



Indiana School Improvement Plan

Sunman-Dearborn Middle School

Sunman-Dearborn Community School Co

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Introduction

The comprehensive Indiana School Improvement Plan aligns the improvement requirements for schools under Title I, PL221, and the Student Achievement Plan (SAP) for focus and priority schools.

Executive Summary

Introduction

Every school has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school stays faithful to its vision. Many factors contribute to the overall narrative such as an identification of stakeholders, a description of stakeholder engagement, the trends and issues affecting the school, and the kinds of programs and services that a school implements to support student learning.

The purpose of the Executive Summary (ES) is to provide a school with an opportunity to describe in narrative form the strengths and challenges it encounters. By doing so, the public and members of the school community will have a more complete picture of how the school perceives itself and the process of self-reflection for continuous improvement. This summary is structured for the school to reflect on how it provides teaching and learning on a day to day basis.

Description of the School

Describe the school's size, community/communities, location, and changes it has experienced in the last three years. Include demographic information about the students, staff, and community at large. What unique features and challenges are associated with the community/communities the school serves?

Located in the southeastern corner of Indiana, Sunman-Dearborn Middle School services 932 students. It is made up of seven townships in two counties (Dearborn and Ripley County). The seven member elected school board represents seven townships that govern the school corporation. The communities within the school system are Bright, Dover, Guilford, Hidden Valley Lake, Logan, New Alsace, St. Leon, Sunman, West Harrison, and Yorkville. The school community is best described as a gateway community for the Greater Cincinnati area.

The school corporation covers approximately 160 square miles and is located 70 miles southeast of Indianapolis, Indiana, on I-74 and 30 miles west of Cincinnati, Ohio. Residents living in the Sunman-Dearborn School Corporation benefit from many cultural opportunities available in the Cincinnati metropolitan area.

The biggest community challenge the school faces is not having a town center. The school services two counties, and the distance between either ends of the county is vast. However, having a blend of various socioeconomic backgrounds makes this school community unique. Despite the distance within the community, the school is unique because it serves as the town center.

Sunman-Dearborn Middle School consists of 2 administrators, 47 faculty members, 2 counselors, 1 certified nurse, 4 support staff, 3 custodians, and 11 cafeteria staff. The school has a 23:1 student to teacher ratio and operates on a seven period day. The school year consists of two semesters with two nine week grading periods per semester.

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.

Sunman-Dearborn Middle School creates a safe school environment that provides for, nurtures, and encourages high academic achievement for all students. S-DMS offers multiple levels of English and math coursework. While offering a plethora of elective, science, and social studies coursework. Some courses offer students the ability to earn high school credit courses. Throughout the courses students are exposed to rigorous lessons, based on Indiana Academic Standards, while implementing 21st century technology and learning skills. Students, teachers, and staff strive to show 100% improvement in all coursework. Our mission at S-DMS is; Preparing Learners for Tomorrow's Challenges

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.

In 2014-15, S-DMS was rated an "A" school by the Indiana Department of Education. Student attendance has been a staple of S-DMS. Students, parents, and community are involved and invested in our school and corporation.

S-DMS strives to:

1. Increase availability and use of technology
2. Increase concentration and utilization of student data, based on Indiana Academic Standards, to ensure all students are growing
3. Increase collaboration within departments of our school.

Additional Information

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

S-DMS staff is committed to encourage and honor students who demonstrate good character traits. Administration works with our student council officers and ensure rewards are welcomed by students.

Improvement Plan Stakeholder Involvement

Introduction

The responses should be brief, descriptive, and appropriate for the specific section. It is recommended that the responses are written offline and then transferred into the sections below.

Improvement Planning Process

Improvement Planning Process

Describe the process used to engage a variety of stakeholders in the development of the institution's improvement plan. Include information on how stakeholders were selected and informed of their roles, and how meetings were scheduled to accommodate them.

Stakeholders (teachers, parents, community members, classified staff, and administration) met to discuss the school improvement direction. Meetings were set for 7:30am and with very successful attendance.

