Indiana School Improvement Plan

Bremen High School

Bremen Public Schools

Mr. Bruce D. Jennings, Principal
511 W Grant St
Bremen, IN 46506-1600

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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?

The Community

Bremen Public Schools serves the community surrounding Bremen, Indiana. Incorporated in 1871, Bremen Indiana is located in northern Indiana approximately 20 miles south of South Bend, Indiana. Bremen became known as the "mint city" as the production of mint and related products was a chief industry within the area. However, within the past twenty years, the production of mint has ceased and the associated businesses have relocated. The town itself is relatively small, covering 2.72 square miles and hosts a population of 4,588 people. According to 2010 census data, the racial makeup of the town was 86.5% White, 0.4% African American, 0.2% Native American, 0.3% Asian, 11.1% from other races, and 1.5% from two or more races. At the time of the census, Hispanic or Latino, of any race, accounted for 18.0% of the population. Other information revealed by the 2010 census indicated that 80.5% of the residents hold a high school education or higher. The median age of the population and household income were 32.5 years and $37,311 respectively with 10.2% of these individuals living below the poverty level.

As discovered by a study recently conducted by the Town of Bremen government, Bremen has a disproportionate level of industry when compared to the available number of housing units. Currently, a large number of individuals commute to Bremen for employment as there is a shortage of housing available across all demographic stratifications. While there is a desire to expand the size of the town, the land that is suitable for development is currently held by individuals who have little to no motivation to develop additional housing.

Complicating the housing issue, the town of Bremen is located near the north border of the Bremen Public Schools geographic area. To the south of Bremen lies largely agricultural land, a vast majority of which is held by Amish families. It is estimated that as many as 400 school age Amish children do not attend public schools. Instead, they elect to be served by one of several private Amish schools. Historically, when land has become available for sale, the Amish community has been very competitive in procuring such properties. This process has historically, and continues, to slowly lower the availability of school-age students.

A review of the resident population of the geographic area which Bremen Public Schools serves reveals that the population of Marshall county is aging with a majority of its population near the end of, or beyond, child rearing age. This is data is echoed by the birth rates reported to the Indiana Department of Health. Over the past twelve years, birth rates have declined annually at a rate of just under ten births per year. During this time, births peaked at 720 in 2001 and slipped to a low of 575 in 2010. Despite the decline in available students, Bremen has managed to grow by 30 students during the same period of time. This growth has been the result of the changes in state law allowing for the open enrollment of students from areas outside Bremen's geographic boundaries. Despite the economic turmoil during this time period, the slight growth in student enrollment numbers, coupled with strategic financial decisions, has allowed Bremen Public Schools to become fiscally healthy establishing a 10% cash balance within our general fund.

The influx of transfer students has led to multiple challenges. While we have received a number of students who transferred who are seeking a better educational experience, we have also received a number of students who have not been exposed to the curricular rigor which we expect from our students. Additionally, students requiring special education services have been represented in much higher numbers among our transfer students than our historic resident populations. These factors have introduced curricular challenges which have made progress on state standardized testing difficult.

During the past decade, as our native population declined and the number of transfer students increased, the number of free/reduced lunches verses paid lunches has also evolved. This shift in demographics in addition to the other previously mentioned factors, has complicated our instructional mission and made it more difficult for us to achieve academically.

As with many small rural school districts, the continued fiscal heath of our district is necessary to ensure our continued survival. As such,

transfer tuition grows increasingly important to our overall strategy to maintain our enrollment numbers. However, should our academic reputation become tarnished, the flow of these students could easily reverse leading to a local financial crisis. Given this, it is imperative that Bremen Public Schools continue to make academic strides to ensure that the flow of transfer students continues to be in our favor.

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.

System's Purpose

Mission Statement:

The Bremen Public School community works collaboratively to provide a safe, nurturing environment where students are inspired academically and socially to succeed in life.

Core Values:

  MUTUAL RESPECT

  CARING SCHOOL COMMUNITY

  GREAT EXPECTATIONS

Mutual Respect:

- We will all support each other.

- We will show respect for self and all members of our school community.

- We will build trusting relationships.

- We will listen and value others' ideas/perspectives.

- We will demonstrate honest communication.

Caring School Community:

- We will emphasize teamwork.

- We will collaborate.

- We will involve the community in our schools and involve schools in the community.

- We will ensure physical and emotional safety and security.

- We will celebrate growth and success.

Great Expectations:

- We will commit to a proactive approach.

- We will remain optimistic through all challenges.

- We will engage our students in challenging curriculum.

- We will expect personal bests.

Vision:

Bremen Public Schools offers an exciting, enjoyable learning environment. This is evident from the positive relationships that exist on all levels. Staff members model compassion, understanding, and empathy through daily interaction with each other and their students. Through instruction and daily modeling, students learn how and why good social skills are important. Bremen students get along well with others, feel a deep sense of belonging, and internalize the social skills that are modeled as their own.

School policy and procedures do not tolerate mediocrity in teaching and learning. At Bremen Public Schools, students experience a variety of opportunities, both academic and extracurricular, that match their interests and challenge their abilities. Various disciplines encourage and support career exploration. Students are expected to complete homework, be self-motivated, and work collaboratively with classmates. Technology is utilized by every student in every classroom, thus creating competency for a technical world.   Students are encouraged to think creatively and critically in an effort to address today's problems and formulate solutions for tomorrow.

Bremen Public Schools produces graduates who are competent learners with the necessary social skills to be successful citizens.

A Bremen Graduate:

- Demonstrates intellectual curiosity.

- Thinks critically.

- Solves problems

- Excels academically.

- Draws on a variety of experiences.

- Is technologically competent.

- Is a capable communicator.

- Is respectful, honorable and demonstrates integrity.

- Appreciates diversity.

- Knows oneself and is selfless.

- Is goal-oriented.

- Abides laws.

- Is employable and self-supporting.

- Contributes to the community.

- Uses resources wisely.

- Demonstrates a sense of humor, optimism, and enjoys life.

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.

Notable Achievements:

2010-2014 Bremen HS has received an "A" ranking from the Indiana DOE

For the past three years, the average graduation rate, with no waivers, is 91.3%

Implemented a Leveled Literacy Intervention (LLI) program supporting grades 3-8

Served as pilot district for the IDOE with the McRel Evaluation tool

Implementation of comprehensive 1:1 initiative in grades K-12

Implementation of Guided Reading Collaboration Meetings. K-5 teachers meet with administration and literacy coaches every 4-6 weeks to review running record data and realign the guided reading groups.

Implementation of PBIS Committee

Launched Implementation of PLTW Biomedical curriculum

Nearly 100% success annually for 8th grade students who enroll in Algebra I passing the required end of course assessment.

Areas of targeted improvement:

Modifying the teacher evaluation program to relieve anxiety and to refocus instructional efforts to student achievement

Enhancing the academic growth of our bottom and top 25% elementary learners.

Growing and enhancing our ENL program is a chief priority. We are currently working diligently to improve our efforts through the addition of a full time ENL coordinator, additional software support, and comprehensive WIDA training for our entire teaching staff.

Recruiting top tier teaching talent to our rural environment

Adding additional curricular software and digital assets for K-12 is necessary to support/improve instructional efforts.

