Self Assessment Report

Center Grove Elementary School
Customer Number: 55403

2455 S. Morgantown Road
Greenwood, Indiana 46143
US
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REPORT INTRODUCTION AND PURPOSE

Your ASSIST-Generated Self-Assessment

The Adaptive System of School Improvement Support Tools (ASSIST) is a new, state-of-the-art alternative that allows schools to streamline and enhance their efforts to boost student achievement. Using ASSIST, a school can gain a better understanding of its past successes and opportunities and confidently build a solid, research-based plan for the future.

This report was generated through the ASSIST Self-Assessment Module, which asks schools to answer questions linked to AdvancED's 7 standards and 56 indicators; it averages their answers to calculate a self-assessment "score" for each indicator and aggregates them into standard-level self-assessments. This report includes the results of your school's self-assessment work in ASSIST.

This report is designed to serve as a valuable self-assessment as your school conducts its ongoing improvement efforts. It also serves as a tool to help you prepare for your Quality Assurance Review. In order to earn and maintain accreditation, schools must meet the AdvancED standards, engage in a process of continuous improvement, and host a Quality Assurance Review at least once every five years.

Using ASSIST, your school has engaged its entire community in an in-depth assessment of each of the seven AdvancED standards. ASSIST supported you in identifying the data, information, evidence, and documented results that validated its results according to each standard. This report now helps you identify areas of strength and opportunities for improvement.

This document also serves as the primary resource for the Quality Assurance Review Team, which uses its findings to prepare for its visit to your school. The team uses insights gathered from this self-assessment and information obtained during its on-site visit to provide feedback to the school and make an accreditation recommendation.

Report Structure

The ASSIST Self-Assessment Report is organized by the AdvancED standards. For each standard, the report includes robust information about the indicators and data that support your school's results. This information is organized into five sections, as follows:

• Standard Definition and Impact Statement: Each section of the report sets out the meaning and scope of each AdvancED standard in clear and concise terms. The report also describes what a school that is successful in meeting the standard is doing, and why it is important.
• Standard Score: Your school's responses to questions about its practices are tabulated, analyzed and scored on a standard-by-standard basis.
• Results by Indicator: Each of the self-assessment indicators is included, along with your school's response to focus questions, related evidence and self-assessment scores. Any relevant assurances that are necessary for state and federal compliance purposes also are noted here.
• ASSIST Analysis: Graphical depictions of your school's specific results are included for immediate analysis and discussion among various stakeholder groups.
"Explaining Context" Narrative: School leaders and stakeholders have an opportunity to provide more detailed narrative information about their progress.

This report concludes with a summary of your school's overall progress, charts and graphs showing aggregated results, comparisons with other AdvancED-accredited schools, and suggestions for moving forward with improvement discussions in your community.
### DEMOGRAPHICS

<table>
<thead>
<tr>
<th>Institution</th>
<th>Center Grove Community School Corp</th>
</tr>
</thead>
<tbody>
<tr>
<td>Country</td>
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</tr>
<tr>
<td>State/Province</td>
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<td>Enrollment</td>
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#### Contact

<table>
<thead>
<tr>
<th>Head of Institution</th>
<th>Mr. Bruce Haddix, Principal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Phone</td>
<td>317 881-1720 or 317 716-2427</td>
</tr>
<tr>
<td>Email</td>
<td><a href="mailto:haddixb@centergrove.k12.in.us">haddixb@centergrove.k12.in.us</a></td>
</tr>
<tr>
<td>Address</td>
<td>2455 S. Morgantown Road</td>
</tr>
<tr>
<td></td>
<td>Greenwood, Indiana 46143</td>
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</tbody>
</table>
SCHOOL RESULTS BY STANDARD

Standard 1: Vision and Purpose
Overall Score: Operational

The school establishes and communicates a shared purpose and direction for improving the performance of students and the effectiveness of the school.

Impact Statement:
A school is successful in meeting this standard when it commits to a shared purpose and direction. The school establishes expectations for student learning aligned with the school’s vision that is supported by school personnel and external stakeholders. These expectations serve as the focus for assessing student performance and school effectiveness. The school's vision guides allocations of time and human, material, and fiscal resources.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Description</th>
<th>Rubric Rating</th>
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<tbody>
<tr>
<td>1.1</td>
<td>Establishes a vision for the school in collaboration with its stakeholders</td>
<td>Operational</td>
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<tr>
<td>1.2</td>
<td>Communicates the vision and purpose to build stakeholder understanding and support</td>
<td>Operational</td>
</tr>
<tr>
<td>1.3</td>
<td>Identifies goals to advance the vision</td>
<td>Operational</td>
</tr>
<tr>
<td>1.4</td>
<td>Develops and continuously maintains a profile of the school, its students, and the community</td>
<td>Operational</td>
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<td>1.5</td>
<td>Ensures that the school’s vision and purpose guide the teaching and learning process</td>
<td>Operational</td>
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<tr>
<td>1.6</td>
<td>Reviews its vision and purpose systematically and revises them when appropriate</td>
<td>Operational</td>
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</table>

Evidence
Annual report to community
Current and trend data relating to student achievement
Curriculum guides
Curriculum guides and teacher lesson plans linked to the stated vision
Handbooks reflect vision
Indication by parents, staff, students, and community members that they are familiar with the process of review of vision, purpose, and goals
Involvement of parents, staff, students, and community members in the formation and/or processing and review of the vision, purpose, and goals
Lesson plans
Minutes of governing body and/or stakeholder groups
Minutes/attendance lists from school improvement team meetings
Minutes/attendance lists from stakeholder meeting
Newsletters containing information about vision
Schedule of school improvement team meetings
School annual report to the community (or comparable document)

School demographic and community profile information
School improvement plan
School profile
School profile that includes organizational effectiveness measures
Staff member familiarity with appropriate data regarding student achievement and engagement
Staff member, parent, student familiarity with the vision and purpose
Staff members' familiarity with appropriate data regarding student achievement, engagement, and student characteristics
Stakeholder surveys
Student characteristics and relevant community information
Surveys
Surveys and evaluation instrument
Surveys/evaluation instruments and results
Vision statement
Website addressing vision
Standard-level Contextual Narrative

The motto for Center Grove Elementary School is that we are "An Awesome Place to Learn and Grow." We sincerely want the students and parents of our school to wholeheartedly agree with that. Each year, our staff revisits and revises our Mission and Belief Statements, taking great care to ensure that these documents accurately reflect more highly-focused strategies for excellence in student performance, not only in the area of academics, but in the way we promote development of the whole child.

Center Grove Elementary School has a solid history of excellent performance in academic achievement. We have consistently been named an Indiana Four Star School, (eight of the last nine years), and have been rated by the state of Indiana in the Exemplary or Commendable categories, as well as having achieved our Adequate Yearly Progress without exception. We attribute this achievement to two major factors. First, we enjoy an exceptional level of parent and community involvement and support. This will be addressed later in Standard 6, but it is immediately evident in our school that parents are highly invested and active by their presence in the building. Second, every staff member in the school is exceptionally dedicated to making connections with students so that academic achievement is consistently high. Teachers are highly-trained professionals who have mastered the skills needed to help students learn at levels far beyond the minimum competencies measured by ISTEP+. They openly share strategies across grade levels and constantly strive for meaningful professional development that will further strengthen their skills. Staff members are highly invested in making sure that each child is given every opportunity to succeed, providing added support based on their personal learning styles and needs.