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

The following were represented in our school improvement process:

Parents, community members, teachers, classified staff, and administration

All parties were responsible to review previous SIP and make suggestions on revisions for 16-17. Members reviewed data, which was presented by school administration. Discussion occurred revolving around where we currently are, where we want to be next year, and where we want to be in 3 years.

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

The final draft was presented to the community. Minor adjustments were made, and all stakeholders approved the final draft

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	•Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	•Survey results	Level 3

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.	•Survey results	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.

Area of improvement can always be better communication and a more clear vision. S-DMS administration attempts to provide a clear direction, however varying factors can, at times, cloud the vision.

Area of strength is our school's mission: "Preparing Learners for Tomorrow's Challenges." The staff and school improvement team have embraced this challenge.

Standard 2: Governance and Leadership

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

Overall Rating: 3.0

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices support the school's purpose and direction and the effective operation of the school. Policies and practices promote effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices regarding professional growth of all staff. Policies and practices provide requirements, direction for, and oversight of fiscal management.	<ul style="list-style-type: none"> •Governing body policies, procedures, and practices •Staff handbooks •School handbooks •Staff survey 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	<ul style="list-style-type: none"> •List of assigned staff for compliance •Governing code of ethics 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •Roles and responsibilities of school leadership •Survey results regarding functions of the governing body 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff foster a culture consistent with the school's purpose and direction.	Leaders and staff align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> •Survey results 	Level 3

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Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on school improvement efforts, and provide and support meaningful leadership roles for stakeholders. School leaders' efforts result in measurable, active stakeholder participation; engagement in the school; a sense of community; and ownership.	•Survey responses	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation	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.

The main area of strength demonstrated through the survey was administration holding staff accountable for student learning. The staff felt as though school leaders regularly evaluate and monitor student learning

Two areas which we need to improve are; increased opportunities for stakeholder involvement, and defining roles/responsibilities within the governing body

S-DMS will take the following action steps to address the areas of need; increase availability of communication (website, social media, "all-call" system, etc.), increase time spent evaluating student learning through teacher observations and student feedback opportunities

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.92

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Posted learning objectives •Course descriptions •Descriptions of instructional techniques 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> •Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Surveys results •Curriculum writing process 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers are consistent and deliberate in planning and using instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of each student. Teachers consistently use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations •Surveys results 	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> •Supervision and evaluation procedures •Surveys results •Administrative classroom observation protocols and logs 	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally on a regular schedule. Frequent collaboration occurs across grade levels and content areas. Staff members implement a formal process that promotes productive discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching are a part of the daily routine of school staff members. School personnel can clearly link collaboration to improvement results in instructional practice and student performance.	<ul style="list-style-type: none"> •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Survey results 	Level 4

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"> •Survey results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	Some school personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for school personnel.	<ul style="list-style-type: none"> •Survey results 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed and implemented. School personnel regularly inform families of their children's learning progress.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them 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"> •Survey results •Description of formal adult advocate structures 	Level 3

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.	Most teachers use common grading and reporting policies, processes, and procedures based on criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> •Survey results •Policies, processes, and procedures on grading and reporting 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> •Survey results 	Level 2

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Indicator	Statement or Question	Response	Evidence	Rating
3.12	The school provides and coordinates learning support services to meet the unique learning needs of students.	School personnel use data to identify unique learning needs of special populations of students based on proficiency and/or other learning needs (such as second languages). School personnel are familiar with research related to unique characteristics of learning (such as learning styles, multiple intelligences, personality type indicators) and provide or coordinate related learning support services to students within these special populations.	•Survey results	Level 2

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

Areas of strength are as follows:

1. Teachers use a process to inform students of their learning expectations
2. Teachers personalize instructional strategies and interventions

Areas of improvement are as follows:

1. Teachers using technology
2. Teachers using consistent common grading practices

Actions taken to address improvement areas:

1. Formulate a group of stakeholders to look at our school grading practices
2. All teachers will have increased availability of working technology (classroom projectors, Chromebooks, etc)
3. All teachers will be provided regular professional development in relation to technology use.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.57

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.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •Survey results •Documentation of highly qualified staff 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none"> •Survey results 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Survey results 	Level 3

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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.	•Survey results	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 few stakeholders. A technology plan, if one exists, addresses some technology services and infrastructure needs.	•Survey results	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•Survey results	Level 2