Additional Information

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

Additional Information:

Bremen Public Schools is currently in a period of transition. The past superintendent of nine years elected to retire at the end of the 2013-2014 school year leading to his replacement, Dr. Jim White being hired in late June. This transition has sparked a period of flux within our organizations. At the time of this writing, there are a number of small of changes which are being implemented.   The following is a brief summary of these changes:

Upon his arrival, Dr. White quickly discovered that there was a high degree of dissatisfaction with the teacher evaluation model that was developed by the past administration. As such, a comprehensive review of the teacher evaluation model has been initiated in conjunction with the district evaluation committee. This body has spent the larger part of the past four years testing and developing a teacher evaluation model. Unfortunately, the final product was found to be problematic as it was attempting to provide a quantitate value to measure student growth absent the research necessary to establish reliability, accuracy and validity of the instrument which was created. Despite efforts to fix the system, it continued to be riddled with systematic flaws stemming from its original premise. As such, teacher frustrations grew beyond acceptable measures. Efforts are ongoing to finalize a replacement system that will refocus teacher efforts back to student achievement.

Our school corporation is currently in the second year of a two-year improvement plan regarding our inability to achieve the necessary Annual Measurable Achievement Objective (AMAO) targets for the past three years. As such, beginning this year, we have hired a full-time ENL coordinator, provided training for all certified staff members regarding the implementation of the WIDA standards into their daily lessons, and purchased Achieve 3000 for our targeted LEP population. It is our desire, that these resources, coupled with the efforts of our teaching corps that we will be successfully reach our AMAO targets this year.

We are also working to implement Acuity assessments to provide diagnostic measures for grade 3-8 students in English/Language, Mathematics, Science and Social Studies. While we are late implementing this product, we believe this will provide our instructors with a wealth of information and resources which will help them target their instruction directly to our students' academic needs.

The demographics of the residents residing within the area surrounding Bremen Public Schools is slowly aging. This has caused a steady decline in the birth rates within Marshall County. As such, maintain our student enrollment numbers has been challenging. To date, due to the changes implemented by the State Legislature regarding transfer tuition, we have grown our enrollment slightly despite the downward trend in birth rates. However, our ability to sustain those numbers over time has yet to be determined. As such, Bremen Public Schools has approached annual budgeting process from a highly conservative approach.

Given that Bremen Elementary School has been rated a "C" school by the Indiana Department of Education, we are currently reviewing our instructional resources, staffing and practices for grades K-8. It is our objective to identify gaps within our practices, curricular offerings, and instructional practices to help improve our student achievement. This is an ongoing process that will span multiple academic years.

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.

We completed two stakeholder feedback surveys in the past year. During the 2013-14 school year we surveyed our BPS parents (fall, 2013) and our students and staff members (spring, 2014). In the fall of 2014- 15 we surveyed all of these stakeholders again. The results from each survey are included in this portfolio.

All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.

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

At the high school level, we chose parents who had students in high school. We also chose some students who were willing to participate who were randomly selected. We did not choose parents or students from only high-achieving status. In addition, we invited the Town of Bremen's Director of Operations to have a perspective from the community's leadership. We met in an informal meeting with parents and students in one after school meeting. We also met with the staff on several of our Thursday mornings during collaboration time to receive feedback. All stakeholders were offered the chance to give feedback on the final document via e-mail communication.

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

We had input from each department through department chairpersons on the final written version of the School Improvement Plan as well as feedback from all teachers. As we met with each group of stakeholders, we asked them to view data before meeting to see if our goals aligned with data. We also took down anecdotal data to see if that matched with the numerical data. Stakeholders were an essential part of the process to not only communicating, but also revising our goals and school improvement plan. This process is supposed to take place each year with a minimum of it happening every year that the plan needs revised. The plan is on the school website and is available for anyone to view. One of our major goals with this most recent School Improvement Plan was to make it more "user-friendly" for the average citizen, parent, or student to be able to read and understand our goals and data.

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: 2.67

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 •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	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 sometimes evident in documentation. This commitment is sometimes reflected in communication among leaders and most staff. Some challenging educational programs and equitable learning experiences are implemented so that all students achieve some degree of learning, thinking, and life skills. Evidence indicates some commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership maintains high expectations for professional practice.	•Survey results •The school's statement of purpose •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 2

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 •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 3

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

Standard 1: The system maintains and communicates at all levels of the organization a purpose and direction for continuous improvement that commits to high expectations for learning as well as shared values and beliefs about teaching and learning.

1.1 The system engages in a systematic, inclusive and comprehensive process to review, revise, and communicate a system-wide purpose for student success.

Bremen Public Schools works to present a system that has great expectations, caring community, and mutual respect on all levels daily. The community of Bremen Public Schools works collaboratively to provide a safe, nurturing environment where students are inspired academically and socially to reach each one's potential in life. Our mission statement and core values listed above are evidence of how our school engages in a school-wide purpose that prompts student success. These expectations are communicated clearly and thoroughly by being placed on the schools' websites, written in newsletters weekly, and posted throughout the school doors, halls, and classrooms. The system is working to better itself by selecting team members at random from all stakeholder groups to be a part of revising, reviewing, and renewing the system-wide purpose for student success.

1.2 The system ensures that each school engages in a systematic, inclusive, and comprehensive process to review, revise and communicate a school purpose for student success.

Bremen Public Schools ensures that this process is being reviewed through school and community surveys as well as our strategic plan. However, it is imperative that the system supplies its stakeholders and community members with survey results. It is also necessary that staff members have access to minutes from committee meetings of all areas that discuss system improvement to ensure that each member is

collaboratively working towards the same goal.

1.3 The school leadership and staff at all levels of the system 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.

Bremen Public Schools is committed to a culture that is based on shared values and beliefs about teaching and learning. This is displayed through weekly Thursday morning collaboration times as well as times that are set aside to learn about the corporation's initiatives. For further growth and success in this area, it is vital that the amount of initiatives be minimalized. Challenging and equitable educational programs must become our sole priority in which all members take to great depths and no longer simply skim the top of many practices.

1.4 Leadership at all levels of the system implements a continuous improvement process that provides clear direction for improving conditions that support student learning.

The system at Bremen Public Schools has an improvement process in place that can be seen through the various professional development opportunities offered as well as the data wall gathered from all levels of the system. Improvements can be made to the system by implementing directed vertical and horizontal collaboration periods based on data and results. Another way the system can improve is by making data more accessible and available to the system so that it can be reviewed, revised, and improved.

Standard 2: Governance and Leadership

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

Overall Rating: 2.33

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.	•Student handbooks •Governing body policies, procedures, and practices •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•Proof of legal counsel •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 2

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.	•School improvement plan developed by the school •Survey results regarding functions of the governing body •Agendas and minutes of meetings •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	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 make some decisions and take some actions toward continuous improvement. They expect all students to be held to standards. Leaders and staff express a desire for collective accountability for student learning. School leaders sometimes support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by a minimal degree of collaboration and limited sense of community.	•Examples of collaboration and shared leadership •Survey results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	•Minutes from meetings with stakeholders •Survey responses •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 2

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 criteria and processes of supervision and evaluation include references to professional practice and student success. Supervision and evaluation processes are implemented at minimal levels. The results of the supervision and evaluation processes are used sometimes 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 •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	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.

