	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"> <li>•Data on media and information resources available to students and staff</li> <li>•Wifi, Kindles, Classroom e-cards, Elmos, projectors, Ed websites, library</li> </ul>	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"> <li>•Technology plan and budget to improve technology services and infrastructure</li> <li>•Policies relative to technology use</li> <li>•Chromebooks, Kindles, whole school wireless</li> </ul>	Level 3

# Indiana School Improvement Plan

John Ivan Meister Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a clearly defined process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•Innovations, Miss Brooks, Occupational Therapist, Parent classes, Title I nights, Speech, eye check, mobile dentist, YMCA, Lice presentation, Title 3 Family nights, After school clubs, Lunch Bunch, Pride Day, Mr. T's neediest</li> </ul>	Level 4

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"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Budget for counseling, assessment, referral, educational and career planning</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> <li>•Miss Brooks, RTI, Special Needs Teacher, mClass, NWEA, Jr. Achievement, Guest speakers in Math Lab, Pride Day, EH visitor Jen Frigo, Int'l Math-Career Planning</li> </ul>	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.

4.1

Meister Elementary implements clearly defined processes of hiring through our online AppliTrack program. This program is utilized by administration to ensure qualified professional and support staff fill the roles needed to continuously support the school purpose. Once hired, all staff provide evidence of their Highly Qualified status which is kept on file in the Administration Office. Staffing needs are constantly monitored in a systematic manner by school leaders and positions are posted when those needs arise. A referendum was passed in 2015 providing RFCSC, therefore Meister Elementary, the fiscal resources needed to fund all positions necessary to achieve the purpose and direction of the school.

4.2

Meister Elementary focuses instructional time, material resources and fiscal resources solely to support the purpose and direction of the school. Instructional time is fiercely protected through whole school activities, intervention to allow all students to have equitable opportunities to attain challenging learning expectations. Through rigorous tracking of classroom and whole school goals for attendance, homework completion, as well as development tracking of student learning, Meister excels in this area.

4.3

Although the building and facilities are aging, Meister Elementary exceeds expectations in efforts to provide a safe, clean, and healthy environment for students and staff. The safety committee tracks any issues needing attention and all immediate concerns are addressed promptly through a qualified and diligent custodial team. Meister promotes a strong home-to-school culture through communication and an open-door policy to visit the school.

4.4

None

4.5

A top priority for Meister Elementary is offer technology which supports students in their learning, while also allowing staff and teachers the resources to reach and exceed learning outcomes and goals. Examples such as Elmo projectors, digital access cards, kindle books, chromebooks, computers in classrooms, and Meister piloted as the first school in the district to offer wifi, demonstrate continual support toward student learning goals.

4.6

A particular strength for Meister Elementary is the services offered to support the student population. Meister provides: counseling services through Innovations, character education, occupational services, speech support, PTO, Student Council, Title III and ELL Family Nights, after school clubs, Title I nights, Lunch Bunch, Pride Day bi-weekly, health checks such as eyes and dental, Mr. T's benefactor fund to assist needy families, and many other offerings to anchor the physical, social, and emotional needs of the students.

### Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and 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"> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance</li> <li>• Evidence:</li> <li>* Screenshots: Harmony</li> <li>* Paper: Handbook?, NWEA Reports, M-Class Reports, Writing Benchmark Scope Sequence/Rubric/Reporting form, Study Island Pre/Post, Front Row</li> <li>STAR Reading Levels/AR Points/ Running Records-Classroom and Title/ WIDA Reports/ISTEP+/I-Read/Rubrics</li> <li>We did not score ourselves at a 4 because it said all sources are reliable and bias free.</li> </ul>	Level 3

# Indiana School Improvement Plan

John Ivan Meister Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Systematic processes and procedures for collecting, analyzing, and applying learning from 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"> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•Evidence:                             <ul style="list-style-type: none"> <li>* Screenshots: MindPlay, XtraMath, Study Island, RAZ Kids, Front Row, Hour of Code, Kahn Academy (websites our kids use)</li> <li>* Paper: Focus Group Data-Pre/Post Tests, Lesson Plans for Small Group Instruction or Differentiated Instruction, Leveled Readers--one from each of the 5 kits with lesson plans, LLI lesson plans, Front Row, Daily Checks Data, Exit Pass</li> <li>* Photos: Data charts/Classroom management charts</li> </ul> </li> </ul>	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.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Evidence:                             <ul style="list-style-type: none"> <li>* Weekly sign-in sheets</li> <li>* Destination PD records from Dr. Thorne</li> <li>* Certificates</li> </ul> </li> </ul>	Level 3

**Indiana School Improvement Plan**

John Ivan Meister Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures 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"> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Examples of use of results to evaluate continuous improvement action plans</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> <li>•Evidence:                             <ul style="list-style-type: none"> <li>* SLO's</li> <li>* NWEA data</li> <li>* Profile Cards</li> <li>* Report Cards</li> <li>* Writing Benchmarks</li> <li>* Until Tests</li> <li>* Focus Group Data</li> <li>* Differentiated Lesson Plans</li> </ul> </li> </ul>	Level 3

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**Indiana School Improvement Plan**

John Ivan Meister Elementary School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	<ul style="list-style-type: none"> <li>•Minutes of board meetings regarding achievement of student learning goals</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> <li>•Evidence:                             <ul style="list-style-type: none"> <li>* Principal's Newsletters</li> <li>* RF Educators</li> <li>* School Board Agendas</li> <li>* Council Meeting minutes (when data is discussed)</li> <li>* Photos: Banner, Sign, Life Skills, Outstanding Athletes/Students</li> </ul> </li> <li>Attendance charts, Homework Charts</li> </ul>	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.**

5.1

Meister has several strong formative/summative assessments include M-Class (Math & Reading K-2), NWEA (Math, Reading, Language 3-5), and NWEA Science (4). In addition, many of our teachers use Running Records, STAR, and Study Island information to drive instruction and create small groups. We do a district-developed writing benchmark three times a year where each grade level focuses on a different aspect/genre of writing (K-5). We have a consistent grading scale and use Harmony as a student management system (1-5). Our Title I staff use LLI Kits and other research-based materials for intervention support. Title III staff uses WIDA assessments. Traditionally, we have used ISTEP+ data (3-5); however, there is state-wide concern about the validity and reliability of this data.