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

Areas of strength are as follows:

1. Maintains facilities that contribute to safe environment
2. Provide support to staff

Areas of improvement are as follows:

1. Plan for technology to support student learning

2. Plan for technology to support the school's operational needs

Action plan for above improvement needs:

1. Continued/regular professional development needs for staff
2. Formulate a school technology committee to discuss concerns within the staff, and follow through with recommendations

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.0

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

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.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Survey results	Level 2

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.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes 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.	•Student surveys	Level 2

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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 information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	•Survey results	Level 2

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

Areas of strength are as follows:

1. Teachers utilize multiple assessment measures to monitoring student learning
2. School leaders monitor student data

Areas of improvement are as follows:

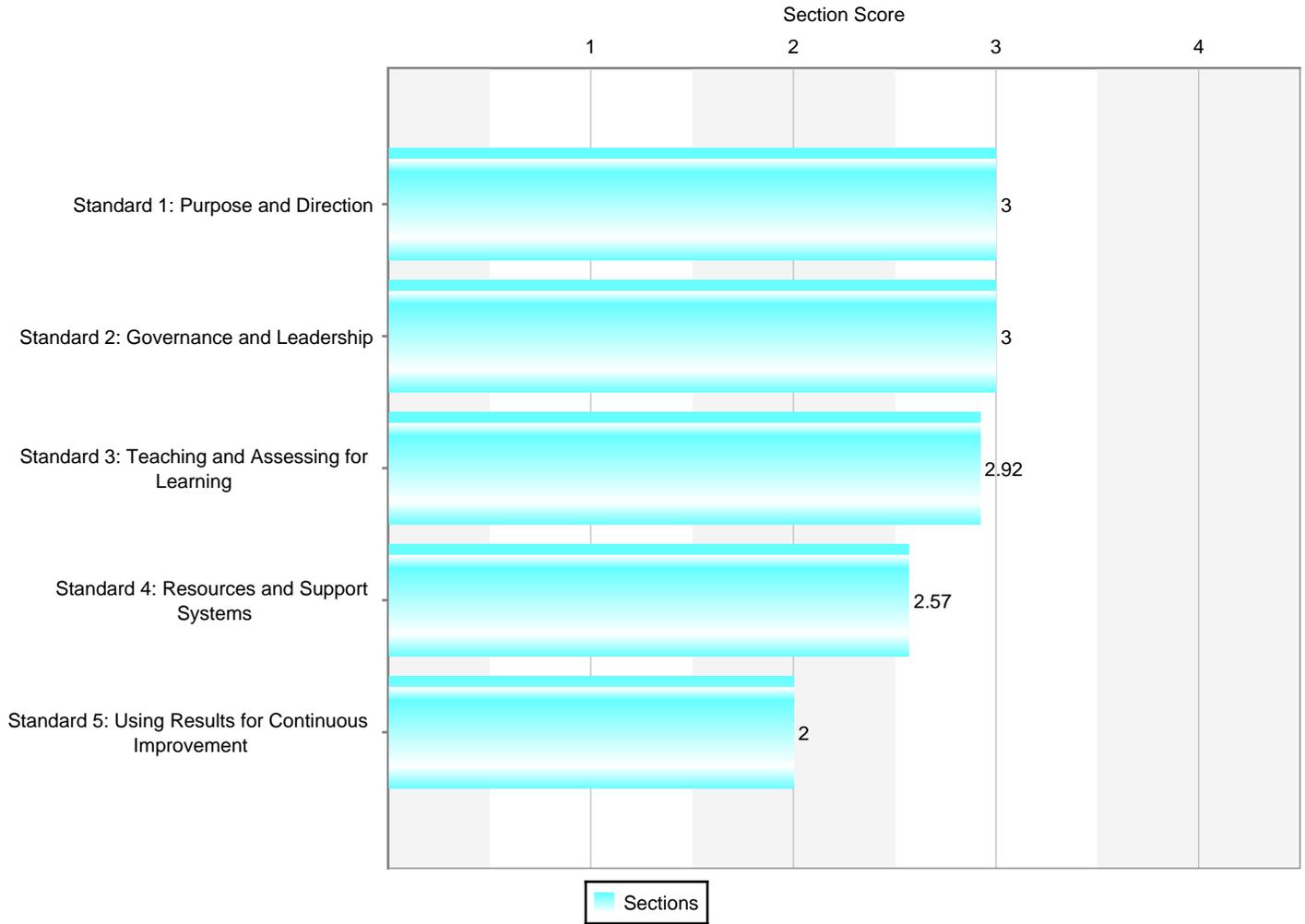
1. School ensures all staff are trained in the utilization of data
2. School has a systematic process for collection, analyzing and using data