One major area of focus is a strong concentration on literacy at every grade level. Not only is this focus a district goal, but our school has been able to identify the specific needs of our students and provide for those needs by using a variety of teaching strategies in which members of the staff are highly trained. Teachers have invested many hours in learning about 6 Traits, Guided Reading, research-based Best Practices, and the use of data and multiple assessments to drive instruction. There is a perception in our community that Center Grove Elementary School is academically far above others in the way curriculum is accelerated and delivered. Teachers know the Indiana State Standards thoroughly and incorporate them in their lesson plans routinely. However, they also realize that the standards are minimums of acceptable performance, so they teach well beyond those standards to ensure student success at high levels. In recent years, the elementary schools in our district have begun the Curriculum Mapping process, and CGES teachers have maps in Language Arts and Math that provide a guide for instruction that is paced appropriately, yet fluid. The level of excellence demonstrated by our teachers and staff reflects the purpose we have made in our Mission and Belief Statements.

The Mission and Belief Statements are purposefully concise, to the point and brief. Once a lot more ‘wordy’, it was determined that we needed to be able to "walk our talk" with statements that truly reflect what we are about here at CGES. Regarding our Mission Statement, we have evidence through our parent surveys that we are perceived as being a "dynamic and caring" school that prepares students to be productive, responsible citizens. Many vehicles are in place that support and promote those goals. On a continuum, we focus on a smooth transition between grade levels especially in the area of curriculum and instruction. Teachers successfully implement the curriculum standards and well beyond. They provide meaningful instructional activities, materials, programs, and assessments that drive our instruction. Emphasis is placed on empowering students to become critical, independent thinkers. We have evidence that we do these things well. Our parents and patrons agree, per survey results, and our standardized test score data also supports this belief.

Our Belief Statement is also concise. It is usually said in almost every Belief Statement that "all children can learn," and certainly we believe that as well. However, we chose to qualify that by saying, "All children can learn when varied and multiple opportunities are offered to meet their individual needs, with clear expectations in a safe environment," a much more powerful statement that charges us
to ensure we provide just that. Our patrons see our school as a family-friendly, safe environment where students truly do have multiple opportunities to learn, covering all learning styles and abilities. Support is provided for students with all types of special needs, including students of high ability. In recent years, we have begun to use a wider variety of styles, such as flexible grouping and intermingling students for special classes to provide a fresh approach to instruction. We believe these efforts are highly effective and reflect what our Belief Statement charges us to do.

Looking at a very comprehensive Parent Survey taken in the 2009-2010 school year, evidence is overwhelmingly supportive that parents and patrons feel they share the vision and mission of our school. A full 96% of respondents were aware of these documents and that they were here to guide teaching and learning. They support the vision with their investment in time, energy, presence and close involvement daily. Our school improvement plan contains many opportunities for parent involvement. We believe our vision is being realized daily, and constantly being reviewed with an attitude of "what can we do even better?" This application of our vision is one of many significant insights we have gained from the self-assessment process that serves us well.
Standard 2: Governance and Leadership
Overall Score: Operational

The school provides governance and leadership that promote student performance and school effectiveness.

Impact Statement:
A school is successful in meeting this standard when it has leaders who are advocates for the school’s vision and improvement efforts. The leaders provide direction and allocate resources to implement curricular and co-curricular programs that enable students to achieve expectations for their learning. Leaders encourage collaboration and shared responsibility for school improvement among stakeholders. The school’s policies, procedures, and organizational conditions ensure equity of learning opportunities and support for innovation.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rubric Rating</th>
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<tbody>
<tr>
<td>2.1 Establishes policies and procedures that provide for the effective operation of the school</td>
<td>Operational</td>
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<tr>
<td>2.2 Recognizes and preserves the executive, administrative, and leadership prerogatives of the administrative head of the school</td>
<td>Operational</td>
</tr>
<tr>
<td>2.3 Ensures compliance with applicable local, state, and federal laws, standards, and regulations</td>
<td>Highly Functional</td>
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<tr>
<td>2.4 Employs a system that provides for analysis and review of student performance and school effectiveness</td>
<td>Operational</td>
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<tr>
<td>2.5 Fosters a learning community</td>
<td>Operational</td>
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<td>2.6 Provides teachers and students the opportunities to lead</td>
<td>Highly Functional</td>
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<td>2.7 Provides stakeholders meaningful roles in the decision-making process that promote a culture of participation, responsibility, and ownership</td>
<td>Highly Functional</td>
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<tr>
<td>2.8 Controls curricular and extracurricular activities that are sponsored by the school</td>
<td>Highly Functional</td>
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<td>2.9 Responds to community expectations and stakeholder satisfaction</td>
<td>Operational</td>
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<tr>
<td>2.10 Implements an evaluation system that provides for the professional growth of all personnel</td>
<td>Operational</td>
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Evidence
Actions taken as a result of observations
Administrative classroom observation protocols and logs
Agendas and minutes of meetings
Agendas and minutes of stakeholder meetings
Agendas/meeting minutes of committees indicating student involvement
Assurances, certifications
Attendance rosters/minutes of professional development meetings
Behavioral policies
Budget allocation documents
Calendars, logs
Class and activity rosters
Committee agendas and minutes
Committee membership lists
Committee minutes
Committee rosters
Compliance historical data
Continuum of administrative skills, job descriptions
Demographic distribution of students in special programs

Minutes/attendance lists from professional development meetings
Minutes/attendance lists from school improvement team meetings showing responsibilities of stakeholders
Multiple methods of using and reporting data
Observation protocols
Observational protocols
Organizational charts
Peer learning communities
Personnel evaluation plan
Policies/Procedures that address leadership roles
Policy development procedures
Policy manuals
Procedures for purchasing materials and equipment that consult teachers
Professional development calendar
Professional development plans
Professional development plans and records
Role of leaders in use of data and interpretation
Schedule of school improvement planning meeting topics
School improvement plan
<table>
<thead>
<tr>
<th>Distribution of curriculum materials</th>
<th>School policy manual</th>
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</thead>
<tbody>
<tr>
<td>Distribution of qualified staff members</td>
<td>School practices and procedures</td>
</tr>
<tr>
<td>Documentation of collection of lesson plans and grade books</td>
<td>Self-assessments</td>
</tr>
<tr>
<td>Documentation of numbers of disruptive events—increase/decrease</td>
<td>Staff handbook</td>
</tr>
<tr>
<td>Evaluation forms</td>
<td>Staff/student handbooks</td>
</tr>
<tr>
<td>Governing body and school policies</td>
<td>Stakeholder surveys</td>
</tr>
<tr>
<td>Governing body meeting minutes</td>
<td>Student Council activities</td>
</tr>
<tr>
<td>Job descriptions</td>
<td>Student projects</td>
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<tr>
<td>Lesson plans showing support for all students</td>
<td>Surveys</td>
</tr>
<tr>
<td>Logs of concerns expressed</td>
<td>Surveys and related data</td>
</tr>
<tr>
<td>Maintenance of consistent academic oversight, planning, and resource allocation</td>
<td>Testimony from other teachers</td>
</tr>
<tr>
<td>Master calendar</td>
<td>Testimony from staff members and stakeholders</td>
</tr>
<tr>
<td>Meaningful leadership roles assigned</td>
<td>Use of data for continuous improvement or decision-making</td>
</tr>
<tr>
<td>Meeting agendas, minutes</td>
<td>Workshop attendance</td>
</tr>
</tbody>
</table>
Standard-level Contextual Narrative

At Center Grove Elementary, staff members review and update all governing policies yearly. Each staff member receives a school-based Teacher Handbook with extensive information, including sections on Information, Calendars and Schedules, Guidelines and Procedures, School Improvement documents and our yearly Thematic Unit Planning Guide. The Teacher Handbook contains details about the operations of the school and is reviewed early in the school year in a staff meeting. It is arranged to be user-friendly and convenient. Teachers and staff members also have access to School Board Guidelines and Policies if they need them. They are online as well for easier access.