Concerns:

- \* Curriculum "Leap" and Data between primary/intermediate grades (M-Class and NWEA)
- \* Consistency in "rigorous" curriculum and report cards (total points/weighting)

5.2

Most teachers use multiple data sources consistently. Many of our staff use trend data that provides a complete picture of student learning and drives our instruction. There are some processes in place (RTI, District-Developed Writing Benchmark s, Pre/Post Testing); however

most collected data is used by the teacher within that classroom. (Focus Groups (4-5), Small groups, Differentiated Instruction, Front Row, Daily Checks for Understanding, Exit Passes)

Concerns: "All" data sources are documents and used consistently by professional and support staff...

### 5.3

All staff participates in professional development at Meister. This supports our philosophy that it takes a village to raise a child. All staff is part of an Advance Ed team/committee and is eligible for tech training. Several attended the two-day EngageED Tech training this summer.

Classroom teachers have participated in WIDA training. Recently intermediate classroom teachers have participated in Destination PD (on-line training for NWEA). In addition, a train-the-trainer model is in place with lead teachers attending various conferences, or webinars, and bringing information back to the entire staff. The primary teachers have participated in training for Kindles.

### 5.4

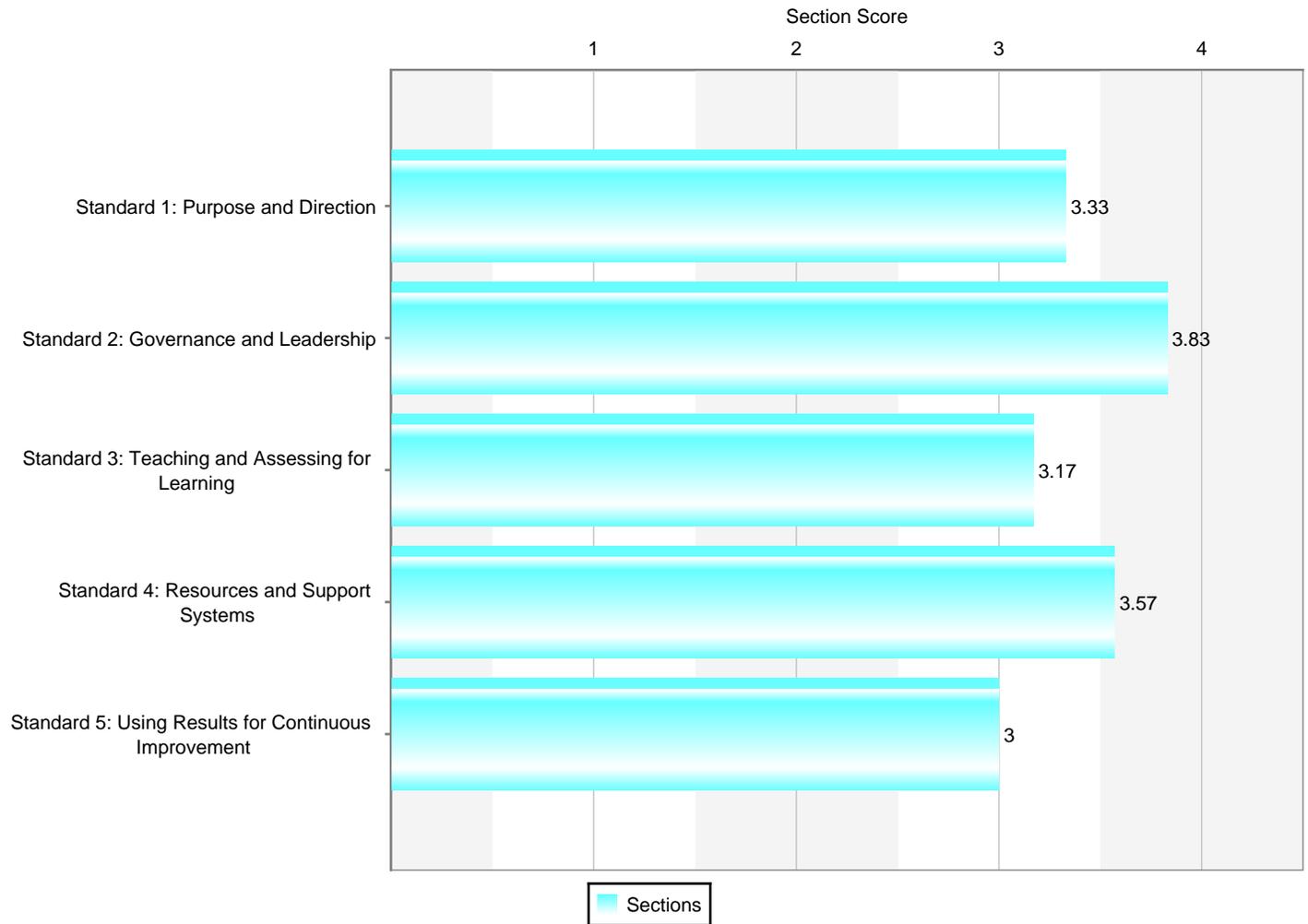
NWEA, M-Class, Reading and Math Levels are placed on student profile cards and presented to the upcoming teacher as a snapshot of the student's growth. RTI records are also passed on each spring. In the past, ISTEP+ has shown student growth. Currently, each teacher has a SLO that has a classroom goal as well as a target-group goal. Our Writing Benchmarks also indicate overall growth in the areas of Written Expression and Language Conventions. Each classroom teacher uses data from STAR/Running Records/Unit assessments/Pre-Posts to determine mastery of growth goals and forms small differentiated groups for instruction. First through fifth grade have computer generated report cards produced from our student management system-Harmony.