Plans to address areas of improvement:

1. School has and will continue to receive professional development in relation to utilization of school data (Five Star Technologies, monthly departmental data meetings, etc)
2. School staff will be trained on PIVOT, and how to pull data from this data collection source.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		

Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

	Statement or Question	Response	Rating
3.	Quality of Learning	Evidence of student learning promoted by the institution is 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 no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

Areas of Notable Achievement

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

13-14 ISTEP Math Performance

State Average: 83.5%

S-DMS Average: 91%

13-14 ISTEP ELA Performance

State Average: 80.7%

S-DMS Average 82%

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

S-DMS attendance continues to stay above our goal of 95%. Based on 2014-15 school data S-DMS attendance was 96.2%.

S-DMS has also shown a 31% decrease in discipline referrals from 2014-15 to 2015-16 school years. This decrease is including an additional 300+ students to our overall enrollment, due to adding sixth grade to our building starting with the 2015-16 school year.

Which area(s) indicate the overall highest performance?

Based on 2015 ISTEP data

English - 71.3% pass rate

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

Comparing 2014 ISTEP data to 2015 ISTEP data the special education subgroup for the 2021 graduation cohort showed an average increase of 39 points in English/Language Arts. Indiana Department of Education has not released subgroup information for 2016, therefore we are not able to show trend data comparing 2015-2016.

Between which subgroups is the achievement gap closing?

Comparing 2014 ISTEP data to 2015 ISTEP data the special education subgroup for the 2020 graduation cohort showed an average decrease of 7 points in English/Language Arts. Indiana Department of Education has not released subgroup information for 2016, therefore we are not able to show trend data comparing 2015-2016.

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

Comparing 2014 ISTEP data to 2015 ISTEP data the special education subgroup for the 2020 graduation cohort showed an average decrease of 7 points in English/Language Arts. Indiana Department of Education has not released subgroup information for 2016, therefore we are not able to show trend data comparing 2015-2016.

Areas in Need of Improvement

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

Based on 2015 ISTEP scores the following levels of performance are below S-DMS expectations

6th ELA - 75.1% Pass

7th ELA - 71.0% Pass

8th ELA - 67.8% Pass

6th Math - 72.8% Pass

7th Math - 62.1% Pass

8th Math - 64.3% Pass

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

Comparing 2014 ISTEP data to 2015 ISTEP data the following areas show a negative trend

2014 - 6th ELA - 86.7% Pass

2015 - 6th ELA - 75.1% Pass

2014 - 7th ELA - 82.8% Pass

2015 - 7th ELA - 71.0% Pass

2014 - 8th ELA - 81.2% Pass

2015 - 8th ELA - 67.8% Pass

2014 - 6th Math - 92.6% Pass

2015 - 6th Math - 72.8% Pass

2014 - 7th Math - 88.7% Pass

2015 - 7th Math - 62.1% Pass

2014 - 8th Math - 92.1% Pass

2015 - 8th Math - 64.3% Pass

Which area(s) indicate the overall lowest performance?

Based on 2015 ISTEP data the following areas show the lowest performance at S-DMS

7th Grade Math - 62.1% pass

8th Grade ELA - 67.8% pass

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

Comparing 2014 ISTEP data to 2015 ISTEP data the special education subgroup for the:

2021 graduation cohort showed an average decrease of 21 points in math.

2020 graduation cohort showed an average decrease of 11 points in math and 7 points in English/Language Arts

Indiana Department of Education has not released subgroup information for 2016, therefore we are not able to show trend data comparing 2015-2016.

Between which subgroups is the achievement gap becoming greater?