Essential Questions for Standard 2: Governance and Leadership

The two areas of strength that we noted are (2.1 and 2.3):

2.1 The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.

Bremen Public Schools has an all-encompassing set of policies including the School Board Policies, High School Teacher Handbook, K-8 Teacher Handbook, Parent/Student Handbooks (both K-8 and H.S.), Acceptable Use Policy for Technology, Athletic and Academic Codes, Strategic Plans, School Improvement Plans for both High School and K-8 buildings, an Administrative/Employee handbook (in the works), and a Teacher Evaluation Handbook. Our school board supports the need for policies, encourages the development of policies, and expects the utilization of those policies. Our newly hired superintendent has recently analyzed, evaluated, and examined with a clear, objective point of view the policies currently in place. Dr. White has been instrumental in making recent changes to some of the policies to more clearly reflect the policies' intent. Dr. White has provided an open-mindedness about the need to create fidelity and integrity through our school policies. The Bremen Education Association constantly strives to ensure the correct interpretation, consistent application, and the revision and updating process for many policies. The building-level administrators understand the importance of these policies. The building-level administrators attempt to oversee these policies including sometimes seeking appropriate input. Overall, our staff understands not only that we have policies, but also the benefits of consistently abiding by them. Through the fidelity to our policies, the community understands that we hold high expectations for our school and students; therefore, this standard is one of our major strengths.

2.3 The governing body ensures that the leadership at all levels has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.

The School Board keeps its responsibilities within establishing the overall plan, setting the tone, and funding the operations through our current policies. Once these policies have been established, the school board intentionally allows the administration the freedom to implement and manage the day-to-day functions of the corporation as well as within each building. The superintendent embraces the need

for diverse voices, points of views, and ideas. He values all stakeholders' perspectives by collecting ideas, and then becoming the catalyst to implement the actions.

In the K-8 building, there is one administrator in charge of the building. Accordingly, there is an assistant principal for K-5 and another for 6-8 allowing the autonomy based on the different student needs and populations. At the high school level, we have a building principal and an assistant principal in charge of student discipline. The building principals are in charge of overseeing the day-to-day operations of the buildings. The assistant principals tend to be the first line of defense in dealing with student issues. Each group has the autonomy to make decisions with input from their administrative team.

Teacher autonomy is essential because teaching is uniquely both an art and a science--there is no set prescription for teaching. Teachers need the autonomy to spontaneously monitor and adjust the dynamics of each situation to meet the unique needs of the individuals and groups. Without this autonomy, teachers would be reduced to a minimalistic robot devoid of the personality that makes our school the caring community that we are.

As a result of teachers having autonomy within their classrooms, students are therefore functioning in an learning environment that is differentiated, creating endless possibilities, and capitalizing on individual strengths. Each student's development has the chance to surpass average expectations, and in turn leading Bremen Public Schools to the reputation of an outstanding learning community and school corporation.

Several areas that need improvement are (2.2, 2.4, 2.5, and 2.6):

2.2 The governing body operates responsibly and functions effectively.

The school board and our current Superintendent seem to be functioning effectively by responsibly adhering to laws and policies set in place while also creating a fiscally responsible budget. There is no written code of ethics, but our administrators are evaluated based on the rubrics and guidelines from the Indiana Association of School Principals. They have created and approved their own method of evaluation, which may not provide consistency with the teacher evaluation system. The staff, students, and community are unaware of these standards of evaluation. Stakeholder input is essential to ensure that the governing body is functioning properly without conflicts of interest, with proper ethics in mind, and a system of checks and balances. This is essential to prevent corruption.

At our small school, administrators wear many hats, and sometimes those "hats" or roles are not well-defined. There are times when teachers or parents need to address an issue and they are uncertain who to go to. This causes the governing body to not function effectively and wastes valuable time and resources. Well-defined roles help create better leadership. The expectations for administrators, if clearly defined, would help everyone else align to these standards.

There is no formal professional development curriculum or plan. In-house professional development and collaboration is often a patchwork plan put together at the last minute to address triage concerns. There is no long term planning or input from stakeholders as to their needs. If input for professional development is requested, it is often disregarded. We have not used the data from the teacher evaluation process (McRel) to drive our professional development as it was originally intended. There are no consistent professional development expectations, guidelines, or available funds.

2.4 Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.

One of the driving goals in our school's mission statement is that we have high expectations at all levels. Some areas where high expectations lack consistency include grades and grading procedures; promotion, retention, and credit policies; and insufficient support for teachers from administrators.

Due to a lack of collaboration it seems as though the administration does not have high expectations in terms of curriculum across the school corporation. There is a lack of collaboration in terms of addressing standards and how that is scaffolded at each grade level. There may be a curriculum that looks great on paper, but to know what each teacher is doing at each level and how they are addressing each standard is questionable.

2.5 Leadership engages stakeholders effectively in support of the system's purpose and direction.

Due to the lack of well-defined roles, administrators are not communicating with all stakeholders the necessary policies and procedures. So much is pushed through e-mail that it becomes an ineffective method for communicating important information and impossible for staff members to filter out what is necessary. Communication could be strengthened by carefully selecting the method of communication (i.e. general information should be sent via e-mail, but important information should be communicated more directly). Therefore, stakeholders are unaware of many school policies and governing documents.

Another building block of our culture is the portion of our mission statement that reads "caring school community." This implies that we should have a culture more consistent with building character. Consistently holding students responsible for their actions including administrative follow through with appropriate consequences, opportunities, and experiences.

2.6 Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.

Consistency is definitely an ongoing need of teacher evaluation. Some administrators are considered "easy" evaluators, while others are "following" the guidelines to an extreme degree with no room for flexibility. Sometimes the expectations are unclear or unattainable with feedback in regard to the teacher evaluation process and even other processes at the school. Teachers ask what is needed to reach the next level on the tool and are sometimes given a vague/non-answer or a lack of practical professional advice.

McRel was created and intended "to assess a teacher's performance and serve as the basis for developing a professional growth plan" (McRel's Teacher Evaluation Handbook 9). Due to state mandates, it has become an accountability tool and has restricted its intended, original purpose. With it being linked to job performance and monetary compensation, it has changed the original intent of the evaluation tool. Therefore, it has created a high-stress environment, fostered friction, and
established a hurtful atmosphere. Unfortunately, it has created evaluations that do not reflect true teacher classroom performance and therefore, teachers feel undervalued and underappreciated. The effect on morale has created a culture against collaboration, a mistrust of the professional learning community, a depletion of respect for colleagues and our profession. Not only has this affected the morale, but the destruction of this cohesive unit may have an adverse affect on student learning.

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: 2.25

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.	•Survey results •Lesson plans •Course schedules •Course descriptions •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Surveys results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers 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.	•Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Surveys results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Supervision and evaluation procedures •Surveys results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Collaborative learning communities randomly self-organize and meet informally. Collaboration seldom occurs across grade levels and content areas. Staff members rarely discuss 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 rarely occur among school personnel. School personnel see little value in collaborative learning communities.	•Agendas and minutes of collaborative learning committees •Survey results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Survey results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 2

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.	•Survey results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	•Survey results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	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.	•Survey results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	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.	•Survey results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 2

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 •Data used to identify unique learning needs of students •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	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.