### 5.5

Meister's leadership communicates information about student learning and the conditions that support learning such as student goal setting, higher-order thinking, and problem solving processes. Our principal provides this information to our parents through a regularly scheduled PTO meeting, monthly newsletters, RF Educator, banners, and our school sign and website. He focuses our professional development time on these areas as well. He uses technology, research-based articles, and cultivates teamwork during discussion opportunities. He also has various trained presenters, or staff members, share or report about techniques, conferences, or experiences in order to guide newer teachers. We have an evaluation team of teachers who provide conferencing and work with our staff members on ways to improve their artistry of teaching. In the past few years, we have welcomed a large number of new teachers into our family. While we are an "open-door" building and share with one another freely, we also have mentors assigned to new teachers. While our principal professionally relays information to stakeholders, he is also a lifelong community member.

## Report Summary

### Scores By Section



# Student Performance Diagnostic

DRAFT

## **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.

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**Student Performance Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		Meister ES Data Document

DRAFT

## Evaluative Criteria and Rubrics

Overall Rating: 3.25

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is well analyzed and clearly presented. In comparison to institutions functioning in a similar educational context, students' status, improvement, and/or growth evidence indicates that the level of student learning is substantially greater than what would otherwise be expected.	Level 4

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates 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?

Mathematics/ Reading above grade level as evidenced by NWEA Fall 2015 (B.O.Y)

48% of 5th graders (28 students) are above grade level in Number Sense

34% of 4th graders (26) are above grade level in Number Sense

46% of 3rd graders (23) are above grade level in Number Sense

51% of 5th graders (38) are above Literature skills.

47% of 4th graders (27) are above grade level in Nonfiction skills.

52% of 3rd graders (26) are above grade level in Literature skills.

In mClass Reading 3D, across grades K-2, in years 2013-2016, 80% of our students routinely achieve proficiency or above.

In mClass Math, based on years 2013-16, kindergarten students showed the highest performance in counting skills (93%); first grade students showed the highest performance in quantity discrimination (96%); and second grade students showed the highest performance in concepts (96%).

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

Mathematics

Number Sense is strength across the grade levels. Number sense is the first standard focused on in the mapping of curriculum, it shows a strong foundation for building onward to the next set of standards to include Computation.

Meister students, Grade 5, showed a MEAN RIT score of 210, two points above the District Mean.

Meister students, Grade 4, showed a 69% Average- to-High scoring on this first NWEA. With further instruction, remediation, and enrichment, this is a high percentage of students capable of achieving scores in the "Hi-RIT Range".

Meister students, Grade 3, achieved a Mean RIT score of 192. This is 2 points above the "Norm RIT", or national average, and 4 points above the district mean.

Reading

Nearly 50% of 5th grade students were scored above in all three areas of Reading. The Mean RIT was 207, 2 points above the District and the Norm levels.

53% of 4th grade students were above in all three areas of Reading. The Mean RIT of 201 was 8 points above the national Norm RIT.

Over ½ of 3rd grade students achieved above levels in both Literature and Nonfiction.

In mClass Reading 3D and Math, our EOY scores are consistently and considerably higher than our BOY scores.

### Which area(s) indicate the overall highest performance?

51% of 5th grade students achieved above grade level scores in Literature. The 2nd and 3rd quarter focuses on the genre of Nonfiction to improve on literature skills for projected growth on NWEA (M.O.Y) and (E.O.Y).

Reading performance of 3rd grade students showed over ½ achieving "Hi-Avg/ Hi" performance in two skills sets within Reading which demonstrates preparedness for the I-READ Assessment.

In mClass Reading 3D, based on year 2014-15 scores, kindergarten students increased from BOY 14% met or exceeded proficiency levels to EOY 63% met or exceeded proficiency levels. In that same year, second grade students increased from BOY 27% to EOY 64% met or exceeded proficiency levels.

In mClass Math, based on years 2013-16, kindergarten students showed the highest performance in counting skills (93%); first grade students showed the highest performance in quantity discrimination (96%); and second grade students showed the highest performance in concepts (96%).

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

5th grade females showed a performance of 40% "Avg/ hi-Avg/ hi" in the B.O.Y Mathematics assessment. This is 4 points above the district grade level.

Tracking 2013-14 Kindergarten male students through second grade in 2015-16, mClass Reading 3D confirms a consistent increase in performance across all skills.

### **Between which subgroups is the achievement gap closing?**

The "gap" is closing within 5th grade Reading as the above groups for 5th grade females are 56%, while the males are at 49%. (The standard deviation for Reading for females to males is 10:13, respectively, which shows that with small remediation groups, males can reach the same level as females.

Meister 3rd grade Reading, females overall above (43%), males (49%).

mClass Math and Reading 3D do not break students down into subgroups other than by gender. This was addressed in number 4.

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

mClass Reading 3D and Math reflect consistent increases in results from year to year from Kindergarten through second grade.