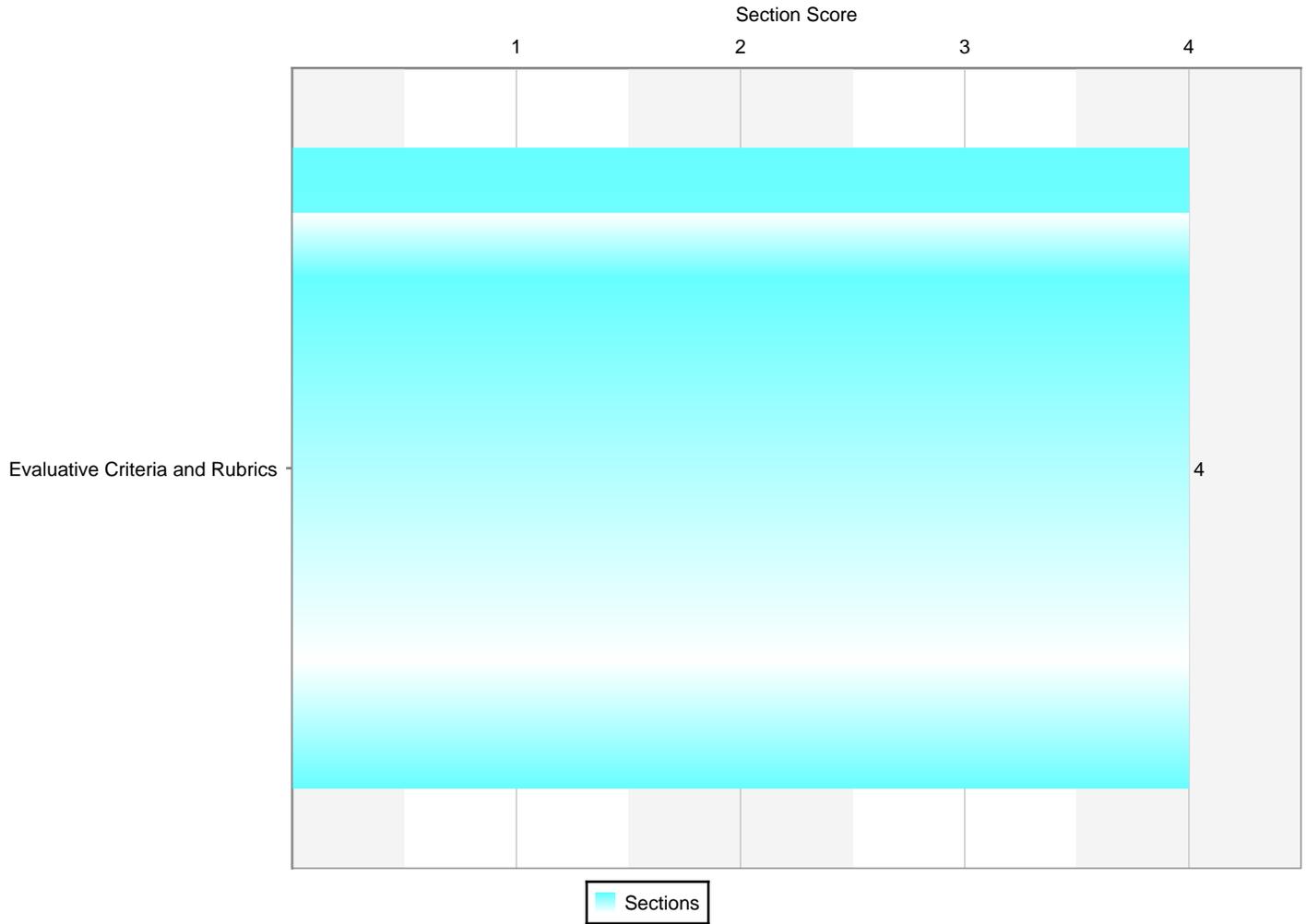
Comparing 2014 ISTEP data to 2015 ISTEP data the special education subgroup for the 2021 graduation cohort showed an average decrease of 21 points in math. Indiana Department of Education has not released subgroup information for 2016, therefore we are not able to show trend data comparing 2015-2016.