Essential Questions for Standard 3: Teaching and Learning

The three areas of strength that we noted are 3.1, 3.3, and 3.4:

3.1 The system's curriculum, instructional design, and assessment practices guide and ensure teacher effectiveness and student learning across all grades and courses.

Bremen Public Schools has worked diligently each year to ensure that our graduates are leaving with the necessary skills that they need to meet the demands of society.   Students are challenged daily by the staff to perform at their best and utilize higher-level thinking skills. We realize that we need to continue to provide data-driven instruction at all levels across the curriculum. There are areas throughout the corporation where this is done extremely well. There are also areas where this could be improved. The committee ranked this standard a 3 on the rating scale.

3.3 Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.

The Bremen school staff feels that it does a great job of trying to motivate, encourage, and engage all students in instruction. We have implemented many new teaching strategies such as Edmodo, peer tutoring and mentoring, wiki pages, and even flipped classrooms. We have also used the new WIDA training that all teachers received to create personalized instruction to help all students. Even though we feel that we do a great job at this, we also realize that we always need to try and improve in this area. Newer technologies have helped us to adapt our focus on our students more consistently. The committee ranked this standard a 4 on the rating scale.

3.4 System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.

All staff members throughout the district are evaluated on a regular basis as outlined by the teacher evaluation committee. Through the implementation of the McRel Rubric three years ago, each staff member is evaluated formally. Sometimes there are questions that arise due

to inconsistent evaluation practices. Many staff members participate in specific professional staff development activities that are associated within their areas of instruction. However, some instructional areas lend themselves more so than others to meet this need. The committee ranked this standard a 3 on the rating scale.

Areas of improvement are 3.2, 3.5, and 3.12:

3.2 Curriculum, instruction, and assessment throughout the system are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.

Our staff has been very well trained in its area of expertise and curriculum. Although expertise is provided within the curriculum, it is not necessarily aligned across the district. There needs to be an improved process put in place to evaluate and revise assessments that will allow us to be better aligned systematically across the district. There have been too many programs that have either come and gone or marketed in such a way that there is no time provided to work with them. The district has recently implemented Acuity testing in the areas of English and math for all grade levels with elementary also testing in science and social studies. The committee ranked this standard a 2 on the rating scale.

3.5 The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.

Having time allotted for collaborative efforts both vertically and horizontally is something that we have struggled with for many years. We felt that we rated lowly here because we are seldom given the opportunity to collaborate across the grade levels, which is probably our weakest effort. Staff collaboration within both buildings is considered to be much better than the district-wide efforts. As a committee we certainly understand that it is a function of time and need and that there are only so many minutes each week or month that can be distributed to the many different programs that we offer. This has been a very difficult obstacle to overcome. Administrators often set an agenda instead of letting true collaboration occur. The committee ranked this standard a 1 on the rating scale.

3.12 The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.

During the past few years, the school corporation has begun using school data to enhance student learning. Staff members are aware of the unique learning needs of all of our students. Some data is lacking or not presented in a timely manner to impact student learning. However, not all staff members may understand or know how to use school data properly to reach all students. As a corporation we have had some professional opportunities to learn how to work with our school and student data. There is certainly some room for growth in this area that is unique to each program and department. Some areas such as English and math have had more opportunities to work with students, whereas some elective courses may struggle to implement programs for all students. Sometimes the training just doesn't exist for some of the specialist areas that we have. The committee ranked this standard a 2 on the rating scale.

Additional sub standards to address 3.6, 3.7, 3.8, 3.9, 3.10, 3.11:

3.6 Teachers implement the system's instruction process in support of student learning.

Instructional processes that have been put in place by most individual classroom teachers do reflect a certain level of performance and student learning. Some departments have been mandated by state or federal statutes which direct them to include different types of assessments and modifications to their curriculums. In other areas the individual teacher must use discretion to make the necessary adjustments to both assessments and curriculum. This could certainly provide some flaws in the system when it addresses student learning.

Some programs that have been implemented simply can not be adapted to all areas of instruction. The committee ranked this standard a 2 on the rating scale.

3.7 Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.

Instructional improvement is good only as the people who provide it and who are willing to see it through for consistent student learning. Not all staff members are engaged in a formal mentoring or coaching process all year long. All new staff members participate in a corporation orientation program and mentoring system. Many teachers serve as a mentor or coach to the new staff members. There is some room for growth within the corporation to provide more leadership in this area. We feel that we have come along way in this venue since even five years ago. The committee ranked this standard a 2 on the rating scale.

3.8 The system and all of its schools engage families in meaningful ways in their children's education and keep them informed of their children's learning progress.

The district provides many opportunities to engage all stakeholders, students, families, and staff in many meaningful programs. There are many programs that have been implemented to involve all members of the school community to help meet the needs of all students. Parents have access to online grading programs and direct teacher contact on a daily basis. There are also many updates that are either sent home with students or provided through social media. The school corporation strives to reach all parents continually and keep them abreast of all of our activities. The committee ranked this standard a 2 on the rating scale.

3.9 The system designs and evaluates structures in all schools whereby each student is well known by at least one adult advocate in the student's school who supports that student's educational experience.

Our school personnel participate in a variety of activities that allow us to reach many students. All students are encouraged to participate in many activities. High school students meet three days a week in designated homerooms or "bonus periods." K-8 students also have time allotted to meet in individual homerooms. During this time staff members are encouraged to work with all students in leadership, curricular, and life-building skills. Although many of these programs have been implemented over the years, they are always regularly revised and updated. The committee ranked this standard a 2 on the rating scale.

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.

Bremen School Corporation has worked diligently over the years to develop a consistent grading system to be used across all grade levels and courses. At this time most teachers use common grading practices. The question remains if all staff members are consistent while working with all students across all grade levels. Enhanced training and collaboration time among departments will certainly help to develop these areas so that all students, staff, and stakeholders will have a firm understanding of our procedures. The committee ranked this standard a 2 on the rating scale.

3.11 All staff members participate in a continuous program of professional learning.

All staff members are encouraged to participate in continued professional development activities that are able to enhance their teaching and learning opportunities for all students. Teachers and staff participate in their respective activities. There are restrictions on professional development, however, due to available time, money, and other resources that prohibit some members or departments from sending all of

their staff members to these activities. Some departments and content areas have local and state associations that also provide professional development. Some staff members choose not to participate in activities that are held outside of the normal school activities; however, they may seek professional learning on their own time. The committee ranked this standard a 2 on the rating scale.

GOAL STATEMENTS

1. Establish simple but effective procedures for establishing programs that enhance courses and programs across all grade levels and departments and provide the needed timeline for implementation.

2. Implement an effective program that will allow the corporation staff to participate in activities and collaboration that will increase improved instruction and enhance student learning.