## Areas in Need of Improvement

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

Mathematics/ Reading below grade level as evidenced by NWEA Fall 2015 (B.O.Y):

52% of 5th graders are below grade level in Measurement

49% of 4th 5th graders are below grade level in Computation

58% of 3rd graders are below grade level in Computation

35% of 5th graders are below grade level in Non Fiction/ 34% below in Literature

33% of 4th graders are below grade level in Vocabulary

36% of 3rd graders are below grade level in Vocabulary

In mClass Reading 3D, results show students enter school below expected reading levels in Kindergarten. As students progress through grade levels, scores decrease slightly at MOY but show positive gains by EOY.

In mClass Math, we chose Missing Numbers as the performance indicator to examine because this skill is tested from Kindergarten through second grade and showed the greatest area of need.

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

We found no areas that show a negative trend in mClass Reading 3D performance.

### Which area(s) indicate the overall lowest performance?

Overall based on the fall NWEA Fall 2015 data, Measurement and Data Analysis were the lowest scoring areas for all grade levels:

5th grade Measurement (31%), Data (25%)

4th grade Measurement (32%), Data (44%)

3rd grade Measurement (38%), Data (34%)

\*Measurement and Data Analysis, at grade level, are mapped through the grade level curriculum at the middle and end of the year. These percentages will show gains after instruction and on the 2nd and 3rd NWEA Assessment after students have received this instruction \*at grade level.

In mClass Math, in years 2013-2016, BOY benchmark showed that the Missing Numbers performance indicator was the lowest math skill in K-2.

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

Based on the NWEA Fall 2015 test subgroups for 5th grade shows 55% (13/22) of Hispanic students are below grade level for math and 32% are below for reading. For 4th grade math and math 80% (4/5) of African American students are below grade level. For 3rd grade 27% (9/24) of Hispanic students are below grade level (7/25) and reading 24% (8/26).

In mClass Reading 3D, BOY years 2014-15, second grade male students showed a slight decrease in performance.

**Between which subgroups is the achievement gap becoming greater?**

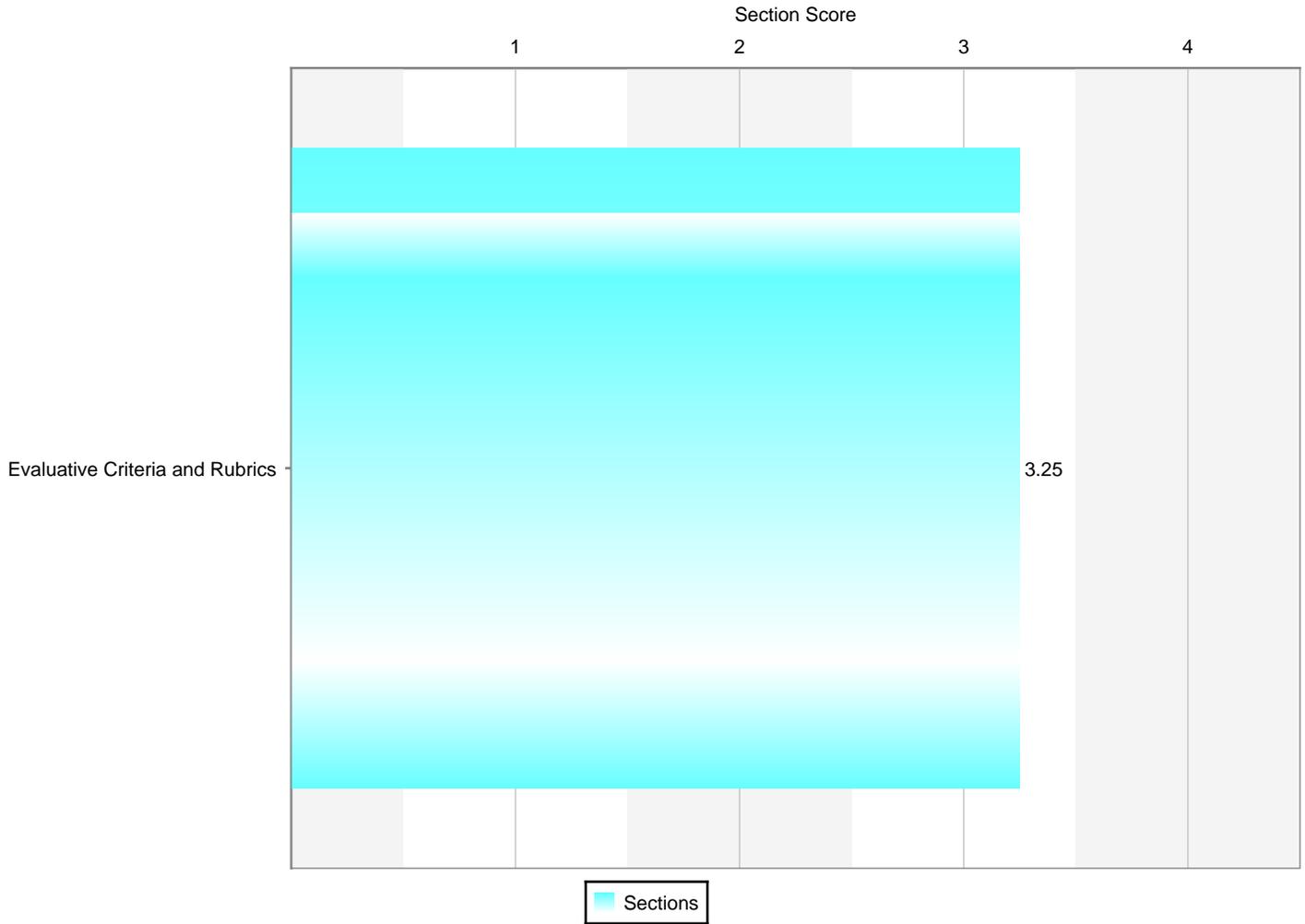
The "Winter 2015" (M.O.Y) NWEA scores will be evaluated to find the areas of strength so instruction can be centered on the growth and maintenance of these areas. Areas for concern will be identified and remediation plans in effect will continue to adapt to the needs of each group and subgroup. We will analyze our individual methods of instruction based on the "Standard Deviation" to develop student groups that include whole groups instruction, small group, and intervention or remediation levels that are 1:3.

