



# **Accreditation Report**

## **Greater Jasper Consolidated Schools**

Dr. Tracy Lorey, Superintendent  
1520 St Charles Street Ste 1  
Jasper, IN 47546

# TABLE OF CONTENTS

## **Executive Summary**

Introduction.....	2
Description of the School System.....	3
System's Purpose.....	6
Notable Achievements and Areas of Improvement.....	7
Additional Information .....	9

## **Self Assessment**

Introduction.....	11
Purpose and Direction.....	12
Governance and Leadership.....	16
Teaching and Assessing for Learning.....	20
Resources and Support Systems.....	27
Using Results for Continuous Improvement.....	32
Report Summary.....	36

## **Stakeholder Feedback Diagnostic**

Introduction.....	38
Stakeholder Feedback Data.....	39
Evaluative Criteria and Rubrics.....	40

Areas of Notable Achievement..... 41

Areas in Need of Improvement..... 42

Report Summary..... 44

**Student Performance Diagnostic**

Introduction..... 46

Student Performance Data..... 47

Evaluative Criteria and Rubrics..... 48

Areas of Notable Achievement..... 49

Areas in Need of Improvement..... 51

Report Summary..... 53

**AdvancED Assurances**

Introduction..... 55

AdvancED Assurances..... 56

**GJCS Goal**

Overview..... 59

Goals Summary..... 60

    Goal 1: All students at Greater Jasper Consolidated Schools will improve learning outcomes in the area of vocabulary. . . 61

Activity Summary by Funding Source..... 63

Activity Summary by School..... 64

# Executive Summary

## **Introduction**

Every school system has its own story to tell. The context in which teaching and learning takes place influences the processes and procedures by which the school system makes decisions around curriculum, instruction, and assessment. The context also impacts the way a school system 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 system, and the kinds of programs and services that a school system implements to support student learning.

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

## Description of the School System

**Describe the school system'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 system serves?**

Jasper, Indiana, county seat for Dubois County, is located in southern Indiana approximately 122 miles south of Indianapolis, 55 miles northeast of Evansville, and 79 miles west of Louisville, Kentucky. Rolling hills, dense forests, and farmlands surround the city limits of Jasper, enabling a balance of urban and metropolitan living in one location. The community boasts over one thousand firms from small business to major national and international corporations which employ most of the approximate 13,500 citizens. Jasper is known as the "Wood Capital of the World" due to the many furniture manufacturing companies.

Greater Jasper Consolidated Schools (GJCS) includes three townships, Bainbridge, Madison, and Boone, covering approximately 104 square miles; and is comprised of five schools and one central office. Jasper High School and Jasper Middle schools serve students in grades 9-12 and 6-8. There are three elementary schools; Fifth Street Elementary (PreK-2), Tenth Street Elementary (3-5), and Ireland Elementary School (K-5).

GJCS employs 202 highly-qualified certified staff members including 9 administrators and 193 teachers. Staff member education by degree includes:

152 Bachelors Degrees

58 Masters Degrees

1 Doctorate

Certified staff positions are created as needed based upon enrollment and programmatic needs in an effort to exercise financial prudence. One-hundred thirty-three (133) support staff include social workers, instructional assistants, maintenance and custodial, cafeteria, and clerical personnel.

Student enrollment reported in September of 2015 was 3,204. This is a slight increase over previous years. Student demographics indicate 82.9% of the population is white, 14% Hispanic, 1% Asian, 1.4% multiracial, and 0.4% black. Approximately 6% of students are English Language Learners with approximately 15% of ELL students enrolled at Fifth Street Elementary and Tenth Street Elementary.

### 2015-2016 Student Population Statistics

Enrollment 3204

Socio-Economic Status: Paid Lunch - 69% Reduced Price Lunch - 8% Free Lunch - 23%

Educational Placement: General Education - 88% Special Education - 12%

English Language Learners: Non-English Learner - 93% English Learner - 7%

## Accreditation Report

Greater Jasper Consolidated Schools

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the Hispanic culture. In addition, the number of students qualifying for free or reduced lunches has doubled in the last 10 years. The special education population has remained relatively static.

GJCS boasts a 96% graduation rate. In 2015, 40.5% of graduates earned a Core 40 diploma, 53.9% earned an Honors diploma, and 5.6% earned a General Diploma.

GJCS strives to make impossible for students to achieve one or more of the following educational outcomes commensurate with their ability and potential:

- \*Use of the knowledge, skills, and understanding necessary to function as a responsible producer and consumer
- \*Entry-level job skills and the skills and attitudes to obtain further education
- \*The understanding of and ability to form responsible, personal relationships with others, including those with social and cultural characteristics different from his/her own
- \*Use of the knowledge, habits, and attitudes that assure good personal and public health, both physical and mental
- \*The willingness and ability to apply ethical principles and values to his/her own life
- \*An understanding of his/her own worth, abilities, potentialities, and limitations
- \*Enjoyment of the process of learning and commitment to continuous learning throughout one's lifetime

GJCS offers students in grades Pre-Kindergarten through grade 12 and beyond (some special education students), a comprehensive educational experience in all content areas. The default curriculum has been the Indiana Academic Standards and the Indiana College and Career Ready Standards. Unpacking of standards changes needs to be a priority as recent shifts at the state level have created gaps between curriculum and instruction.

All elementary schools have embraced the RtI (Response to Intervention) model of instruction as a means to differentiate the unique instructional needs of each student. Through the use of formative assessment and progress monitoring, instructional is tailored to address specific skill acquisition by students at all ability levels. Intervention tiers for remediation, reinforcement, or extension of academic skills support student learning.

Middle level students engage in learning activities in core instruction in language arts, math, science, and social studies. These core courses are complimented by experiences in Family and Consumer Science, technology, music, computer applications, study skills, physical education and art. Teachers have begun creating a more blended learning environment with the use of 1:1 devices and the Canvas learning management system. The incorporation of STAR Reading and Math has complemented the locally developed assessments, projects and standardized tests used to assess student learning.

High school students are provided comprehensive core and elective course selections to complete the graduation requirements of all diploma tracks. Differentiated coursework includes regular, honors, and advanced placement, as well as basic skill development.

Students are supported through ancillary resources that round their individual needs. These include special education services ensuring that eligible students are provided a free and appropriate public education in the least restrictive environment. Vocational programs in industrial technology, family and consumer sciences, law enforcement, biomedical sciences, health occupations, and radio/tv prepare students to enter the post-secondary opportunities or the labor force. ESL students are afforded differentiated learning opportunities that foster the development of English language and academic skills. Health services are provided at every campus to ensure students are educational progress is not hamper or impeded by medical needs.



## **System's Purpose**

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

The vision for Greater Jasper Consolidated Schools is to empower students to become the best version of themselves and positively impact others. "Learning for Life" serves as our mission. GJCS seeks to provide a nurturing environment that enables individual student success by providing a safe learning environment; creating intellectually challenging and stimulating learning experiences; engaging stakeholders to share the responsibility for high expectations of learning and accountability; as well as exercising prudent fiscal stewardship. We are committed to excellence in preparing our students academically and socially for their individual life pursuits.

GJCS also strives to to meet key performance indicators in reading, writing, math, science, social studies and all other technical subject areas. We are developing these indicators as a means to ensure students read at grade level and master academic standards in each content area.

## Notable Achievements and Areas of Improvement

**Describe the school system's notable achievements and areas of improvement in the last three years. Additionally, describe areas for improvement that the school system is striving to achieve in the next three years.**

### Notable Achievements

Over the last three years, the fiscal stability of the district has improved through fiscal prudence managing revenue and expenditures. This prudence has led the district to increase and maintain a General Fund cash balance of at least 10%, maintain a Rainy Day Fund for future educational needs of students and the district, leverage Capital Project Funds to begin addressing the physical needs of our facilities, and accrue funds to offset future unfunded pension liability.

Student performance as measured by standardized assessments remains somewhat flat but above state average performance. The introduction of new college and career academic standards in math and language arts, along with a shift in assessment has created concern regarding curriculum alignment with standards and instruction. The change to more rigorous depth of knowledge has led to decline in student performance on the spring 2015 ISTEP+ assessment. Although not comparable to previous ISTEP+ assessment date, the alarming decline of middle level students raises concern. Steady performance for students taking the English 10 ECA continues with 90.2% passing in spring 2015 indicate focuses on academic standards and writing skills are appropriately meeting the needs of students. However, a decline in student performance on the Algebra I ECA remains a concern. (Note that the district did not assess grade 8 Algebra I students in spring of 2015 due to a change in graduation requirements.)