3. Develop and implement additional training and support services to ensure that all staff members understand and know how to implement system-wide data and resources to meet the needs of all students.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.86

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the school.	•Survey results •Documentation of highly qualified staff •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	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.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •School calendar •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	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 some expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with most stakeholders. Selected school personnel are accountable for maintaining these expectations. Some measures are in place that allow for tracking of these conditions. Personnel work to improve these conditions. Results of improvement efforts are monitored.	•Survey results •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •Safety committee responsibilities, meeting schedules, and minutes •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 2

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 •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Survey results •Policies relative to technology use •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel implement a process to determine the physical, social, and emotional needs of each student in the school. School personnel provide or coordinate programs to meet the needs of students as necessary. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•Survey results •List of support services available to students •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	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 implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Survey results •Description of IEP process •Description of referral process •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	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.

Essential Questions for Standard 4: Resources and Services

Standard 4: The system has resources and provides services in all schools that support its purpose and direction to ensure success for all students.

The three areas of strength that we noted are (4.4 4.5. and 4.6):

4.4 The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of

the system.

After a thorough review of student needs from pre-kindergarten to high school during the 2013-14 school year, the data showed that we needed to adjust staff in the special education department. Therefore, the high school added an additional teacher and instructional assistants. There was a large group of freshman who entered the high school in the fall of 2013, as well as multiple move-ins with significant academic and behavioral needs. In addition to this adjustment, an assistant split between elementary and high school was moved entirely to the elementary. A continuous review of staffing and programming occurs throughout the year so that adjustments can be made as needed. The teachers and instructional assistants are flexible and willing to adjust in order to meet the needs of their students.

4.5 The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.

The special education department is meeting the needs of the special education students. This includes support for academics, physical therapy, occupational therapy, mental health and speech/language services. The special education department works closely with local preschools to provide support for students with disabilities. Many special education staff members are part of study councils within North Central Indiana Cooperative to stay abreast on new legislation and practices in special education. This also allows time for staff to collaborate with others with similar occupations. Staffing is evaluated multiple times throughout the school year to meet the needs of the students.

4.6 The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.

With the implementation of 1:1 computers for all grade 9-12 students in 2012, and for all grade K-8 students in 2013, the staff feels that we are providing excellent technology resources for students and faculty. We also provide projectors, DVD players, document cameras, and other technology tools in all classrooms. The K-8 also has Apple TVs in most classrooms. Adding Apple TVs will be extended to the HS classrooms and to special education classrooms during the 2014-15 school year.

The three areas in need of improvement that we noted are (4.2 4.3. and 4.8):

4.2 Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the system, individual schools, educational programs, and system operations.

There were concerns indicated about the new policies for pay increases and doing more with less money available. With this are worries about the ability of the corporation to retain highly qualified staff and to be competitive with nearby school districts in attracting and retaining staff. This is especially true with classified (non-certified) staff.

The special education department indicated that an interactive white board would be helpful for instruction. An additional concern expressed was that it would be beneficial to have more time available for technology training for staff. This need has grown as we moved to a 1:1 learning environment.

4.3 The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students, and staff.

The building cleanliness was cited as an area needing improvement. It was noted that the level of cleanliness has declined in recent years,

especially since we went with contracted services. During the fall of 2014, the board voted to discontinue the contracted services for custodial and maintenance staff. General building maintenance was also discussed. Problem areas included roof leaks, missing ceiling tiles, playground equipment safety, general water leaks, unsafe floor mats, old lockers, and dirty HVAC filters.

4.8 The system provides, coordinates, and evaluates the effectiveness of services at support the counseling, assessment, referral, educational, and career planning needs of all students.

During the spring of 2013, the need for a licensed teacher in the ENL program was identified as a weakness. The ENL program added a licensed teacher in the fall of 2014. The ENL program is improving, but continued improvement is necessary. Additional staff is essential.

The ENL program has seen some changes lately. We have increased support in the middle school and high school by creating an English lab at both levels. A position was added at the elementary level. These changes have enabled us to now meet compliance in the levels of support for grades K-12. An ENL Leadership Committee was implemented that is reading research, learning new strategies that relate to English language learners, and providing paid professional development opportunities. We also have created a two-year improvement plan that included an extensive data analysis and an action plan. The plan was recently approved by the IDOE and will be implemented.

What actions are we implementing to sustain the areas of strength?

In the area of special education, we plan to continue seeking highly qualified staff. Special education staff will continue participating in North Central Indiana Cooperative Study Councils (Transition, Assistive Technology, Functional Skills, Preschool, Mental Health, School Psychologists, Directors, Round Table, and Administrative Assistants). All teachers are encouraged to do professional development throughout the school year and summer.

In the area of technology, a three-year plan is created by the district technology committee and submitted to the IDOE for approval. The technology plan is based upon goals established in the district strategic plan. Once a year the committee reviews the plan and submits an update to IDOE. This plan includes a three-year budget to sustain and improve the programs which we provide.

What plans are we making to improve the areas of need?

Every year, the technology director, working with the technology staff and the technology committee, reviews the replacement cycle of technology resources, determining if they should be replaced, upgraded, or discontinued. Additional resources are also discussed. A three year technology budget is established and submitted to the treasurer for inclusion in the district budget plan.

The buildings and grounds director completed a cost/benefit analysis of using contracted services for custodial and maintenance services. There is sufficient and appropriate cleaning equipment provided, but the staffing level has been restrictive and inadequate while using contracted services. If we can reduce costs by returning to in-house services, some of the savings could be used to provide additional staff to improve the cleanliness of the facilities.

Changing school policies to not allow students to eat lunch at school outside of the cafeterias was discussed. This change in policy would greatly reduce the amount of food that is routinely spilled on the floors in the schools. We discussed changing the end-of-year checklists to remind all staff to remove any food from their classroom or office before leaving for the summer. This will have a dramatic and effective

impact upon the rodent infestation problem we have been experiencing.

The school safety committee has been making recommendations to ensure the schools are compliant with the Federal Clean Air Act as it applies to schools. This includes the removal of scented candles, potpourri, and air fresheners from classrooms. It also addresses the reduction or removal of other known items potentially containing lice and allergens including upholstered furniture, area rugs, and cloth curtains.   As an alternative, a schedule should be established for cleaning upholstered furniture, area rugs, and cloth curtains to reduce allergens. This will also allow for more efficient and effective cleaning of classrooms on a regular basis.

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: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Survey results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	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 •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	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.	All professional and support staff members are assessed and trained in a rigorous professional development program related to the evaluation, interpretation, and use of data.	•Survey results •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor 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 •Bremen Public Schools prepared their district-wide accreditation report utilizing five sub-committees (one for each AdvancED standard) that included staff members from both school buildings as well as other stakeholder groups. All AdvancED standards were addressed from a district-wide viewpoint.	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.

Essential Questions for Standard 5: Using Results for Continuous Improvement

Standard 5: The system implements a comprehensive assessment system that generates a range of data about student learning and system effectiveness and uses the results to guide continuous improvement.

Strengths:

5.1 The system establishes and maintains a clearly defined and comprehensive student assessment system.

5.3 Throughout the system professional and support staff are trained in the interpretation and use of data.

5.4 The school system engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.

The staff of Bremen Public Schools works to create an assessment system that ensures continuous and effective student learning. We studied the proven 8-step process as a corporation and are using it as a framework to gather data and to drive instruction for continuous

improvement. Our assessment framework utilizes both formative and summative assessments set up in a unique 2 to 3 week calendar for each high school department and K-8 grade level as a way to monitor and assess student achievement in short and long term. These three-week calendars are revisited on a yearly basis to check the reliability and conditions that support learning. The teachers use the 8 step data to impact instruction on a daily basis, remediate at risk students, and enrich the curriculum for those who have already mastered the standards.