Teachers and staff members are invited to provide input in school-based operational decisions. The principal includes them in decisions as often as possible. Monthly discussions are held with the district's teacher's union, UTACG, to keep lines of communication open. The principal is charged with implementing district policies and guidelines and is able to personalize the operations of our building to meet individual needs within those guidelines. At the district and building levels, leadership aligns school programs and initiatives with state, federal and governing body accountability systems. Reports are completed in a timely manner with a high degree of accuracy.

In the past six years, the district has experienced a significant increase in technological advances, not only in the area of hardware resources, but in the acquisition of software programs used expressly for student assessment and data collection. At the building level, students are assessed with Acuity and AimsWeb screenings four times a school year. Kindergarten and 1st grade students have the Waterford program integrated into their daily instruction. Response to Intervention progress monitoring takes place on a daily/weekly basis, including data collection from each intervention available to us. The school counselor and psychologist, along with a building interventionist, monitor this expertise and instructional placements are made based on this information. The district provides a datamine system which houses and accumulates data on each student, including ISTEP+, InView and testing for the high-ability program. It also has the capability to house building-level assessments, though we are not using it in that way just yet. Staff members receive many opportunities for training in these areas from the district technology department. At the building level, we use professional development Early Release Days to periodically look at the data as a school team, especially ISTEP+, drilling down into the farthest subskills to interpret the results that will help us change instruction. Almost all staff members are tech-savvy and know how to access the data on their own. Continuous training has been available in the past and there is a support system in place for technology staff development at the district level at our disposal.

As will be mentioned in Standard 7, Continuous Improvement, staff members are afforded three levels of professional development opportunities: district, building and individual. All three levels are aligned to district and school PL221 goals, most notably in the area of literacy. Teacher leaders in our school are strong contributors to the fostering of a solid learning community. Many teachers are willing to share their expertise and are given that opportunity whenever possible.

Opportunities exist for non-instructional staff members to engage in professional development pertinent to their job responsibilities. School counselors meet once a month to collaborate on their work. Special education teachers meet as a group once a month as well, to discuss topics pertinent to their responsibilities. Special education assistants and nurses also have regularly scheduled opportunities for in-service trainings. The cafeteria and custodial staffs also receive training based on their job responsibilities, through the district. Teachers not only meet at the building level, but are given time to meet across the district in their grade levels to share ideas and collaborate.

We are fortunate to have many teachers at CGES who are highly trained in areas of academic interest. They are seen as 'specialists' of sorts. For example, if you need to confer with someone who is a master in teaching math, teachers know to whom to go. The same
for literacy and other content areas. Over the past few years, teacher leaders have emerged who find it 'safe' to share their expertise with one another in a non-threatening climate.

The principal makes concerted efforts to consult with teachers and staff members regularly about any area that might affect their work. Teacher teams such as SIP, Professional Development, Team Leaders, SST, PBS and a new Reading Leadership Team provide teachers with multiple opportunities for input in school-based decision-making. Students have input through the Student Council sponsored by a staff member. A safe and orderly environment is ensured for staff and students through shared commitments to a School Creed, discipline guidelines, parent support and a respectful culture in the building.

Because our school is becoming more diverse than ever, care is taken to be aware of cultural diversity, and the district is providing training and insight into this. Our school enjoys having the ENL program back this year, which brings considerable cultural awareness to our students.

The results of our parent survey confirm that stakeholders feel welcome, included and are an active part of our school environment. Ninety-six percent of patrons believe the principal was accessible when needed, takes a personal interest in their child and communicates effectively with parents and stakeholders. Please refer to comment section for more affirmation of the school leadership.
Standard 3: Teaching and Learning  
Overall Score: Highly Functional

The school provides research-based curriculum and instructional methods that facilitate achievement for all students.

**Impact Statement:**
A school is successful in meeting this standard when it implements a curriculum based on clear and measurable expectations for student learning that provides opportunities for all students to acquire requisite knowledge, skills, and attitudes. Teachers use proven instructional practices that actively engage students in the learning process. Teachers provide opportunities for students to apply their knowledge and skills to real world situations. Teachers give students feedback to improve their performance.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rubric Rating</th>
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<tr>
<td>3.1</td>
<td>Highly Functional</td>
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<td>3.2</td>
<td>Operational</td>
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<td>3.3</td>
<td>Operational</td>
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<td>3.4</td>
<td>Highly Functional</td>
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<td>3.5</td>
<td>Highly Functional</td>
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<td>3.6</td>
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<td>3.8</td>
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<td>3.9</td>
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<td>3.10</td>
<td>Highly Functional</td>
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<tr>
<td>3.11</td>
<td>Highly Functional</td>
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</table>

**Evidence**
A comprehensive materials collection (current media, books, reference sources, and periodicals in print and electronic formats)
A library/media center space that is appropriate for the size of the school
Access to library/media services
Agendas and minutes of curriculum committees and grade level committees
Alignment of instructional activities within content areas and across grade levels
Alignment/articulation documents
Assessments
Balanced, relevant, and up-to-date media center collection
Best Practice staff development that is ongoing
Changes designed to protect student learning time
Changes in lessons or programs to accommodate evaluation conclusions
Classroom assessments
Classroom rosters

Language support services for students learning in a non-native language
Lesson plans
Lesson plans indicating individualized strategies
Lesson plans referencing objectives from curriculum
Lesson plans that indicate differentiated learning
Lesson plans that show link between technology and instruction
List of students identified as needing support
Listing of skills within content areas and across grade levels
Lists of students who have greatest degree of difficulty
Local assessment items align with standards/expectations
Media services and instructional technology plan
Multiple district-level standardized assessments
Newsletters to parents
Classroom strategies that encourage involvement of students in their own learning

Comprehensive needs assessment

Cultural accommodations (i.e., food preparation, clothing, foot-washing)

Curriculum Mapping in all subject areas

Curriculum and instruction requirements by the government are met

Curriculum appropriate for the educational program is selected, revised, and reviewed

Curriculum documents that identify highest priority expectations

Curriculum documents that show scope and sequence

Curriculum guides

Curriculum mapping, scope and sequence guides

Curriculum maps

Curriculum maps that reference standards/expectations

Curriculum showing enrichment/acceleration elements

Curriculum, instructional guides

Degree of teacher engagement in innovative approaches to learning

Demographic distribution of students in special programs

Differentiated instruction provided to students with specific needs

Differentiation strategies at every grade level

District Curriculum development/analysis

District alignment initiatives

District grade level meeting opportunities

Documentation of number/percentage of disruptive events

Evaluation documents

Evidence of data review

Evidence of teacher input into selection and purchase of materials

Examples of student engagement in the classroom

Extracurricular opportunities tied to curriculum

Formative and summative classroom assessments

Guest speakers, special presentations, mentors

Guides that contain scope and sequence

Indication of engagement of students

Indication that school climate is important and is used to help guide school decisions