All GJCS schools are proud to be designated 'A' rated schools under the state accountability system. This continued designation is a result of legislative action in the 2016 session holding all schools and districts harmless for spring 2015 assessment results. Both Fifth Street Elementary and Tenth Street Elementary have dedicated their work on targeting power standards and differentiation of instruction over the past 3 years to improve the performance of the unique needs of their students. Their efforts to focus on the individual needs of students has moved their letter grade from 'D' to 'C' to a letter grade of 'A.' Ireland Elementary and Jasper High School have also maintained the Four Star School status during this period of time.

Efforts continue to increase the number of Advance Placement course for students at Jasper High School. These course opportunities have grown to eight offerings in Calculus, World History, Statics, Biology, Literature and Composition, Language and Composition, Chemistry, and U.S. Government. Future additions include Spanish and U.S. History. Growth of opportunity and increases in student testers have earned the district a place on the College Board AP Honor Roll.

Increased focus on Career and Technical Education have led to the addition of Biomedical Science course pathways, as well as Television, Radio, and Media courses. The addition of a student-led radio station (93.7 The Scratch) and job-shadowing provide real-world experience for students exploring a variety of careers. The HOSA (Health Occupations of America) program continues to be a course for the many students interested in exploring the medical field.

Piloting of technology of devices such as iPads and Chrome Books have been paving the way for a 1:1 computing initiative. Integration of technology as a tool for student acquisition of information, collaboration, and engagement are necessary to prepare students for 21st century learning. Recent efforts to assess the readiness of the facilities and staff for 1:1 computing created a necessity to partner with Five Star Technology for Technology Integration Services (TIS). TIS will support the learning needs of teachers in understanding how to best leverage technology in the creation of learning materials, lesson engagement, and assessment.

Over the last four (4) years, a feasibility study and engagement of stakeholders regarding learning needs, configuration, and facility health of the elementary schools has begun. Changes in instructional strategies, aging facilities, and changing student demographics necessitate a decision about the future configuration of elementary schools. Stakeholder discussions about renovation, construction, and attendance areas will continue until a resolution about early and elementary learning can be determined.

### Areas of Improvement

Alignment of new Indiana College and Career Standards and Literacy Standards with local curriculum and assessments will continue to be a priority for teachers in all content areas. The sense of urgency to develop a set of learning objectives that best prepare students academically should permeate the planning, teaching, and learning in each classroom. A focus on student literacy must also continue. Improving Six Traits Writing instruction will ensure a common strategy and language for process writing.

The disaggregation and use of data continue to be an area of weakness for many educators. In light of the development of Student Learning Objectives (SLOs) for teacher evaluations, teachers continue to need a better concept of the types of data used to inform their daily instruction and planning, unique student learning needs, and overall program needs of the school and district.

Educators will need continued support as the use of 1:1 technology by students at Jasper Middle School and Jasper High School becomes a reality. Professional development tailored to understanding educational outcomes of technology integration will aid in developing engaging and collaborative learning with real-time information. The ability to add more technology for elementary students is a desire met by financial challenges.

Engaging all stakeholders in the quest for improving our schools is vital to ensuring the support and commitment for future endeavors of the district. GJCS has many parent volunteers but few community participants in the improvement efforts of the schools and district. Increased communication and engagement would ensure that more community members are informed and involved in achieving our vision and goals.

## **Additional Information**

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

GJCS students and staff are proud of the tradition of excellence that permeates our schools, programs, and community. Both academic and extra-curricular accolades are evidence of the hard work and dedication that fosters our success. All GJCS schools are rated 'A' by the Indiana Department of Education. Jasper High School and Ireland Elementary are considered Indiana Four Star Schools. Our academic programs have been enhanced over the past several years by the following initiatives:

- \*Increasing Advanced Placement Course Offerings earning the district a place on the College Board AP Honor Roll
- \*Dual credit offerings (27) through Oakland City University, Ivy Tech, and Vincennes University
- \*Increasing the number of courses at the middle level for high school credit to three (Algebra I, Spanish I, Biology I)
- \*Transitioning to a blended learning model with addition of iPads, Chromebooks, and Uno-books. The addition of an eLearning Coach provides support for teachers at the middle and high school as they make this pedagogy shift.
- \*Transitioning to a standards-based reporting system in grades K-2, with strategic plans to roll this change through grade 5 over the next 3 years.
- \*Addition of formative assessment tools in grades 6-12 as a means to better differentiate instruction for students.
- \*Addition of a literacy specialist at the middle level to monitor student performance and provide instructional intervention
- \*Increased the teaching and support staff for ENL students at the elementary (teacher) and high school (assistants) in an effort to support English language learners.
- \*Addition of CTE pathways in biomedical sciences, media, and work-based learning/internships
- \*Addition of a full-time School Resource Officer to support student/school safety

GJCS is also proud of the many community partnerships forged to support academic, social, emotional, and behavioral needs of students. Partnerships include:

- \*Member of the Dubois-Spencer-Perry-Pike Exceptional Children's Cooperative - Special Education Services
- \*Member of the Patoka Valley Career and Technical Cooperative - Career and Technical Education
- \*Memorial Hospital and other health-related business- HOSA Program medical rotations and CNA courses
- \*Jasper Police Department/Indiana State Police/Dubois County Sheriff Department/Dubois County Safety Commission - School Resource Officer and Officer Walk-through Program
- \*City of Jasper - Sister City German Exchange Program
- \*Crisis Connection/Southern Hills/Mental Health Coalition/Dubois County Care Coalition/Dubois County Health Partnership/Dubois County Health Department - Support services for student physical and mental health
- \*Kennedy Arts Center (D.C.) and Jasper Community Arts Partnership - Providing arts integration professional development for teachers

Parental support of student actives in GJCS is top notch. Booster clubs, local businesses, and private donors support student programming through donations of time, goods, and financial resources.

# 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.

## Purpose and Direction

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

Overall Rating: 2.75

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The system engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a system-wide purpose for student success.	The system has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	<ul style="list-style-type: none"> <li>•District purpose statements - past and present</li> <li>•Survey results</li> <li>•Documentation or description of the process for creating the district's purpose including the role of stakeholders</li> <li>•Examples of communications to stakeholders about the district's purpose (i.e. website, newsletters, annual report, student handbook)</li> <li>•Minutes from meetings related to development of the district's purpose and direction</li> <li>•Copy of strategic plan referencing the district purpose and direction and its effectiveness</li> <li>•Communication plan to stakeholders regarding the district's purpose</li> <li>•Vision and mission statements for corporation and each school; monthly board reports showcasing student successes; district plan from past accreditation process; school corporation website; Cat Connections</li> </ul>	Level 2

# Accreditation Report

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
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.	System policies and procedures outline the expectations for schools regarding a systematic, inclusive, and comprehensive process for review, revision, and communication of a purpose for student success. System personnel monitor and maintain data about each school and provide feedback for the improvement of the implementation of the process to school personnel.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•Agendas and/or minutes that reference a commitment to the components of the schools' purpose statements</li> <li>•Examples of school purpose statements if different from the district purpose statement</li> <li>•Examples of written stakeholder communications or marketing materials that portray the school purpose and direction</li> <li>•Mission and vision statements from each school; school's agendas/minutes; board reports</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. System leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders about educational programs and equitable learning experiences</li> <li>•Examples of schools' continuous improvement plans</li> <li>•Survey results</li> <li>•Statements or documents about ethical and professional practices</li> <li>•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li> <li>•Statements of shared values and beliefs about teaching and learning</li> <li>•The district strategic plan</li> <li>•Handbooks; agendas/minutes of meetings where those practices are discussed and documented; guidelines of discussion team; School Improvement Plan; plan from last AdvancEd visit</li> </ul>	Level 3

# Accreditation Report

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
1.4	Leadership at all levels of the system implement a continuous improvement process that provides clear direction for improving conditions that support student learning.	Leaders at all levels of the system 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. Personnel maintain a profile with current and comprehensive data on student, school, and system performance. The profile contains analyses of data used to identify goals for the improvement of conditions that support student learning and that are aligned with the system'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. Leaders hold all 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 conditions that support student learning is available and communicated to stakeholders.	<ul style="list-style-type: none"> <li>•Examples of schools continuous improvement plans</li> <li>•District Quality Assurance Review plans that document two-way communication on district and school effectiveness and learning, thinking, and life skills</li> <li>•Survey results</li> <li>•Professional development plans and implementation timelines on topics related to equity, organizational effectiveness, and improved instruction and programs</li> <li>•Agenda, minutes from continuous improvement planning meetings</li> <li>•Communication plan and artifacts that show two-way communication to staff and stakeholders</li> <li>•The district data profile</li> <li>•The district strategic plan</li> <li>•Agendas and minutes focused on the school improvement plan; websites; Vision Team Strategic Plan; standards-based teaching and assessing professional development; Six Traits Writing timeline; checklist for administrators for observations</li> </ul>	Level 3

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

Our district has several areas of strength within this standard, most notably Indicator 1.4. All Greater Jasper Schools have school improvement plans that are reviewed and revised annually. Leadership at all levels of the system promotes continuous student progress with varied methods and means to measure and track student learning at our schools.