We use a variety of assessments. In the K-8 building these include the following: IREAD, ISTEP, LAS LInks/ACCESS, NWEA, Envision Math BOY (Beginning of the Year) and EOY (End of the Year) tests, standards assessments, specials assessments, and K-5 Running Records . Our high school staff uses a variety of assessments in all departments (final exams, ACT, AP, and SAT), not just the state-mandated Biology, Algebra and English ECAs. We also use university-developed ACP/AP assessments as well as the commercially developed PSAT, Aspire, and LAS Links/ACCESS testing. In November 2014, we began using Acuity assessments.

Data goes on a data wall that is easily accessed by all teachers to get a rounded view of each student. The K-5 data wall is housed in the coaches' room and has a magnet for every student based on his or her reading level. This data wall is updated six times a year.

It is a goal of ours to once again have a middle school data wall. Now that we have begun using Acuity we plan to create a data wall using the Acuity ranges. Each student's data card will include his or her most recent ISTEP scores, NWEA scores, and Acuity scores. Students who are participating in RtI, ENL, and special education programming with also be identified with colored dots.

The high school data wall is located in the teacher's workroom and is arranged by graduation year. The high school data wall includes credits earned, standardized test scores, and attendance. It is color-coded (green for low risk, yellow for moderate and red for high risk), so it is easy to see the progress of each individual student, as well as view the academic climate of the entire school at a glance. This is a very visible way to determine the improvement in student learning. The data wall information is also available on the school shared drive allowing for easy access by all staff at any time.

Areas that need improvement:

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 that support learning.

5.5 System and school leaders monitor and communicate comprehensive information about student learning, school performance, and the achievement of system and school improvement goals to stakeholders.
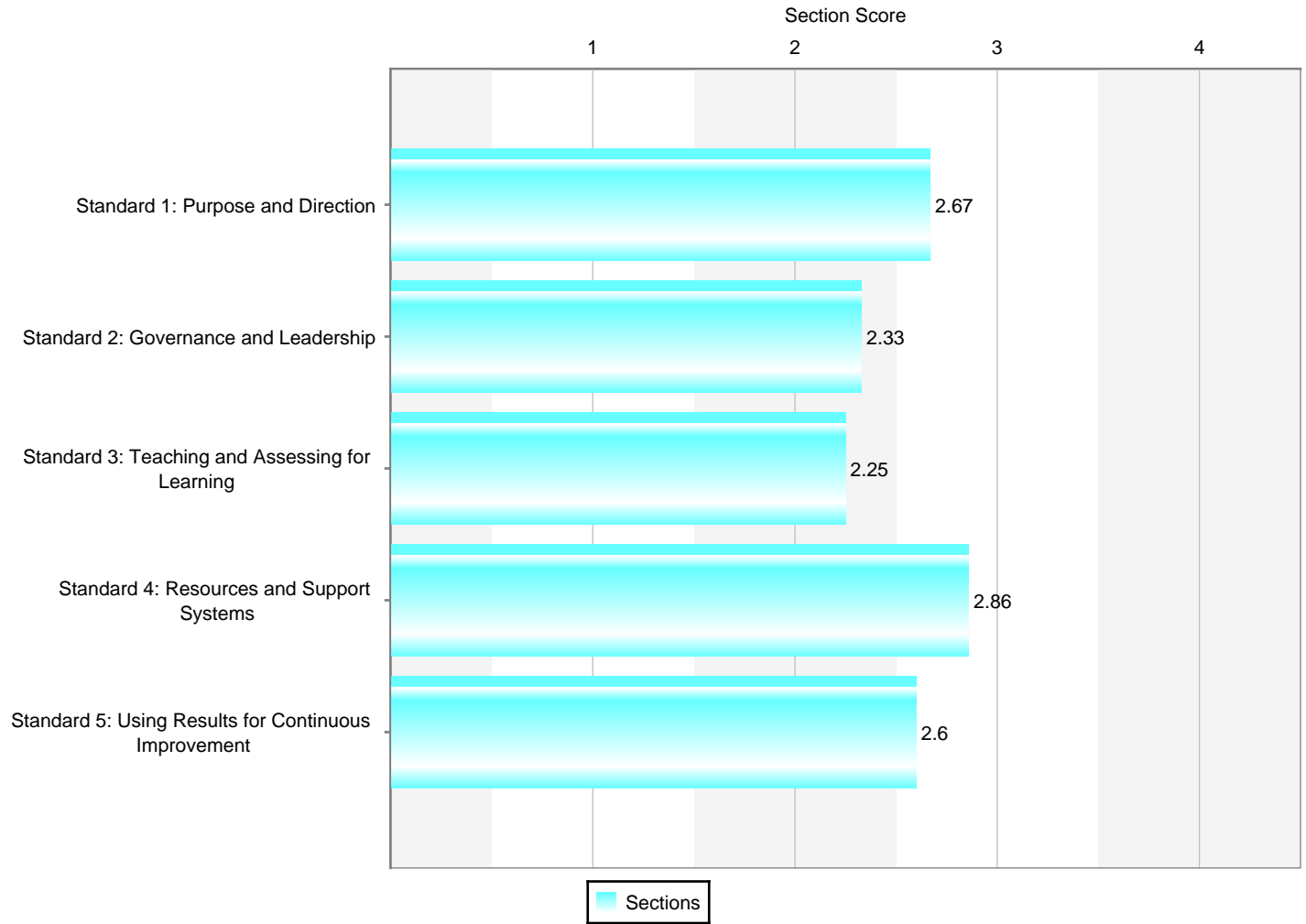
Numerous collaboration and professional development sessions are devoted to gathering and using the various pieces of data we have collected. However, the staff still feels the need for a better understanding of interpreting data in order to effectively apply it in daily instruction. Large volumes of data can be overwhelming, especially when data is conflicting or not in agreement with the work students are producing on a regular basis. Training time followed by collaboration time to analyze state assessment results is needed along with quality time to meet with peers to develop appropriate lessons and interventions for individual students would help meet both student and school improvement needs.

Additionally, short and long term school improvement and achievement goals are not always clear to all staff. Improvement plans, student learning, and school performance is not always easily available for all stakeholders from school leadership. There is a need for a better system to communicate with stakeholders about the school and academic achievements we have made and what goal is next.

Report Summary

Scores By Section

Section Score

| 1 | 2 | 3 | 4 |

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 2.33

Standard 3: Teaching and Assessing for Learning — 2.25

Standard 4: Resources and Support Systems — 2.86

Standard 5: Using Results for Continuous Improvement — 2.6

Sections

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: 3.0

	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 majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

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

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

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

Areas of Notable Achievement

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

HS ECA Comparison and Trend Data

Both Algebra and English ECA results are above expected levels of performance based on the state average.

In Algebra, within four of the past five years, BHS has been above the state average. Over the past five years, BHS has averaged a 4% higher passing rate than the state average.