Indication that there is a positive, caring, supportive, respectful atmosphere

Individual accommodations and adaptive equipment

Individualized Education Plans

Internet use policy

Interventions for improvement designed for students of all performance levels

Parent, teacher, student surveys

Parent/community presence in school

Positive interactions between students and students, students and adults, adults and adults

Posted and written expectations of student behavior

Procedure for purchase of materials

Professional Development in analyzing student work

Professional development offerings that showcase new developments and trends

Professional development tied to results of evaluations

Professional development/school improvement plans

Program modifications and rationale

Program/project descriptions

Protocols for collaboration among all staff members

Re-teaching of students who have not met expectations

Review of research-based interventions

Review of student data

SST Team, Special Education Team, Goal challenges for achievement

SST, Tutoring, Remediation Staff, Regrouping Strategies for Instruction

Samples of alignment of assessments and tasks

Samples of exemplars, models, rubrics, and other formative assessments

Samples of record keeping, communication, and instruction

Schedules (assemblies, non-academic scheduling, special programs)

School budget

School improvement plan

School leadership investigation of strategies for improved instruction

Student handbook

Student work displayed

Subgroup gap analysis

Survey of attitudes of stakeholders regarding behavior

Surveys

Technology integrated into instruction

Technology plan

Technology resources, i.e., computers, computer lab

Time frames that vary to enable all students the time to complete their programs

Times for announcements

Training on effective use of media resources for students and professional staff; a policy on use of the Internet and challenged materials

Variety of learning opportunities provided to students

Walkthrough logs (protocols)
Standard-level Contextual Narrative
At CGES, we are particularly proud of the high quality of teaching and the excellence in learning that occurs on a daily basis. When we conducted our parent survey last Fall, we found that 98% of the 192 respondents said the education offered to students at our school was of high quality. 98% said we were doing a good job teaching reading, language arts, writing, speaking, and listening. 95% said we were going a good job teaching math and 91% agreed in science. 92% spoke favorably about music, art and physical education instruction. 91% felt we were doing a good job preparing students to deal with issues and problems they face in the future. 94% stated they felt our students see a relationship between what they are studying and their everyday lives. 96% agreed that teachers use a variety of teaching strategies and activities that help students learn well. 96% said teachers do a good job challenging the students to do their best work and an overwhelming 98% said teachers hold high expectations for student learning. A gratifying 99% of respondents said they were happy overall with our school. (I guess we've disappointed one person along the way. :) )

Among the strengths of our school, the areas of teaching and learning perhaps shine the brightest. Our curriculum is rigorous at every grade level. It has been said of CGES that we have a reputation for teaching well above state standards with reasonable, but high, expectations for all students. Many parents have commented that they sought out our school for enrollment because of a community sense of high expectations and excellence here. That makes us happy and proud. At the district level, we have considerable support in the area of curriculum that provides a basis for our teaching. Teams of teachers spend days during the summer writing and rewriting the curriculum for each grade level to ensure it reflects what we learn regarding best practices. Teachers at CGES know the Indiana State Standards thoroughly, use them vigorously in their lesson planning and intentionally teach well beyond their minimum expectations. We have used the process of curriculum mapping to align language arts, math, science and social studies across grade levels. This has been a four-year process in Center Grove, so the maps are of excellent quality, having been tweaked every year as needed. The district curriculum guidelines are available in each building as well as online for all stakeholders to view. To ensure effective implementation of the curriculum, maps contain all the elements required from the Heidi Hayes Jacobs method and are thorough and complete. The district enlisted the expertise of a consultant, Janet Hale, who was trained under the guidance of Ms. Jacobs to lead us through the initial mapping process. Scope and sequence, resources, skills and standards are included throughout each map.

Our teachers use the district's K-12 Balanced Literacy Framework in language arts, reading and writing. For the past two years, literacy coaches provided staff members with intensive training on the Fountas'and Pinnell method of Guided Reading, along with many other components of best practices strategies. Those include emphasis on higher-order thinking skills, problem-solving and inquiry. Teachers provide students opportunities to engage in thought-provoking and active learning experiences routinely. As stated in Standard Four on data and assessments, we have multiple avenues for assessments at our disposal. More specific information can be found there. Researching and learning about Best Practices is inherent in our culture, especially with the help of the literacy coaches and their trainings.

Teachers at CGES and across the district have created Power Standards that prioritize the expectations for learning. We feel that we are highly successful at CGES because our teachers consistently teach far beyond the expected minimums of the state standards. Lesson plans, curriculum maps and district curricula attest to this fact. Teachers are sensitive to cultural differences, individual learning styles and the special needs of our students. Much is personalized to ensure success for each child. Differentiated instruction is highly evident in each classroom and is more a way of life than a 'program'.

We fully embrace our Mission Statement when we "pledge that all of our students will be equipped for the next level of learning through the implementation of curriculum standards, providing meaningful instructional activities, materials and programs and utilizing Best
Practice assessment tools to encourage each student to reach his/her potential."

Special needs students participate more fully in regular education classrooms than in resource situations. They are fully integrated into mainstream classrooms. They are highly successful academically, as data from our ISTEP+ tests show. Students of different cultures and languages are also fully participatory in general education classes and provided with appropriate support through auxiliary services. Although not always possible, concerted efforts are made to protect instructional time and minimize interruptions during the school day. Students who are pre-assessed to need extra support are provided that in several ways, usually in a more proactive than reactive way. Progress monitoring helps us be able to move students into flexible groups as they achieve at higher levels. Students with intense needs are provided remedial support by certified teachers as needed.

The climate of our school for the children is very positive and happy. Students are well-behaved and students enjoy the many 'extra' things the staff can do for them because we don't always have to worry about our ISTEP scores. In addition to their academic achievements, many special things happen at our school that students will remember their entire lives.
Standard 4: Documenting and Using Results
Overall Score: Operational

The school enacts a comprehensive assessment system that monitors and documents performance and uses these results to improve student performance and school effectiveness.

**Impact Statement:**
A school is successful in meeting this standard when it uses a comprehensive assessment system based on clearly defined performance measures. The system is used to assess student performance on expectations for student learning, evaluate the effectiveness of curriculum and instruction, and determine interventions to improve student performance. The assessment system yields timely and accurate information that is meaningful and useful to school leaders, teachers, and other stakeholders in understanding student performance, school effectiveness, and the results of improvement efforts.