GJCS will sustain our areas of strength by regularly updating and posting our school improvement plans on our individual school websites. Along with this, we will also consolidate these plans so that they are all accessible from the GJCS website. To continually improve conditions that support student learning, our district is in the process of transitioning to a comprehensive assessment tool: Pivot INSPECT.

Evidence:

## Accreditation Report

Greater Jasper Consolidated Schools

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Educational Assessment Learning Programs/Student Information Systems/Data Management Systems (Renaissance Learning, PowerSchool, PIVOT)

School improvement plans for each school

Superintendent's report to GJCS School Board

GJCS RISE Evaluation and Development System

Implementation of system-wide writing initiative (Six Traits Writing)

Standards-based assessment and reporting (elementary level implementation)

Evidence suggests that Indicator 1.1 is an area where improvement is warranted. Through our self-assessment process, we found that our existing purpose (vision) statement needed revision to better communicate our system-wide purpose for student success to all stakeholders. Our evaluation of our review process revealed that stakeholder participation lacked diversity. Also, there was a need to implement our review process with more frequency and fidelity.

In order to improve our purpose and direction as a district, we met with school representatives and community stakeholders to produce a new purpose statement that is relevant to the current needs of our school district and student demographics. process for communicating with all stakeholders. Additionally, regularly scheduled meetings and random selection of stakeholders will be initiated to acquire more diverse representation that meets consistently to review and revise our system-wide purpose.

## Governance and Leadership

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the system and its schools.	Policies and practices support the system's purpose and direction and the effective operation of the system and its schools. Policies and practices promote conditions that support student learning, 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 at all levels of the system.	<ul style="list-style-type: none"> <li>•Professional development plans</li> <li>•Student handbooks</li> <li>•Governing body policies, procedures, and practices</li> <li>•Staff handbooks</li> <li>•District operations manuals</li> <li>•Communications to stakeholder about policy revisions</li> <li>•School handbooks</li> <li>•Annual reports; governing body policies and practices; school system operation manuals; school handbooks and family packets; PowerSchool; School Messenger; school and district websites; school and staff newsletters</li> </ul>	Level 3

# Accreditation Report

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of effective system operation and student learning.	<ul style="list-style-type: none"> <li>•Governing authority minutes relating to training</li> <li>•Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest</li> <li>•List of assigned staff for compliance</li> <li>•Proof of legal counsel</li> <li>•Governing authority training plan</li> <li>•Assurances, certifications</li> <li>•Findings of internal and external reviews of compliance with laws, regulations, and policies</li> <li>•Historical compliance data</li> <li>•Governing authority policies on roles and responsibilities, conflict of interest</li> <li>•Governing code of ethics</li> <li>•Master Board Members</li> </ul>	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
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 governing body protects, supports, and respects the autonomy of system and school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the system and its schools. The governing body maintains a distinction between its roles and responsibilities and those of system and school leadership.	<ul style="list-style-type: none"> <li>•Communications regarding governing authority actions</li> <li>•District strategic plan</li> <li>•Examples of school improvement plans</li> <li>•Roles and responsibilities of school leadership</li> <li>•Roles and responsibilities of district leadership</li> <li>•Social media</li> <li>•Survey results regarding functions of the governing authority and operations of the district</li> <li>•Stakeholder input and feedback</li> <li>•Maintenance of consistent academic oversight, planning, and resource allocation</li> <li>•Agendas and minutes of meetings</li> </ul>	Level 3

**Accreditation Report**

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
2.4	Leadership and staff at all levels of the system foster a culture consistent with the system's purpose and direction.	Leaders and staff throughout the system align their decisions and actions toward continuous improvement to achieve the system's purpose. They expect all personnel to maintain high standards and to hold students to high standards in all courses of study. All leaders and staff are collectively accountable for maintaining and improving conditions that support student learning. Leaders throughout the system support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	<ul style="list-style-type: none"> <li>•Examples of decisions aligned with the district's strategic plan</li> <li>•Professional development offerings and plans</li> <li>•Examples of collaboration and shared leadership</li> <li>•Examples of decisions aligned with the school's purpose statement</li> <li>•Survey results</li> <li>•Examples of decisions in support of the schools' continuous improvement plans</li> <li>•Examples of improvement efforts and innovations in the educational programs</li> <li>•Examples of decisions aligned with the district's purpose and direction</li> <li>•Teachers visit other school corporations in an effort to improve the educational process.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the system's purpose and direction.	Leaders communicate effectively with appropriate and varied representatives from stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback and respond to stakeholders, work collaboratively on system and school improvement efforts, and provide and support meaningful leadership roles for stakeholders. System and school leaders' efforts result in measurable, active stakeholder participation, engagement in the system and its schools, a sense of community, and ownership.	<ul style="list-style-type: none"> <li>•Minutes from meetings with stakeholders</li> <li>•Examples of stakeholder input or feedback resulting in district action</li> <li>•Copies of surveys or screen shots from online surveys</li> <li>•Survey responses</li> <li>•Involvement of stakeholders in a school improvement plan</li> <li>•Involvement of stakeholders in district strategic plan</li> <li>•Communication through weekly and/or monthly newsletters; SchoolMessenger; websites and social media; PowerSchool</li> </ul>	Level 3

# Accreditation Report

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice in all areas of the system and improved student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice throughout the system and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice throughout the system and improve student learning.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Governing body policy on supervision and evaluation</li> <li>•Job specific criteria</li> <li>•Supervision and evaluation documents with criteria for improving professional practice throughout the system and student success noted</li> <li>•Opportunities for book studies and lunch-and-learn</li> </ul>	Level 3

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

Our district has several areas of strength within this standard, most notably Indicator 2.2 regarding the governing body operating responsibly and effectively. All Greater Jasper Consolidated School board members are Master Board Members. They attend school board-specific training every year. Our corporation undergoes an internal and external review to be compliant with all laws, regulations, and policies.

GJCS will sustain this strength by continuing to follow all laws, regulations, and policies.

Evidence:

NEOLA policies

School board training and minutes

Code of ethics

Assurances and certifications

Master Board Members - all GJCS board members

Internal and external reviews of compliance

GJCS RISE Evaluation and Development System

Within Standard 2, specifically Indicator 2.6, we feel the best way to improve our school corporation is to develop a systematic plan to determine priorities for professional development for leadership and staff. Adjustments should be made to increase a level of professional learning, practice, and implementation (with evaluation for continuous improvement in that area) throughout the district.

Documentation of professional development offerings, plans, actions, and results should be routinely monitored to improve learning conditions for our student population. For example, a corporation database could be made available to administrators, faculty, and staff as a means of communication regarding professional development sources and resources within our system.

## Teaching and Assessing for Learning

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

Overall Rating: 2.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The system'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 across the system. Teachers in all schools individualize some learning activities for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> <li>• Learning expectations for different courses and programs</li> <li>• Course, program, or school schedules</li> <li>• Student work across courses or programs</li> <li>• Course or program descriptions</li> <li>• Survey results</li> <li>• Lesson plans</li> <li>• Teacher evaluation criteria relating to prescribed instructional designs and proprietary practices</li> <li>• Posted learning objectives</li> <li>• Enrollment patterns for various courses and programs</li> <li>• Descriptions of instructional techniques</li> <li>• Curriculum mapping; formative and summative assessments; grading criteria policies; Six Traits of Writing; remediation and enrichment programs; Renaissance/STAR Learning and other tracking systems; department/school/team meetings; IEP and ILP master schedules; GJCS-RISE</li> </ul>	Level 3