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

The Overall mClass Math trend shows positive data for second grade males. Missing number skill is just a small subgroup of the overall test. We show no negative consistent findings from other data sources.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

DRAFT

## **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.

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### Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	No	Not required this year	

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## Evaluative Criteria and Rubrics

Overall Rating: 1.0

	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	All questionnaires had an average item value of less than 3.2 (on a 5.0 scale). Results of stakeholder feedback collected by the institution were poorly analyzed and presented unclearly.	Level 1

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## Areas of Notable Achievement

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

NA

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

NA

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

NA

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## Areas in Need of Improvement

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

NA

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

NA

What are the implications for these stakeholder perceptions?

NA

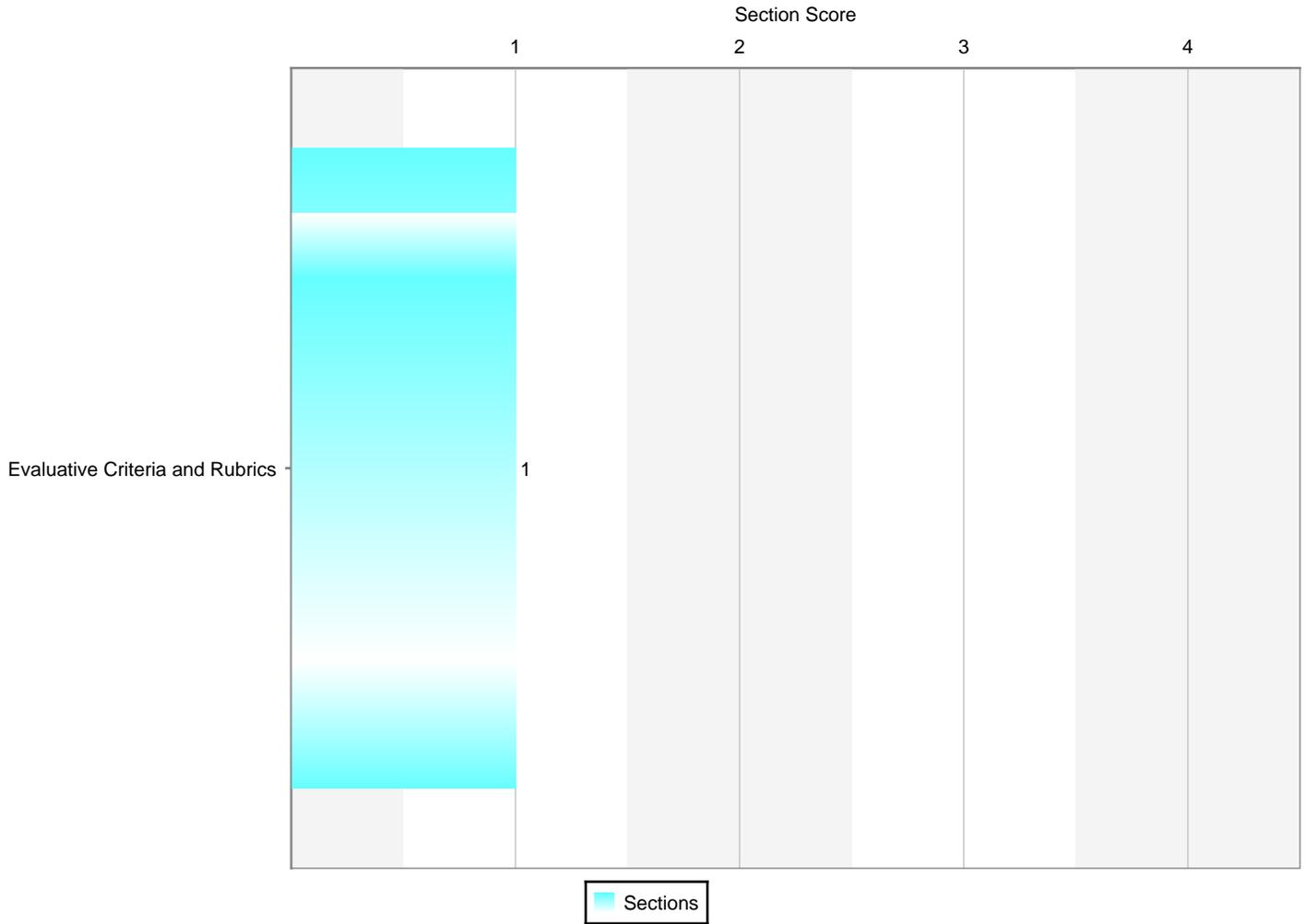
Which of the above reported findings are consistent with findings from other stakeholder feedback sources?

NA

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## Report Summary

### Scores By Section



# Meister Indiana School Improvement Plan

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## Overview

### Plan Name

Meister Indiana School Improvement Plan

### Plan Description

2016-2019

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## 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 in Meister Elementary School will become proficient readers as evidenced on the ISTEP+ test.	Objectives: 1 Strategies: 3 Activities: 12	Academic	\$17462
2	All students at Meister Elementary School will become proficient in Mathematics as evidenced on the ISTEP+ tests.	Objectives: 1 Strategies: 2 Activities: 11	Academic	\$28500
3	All students in Meister Elementary School will become proficient writers as evidenced on the ISTEP+ test.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$5000

## Goal 1: All students in Meister Elementary School will become proficient readers as evidenced on the ISTEP+ test.

### Measurable Objective 1:

86% of Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) by earning a passing score in Reading by 06/01/2019 as measured by ISTEP+.