<table>
<thead>
<tr>
<th>Indicator</th>
<th>Rubric Rating</th>
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<tbody>
<tr>
<td>4.1</td>
<td>Operational</td>
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<tr>
<td>4.2</td>
<td>Operational</td>
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<tr>
<td>4.3</td>
<td>Operational</td>
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<tr>
<td>4.4</td>
<td>Operational</td>
</tr>
<tr>
<td>4.5</td>
<td>Highly Functional</td>
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<tr>
<td>4.6</td>
<td>Operational</td>
</tr>
<tr>
<td>4.7</td>
<td>Highly Functional</td>
</tr>
<tr>
<td>4.8</td>
<td>Highly Functional</td>
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</tbody>
</table>

**Evidence**
- Agendas/minutes of stakeholder meetings for data analysis, dialogue, and use of data
- Analysis and disaggregation of assessments by subgroup – meeting agendas/minutes
- Analysis of trend data
- Annual report
- Classroom level observations documenting use of assessments
- Collection and analysis of multi-year trend data regarding student achievement and school effectiveness
- Communications to stakeholders
- Comparative analysis of student achievement among similar schools
- Data Analysis by teams
- Data analysis, including analysis of school-wide assessment results
- Demographic analysis and/or process data to correlate with student achievement results
- Demographic data
- Displayed successful work in classrooms and hallways
- District technology protocols regarding data access

Longitudinal student achievement data reflect growth in student performance
Longitudinal student achievement data reflect growth in student performance (disaggregated)
Method for students and parents to track completion of objectives, academic grades, and programs
Monthly Data Professional Development
Multiple assessment data, including ISTEP+
Policies
Policies that guide security of data and authorized users
Policy and/or procedure to monitor overall student performance
Professional Development re: data analysis
Professional development plan, school improvement plan
Program/process data
Reports to students and parents
Retention and graduation rate data
SMART Goal Data collection
<table>
<thead>
<tr>
<th>Efforts by the school to determine gaps between achievement goals and improvement expectations</th>
<th>Samples of classroom assessments and documentation of how used</th>
</tr>
</thead>
<tbody>
<tr>
<td>Evidence that assessment of student performance is conducted in each course and at the completion of the program to compare performance to the intended learning outcomes</td>
<td>School improvement plans showing professional development</td>
</tr>
<tr>
<td>Evidence that evaluation efforts and results of data analysis are directed toward organizational effectiveness including attainment of intended outcomes, customer satisfaction, effective use of resources and services</td>
<td>School profile</td>
</tr>
<tr>
<td>Evidence that the school safeguards the authenticity of student work and the validity of assessments and grades through supervision, proctoring, and confirmed student identification</td>
<td>Staff/stakeholder participation on data committees</td>
</tr>
<tr>
<td>Frequent recognition programs</td>
<td>Student achievement results from various formative and summative assessments</td>
</tr>
<tr>
<td>Group norms</td>
<td>Survey (perception) data</td>
</tr>
<tr>
<td>ISTEP+ data</td>
<td>Surveys</td>
</tr>
<tr>
<td>Inclusion of data analysis topics in the agenda of professional development activities</td>
<td>Teacher reports about efforts to keep them informed regarding trend and comparison data</td>
</tr>
<tr>
<td>Learning materials for skill development</td>
<td>Trend data</td>
</tr>
<tr>
<td>Lesson plans</td>
<td>Unusual, unique methods of recognition</td>
</tr>
<tr>
<td>List of authorized users at various levels of access</td>
<td>Use of schoolwide assessment systems</td>
</tr>
<tr>
<td>Written assessments</td>
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</table>
Standard-level Contextual Narrative

To summarize this standard up front, in recent years, our corporation has expanded the amount and availability of data at lightning speed. This does not mean that we are where we should be at comprehensively using and interpreting the data for appropriate changes in instruction; however, we have come a long, long way in a short time.

In the district, technological advances have provided numerous assessments that give us incredible amounts of data on student achievement. In the past, we have used programs like DIBELS and STEEP for data gathering. Last year, the district introduced AimsWeb and Acuity as our major tools for achievement data. Sweeps are conducted four times a year and data is monitored by the school counselor, psychologist and an interventionist. Response to Intervention decisions are based on this data and each intervention is progress-monitored routinely. Teachers are provided with this data and key resource people are available for interpretation of student progress. Now that ISTEP+ is in the Spring and results are not returned before school dismisses, teachers can rely on the four data sweeps to provide constant information upon which they can make changes in their planning, including their curriculum maps. Our extensive district data mine provides information from assessments in Language Arts, Reading, Math, Science, Social Studies and ISTEP+, along with tests given for High Ability placements and the InView. The district is expanding the datamine capacity to include school-based data as well. School-based data boards make information available to teachers in a very visible way. Students can also monitor their own progress and celebrate their successes through their data board near the Music Room, facilitated by the school Counselor.

In the non-academic realm, our school continues to look at student discipline as an area in which we wish to improve. To that end, we have implemented a Positive Behavior Support system that will provide acknowledgements of student successes in a more purposeful way. Called ARMOR, (since we are the Center Grove Knights), students will be able to focus on Attitude, Respect, Modeling Safety, On Task, and Responsibility - core values that align with our school Creed. Through further development of the PBS system this coming year, we will have a plan to submit to the state that is highly functional and aligned with school culture, climate and community expectations for student behaviors. Our school does not experience a high level of poor discipline, but we recognize there is always room for improvement.

The school's data system is multi-leveled. At our disposal, we have data available at the touch of a keystroke through the district datamine. School demographics and ISTEP+ test results are readily available to us through the DOE website. Teachers can access evidence of their students' successes on AimsWeb and Acuity through their reporting systems facilitated by our counselor and interventionist. Teachers have participated intensely in the past three years in the curriculum mapping process, the results of the entire district's maps being available to everyone. Each year, trend data is provided to the staff from ISTEP+ results and we have identified that our trends continue to hold steady - most notably that by the time our students reach 5th grade, they are consistently scoring at the 95% on ISTEP+. Gaps that may exist are continually closed by the time we send them to Middle School. We know this through the use of trend data over time for each grade level.

All staff members have access to data appropriate for their job responsibilities. Both school- and district-level users navigate the resources with increasing comfort. Interpreting the data continues to remain an area in which we are constantly improving. There is so much, knowing what it all means and how to use it is the challenge. Formative and summative classroom assessments are available to teachers district-wide through the use of our Intranet system and U drive, on which all teachers can post assessments. We have more widely studied ISTEP+, Steep and RTI assessment data last year because Acuity and AimsWeb are new to us. This year, we will receive more training on our ER data days in the interpretation of Acuity and Aimsweb.
A strength in our district is the ability for parents to access their child's data through the Skyward system. Parents may login daily and see all grades, attendance, discipline, etc. pertaining to their child. This has been available for only the past two years, but CGES parents are very savvy at accessing it routinely. Some parents check it several times a day (we HAVE to get them a life!) The point is that it is available and highly used by patrons of our school. Successes are celebrated in numerous ways at CGES. We celebrate continuing to receive Four Star School status as well as being rated Exemplary or Commendable by the DOE. Sometimes, students are given a goal to reach on ISTEP+, such as reaching 95% passing both areas, upon which the Principal or staff will perform a crazy stunt, such as being 'slimed' Nickelodeon-style.

Our school is traditionally a leader among the elementaries in our district. Our trend data confirms this, as do the results of our parent survey. We have no significant gaps in achievement in any sub-area for AYP. Our special needs students pass ISTEP+ at levels higher than the state average, and many Pass+ some subject areas.