# Accreditation Report

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
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.	Using data from student assessments and an examination of professional practice, system and school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with goals for achievement and instruction and statements of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised at the system or school level. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the system's purpose are maintained and enhanced in curriculum, instruction, and assessment.	<ul style="list-style-type: none"> <li>•Curriculum guides</li> <li>•A description of the systematic review process for curriculum, instruction, and assessment</li> <li>•Common assessments</li> <li>•Surveys results</li> <li>•Program descriptions</li> <li>•Curriculum writing process</li> <li>•Products – scope and sequence, curriculum maps</li> <li>•Lesson plans aligned to the curriculum</li> <li>•Standards-based report cards are used in grades K-1, other elementary levels are developing these along with data binders/folders.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers throughout the district engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers in most schools sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none"> <li>•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation</li> <li>•Authentic assessments</li> <li>•Examples of teacher use of technology as an instructional resource</li> <li>•Findings from supervisor formal and informal observations</li> <li>•Examples of student use of technology as a learning tool</li> <li>•Student work demonstrating the application of knowledge</li> <li>•Surveys results</li> <li>•Examples of professional development offerings and plans tied specifically to the approved or prescribed instructional strategies and programs</li> </ul>	Level 2

# Accreditation Report

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.4	System and school leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	System and school leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the system's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none"> <li>•Curriculum maps</li> <li>•Supervision and evaluation procedures</li> <li>•Documentation of collection of lesson plans, grade books, or other data record systems</li> <li>•Recognition of teachers with regard to these practices</li> <li>•Surveys results</li> <li>•Examples of improvements to instructional practices resulting from the evaluation process</li> <li>•Administrative classroom observation protocols and logs</li> <li>•Professional development offerings and plans tied to the prescribed education program, instructional strategies, developmentally appropriate practices, and student success</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.5	The system operates as a collaborative learning organization through structures that support improved instruction and student learning at all levels.	Some system staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels, content areas, and other system divisions. Staff members promote discussion about student learning and the conditions that support student learning. Learning, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among system personnel. System personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none"> <li>•Agendas and minutes of collaborative learning committees</li> <li>•Calendar/schedule of learning community meetings</li> <li>•Survey results</li> <li>•Evidence of informal conversations that reflect collaboration about student learning</li> </ul>	Level 2

# Accreditation Report

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the system's instructional process in support of student learning.	All teachers throughout the system use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"><li>•Examples of learning expectations and standards of performance</li><li>•Survey results</li><li>•Examples of assessments that prompted modification in instruction</li><li>•Samples of exemplars used to guide and inform student learning</li><li>•Class syllabi; communication of learning objectives; positive behavior supports/initiative</li></ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the system's values and beliefs about teaching and learning.	Some system personnel are engaged in mentoring, coaching, and induction programs that are consistent with the system's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for system personnel.	<ul style="list-style-type: none"><li>•Survey results</li><li>•Records of meetings and informal feedback sessions</li><li>•Personnel manuals for newly hired staff members are being developed.</li></ul>	Level 2

# Accreditation Report

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
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.	Programs that engage families in meaningful ways in their children's education are designed and implemented. System and school personnel regularly inform families of their children's learning process.	<ul style="list-style-type: none"> <li>•Examples of learning expectations and standards of performance</li> <li>•Survey results</li> <li>•Volunteer program with variety of options for participation</li> <li>•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days</li> <li>•Samples of exemplars used to guide and inform student learning</li> <li>•Lunch-and-learn parent/teacher book study group; open house night; parent-teacher conferences; standards-based grading implementation; PowerSchool; elementary literacy nights; case conferences/wrap-around services; social media; monthly school calendar</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
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.	Most school personnel participate in a structure designed by the system that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•At high school and middle school levels: peer clubs/groups or peer mentoring; at elementary level: teacher advocates for each student in his/her class</li> </ul>	Level 2

# Accreditation Report

Greater Jasper Consolidated Schools

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 across the system 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 in most or all schools across grade levels and courses. Most stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures may or may not be evaluated.	<ul style="list-style-type: none"> <li>•Evaluation process for grading and reporting practices</li> <li>•Survey results</li> <li>•Sample communications to stakeholders about grading and reporting</li> <li>•Sample report cards for each program or grade level and for all courses and programs</li> <li>•Policies, processes, and procedures on grading and reporting</li> <li>•Grading scales are common among elementary schools; middle and high school teachers follow a different common grading scale. There may be inconsistencies in grading practices from teacher to teacher.</li> </ul>	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 system's purpose and direction. Professional development is based on needs of the system. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•All schools have professional development opportunities for professional staff; however, professional development is not consistently available for support staff.</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.12	The system and its schools provide and coordinate learning support services to meet the unique learning needs of students.	System and 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). System and 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.	<ul style="list-style-type: none"> <li>•Schedules, lesson plans, or example student learning plans showing the implementation of learning support services</li> <li>•Survey results</li> <li>•List of learning support services and student population served by such services</li> <li>•Data used to identify unique learning needs of students</li> </ul>	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 the External Review team members may be interested in reviewing.**

In the areas of Teaching and Assessing for Learning, our district found that Indicator 3.8 was a strength as the system and all of its schools engage families in meaningful ways to keep family members informed of student learning and process. At the system level and in all schools, regular communication to families is provided through various modes: information portals (PowerSchool, Canvas, teacher-directed sites), system and school newsletters, local radio forum, social media, school calendars, standards-based grading (implementation at elementary level), varied classroom management tools, and teacher-directed communication. Families are engaged in the educational process and progress at GJCS through academic nights, such as Fall Open House Nights at each level, parent-teacher conferences, student-focused case conferences, literacy night offerings, and volunteering opportunities. Stakeholder involvement in school-centered and student-centered activities provides a platform for engaging members of our school community (i.e. parent-teacher organizations). Our "open-door" policies of welcoming parental involvement encourages family engagement from the elementary schools to the school board level.

To sustain our engagement with our school community, we will continue to incorporate stakeholders by using our current, effective methods of communication with families. Our system will explore new, meaningful ways to support our students' educational experiences with emphasis on family commitment, involvement, and communication.

#### Evidence:

Volunteer options

Use of information portals (PowerSchool, Canvas, teacher-directed sites)

Calendars

Varied modes of communication

Standards-based reporting

Examples of learning expectations/standards

Survey results

Evidence suggests that Indicator 3.7 is an area where improvement is merited. Through our self-assessment process, we found our system needs to develop mentoring, coaching, and induction programs to better support instructional improvement and process at schools within GJCS. Currently, our system complies with IMAP and RISE policies and procedures, utilizes informal mentorships for new personnel, and has staff handbooks available. For improvement in this area, it is vital to upholding our system's values and beliefs about teaching and learning that our district revise and provide current handbooks for all personnel, as well as, develop a manual (including descriptions, schedules, practices, calendars, expectations, and other relevant information) for all new hires. These actions will improve upon process and conditions for teaching and learning.

## Resources and Support Systems

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

Overall Rating: 2.88

Indicator	Statement or Question	Response	Evidence	Rating
4.1	The system engages in a systematic process to recruit, employ, and retain a sufficient number of qualified professional and support staff to fulfill their roles and responsibilities and support the purpose and direction of the system, individual schools, and educational programs.	Policies, processes, and procedures ensure that system and school leaders have access to, hire, place, and retain qualified professional support staff. System and school leaders systematically determine the number of personnel necessary to fill all the roles and responsibilities necessary to support purposes, educational programs, and continuous improvement throughout the district. Sustained fiscal resources are available to fund positions critical to achieve the purpose and direction of the system, individual schools, and educational programs.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•District budgets or financial plans for the last three years</li> <li>•District quality assurance procedures for monitoring qualified staff across all schools</li> <li>•School budgets or financial plans for last three years</li> <li>•Documentation of highly qualified staff</li> <li>•Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff for the district and schools</li> </ul>	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 system, individual schools, educational programs, and system operations.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the system, its schools, educational programs, and system operations. Instructional time is protected in policy and practice. System and school leaders work to secure material and fiscal resources to meet the needs of all students and improve the effectiveness of the system. System and 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 purpose and direction of the system and its schools.	<ul style="list-style-type: none"> <li>•Examples of school schedules</li> <li>•District quality assurance procedures showing district oversight of schools pertaining to school resources</li> <li>•Examples of efforts of school leaders to secure necessary material and fiscal resources</li> <li>•Survey results</li> <li>•Examples of school calendars</li> <li>•Alignment of school budgets with school purpose and direction</li> <li>•Alignment of district budget with district purpose and direction</li> </ul>	Level 3

# Accreditation Report

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The system maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	System and school leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment, and have shared these definitions and expectations with stakeholders. System and school personnel as well as students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> <li>•District quality control procedures showing the monitoring of compliance with district expectations for school facilities and learning environments</li> <li>•Example systems for school maintenance requests</li> <li>•Survey results</li> <li>•Documentation of compliance with local and state inspections requirements</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> <li>•Example maintenance schedules for schools</li> <li>•School safety committee responsibilities, meeting schedules, and minutes</li> <li>•Example school records of depreciation of equipment</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	The system demonstrates strategic resource management that includes long-range planning in support of the purpose and direction of the system.	The system has some policies related to strategic resource management. The system has a long-range strategic planning process. The strategic planning process is reviewed for effectiveness when necessary. Strategic plans are implemented effectively by the governing body and system leaders.	<ul style="list-style-type: none"> <li>•District strategic plan showing the areas of budget, facilities, quality control, and other strategic systems</li> <li>•District quality control procedures showing the monitoring of compliance with district expectations for school facilities, learning environments</li> <li>•Survey results</li> <li>•Policies, handbooks on district and school facilities and learning environments</li> </ul>	Level 2