### Strategy 1:

Rtl focus - Title 1 Pull-out focusing on students in Tiers 2 and 3 of Rtl

Research Cited: Response to intervention: A Practical Guide for Teachers. 2007 Bender & Shores

The New Rtl: Response to Intelligence.2010 Walker

Beyond the Rtl Pyramid. 2009 Bender

Rtl From All Sides. 2009 Howard

Evidence of success: ISTEP+

monitoring:

mClass

Dibels

NWEA

Formative and Summative Assessments

Activity - Training on LLI	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 staff and teachers will traing in how to provide service for and use data for	Direct Instruction, Academic Support Program	03/01/2016	06/12/2017	\$0	No Funding Required	Title 1 staff Classroom Teachers
Activity - Push-in Title Service	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will coordinate with paraprofessionals in developing appropriate services for at-risk students	Direct Instruction	03/01/2016	06/01/2019	\$0	No Funding Required	Title 1 push-in staff all teachers

### Strategy 2:

Mindplay - Title 1 staff and classroom teachers will pilot MIndplay online resource. 25 licenses will be provided and used for at-risk students

Research Cited: Mindplay.com

## Indiana School Improvement Plan

John Ivan Meister Elementary School

Evidence of success: ISTEP+

monitoring:

Mindplay data

mClass

DIBELS

NWEA

Formative and Summative Assessments

Activity - Mindplay	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will be trained in utilizing Mindplay Software	Academic Support Program, Parent Involvement	03/01/2016	06/01/2019	\$3500	Title I Schoolwide	All staff who are supporting students during Rtl block Piloting teachers
Activity - Mindplay at home	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 staff will advertise Mindplay program to parents	Academic Support Program, Parent Involvement	03/01/2016	06/01/2019	\$0	Title I School Improvement (ISI)	All staff who are supporting students during the Rtl block Teachers who are piloting software

### Strategy 3:

Differentiation - All teachers will teach specific comprehension strategies throughout general education lessons.

Research Cited: Differentiated Reading Instruction. 2007 Walpole & McKenna

Children With limited English.2002 Kottler & Kottler

Teaching English Language Learners K-12. 2004 Jesness

The Art and Science of Teaching. 2007 Marzano.

Evidence of success: ISTEP+

monitoring:

mClass

DIBELS

SY 2015-2016

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## Indiana School Improvement Plan

John Ivan Meister Elementary School

NWEA

Formative and Summative Assessments

Activity - Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<ul style="list-style-type: none"> <li>• Introduce and implement Differentiated Instructional Strategies.</li> <li>• Develop and Implement English/Language Arts Curriculum Maps.</li> </ul>	Direct Instruction, Policy and Process, Academic Support Program	03/01/2016	06/01/2019	\$1000	District Funding	All Staff
Activity - STAR	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize most current STAR program for progress monitoring	Academic Support Program	03/01/2016	06/01/2019	\$2312	Title I Schoolwide	1st-5th grade staff
Activity - Accelerated Reader	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Staff will utilize Accelerated Reader 360 in class.	Academic Support Program	03/01/2016	06/01/2019	\$5000	Title I Schoolwide	All 1st-5th grade staff
Activity - Scott-Foresman Early Reading Intervention	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Primary grades will utilize Early Intervention and below grade level supplemental reading program.	Academic Support Program	03/01/2016	06/01/2019	\$0	No Funding Required	Primary grade teachers
Activity - Intervention Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
District Literacy Coach will provide review of interventions and training on existing interventions for new staff	Professional Learning	03/01/2016	06/01/2019	\$3150	Title I Schoolwide	all staff
Activity - RAZ Kids	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The staff will utilize RAZ Kids software to support students in Reading	Academic Support Program	03/01/2016	06/01/2019	\$2000	Title I Schoolwide	Rtl staff and assistants
Activity - Parent Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 and 3 Parent Nights will occur during the school year	Parent Involvement	03/01/2016	06/01/2019	\$500	Title I Schoolwide	All Title Staff

Activity - NWEA Student Goal Setting and Data Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will have students utilize individual NWEA data in goal setting and tracking progress.	Academic Support Program	03/01/2016	06/01/2019	\$0	No Funding Required	all Staff involved in NWEA testing

## **Goal 2: All students at Meister Elementary School will become proficient in Mathematics as evidenced on the ISTEP+ tests.**

### **Measurable Objective 1:**

78% of Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) by earning a passing score in Mathematics by 06/01/2019 as measured by ISTEP+.

### **Strategy 1:**

Classroom Interventions - All Staff will use research-based interventions to teach all students while improving the understanding of the Indiana Academic Standards.

Research Cited: Daily math instruction, remediation and support materials taken from research based math series to be adopted for the 2016-17 school year.

Marzano, Robert J. "Art and Science of Teaching / High Expectations for All."

Tomlinson, Carol Ann and Marcia B. Imbeau. Leading and Managing a Differentiated Classroom. ASCD, 2010.

Teaching All Students. Educational Leadership. October 2003.

National Council of Teachers of Mathematics (NCTM). 2000 Principals and Standards for School Mathematics. Reston, VA: Author

Burns, Marilyn. (2004, October). Writing in Math. Educational Leadership, 30-33.