This coming year, the second Wednesday of each month's Early Release days will be designated with special emphasis on data interpretation and consequent changes in instruction. With so much data available to us, we need help across the district on data usage and these days will focus on that topic. We anticipate the additional training will help us make significant changes in instruction in coming years.
Standard 5: Resources & Support Systems
Overall Score: Operational

The school has the resources and services necessary to support its vision and purpose and to ensure achievement for all students.

**Impact Statement:**
A school is successful in meeting this standard when it has sufficient human, material, and fiscal resources to implement a curriculum that enables students to achieve expectations for student learning, to meet special needs, and to comply with applicable regulations. The school employs and allocates staff that are well qualified for their assignments. The school provides ongoing learning opportunities for all staff to improve their effectiveness. The school ensures compliance with applicable local, state, and federal regulations.

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<tr>
<th>Indicator</th>
<th>Description</th>
<th>Rubric Rating</th>
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<tbody>
<tr>
<td>5.1</td>
<td>Recruits, employs, and mentors qualified professional staff that are capable of fulfilling assigned roles and responsibilities</td>
<td>Highly Functional</td>
</tr>
<tr>
<td>5.2</td>
<td>Assigns professional staff responsibilities based on their qualifications (i.e., professional preparation, ability, knowledge, and experience)</td>
<td>Operational</td>
</tr>
<tr>
<td>5.3</td>
<td>Ensures that all staff members participate in a continuous program of professional development</td>
<td>Operational</td>
</tr>
<tr>
<td>5.4</td>
<td>Provides and assigns staff that are sufficient in number to meet the vision and purpose of the school</td>
<td>Operational</td>
</tr>
<tr>
<td>5.5</td>
<td>Budgets sufficient resources to support its educational programs and to implement its plans for improvement</td>
<td>Operational</td>
</tr>
<tr>
<td>5.6</td>
<td>Monitors all financial transactions through a recognized, regularly audited accounting system</td>
<td>Operational</td>
</tr>
<tr>
<td>5.7</td>
<td>Maintains the site, facilities, services, and equipment to provide an environment that is safe and orderly for all occupants</td>
<td>Operational</td>
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<tr>
<td>5.8</td>
<td>Possesses a written security and crisis management plan with appropriate training for stakeholders</td>
<td>Operational</td>
</tr>
<tr>
<td>5.9</td>
<td>Ensures that each student has access to guidance services that include, but are not limited to, counseling, appraisal, mentoring, staff consulting, referral, and educational and career planning</td>
<td>Operational</td>
</tr>
<tr>
<td>5.10</td>
<td>Provides appropriate support for students with special needs</td>
<td>Highly Functional</td>
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</tbody>
</table>

**Evidence**
- Agendas and minutes of collaborative team meetings (peer learning community)
- Input from staff about purchases that support teaching
- Annual audits by State Board of Accounts
- Instructional plans
- Annual budget
- Last financial audit
- Audit of teacher credentials
- New teacher orientation materials
- Classroom walk-through journals
- Observation protocols
- Collection of data about staff strengths
- Organization charts
- Corporation allocation of staffing
- Percentage of staff Highly Qualified
- Crisis management plans
- Print and electronic communications
- Curriculum maps
- Records indicating reassessment data and practices
- Data review
- Reports
- Description of induction and mentoring program
- Required safety certificates
- Description of policies in place and monitoring
- RtI and PBS in place
- Description of use of data to target instruction to students not meeting expectations
- SST monitoring procedures for interventions
- Disaggregation of student data
- School budget
- School improvement plan

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<tr>
<th>Evidence of differentiation of instruction</th>
<th>School policies and procedures</th>
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</thead>
<tbody>
<tr>
<td>Evidence that school abides by legal and ethical business and educational practices</td>
<td>School policies/handbooks</td>
</tr>
<tr>
<td>Extent to which staff meet certification and licensure requirements</td>
<td>Security plans</td>
</tr>
<tr>
<td>Facilities and technology maintenance plan and long range facilities plan</td>
<td>Stakeholder surveys</td>
</tr>
<tr>
<td>Facilities report addressing safety concerns</td>
<td>Student files</td>
</tr>
<tr>
<td>Fire, Disaster, Tornado Drill Records</td>
<td>Supplemental funds</td>
</tr>
<tr>
<td>Grade Level/Planning Day minutes</td>
<td>Survey data from stakeholders regarding the extent to which the school improvement plan and safety issues characterize the operation of the school</td>
</tr>
<tr>
<td>Indication that facilities are regularly inspected and maintained</td>
<td>Survey on safety from parents</td>
</tr>
<tr>
<td>Indication that leader has communicated with governing body leadership</td>
<td>Surveys</td>
</tr>
</tbody>
</table>
Standard-level Contextual Narrative

Our general "tongue-in-cheek" theme for the past couple of years has been "how to do much more with much less." As is the case in education currently, funding for schools has affected us all. At Center Grove Elementary School, we feel that impact most in the area of human resources. Not too many years ago, we were fortunate enough to have classroom assistants in Kindergarten, grades 1 and 2, as well as occasionally in intermediate grades if class sizes rose above 28. As the budget ax has been wielded, more and more staff members have been whittled away. We believe it is the human connection at the elementary level that makes the most dramatic impact on student achievement, so to constantly have staffing cut causes the most concern. At CGES, we basically have a skeletal crew. Class sizes are fairly reasonable at this writing, although we face losing full-time Kindergarten assistants to half-time and cutting hours of custodial and cafeteria staff. Yet, the expectations for growth in student achievement are increasing. Teachers and staff members we DO have are being asked to do more with much less.

At CGES, we enjoy an entire faculty determined to be highly-qualified by No Child Left Behind standards. Our school system is considered to be a very desirable place to teach, so recruiting the best teachers has been a tradition. Every teacher in our school has demonstrated competency in the content areas they teach, evidenced by their performance and evaluations. Teaching practices and collaborative efforts in place confirm this. Each teacher new to our school system is assigned a trained mentor and the corporation has a comprehensive new-teacher orientation support system in place, at both the district and building levels. Teacher mentors have received the state-required training to serve in this capacity. Teaching resources are allocated primarily on enrollment numbers that are watched regularly. Efforts are made at the district level to provide for as reasonable a class size as possible under severe budgetary confines. At the building level, staffing is fluid with opportunities for teachers to loop to other grade levels and change grade levels as openings occur.

One of the emergent strengths of the school is a strong connection through collaboration. Staff members seek out each other for ideas and sharing on a regular basis. There is an atmosphere of collegiality that feels safe and non-threatening. Teachers share within their grade levels routinely and across grade levels as throughout the school year to meet our PL21 goals. The use of our physical space has always been a challenge, and will be even more so this year as one of our elementary schools was closed and teachers and students were assimilated into the remaining five schools. This year, we will have absolutely no classroom unused. Incredible creativity is being used to make sure each program's needs are met as best as possible. There simply will be far less flexibility this year than we've enjoyed in the past.

Fiscally, schools are provided with a budget from the district, which has decreased steadily over the past few years. The allocations at the building level for CGES are spent with input from teachers as much as possible. Teachers have been able to secure resources, furniture, classroom needs and equipment as money allows. In the past, teachers have been able to attend professional conferences using building PL21 funding. Since that funding is now gone from the state, this becomes a challenge. Fortunately, up to this point, we have been able to provide for staff members' needs to maximize their teaching, but we anticipate it becoming increasingly more difficult to stretch our dollars this school year. Records for both the corporation and our school, as well as our PTO, are audited yearly and treasurers meet with auditors each year to review questions and procedures as needed. All requested purchases from the building level are subject to review at the district level to provide the checks and balances needed to maintain fiscal integrity and compliance with laws and regulations.