# Accreditation Report

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to support educational programs throughout the system.	The system provides, coordinates, and evaluates the effectiveness of information resources and related personnel to ensure that all students, school, and system personnel have access to the media and information resources necessary to achieve the educational programs of the system and its schools. The system implements and evaluates processes to ensure qualified personnel are recruited, hired, and retained in sufficient numbers to assist students, school and system personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none"> <li>•Survey results</li> <li>•District education delivery model intended for school implementation including media and information resources to support the education program</li> <li>•Data on media and information resources available to students and staff</li> <li>•Schedule of staff availability to assist students and school personnel related to finding and retrieving information</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The system provides a technology infrastructure and equipment to support the system's teaching, learning, and operational needs.	The system provides a modern, fully functional technology infrastructure, modern, updated equipment, and a qualified technical support staff to meet the teaching, learning, and operational needs of all stakeholders throughout the system. System and school personnel collect data concerning needs and use the resulting data to develop and implement a technology plan to continuously improve technology services, infrastructure, and equipment.	<ul style="list-style-type: none"> <li>•Brief description of technology or web-based platforms that support the education delivery model</li> <li>•Policies relative to technology use at the district-level and school-level</li> <li>•Survey results</li> <li>•District technology plan and budget to improve technology services and infrastructure for the district-level and school-level</li> <li>•Assessments to inform development of district and school technology plans</li> <li>•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness</li> <li>•Examples of school-level technology plans and budgets to improve technology services and infrastructure to students and staff</li> </ul>	Level 3

# Accreditation Report

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The system provides, coordinates, and evaluates the effectiveness of support systems to meet the physical, social, and emotional needs of the student population being served.	The system has designed and implemented a process to determine the physical, social, and emotional needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•Student assessment system for identifying student needs</li> <li>•Agreements with school community agencies for student-family support</li> <li>•Survey results</li> <li>•Social classes and services, e.g., bullying, character education</li> <li>•List of support services available to students</li> <li>•Adjustments are made to educational program effectiveness as the need arises. Some examples may include: social worker reports, nurse reports, Student Assisted Services reports, etc.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.8	The system provides, coordinates, and evaluates the effectiveness of services that support the counseling, assessment, referral, educational, and career planning needs of all students.	The system has designed and implemented a process to determine the counseling, assessment, referral, educational, and career planning needs of all students and then selects or designs and implements programs to meet the needs of these students. Measures of program effectiveness are in place, and system and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	<ul style="list-style-type: none"> <li>•List of services available related to counseling, assessment, referral, educational, and career planning</li> <li>•Survey results</li> <li>•Description of IEP process</li> <li>•Description of referral process</li> </ul>	Level 3

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

Within this standard, we found Indicator 4.7 to be a strong indicator for our corporation due to the support systems (services, classes, programs) in position to meet the needs of our students and their physical, social, emotional, and developmental needs.

GJCS will sustain our areas of strength by prioritizing staffing and resources within those systems of student support. Further measures of program effectiveness would positively impact our support actions and efforts.

Evidence:

Teacher of Record reviews and reporting (Special Education, ENL, 504)

Social worker reports

Health log entries, healthcare plans,

Counselor reports

Student Assistance Services (SAS) meetings

Evidence suggests that Indicator 4.4 is an area where improvement is necessary.

Although our corporation does have some policies related to strategic resource management, we believe that long-range planning is not properly established. Due to the lack of proper long-range planning, built-in measures to better communicate, monitor, and implement should be redefined and restructured.

In order to improve, we will establish long-range plans that have clearly defined policies and procedures that are regularly evaluated for effectiveness and improvement when necessary.

## Using Results for Continuous Improvement

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.

Overall Rating: 2.4

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The system establishes and maintains a clearly defined and comprehensive student assessment system.	System and school personnel maintain and use a comprehensive assessment system that produces data from multiple assessment measures. These measures include locally developed and standardized assessments about student learning as well as school and system (including non-instructional divisions) performance. The comprehensive assessment system ensures consistent measurement across classrooms, courses, educational programs and system divisions. Most assessments are proven reliable and bias free. The comprehensive assessment system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Brief description of technology or web-based platforms that support the education delivery model</li> <li>•Documentation or description of evaluation tools/protocols</li> <li>•Survey results</li> <li>•Brief description of student assessment system including range of data produced from standardized and local or school assessments on student learning and school performance</li> <li>•Brief description of learning management systems or data management systems that support the effective use of student assessment results, school effectiveness, and district effectiveness</li> <li>•Evidence that assessments are reliable and bias free</li> </ul>	Level 3

# Accreditation Report

Greater Jasper Consolidated Schools

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 that support learning.	Systematic processes and procedures for collecting, analyzing, and applying learning from multiple data sources are documented and used consistently by professional and support staff throughout the district. Data sources include comparison and trend data that provide a complete picture of student learning, instruction, the effectiveness of programs, and the conditions that support learning. System and school personnel use data to design, implement, and evaluate continuous improvement plans to improve student learning, instruction, the effectiveness of programs, and the conditions that support learning.	<ul style="list-style-type: none"> <li>•Examples of data used to measure the effectiveness of the district systems that support schools and learning</li> <li>•District quality control procedures that monitor schools in effectively using data to improve instruction and student learning</li> <li>•List of data sources related to district effectiveness</li> <li>•Survey results</li> <li>•Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning</li> <li>•List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning</li> <li>•Protocols and procedures for data collection and analysis vary amongst the individual schools.</li> </ul>	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Throughout the system professional and support staff are trained in the interpretation and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	<ul style="list-style-type: none"> <li>•Professional learning schedule specific to the use of data</li> <li>•Documentation of attendance and training related to data use</li> <li>•Survey results</li> <li>•Training materials specific to the evaluation, interpretation, and use of data</li> <li>•Policies and written procedures specific to data training</li> </ul>	Level 1

# Accreditation Report

Greater Jasper Consolidated Schools

Indicator	Statement or Question	Response	Evidence	Rating
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.	A process exists for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate mixed levels of improvement, and system and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none"> <li>•Policies and procedures specific to data use and training</li> <li>•Student surveys</li> <li>•Agendas, minutes of meetings related to analysis of data</li> <li>•Evidence of student readiness for the next level</li> <li>•Evidence of student growth</li> <li>•Evidence of student success at the next level</li> </ul>	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
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.	System and school leaders monitor comprehensive information about student learning, system and school effectiveness, and the achievement of system and school improvement goals. Leaders regularly communicate results using multiple delivery methods and to all stakeholder groups.	<ul style="list-style-type: none"> <li>•District quality control procedures for monitoring district effectiveness</li> <li>•Minutes of meetings regarding achievement of student learning goals</li> <li>•Survey results</li> <li>•Communication plan regarding student learning, systems that support learning, and achievement of school improvement goals to stakeholders</li> <li>•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals</li> <li>•District quality control procedures for monitoring information about student learning, systems that support learning, and the achievement of school improvement goals</li> <li>•Examples of district marketing tools and websites that cite student achievement results or that make promises regarding student achievement</li> <li>•Executive summaries of student learning reports to stakeholder groups</li> </ul>	Level 3

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

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

Our district has several areas of strength within this standard, most notably Indicator 5.1. Our system has an established, comprehensive assessment system to generate a range of data which allows us to measure student learning and system effectiveness. We utilize multiple assessment measures (locally-developed and standardized); most assessments are proven reliable and bias free. Our assessment system is regularly evaluated and revised to guide continuous improvement.