Evidence of success: ISTEP+

monitoring:

mClass

NWEA

Formative and Summative Assessments

Activity - Study Island	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will create and use Study Island activities to monitor the progress of students in their classrooms.	Academic Support Program	03/01/2016	06/01/2019	\$3000	Title I Schoolwide	All Intermediate Staff

Activity - Star Math	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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## Indiana School Improvement Plan

John Ivan Meister Elementary School

Star Math will be used as a source of data for the instructional and Rtl process.	Technology, Academic Support Program	03/01/2016	06/01/2019	\$5000	Title I Schoolwide	All staff
<b>Activity - Daily minutes on math</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Daily math instruction will be provided for 60-75 minutes daily including direct, guided, and differentiated instruction.	Direct Instruction	03/01/2016	06/01/2019	\$0	No Funding Required	All Staff
<b>Activity - Focus on Process Standards</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Meister will participate in schoolwide focus on Indiana mathematical Process Standards. 2016-17 focus on standards 1, 2, 5, 6. 2017-18 focus on standards 3, 4. 2018-19 focus on standards 7, 8.	Professional Learning	03/01/2016	06/01/2019	\$0	No Funding Required	All Staff
<b>Activity - Read, Draw, Write</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
All classes will use Read, Draw, Write in classroom routines.	Academic Support Program	03/01/2016	06/01/2019	\$0	No Funding Required	All Staff
<b>Activity - mClass and NWEA Goal Setting</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Teachers will involve students in the process of monitoring their improvement using mClass (K-2) or NWEA (3-5)	Academic Support Program	03/01/2016	06/01/2019	\$0	No Funding Required	All Staff
<b>Activity - Training on Math Adoption</b>	<b>Activity Type</b>	<b>Begin Date</b>	<b>End Date</b>	<b>Resource Assigned</b>	<b>Source Of Funding</b>	<b>Staff Responsible</b>
Staff will train in grade level and cross-grade level in developing understanding of newly adopted materials.	Professional Learning	03/01/2016	06/01/2019	\$0	No Funding Required	All Staff

### Strategy 2:

Rtl and additional Interventions - All staff will use additional core curriculum materials - especially focused on Rtl and push-in services as well as Math Lab.

Research Cited: Daily math instruction, remediation and support materials taken from research based math series to be adopted for the 2016-17 school year.

Marzano, Robert J. "Art and Science of Teaching / High Expectations for All."

Tomlinson, Carol Ann and Marcia B. Imbeau. Leading and Managing a Differentiated Classroom. ASCD, 2010.

Teaching All Students. Educational Leadership. October 2003.

National Council of Teachers of Mathematics (NCTM). 2000 Principals and Standards for School Mathematics. Reston, VA: Author

Burns, Marilyn. (2004, October). Writing in Math. Educational Leadership, 30-33.

Evidence of success: ISTEP+

## Indiana School Improvement Plan

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monitoring:

mClass

NWEA

Formative and Summative assessments

Activity - Math Lab	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will receive support in mathematical concepts and processes.	Academic Support Program	03/01/2016	06/01/2019	\$20000	Title I Schoolwide	Title 1 Math Lab teacher
Activity - After School Remediation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will provide after-school remediation support (depending upon availability).	Academic Support Program	03/01/2016	06/01/2019	\$0	No Funding Required	All Staff
Activity - Title 1 push-in	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive more time for push-in focusing on at-risk students in mathematics.	Academic Support Program	03/01/2016	06/01/2019	\$0	No Funding Required	Title 1 Staff
Activity - Title 1 Nights	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Title 1 and 3 Parent Nights will occur during the year	Parent Involvement	03/01/2016	06/01/2019	\$500	Title I Schoolwide	All Title Staff

### Goal 3: All students in Meister Elementary School will become proficient writers as evidenced on the ISTEP+ test.

#### Measurable Objective 1:

60% of Third, Fourth and Fifth grade students will demonstrate student proficiency (pass rate) as evidenced in Writing by 06/01/2019 as measured by ISTEP+.

#### Strategy 1:

Classroom Interventions - All Staff will use research-based interventions to teach all students while improving the understanding of the Indiana Academic Standards.

Research Cited: Guidelines to Writer's Workshop

Kristina Smekens Online: [www.smekenseducation.com](http://www.smekenseducation.com)

Pearson Grammar/Spelling

## Indiana School Improvement Plan

John Ivan Meister Elementary School

### 6 + 1 Traits of Writing by Ruth Culham

Evidence of success: ISTEP+

monitoring:

Reading Benchmarks

NWEA

mClass

Activity - Writer's Workshop	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
We will implement in-house professional development for new staff and provide refresher support for existing staff with a focus on Writer's Workshop and the use of ISTEP+ writing rubric.	Academic Support Program, Professional Learning	03/01/2016	06/01/2019	\$0	No Funding Required	All Staff
Activity - Student Conferencing/Rubric	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Classroom teachers with assistance from Title staff will focus on written expression based on 6+1 traits while incorporating student conferencing and focus on understanding of rubric.	Academic Support Program	03/01/2016	06/01/2019	\$0	No Funding Required	All Staff
Activity - Writing Coach	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Meister hopes to add the assistance of a Writing Coach to support classroom teachers and encourage them to implement 6+1 Writing Traits during authentic writing opportunities within all content areas in the classroom. Coaching may also include support with data, scope and sequence, and practical techniques that will allow the teacher and her students to gain confidence and find success.	Professional Learning	03/01/2016	06/01/2019	\$5000	Title I Schoolwide	Titkle 1 Staff
Activity - Standard of Response	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will model and consistently expect students to respond in complete grade level appropriate oral/written sentences.	Academic Support Program	03/01/2016	06/01/2019	\$0	No Funding Required	All Staff