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

Over the past two years our ISTEP math scores in all cohorts have decreased. Therefore our decrease in math is consistent with the general education population.

Report Summary

Scores By Section



Plan for Indiana School Improvement Plan

Overview

Plan Name

Plan for Indiana School Improvement Plan

Plan Description

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	16-17 English Goal	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
2	16-17 Math Goal	Objectives: 1 Strategies: 1 Activities: 1	Academic	\$0
3	16-17 Anti-bullying Goal	Objectives: 1 Strategies: 1 Activities: 1	Organizational	\$1000

Goal 1: 16-17 English Goal

Measurable Objective 1:

100% of All Students will demonstrate student proficiency (pass rate) through an increase pass percentage on ISTEP by 8% each year over the course of the next 3 years, to ultimately get to our goal of 85% pass rate in English Language Arts by 06/01/2019 as measured by ISTEP.

Strategy 1:

Implementation of Trojan Time - ELA teachers will begin assessing students by skill/standard. ELA teachers will track the skill/standard data and refer students to "Trojan Time." Trojan Time is when students may be pulled from an elective class 1-2 times per week to work in small groups or individually to be re-taught the missing standard(s) in ELA.

Research Cited: Area schools

Evidence of success: Classroom common assessments & ISTEP

Activity - Implementation of Trojan Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Implementation of individual/small group instruction for students who struggle with particular standards or skills	Academic Support Program	09/12/2016	06/01/2017	\$0	No Funding Required	Principal, ELA teachers, Trojan Time teacher

Goal 2: 16-17 Math Goal

Measurable Objective 1:

100% of All Students will demonstrate student proficiency (pass rate) through an increase pass percentage on ISTEP by 11% each year over the course of the next 3 years, to ultimately get to our goal of 85% pass rate in Mathematics by 06/01/2019 as measured by ISTEP.

Strategy 1:

Implementation of Trojan Time - Math teachers will begin assessing students by skill/standard. Math teachers will track the skill/standard data and refer students to "Trojan Time." Trojan Time refers to time when students may be pulled from an elective class 1-2 times per week to work in small groups or individually to be re-taught the missing standard(s) in math.

Research Cited: Area schools

Evidence of success: Classroom common assessments & ISTEP

Activity - Implementation of Trojan Time	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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Indiana School Improvement Plan

Sunman-Dearborn Middle School

Implementation of individual/small group instruction for students who struggle with particular standards or skills.	Academic Support Program	09/12/2016	06/01/2017	\$0	No Funding Required	Principal, math teachers, Trojan Time teacher
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Goal 3: 16-17 Anti-bullying Goal

Measurable Objective 1:

demonstrate a behavior which will promote anti-bullying behavior through a 25% decrease in bullying referrals to the office by 06/01/2017 as measured by office referrals .

Strategy 1:

Positive Promotions - S-DMS administration will work with the school's student council to begin a plan for positive rewards for all students.

Research Cited: PBIS

Evidence of success: Office referrals

Activity - Positive Promotions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Student council members will recommend positive rewards for students who have demonstrated anti-bullying behavior. For instance lunch may be catered in for a student reward	Behavioral Support Program	09/12/2016	06/01/2017	\$1000	Other	Entire school. All staff members (teachers, custodians, guidance counselors, administration , etc.) and students will be asked to participate.

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Positive Promotions	Student council members will recommend positive rewards for students who have demonstrated anti-bullying behavior. For instance lunch may be catered in for a student reward	Behavioral Support Program	09/12/2016	06/01/2017	\$1000	Entire school. All staff members (teachers, custodians, guidance counselors, administration , etc.) and students will be asked to participate.
Total					\$1000	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Implementation of Trojan Time	Implementation of individual/small group instruction for students who struggle with particular standards or skills.	Academic Support Program	09/12/2016	06/01/2017	\$0	Principal, math teachers, Trojan Time teacher
Implementation of Trojan Time	Implementation of individual/small group instruction for students who struggle with particular standards or skills	Academic Support Program	09/12/2016	06/01/2017	\$0	Principal, ELA teachers, Trojan Time teacher
Total					\$0	

Conclusion

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