#### Evidence:

Five-Star Technology Solutions/PIVOT (data management system)

PowerSchool (data management system)

ISTAR, IREAD-3, ISTEP

ECA

PSAT, SAT, ACT

Advance-Placement Exams

NWEA, CogAT

LAS Links/WIDA ACCESS and W-APT

Renaissance Place/STAR Reading & Math

RISE (student learning objectives)

ECA predictive tests

Standards-based assessments

Semester/Finals Exams

Formative assessments

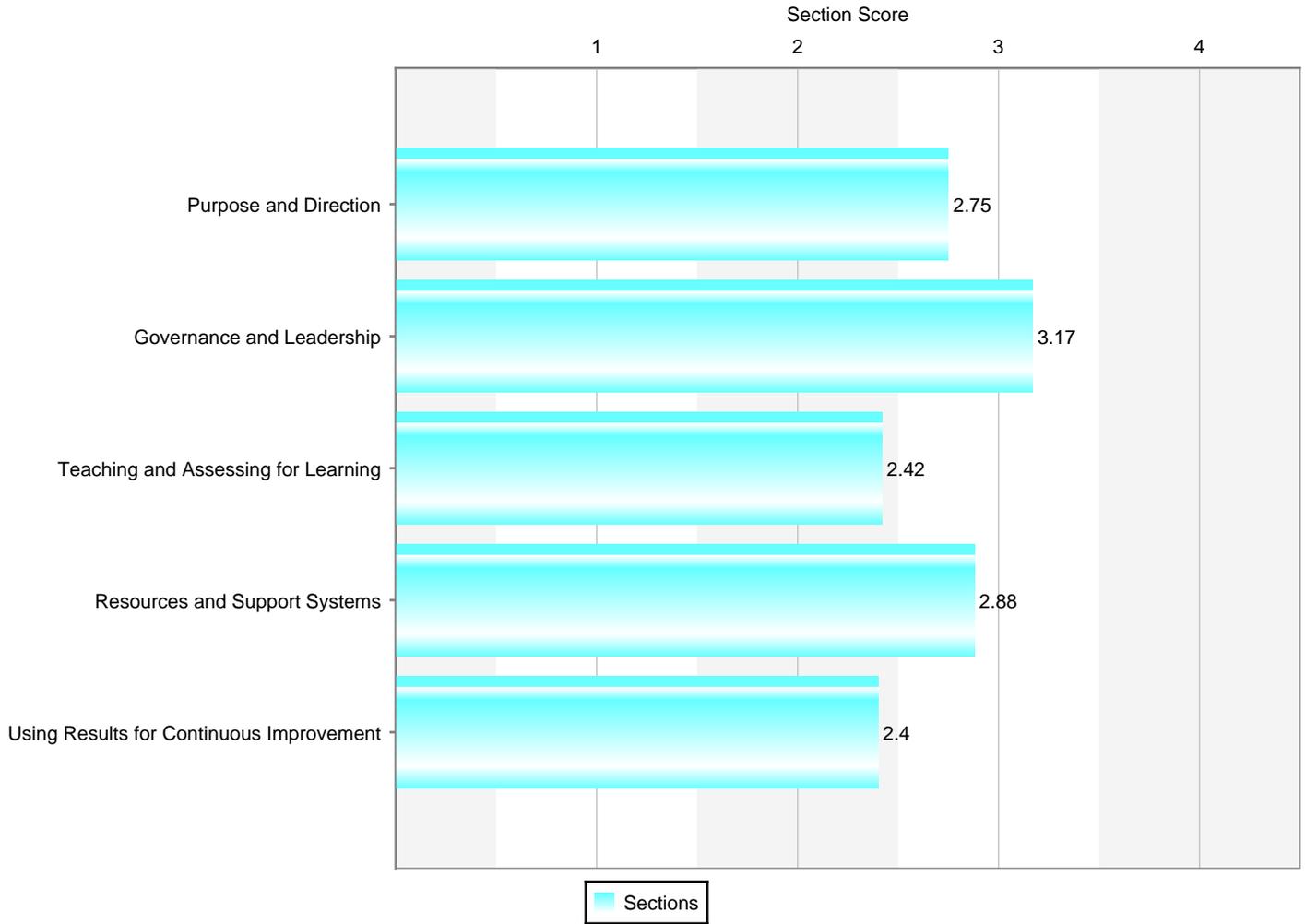
Learning Management Systems (i.e. Canvas)

Indiana Growth Model

Within Standard 5, specifically Indicator 5.3, we feel the best way to improve the use of results for continuous improvement is to train our system's professional and support staff in data evaluation and interpretation. We found our system to lack consistent, effective professional development in data analysis and action. With proper training and development, this will allow staff members to effectively deliver rigorous, data-driven instruction and engage in a continuous process of improvement.

## Report Summary

### Scores By Section



# Stakeholder Feedback Diagnostic

## **Introduction**

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

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**Stakeholder Feedback Data**

<b>Label</b>	<b>Assurance</b>	<b>Response</b>	<b>Comment</b>	<b>Attachment</b>
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		Stakeholder Feedback Worksheet GJCS Stakeholder Feedback Overall Stakeholder Feedback Graphs

Evaluative Criteria and Rubrics

Overall Rating: 4.0

	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	Two or more of the stakeholder questionnaires had average item values of 4.30 or higher (on a 5.0 scale). All questionnaires had an average item value of 3.20 or above (on a 5.0 scale). Results of stakeholder feedback collected by the institution were well analyzed and clearly presented.	Level 4

## **Areas of Notable Achievement**

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

#### Student Survey Reference Guide - Diagnostic Questions

At the elementary level, the two areas with the highest level of satisfaction was feeling that teachers care about them and that their principals and teachers prepare them for the next grade.

At the middle and high school levels, students felt strongly that their school provides them with challenging curriculum and learning experiences. In addition, they feel that they are allowed to participate in activities that interest them, and they feel strongly that their buildings and grounds are safe, clean, and provide a healthy place for learning.

#### Staff Survey Reference Guide - Diagnostic Questions

The staff feel that the schools provide qualified staff member to support learning.

In addition, our staff feels that multiple assessment measures are utilized for continuous improvement.

#### Parent Survey Reference Guide - Diagnostic Questions

Our parents believe that our schools provide a safe learning environment. A second area of high satisfaction is that parents feel that our school's purpose statement focuses on student success. In addition, parents also communicated satisfaction that schools have high expectation for all students.

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

Since we are using baseline data, we do not have additional formal feedback sources.

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

Since we are using baseline data, we do not have additional formal feedback sources.

## **Areas in Need of Improvement**

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

#### Student Survey Reference Guide - Diagnostic Questions

In the elementary schools, students indicated dissatisfaction because they did not feel that their teachers and principals ask them what they think about school.

At the middle school and high school level, students did not feel that all of their teachers change their teaching to meet their learning needs. Additionally, students did not express confidence that students respect the property of others.

#### Staff Survey Reference Guide - Diagnostic Questions

Our staff satisfaction survey indicates that we lack a formal process for supporting new staff members. Additionally, our staff feels that schools do not ensure that all staff members are not trained in the interpretation, evaluation, and consistent use of data.

#### Parent Survey Reference Guide - Diagnostic Questions

Our parent survey indicated that parents do not feel that all members at their school monitor and report the achievement of school goals. Parents also are not confident that administrators and teachers monitor and inform them of their child's learning progress.

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

Since we are using baseline data, we do not have additional formal feedback sources.

### **What are the implications for these stakeholder perceptions?**

To improve staff and parent perceptions, professional development is needed as well as more specific parent communication methods. With respect to elementary student perceptions, teachers and principals could seek out student input more frequently.

For middle and high school students, initiatives could be implemented with the goal of increasing student respect for the property of others.