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Curriculum Maps	<ul style="list-style-type: none"> <li>• Introduce and implement Differentiated Instructional Strategies.</li> <li>• Develop and Implement English/Language Arts Curriculum Maps.</li> </ul>	Direct Instruction, Policy and Process, Academic Support Program	03/01/2016	06/01/2019	\$1000	All Staff
<b>Total</b>					\$1000	

### Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Mindplay at home	Title 1 staff will advertise Mindplay program to parents	Academic Support Program, Parent Involvement	03/01/2016	06/01/2019	\$0	All staff who are supporting students during the Rtl block Teachers who are piloting software
<b>Total</b>					\$0	

### No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Focus on Process Standards	Meister will participate in schoolwide focus on Indiana mathematical Process Standards. 2016-17 focus on standards 1, 2, 5, 6. 2017-18 focus on standards 3, 4. 2018-19 focus on standards 7, 8.	Professional Learning	03/01/2016	06/01/2019	\$0	All Staff
NWEA Student Goal Setting and Data Analysis	Teachers will have students utilize individual NWEA data in goal setting and tracking progress.	Academic Support Program	03/01/2016	06/01/2019	\$0	all Staff involved in NWEA testing

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Writer's Workshop	We will implement in-house professional development for new staff and provide refresher support for existing staff with a focus on Writer's Workshop and the use of ISTEP+ writing rubric.	Academic Support Program, Professional Learning	03/01/2016	06/01/2019	\$0	All Staff
Title 1 push-in	Teachers will receive more time for push-in focusing on at-risk students in mathematics.	Academic Support Program	03/01/2016	06/01/2019	\$0	Title 1 Staff
Student Conferencing/Rubric	Classroom teachers with assistance from Title staff will focus on written expression based on 6+1 traits while incorporating student conferencing and focus on understanding of rubric.	Academic Support Program	03/01/2016	06/01/2019	\$0	All Staff
Scott-Foresman Early Reading Intervention	Primary grades will utilize Early Intervention and below grade level supplemental reading program.	Academic Support Program	03/01/2016	06/01/2019	\$0	Primary grade teachers
After School Remediation	Teachers will provide after-school remediation support (depending upon availability).	Academic Support Program	03/01/2016	06/01/2019	\$0	All Staff
Training on Math Adoption	Staff will train in grade level and cross-grade level in developing understanding of newly adopted materials.	Professional Learning	03/01/2016	06/01/2019	\$0	All Staff
Standard of Response	Teachers will model and consistently expect students to respond in complete grade level appropriate oral/written sentences.	Academic Support Program	03/01/2016	06/01/2019	\$0	All Staff
Training on LLI	Title 1 staff and teachers will traing in how to provide service for and use data for	Direct Instruction, Academic Support Program	03/01/2016	06/12/2017	\$0	Title 1 staff Classroom Teachers
Push-in Title Service	Teachers will coordinate with paraprofessionals in developing appropriate services for at-risk students	Direct Instruction	03/01/2016	06/01/2019	\$0	Title 1 push-in staff all teachers
mClass and NWEA Goal Setting	Teachers will involve students in the process of monitoring their improvement using mClass (K-2) or NWEA (3-5)	Academic Support Program	03/01/2016	06/01/2019	\$0	All Staff
Daily minutes on math	Daily math instruction will be provided for 60-75 minutes daily including direct, guided, and differentiated instruction.	Direct Instruction	03/01/2016	06/01/2019	\$0	All Staff
Read, Draw, Write	All classes will use Read, Draw, Write in classroom routines.	Academic Support Program	03/01/2016	06/01/2019	\$0	All Staff
<b>Total</b>					<b>\$0</b>	

### Title I Schoolwide

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

John Ivan Meister Elementary School

Parent Nights	Title 1 and 3 Parent Nights will occur during the school year	Parent Involvement	03/01/2016	06/01/2019	\$500	All Title Staff
Mindplay	Staff will be trained in utilizing Mindplay Software	Academic Support Program, Parent Involvement	03/01/2016	06/01/2019	\$3500	All staff who are supporting students during Rtl block Piloting teachers
STAR	Staff will utilize most current STAR program for progress monitoring	Academic Support Program	03/01/2016	06/01/2019	\$2312	1st-5th grade staff
Intervention Training	District Literacy Coach will provide review of interventions and training on existing interventions for new staff	Professional Learning	03/01/2016	06/01/2019	\$3150	all staff
Writing Coach	Meister hopes to add the assistance of a Writing Coach to support classroom teachers and encourage them to implement 6+1 Writing Traits during authentic writing opportunities within all content areas in the classroom. Coaching may also include support with data, scope and sequence, and practical techniques that will allow the teacher and her students to gain confidence and find success.	Professional Learning	03/01/2016	06/01/2019	\$5000	Title 1 Staff
RAZ Kids	The staff will utilize RAZ Kids software to support students in Reading	Academic Support Program	03/01/2016	06/01/2019	\$2000	Rtl staff and assistants
Study Island	Teachers will create and use Study Island activities to monitor the progress of students in their classrooms.	Academic Support Program	03/01/2016	06/01/2019	\$3000	All Intermediate Staff
Math Lab	Students will receive support in mathematical concepts and processes.	Academic Support Program	03/01/2016	06/01/2019	\$20000	Title 1 Math Lab teacher
Accelerated Reader	Staff will utilize Accelerated Reader 360 in class.	Academic Support Program	03/01/2016	06/01/2019	\$5000	All 1st-5th grade staff
Star Math	Star Math will be used as a source of data for the instructional and Rtl process.	Technology, Academic Support Program	03/01/2016	06/01/2019	\$5000	All staff
Title 1 Nights	Title 1 and 3 Parent Nights will occur during the year	Parent Involvement	03/01/2016	06/01/2019	\$500	All Title Staff
<b>Total</b>					<b>\$49962</b>	

## **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.

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