In English, all five years BHS has been above the state average. Over the past five years, BHS has averaged about a 9.4% higher passing rate than the state average.

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

HS ECA Comparison and Trend Data:
The English ECA results have shown a positive trend. In 2009-10, 77.9 % of BHS students passed. Every year since, the passing percentage has been in the 80's with the highest coming in 2012-13 with 87.5% passing.

Which area(s) indicate the overall highest performance?

HS ECA Comparison and Trend Data:
Both English and Algebra have high level of performance. However, the English scores have been the school's highest performing as seen in the answers above.

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

HS ECA Comparison and Trend Data: N/A

Between which subgroups is the achievement gap closing?

HS ECA Comparison and Trend Data: N/A

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

HS ECA Comparison and Trend Data: N/A

Areas in Need of Improvement

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

HS ECA Comparison and Trend Data:

Bremen High School would like to see at least 90% or high passing rates on ECA math and language arts tests.

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

HS ECA Comparison and Trend Data:

Over the past three years the percent of Bremen students who are passing the ECA tests has shown a slight negative trend (from 82.1% to 79.5%).

Which area(s) indicate the overall lowest performance?

HS ECA Comparison and Trend Data:

The 2013-2014 ECA results for Bremen students shows the lowest performance at 79.5% passing.

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

HS ECA Comparison and Trend Data: N/A

Between which subgroups is the achievement gap becoming greater?
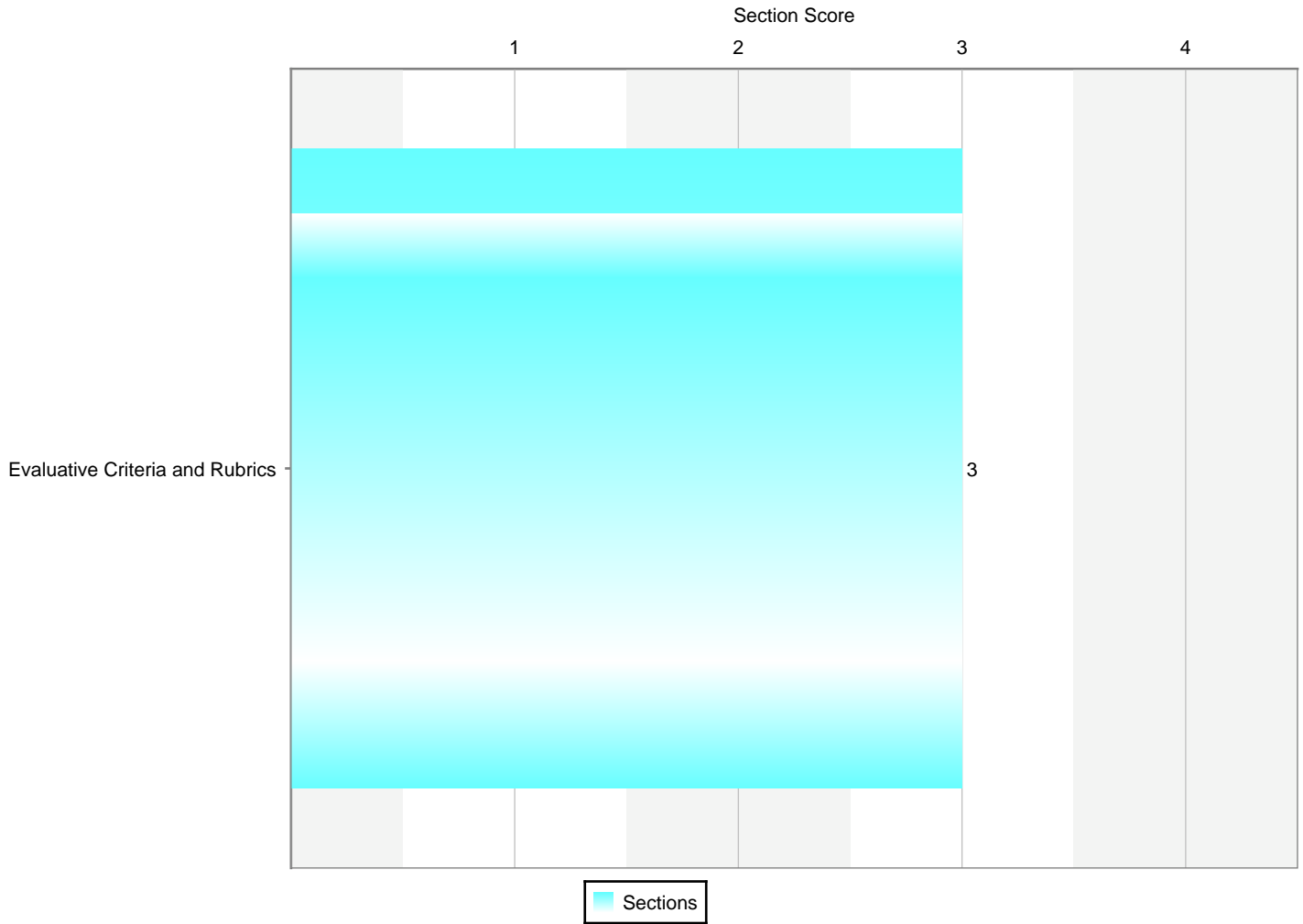
HS ECA Comparison and Trend Data: N/A

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

HS ECA Comparison and Trend Data:

This information is consistent with formative and summative assessments, classroom observations, and results from previous standardized tests such as ISTEP, NWEA, and Acuity.

Report Summary

Scores By Section

Section Score

Stakeholder Feedback Diagnostic

Introduction

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

Stakeholder Feedback Data

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

Evaluative Criteria and Rubrics

Overall Rating: 3.5

	Statement or Question	Response	Rating
1.	Questionnaire Administration	All required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with complete fidelity to the appropriate administrative procedures. In every instance, the stakeholders to whom these questionnaires were administered fully represented the populations served by the institution. Appropriate accommodations were provided as necessary for all participants.	Level 4

	Statement or Question	Response	Rating
2.	Stakeholder Feedback Results and Analysis	All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were acceptably analyzed and presented with reasonable clarity.	Level 3

Areas of Notable Achievement

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

According to our latest stakeholder survey which was performed in the fall of 2014, our highest level of satisfaction is our caring community The responses from the open-ended questions were broken down into seven categories with "caring community" being one of those seven categories.

The percentage of respondents who viewed "caring community" as what they liked best about Bremen Public Schools:

9-12 Students - 29%

HS Staff - 41%

HS Parents - 34%

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

Five of the eight stakeholder survey groups in our corporation are trending upward according to our survey data:

K-8 Parents

HS Parents

K-8 Staff

3-5 Students

9-12 Students

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

Many of our findings are consistent with findings from other stakeholder sources:

Anecdotal data from School Improvement Teams

BEA dialogue and feedback from the HS, BEMS, and corporation discussion meetings

Professional conversations

Parent Teacher Conference conversations

High Ability and Broad Based Planning conversations

PTO meetings

Observational data

Areas in Need of Improvement

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

Standard 3.5: Collaboration seldom occurs across grade levels:

This idea stated in this sub-standard was a common thread that ran across many of the discussions that occurred with the other standards.