Facilities, services and equipment are monitored for safety regularly. Our school is alert to security measures in place for the safety of our staff and students. Drills are completed with diligence and students are well-prepared for a fire, a disaster, a tornado, or a lockdown. Though we are an older building, we are well-maintained. Considerations for allotting space in the building are based on factors that
emerge each year regarding enrollment, staffing and programs. We will experience at least 80 more students in our facility this year due to the closing of an elementary school in our district. Considerations and adjustments will be made to review our procedures to include this.

A crisis management plan is in place, although it has not had to be used for many years. Although we review it at the beginning of each year, it's effectiveness is unproven at this time.

Staff members are aware of the services the district and school has available for student support. Our counselor is highly aware of community resources and helps facilitate making those available as needed.

CGES has in place effective Response to Intervention strategies that have been fine-tuned over the course of the past three years. Progress-monitoring occurs continuously by our counselor and an interventionist. Several avenues exist for data collection, and are highly operational. Students on interventions are monitored closely and interventions are adjusted as they progress. Data walls provide a continuum of information. Sweeps are made four times a year to provide teachers with timely, reliable data.

While resources continue to dwindle, those we still have are vital to ensuring that student needs are met and that decisions made on their behalf are data-driven.
Standard 6: Stakeholder Communication & Relationships
Overall Score: Operational

The school fosters effective communications and relationships with and among its stakeholders.

Impact Statement:
A school is successful in meeting this standard when it has the understanding, commitment, and support of stakeholders. School personnel seek opportunities for collaboration and shared leadership among stakeholders to help students learn and advance improvement efforts.

<table>
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<tr>
<th>Indicator</th>
<th>Rubric Rating</th>
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<tbody>
<tr>
<td>6.1 Fosters collaboration with community stakeholders to support student learning</td>
<td>Operational</td>
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<tr>
<td>6.2 Has formal channels to listen to and communicate with stakeholders</td>
<td>Operational</td>
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<tr>
<td>6.3 Solicits the knowledge and skills of stakeholders to enhance the work of the school</td>
<td>Operational</td>
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<tr>
<td>6.4 Communicates the expectations for student learning and goals for improvement to all stakeholders</td>
<td>Operational</td>
</tr>
<tr>
<td>6.5 Provides information about students, their performance, and school effectiveness that is meaningful and useful to stakeholders</td>
<td>Operational</td>
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Evidence
Annual report
Classroom displays
Correspondence
Dad’s Club
Data reports
Data walls, periodic data analysis to parents
Database of volunteers
Event co-sponsorships
Examples of school communications
Invitations to meetings and programs
Lesson plans
Meeting agendas and minutes
Menu of opportunities available
Newsletters and other print communications
Notices for student performances and showcases
Parent Teacher Organization/Parent Teacher Association documentation

Participation lists
Plan for communication among stakeholders
Print and web communications
Program lists and student schedules
Program materials
Protocol for teachers to request volunteer help
Samples of letters, newsletters, advertisements sent out regarding achievement and school effectiveness
School committee participation lists and minutes
School newsletters and website
Skyward email, Alert Now
Survey responses
Surveys
Teacher/parent communications
Teacher/staff member communications
Web and e-mail communications
Written curriculum documents
Standard-level Contextual Narrative

As mentioned previously, we consider one of the reasons why our students achieve at such high levels to be due to the unusually active support, involvement and relationships established with stakeholders. Our school is blessed with an active Parent/Teacher Organization and an active Dad's Club. The PTO's primary goal has been to provide support and resources to our teachers, and they fundraise to ensure that happens. The PTO provides mini-grants twice a year, as funds allow, to give teachers extra resources for their classrooms. They have traditionally been very generous and approve requests based on how they will benefit student achievement.

Our Dad's Club is an exceptional group of gentlemen who are visible at many events throughout the school year and have provided us with "extras" that we couldn't afford otherwise. For example, they have funded painting our gym and dining room, picnic tables for outside and new basketball goals that the students really enjoy, among many other things. Both of these groups of parents serve as eyes and ears to help us be fully aware of parent perspectives of CGES. They are our strongest champions for the school and our best child advocates.

In the last couple years, our district has put in place several new ways in which the school can communicate with our public. This has made communication quick and reliable. The Alert Now system allows the school to send a voice mail message, along with a text message. The Skyward software allows the principal to send an email message immediately to every family in the school. Skyward also allows parents to access their child's attendance, grades and behavior management DAILY. Almost all families at CGES have technology in their homes and access the weekly newsletters and website regularly.

In the parent survey conducted during the 2009-2010 school year, 192 respondents participated. 96% of those said they know how to and do access their child's progress on Skyward regularly. 97% said they feel welcome in our school. 98% stated that our school provides adequate opportunities for parent involvement. 99% said they were overall very pleased with our school. (We're still trying to figure out the one person who isn't so we can correct that!) 98% reported that the education offered at CGES is of high quality. These responses spanned all grade levels evenly. We encourage you to read the comments on the survey for very specific examples that were cited to support these statements.

Our school partners with numerous community businesses - far too many to list here. A list of those is available in the documentation provided. Center Grove community businesses are very generous in their support. Many CGES parents own or work for businesses that directly support this school.

Gathering and sharing information with our parents and patrons has become quicker and easier with technological advances in place; however, there is nothing like just making oneself available to simply listen and respond to their concerns and questions. We believe we do that well at CGES. Our principal has an open-door policy in which staff, students, parents and community has access to him at almost any time. Our parent survey indicated that 96% of respondents agreed that he communicates effectively with parents and stakeholders of our school. 96% also stated that the principal was accessible to them when they need him. We tend to err on the side of providing too much information, too many emails or voice mails, too many phone calls rather than not enough to make sure parents feel confident about school communication.

Apart from our organized PTO and Dad's Club, CGES enjoys having numerous parent volunteers on a regular basis. We recognize that not all parents are comfortable in a school environment, and some did not have positive school experiences, so we perpetuate a positive, friendly and uplifting school atmosphere in which they will feel comfortable volunteering. It is very common to daily see many parents volunteering at every grade level at CGES. In fact, most of our primary grade teachers have to create a volunteer schedule because there are so many wanting to help. We recognize volunteers with a luncheon provided by the staff, to show our appreciation.
for their involvement and support. In prior years, a volunteer might have been assigned something to do such as making copies, bulletin boards, and other clerical duties, but now our parents are asked to work directly with students, supplementing instruction. It is not unusual to find parents facilitating a small group of young readers or a learning station. You might see them working with one or two students on a specific reteaching strategy, or interventions driven by the progress-monitoring that takes place. From clerical to instructional, our volunteers are vital to the success of our quest for excellence and are celebrated for their major role in our achievements.

In our survey, 98% of parents indicated they believe teachers hold high expectations for student learning. 96% also said that they see teachers using a variety of teaching strategies and learning activities that help students learn. These parents respond favorably because they have been in their child’s classroom many times and have stated they feel communication with them is strong. Once again, they are truly our best advocates.