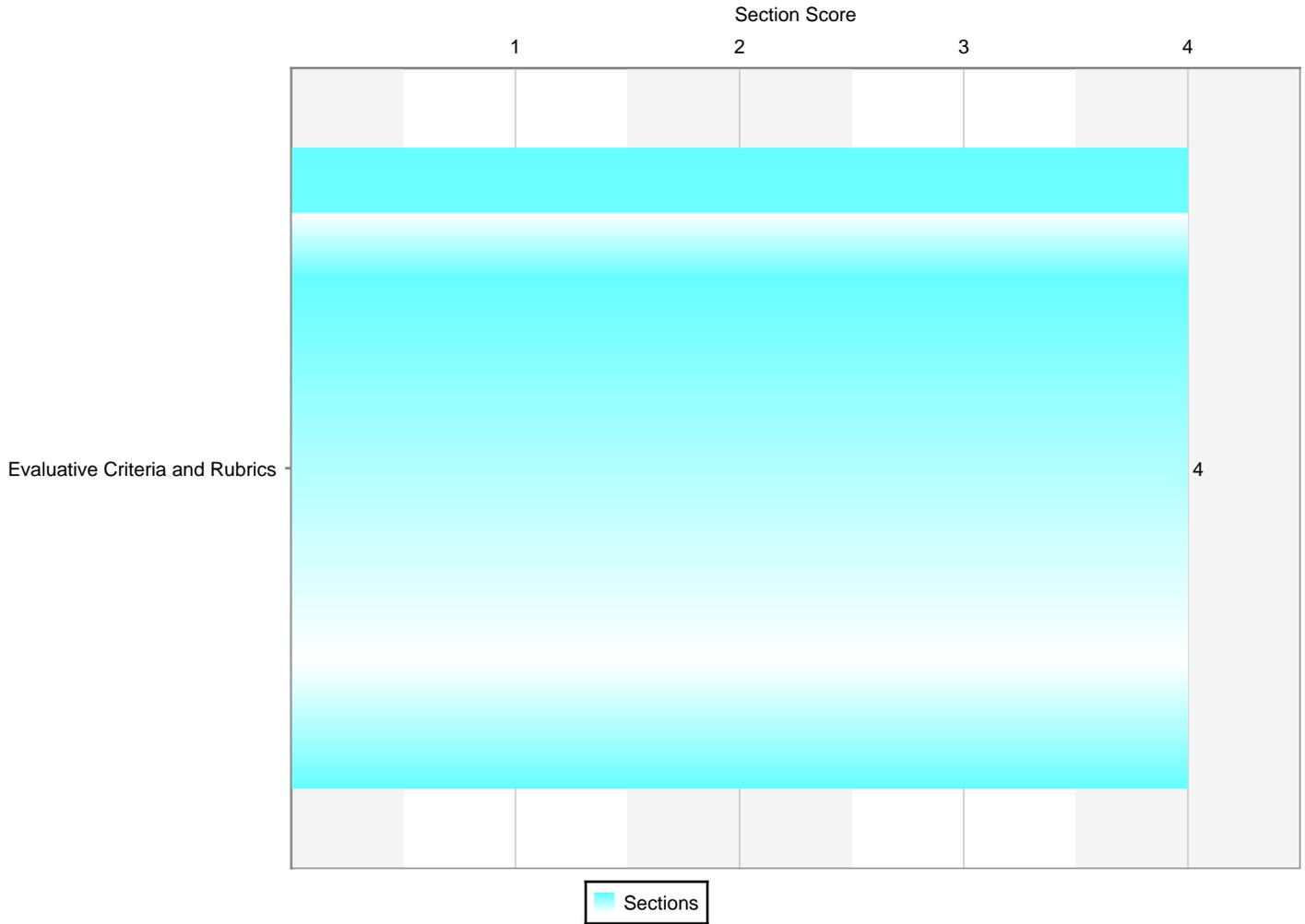
Better communication is needed to ensure that students feel teachers are utilizing multiple strategies to allow students to demonstrate their knowledge in a way they are most confident.

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

Since we are using baseline data, we do not have additional formal feedback sources.

## Report Summary

### Scores By Section



# **Student Performance Diagnostic**

## **Introduction**

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

**Student Performance Data**

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

## Evaluative Criteria and Rubrics

Overall Rating: 4.0

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

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates no significant achievement gaps among subpopulations of students, or the achievement gaps have substantially declined.	Level 4

## Areas of Notable Achievement

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

Our school district does not have a passing rate below the expected level of performance on the ISTEP test and ECA tests in both Language Arts and Math.

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

When the ISTEP+ data was disaggregated, students at GJCS showed a positive trend in the subcategory of nonfiction/informational text with the exception of the 8th grade. In the last three years, most of the grade levels improved in this area.

3rd grade = 74% - 70% - 75%

4th grade = 57% - 64% - 64%

5th grade = 74% - 71% - 75%

6th grade = 64% - 72% - 68%

7th grade = 73% - 74% - 74%

8th grade = 70% - 71% - 64%

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

When comparing state average and GJCS average scores, our overall highest performance is in the subcategory of nonfiction/informational text. In grade 3 - 8, our students scored above the state average by 108, 117, and 113 points in the last three years respectively.

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

Our Special Education and Free/Reduced population are both increasing performance. Special Education has grown from 34% - 37% - 48% passing. The Free/Reduced population has grown from 57% - 62% - 66% passing.

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

Our Special Education and Free/Reduced population are both closing the achievement gap in the last three years.

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

With consideration to different data sources, we found there to be consistency in our longitudinal reporting and results when comparing ISTEP+ student performance data and STAR benchmark data. STAR benchmark assessments are designed and assigned (to our students) SY 2015-2016

to provide measures and information linked to our students' proficiency levels in the areas of reading and math.

When comparing the percent of students performing at or above grade-level to the percent of students with passing scores on the state assessment in recent years (Spring of 2012, 2013, 2014), our findings corresponded and were found to be consistent in both the areas of English/Language Arts and Mathematics.

## **Areas in Need of Improvement**

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

GJCS does not have an area below the expected level of performance on the ISTEP+ test in 3rd - 8th grade.

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

When the ISTEP+ data was disaggregated, students in GJCS showed a negative trend in the subcategory of number sense. In the last three years, as our students progressed through each grade level, their overall average score within number sense has went down as a cohort.

Class of 2021 went from 81% to 65% (3rd - 5th grade)

Class of 2020 went from 69% to 63% (4th - 5th grade)

Class of 2019 went from 75% to 52% (5th - 7th grade)

Class of 2018 went from 64% to 63% (6th - 8th grade)

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

GJCS students have scored lower in the area of problem solving throughout the district. The overall score for 3rd - 8th graders in the problem solving subcategory was 55%.

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

ELL learners have shown a decreasing performance trend in the percent passing on the Math ISTEP+ test. ELL learners have went from 50% to 49% to 38% passing in the last three years.

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

The gap between ELL learners is increasing over the last three years. Over the past three years, the ELL learners have had a 39%, 41% and 42% gap respectively the from general education students.

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

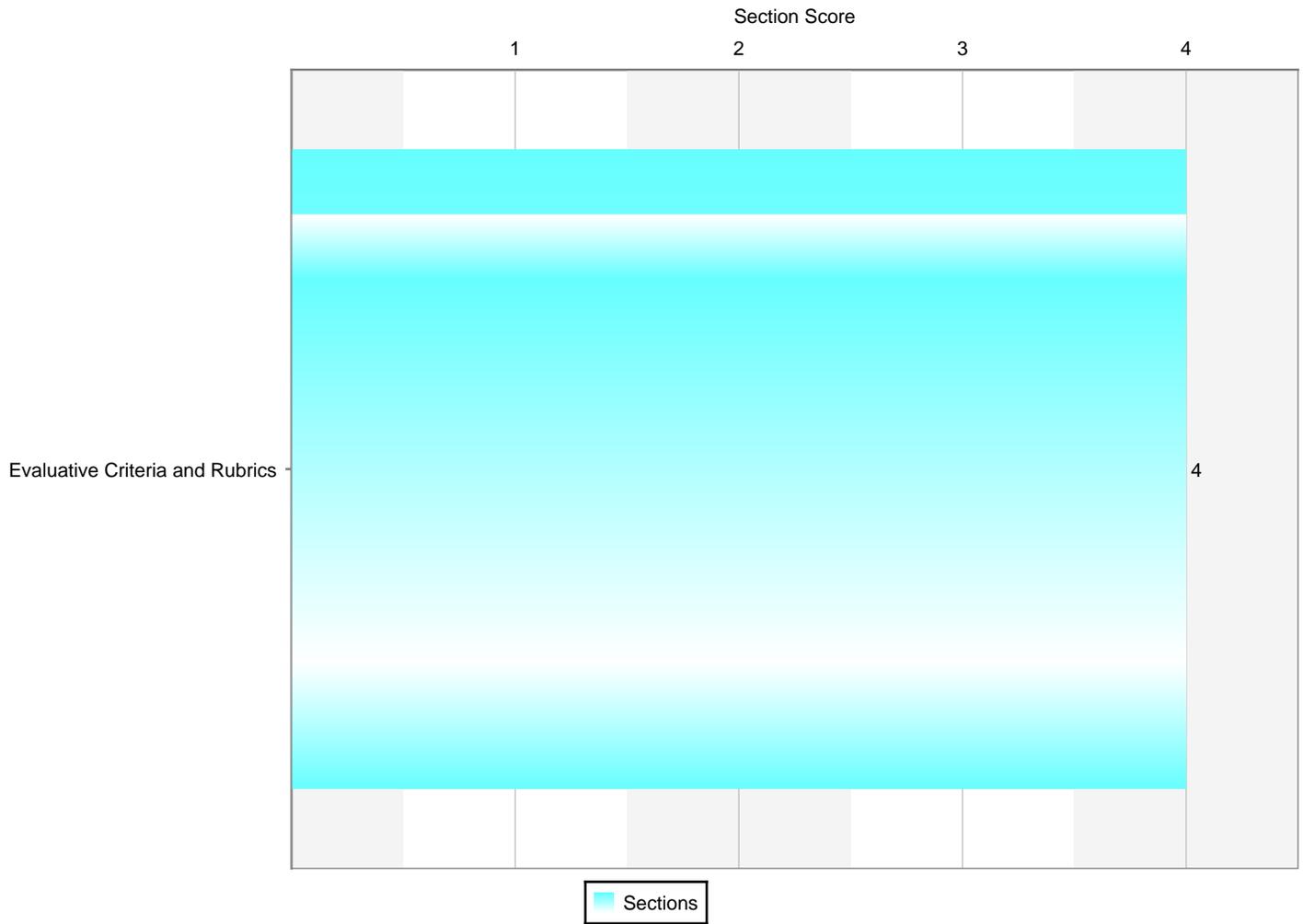
With consideration to different data sources, we found there to be consistency in our longitudinal reporting and results when comparing ISTEP+ student performance data and STAR benchmark data. STAR benchmark assessments are designed and assigned (to our students) SY 2015-2016

to provide measures and information linked to our students' proficiency levels in the areas of math.