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

According to our stakeholder feedback, the areas that are showing a decreasing trend are the following:

Communication

Consistency

Follow through or focus on programs and initiatives

What are the implications for these stakeholder perceptions?

The implications for these stakeholder perceptions are the following: Opportunities for system-wide improvement

More defined staff development

Opportunities to articulate the curriculum

Increased levels of communication at all levels

Increased opportunities for vertical collaboration with a clear focus and frequency

Exploration of different methods for professional development opportunities

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

Our committees are generating concerns about areas in need of improvement. These committees include the following:

District-wide Leadership Committee

Administrative Team

Safety and Wellness Committee (District-wide)

Teacher Evaluation committee (District-wide)
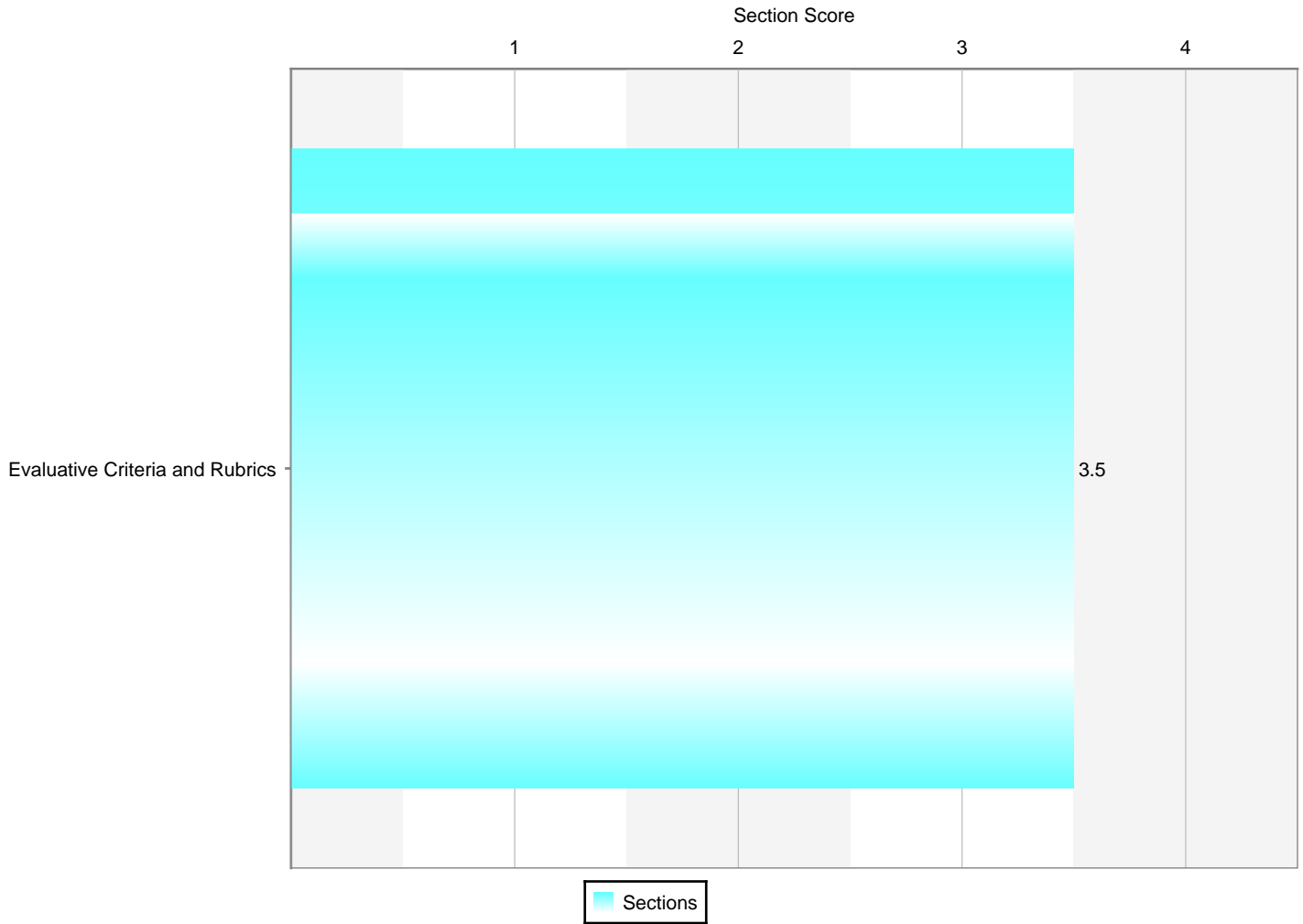
Technology committee (District-wide)

Calendar committee (District-wide)

Team collaboration meetings (Building level)

School Improvement committees Building level)

Report Summary

Scores By Section

Section Score

	1	2	3	4

Evaluative Criteria and Rubrics

3.5

Sections

School Improvement Plan

Overview

Plan Name

School Improvement Plan

Plan Description

Bremen High School Improvement Plan 2014-2017

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	Develop, implement, and monitor a structure that facilitates a collaborative approach to curriculum design.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$25000
2	Develop a continuous program of professional development for all certified and classified instructional staff	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$25000

Goal 1: Develop, implement, and monitor a structure that facilitates a collaborative approach to curriculum design.

Measurable Objective 1:

collaborate to align curriculum horizontally and vertically across all grade levels K-12 by 06/01/2017 as measured by the addition of a curriculum director to our corporation.

Strategy 1:

Addition of Position - Currently we are looking at fulfilling the need of aligning our curriculum by means of hiring a curriculum director

Research Cited: According to the AdvancEd Exit Report, this was an improvement priority

Evidence of success: the implementation of this position

Activity - Hire a Curriculum Director	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
this individual will be responsible for assisting teachers (K-12) in vertically and horizontally aligning their curriculm	Career Preparation/Orientation, Academic Support Program, Professional Learning, Direct Instruction, Technology	03/01/2016	06/01/2017	$25000	General Fund	School Board, District Leadership Committee, Administration, Teachers

Goal 2: Develop a continuous program of professional development for all certified and classified instructional staff

Measurable Objective 1:

collaborate to address curricular adjustments, student assessment, data analysis and strategies for implementing technology into classroom instruction with fidelity by 06/01/2017 as measured by the implementation of professional development.

Strategy 1:

Professional Development - Implementation of specific calendar days for professional development in the 2016-2017 school calendar, along with the possible addition

of a Professional Development Director

Research Cited: An improvement priority according to AdvancEd

Evidence of success: Teachers will receive professional development opportunities within our corporation

Activity - Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The addition of professional development days to be added to the school year for staff members	Professional Learning, Technology	02/22/2016	05/31/2017	$25000	General Fund	Superintendent, District Leadership Committee, Staff

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Professional Development	The addition of professional development days to be added to the school year for staff members	Professional Learning, Technology	02/22/2016	05/31/2017	$25000	Superintendent, District Leadership Committee, Staff
Hire a Curriculum Director	this individual will be responsible for assisting teachers (K-12) in vertically and horizontally aligning their curriculm	Career Preparation/Orientation, Academic Support Program, Professional Learning, Direct Instruction, Technology	03/01/2016	06/01/2017	$25000	School Board, District Leadership Committee, Administration, Teachers
				Total	$50000	

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.