From the information we processed for this standard, we celebrate the involvement of our parents and community. Many schools do not have the levels of parent involvement that we do. We are grateful for this support and realize it can never be taken for granted. As our school becomes more diverse, (especially this year with so many more new students,) we need to continue helping parents become active participants in school life. We want each parent to experience the a genuinely "warm welcome," as stated in the poster on our front door.
Standard 7: Commitment to Continuous Improvement
Overall Score: Operational

The school establishes, implements, and monitors a continuous process of improvement that focuses on student performance.

**Impact Statement:**
A school is successful in meeting this standard when it implements a collaborative and ongoing process for improvement that aligns the functions of the school with the expectations for student learning. Improvement efforts are sustained and the school demonstrates progress in improving student performance and school effectiveness. New improvement efforts are informed by the results of earlier efforts through reflection and assessment of the improvement process.

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<td>Engages in a continuous process of improvement that articulates the vision and purpose the school is pursuing (vision); maintains a rich and current description of students, their performance, school effectiveness, and the school community (profile); employs goals and interventions to improve student performance (plan); and documents and uses the results to inform what happens next (results)</td>
<td>Operational</td>
</tr>
<tr>
<td>Engages stakeholders in the processes of continuous improvement</td>
<td>Operational</td>
</tr>
<tr>
<td>Ensures that plans for continuous improvement are aligned with the vision and purpose of the school and expectations for student learning</td>
<td>Operational</td>
</tr>
<tr>
<td>Provides professional development for school personnel to help them implement improvement interventions to achieve achievement goals</td>
<td>Operational</td>
</tr>
<tr>
<td>Monitors and communicates the results of improvement efforts to stakeholders</td>
<td>Operational</td>
</tr>
<tr>
<td>Evaluates and documents the effectiveness and impact of its continuous process of improvement</td>
<td>Operational</td>
</tr>
</tbody>
</table>

**Evidence**

- Annual report to the community
- Data analysis
- Evaluation plan and results
- Feedback/revision documents indicating responsiveness to feedback and use for improvement
- Handbooks reflecting vision
- Newsletters describing vision, purpose, improvement strategies, and results
- Procedure for recognizing team for their work
- Professional development schedule or topics

- Professional development topics
- Revisions to school improvement plan
- Schedule of school improvement planning meeting topics
- Schedule of school improvement planning topics showing attention to all stages in the cycle
- School communication tools showing communication among stakeholders
- School improvement plan and process employed in development
- Self-assessment findings
- Surveys
Standard-level Contextual Narrative

One thing our school district has done well is make a commitment to continuous improvement. Professional development for staff members at all levels is purposeful and aligned with district goals. Some may think there are too many initiatives in place, but this is a better problem to have than a lack of opportunity. At CGES, we have a three-tier plan for professional development. Tier One contains all the unified DISTRICT initiatives on which staff receive training. Tier Two focuses more on our specific BUILDING needs, and Tier Three allows for INDIVIDUAL staff professional development based on teaching assignments or interests. Of course, as funding is cut, Tier Three tends to suffer the most.

At the DISTRICT level, CG schools have maintained a strong focus on literacy for the past three years. For the past two, literacy coaches were available to promote best practices and deliver new research strategies to local buildings. They served as specialists and strong resources as we looked at areas such as Reading Workshop and Writing Workshop, summarizing, synthesizing, anchor charts, student conferences and leveled classroom libraries, for example. Unfortunately, the coaches are no longer with us in that role, but have re-entered the classrooms because of budget cuts. However, their work will be carried on with a "Plan B," whatever that turns out to be, most likely absorbed in building professional development. Much of the district focus has been on Curriculum Mapping at the elementary level over the past three years. We currently have maps in Language Arts and Math in every grade level. Most grade levels had science and social studies. Special areas such as Art, Music and Physical Education have also developed maps. Each teacher has also engaged in a book study pertinent to their subject area and met with fellow district special class teachers for book talks.

The district has provided professional development to teachers in 6 Traits, Reading Workshop, and Writing Workshop through working with a consultant named Herb Budden. Mr. Budden worked with individual buildings and grade levels as well as across the district to provide instruction in these areas and was well-received. The district also provides continuous professional development in the areas of Technology, including topics such as Skyward, Compass, Multimedia, Podcast, AimsWeb, Acuity, Waterford, RtI, Prezi, Epsilen, Data Warehouse, Pixie and Rubicon Atlas. Training has also been provided on how teachers can create their own websites. Our technology teams at both the building and district levels are one of the identified strengths in the district in our recent Strategic Planning process.

Also at the district level, Task Forces in Language Arts, Math and Social Studies have been instrumental in aligning curriculum across the district. Many Center Grove Elementary teachers have served on these committees.

At the BUILDING level, our school has purposefully chosen NOT to add new initiatives, but rather support the district’s initiatives by utilizing the expertise of staff members such as our school counselor, psychologist and interventionists to help us better understand and fine tune implementation of the district’s programs. We have worked to better understand Response to Invention, which has been a major new focus for us as we implement the new law. This past year, several new assessments have been provided, including AimsWeb and Acuity - sweeps that happen three times a school year that provide us with the data we need to change instruction and progress-monitor student achievement over time. Teachers have received training in all new interventions and are active participants in using the data they provide.

Our primary building emphasis on continuous improvement has been provided by the literacy coach, who, once a month on our Early Release Wednesdays, provided instruction on literacy-related topics. She would select these topics based on our PL221 School Improvement Plan, as well as solicit input from teachers about in which areas they might need additional support. Reader’s and Writer’s Workshops and the components therein were the primary emphasis.
At the INDIVIDUAL level, staff members have attended professional development of their own interest as our funding holds out. Kindergarten teachers have attended the Dr. Jean conference, and the state Kindergarten Conference. First and second grade teachers have attended workshops presented by Ruth Cullian, Debbie Miller and Marcy Cook, and the 1st and 2nd grade Teacher’s Conferences. Third grade teachers have attending a two-day Reading and Writing Institute, Learn 360 instruction, Epsilen and Podcast trainings and a Marcy Cook conference on Math. Some fourth and fifth grade teachers attended the HASTI conference, Positive Behavior Support instruction, served on the Strategic Planning Committee, received training on Special Education Law from Karen Glasser Sharp, and numerous technology opportunities such as Mobi, Podcasting, Making Movies for Instruction, Elmo, Powerpoint and Zero vs. 60. Our High Ability teachers received training at the Indianapolis Association of Gifted.

Auxiliary staff members also have attended trainings of their choice, such as Pat Quinn conferences, Indiana School Satery, PBS, “Healthy Habits,” Daniel Pink, MENC, IMEA and Orff-Schulwerk conferences, ICAN training and heard many presenters on Literacy.

In Center Grove, we are fortunate to have Early Release Wednesdays. Students go home 45 minutes early on these days and staff is given an hour of time to focus on continuous improvement efforts. One ER a month is devoted to Curriculum Mapping, one to Literacy and two to building-level topics. Two district teacher days are also given for professional development a year. This year we will hear Rick Wormeli.

We are acutely aware that these opportunities may diminish with continued budget cuts.
REPORT SUMMARY

Self-Assessment Scores By Standard

- Highly Functional
- Operational
- Emerging
- Not Evident

Standard Score

Standard 1  Standard 2  Standard 3  Standard 4  Standard 5  Standard 6  Standard 7

Standards