The correlation between ISTEP+ and STAR Math data are consistent. The overall average percentile for STAR Math has also decreased the last three years in most grade levels.

## Report Summary

### Scores By Section



# **AdvancED Assurances**

## **Introduction**

AdvancED Policies and Procedures outline certain requirements that all institutions must meet in order to be in compliance. Institutions are required to verify whether or not they meet these requirements by answering a series of questions and in some cases, attaching evidence for review.

By responding to the questions in ASSIST and attaching evidence when required, the institution has verified whether it meets or does not meet each of the Assurances for Accreditation.

**AdvancED Assurances**

Label	Assurance	Response	Comment	Attachment
1.	The institution has read, understands, and complies with the AdvancED Policies and Procedures.	Yes		

Label	Assurance	Response	Comment	Attachment
2.	The institution has reported all substantive changes in the institution that affect the scope and/or have an impact on the institution's ability to meet the AdvancED standards and policies. Such changes include, but are not limited to: - Restructuring (merging, opening, or closing) of the institution or institution(s) within its jurisdiction - Mission and purpose of the institution - Governance structure of the institution, including changing to a charter school/school system, being the subject of a state takeover, or a change in ownership - Grade levels served by the institution - Staffing, including administrative and other non-teaching professionals personnel - Available facilities, including upkeep and maintenance - Level of funding - School day or school year - Establishment of an additional location geographically apart from the main campus - Student population that causes program or staffing modification(s) - Available programs, including fine arts, practical arts and student activities	Yes		

Label	Assurance	Response	Comment	Attachment
3.	The institution implements a written security and crisis management plan which includes emergency evacuation procedures and appropriate training for stakeholders. Attach the security and crisis management plan. (optional)	Yes		

Label	Assurance	Response	Comment	Attachment
4.	The institution monitors all financial transactions through a recognized, regularly audited accounting system.	Yes		

Label	Assurance	Response	Comment	Attachment
5.	The institution engages in a continuous improvement process and implements an improvement plan. Attach the improvement plan if the plan is not located in AdvancED's Adaptive System of School Improvement Support Tools (ASSIST).	Yes		

# Accreditation Report

Greater Jasper Consolidated Schools

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Label	Assurance	Response	Comment	Attachment
6.	The system verifies that all institutions within its jurisdiction meet the AdvancED Standards for Schools. Attach a description of the quality assurance process used to monitor the institutions.	Yes		

## **GJCS Goal**

## Overview

### Plan Name

GJCS Goal

### Plan Description

# Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Greater Jasper Consolidated Schools will improve learning outcomes in the area of vocabulary.	Objectives: 1 Strategies: 1 Activities: 3	Academic	\$30000

## Goal 1: All students at Greater Jasper Consolidated Schools will improve learning outcomes in the area of vocabulary.

### Measurable Objective 1:

A 2% increase of Pre-K, Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh, Eighth, Ninth, Tenth, Eleventh, Twelfth, Postsecondary, Adult, Ungraded and All grade Black or African-American, Asian, Bottom 25%, Bottom 30%, White, Economically Disadvantaged, Free/Reduced Lunch, Gifted and Talented, Hispanic or Latino, Improvement from 10th to 12th Grade, Improvement from 8th to 10th Grade, Students with Disabilities, English Learners, Two or More Races, American Indian or Alaska Native, Native Hawaiian or Other Pacific Islander and Top 75% students will demonstrate student proficiency (pass rate) in academic and assessment vocabulary in Reading by 05/31/2018 as measured by ISTEP+ .

### Strategy 1:

Student Engagement Structures - With emphasis on vocabulary building and vocabulary in context, our school community will improve learning structures and outcomes through identification and application of critical vocabulary, development of instructional practices and tasks supported by educational/memory research, and implementation and use of formative assessment.

Activity - Essential Vocabulary	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional learning and curricular planning in the identification process of critical, grade-appropriate vocabulary, including general academic language, content-specific vocabulary, and assessment terminology. Teachers will also engage in curricular planning opportunities to identify, align, and implement key vocabulary components. Schools: All Schools	Professional Learning, Direct Instruction, Other - Team Collaborations	08/11/2016	05/31/2017	\$10000	Title II Part A	administrators ; certified teachers;
Activity - Active Learning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers will participate in professional learning opportunities to develop understanding of student engagement techniques and vocabulary-centered strategies with expectation to implement through instructional practices. Schools: All Schools	Professional Learning, Direct Instruction	08/11/2016	05/31/2018	\$10000	Title II Part A	administrators ; certified teachers
Activity - Formative Assessment & Action	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

**Accreditation Report**

Greater Jasper Consolidated Schools

Along with informal formative assessment practices, all teachers will utilize formal assessment to evaluate student understanding and monitor progress in the area of grade-appropriate, domain-specific vocabulary. With integration and implementation of the INSPECT as the district assessment system, teachers will engage in professional development experiences and collaborative team meetings to build understanding and practice in the formative assessment process.	Professional Learning, Direct Instruction	08/11/2016	05/31/2018	\$10000	Title II Part A	administrators ; certified teachers; school data team
Schools: All Schools						

## Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

### Title II Part A

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Active Learning	All teachers will participate in professional learning opportunities to develop understanding of student engagement techniques and vocabulary-centered strategies with expectation to implement through instructional practices.	Professional Learning, Direct Instruction	08/11/2016	05/31/2018	\$10000	administrators ; certified teachers
Formative Assessment & Action	Along with informal formative assessment practices, all teachers will utilize formal assessment to evaluate student understanding and monitor progress in the area of grade-appropriate, domain-specific vocabulary. With integration and implementation of the INSPECT as the district assessment system, teachers will engage in professional development experiences and collaborative team meetings to build understanding and practice in the formative assessment process.	Professional Learning, Direct Instruction	08/11/2016	05/31/2018	\$10000	administrators ; certified teachers; school data team
Essential Vocabulary	All teachers will participate in professional learning and curricular planning in the identification process of critical, grade-appropriate vocabulary, including general academic language, content-specific vocabulary, and assessment terminology. Teachers will also engage in curricular planning opportunities to identify, align, and implement key vocabulary components.	Professional Learning, Direct Instruction, Other - Team Collaborations	08/11/2016	05/31/2017	\$10000	administrators ; certified teachers;
<b>Total</b>					<b>\$30000</b>	

## Activity Summary by School

Below is a breakdown of activity by school.

### All Schools

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Essential Vocabulary	All teachers will participate in professional learning and curricular planning in the identification process of critical, grade-appropriate vocabulary, including general academic language, content-specific vocabulary, and assessment terminology. Teachers will also engage in curricular planning opportunities to identify, align, and implement key vocabulary components.	Professional Learning, Direct Instruction, Other - Team Collaborations	08/11/2016	05/31/2017	\$10000	administrators ; certified teachers;
Active Learning	All teachers will participate in professional learning opportunities to develop understanding of student engagement techniques and vocabulary-centered strategies with expectation to implement through instructional practices.	Professional Learning, Direct Instruction	08/11/2016	05/31/2018	\$10000	administrators ; certified teachers
Formative Assessment & Action	Along with informal formative assessment practices, all teachers will utilize formal assessment to evaluate student understanding and monitor progress in the area of grade-appropriate, domain-specific vocabulary. With integration and implementation of the INSPECT as the district assessment system, teachers will engage in professional development experiences and collaborative team meetings to build understanding and practice in the formative assessment process.	Professional Learning, Direct Instruction	08/11/2016	05/31/2018	\$10000	administrators ; certified teachers; school data team
<b>Total</b>					<b>\$30000</b>	