



Accreditation Report

Angola Middle School

MSD of Steuben County

Mrs. Ann M. Rice, Principal
1350 East Maumee
Angola, IN 46703

TABLE OF CONTENTS

Executive Summary

Introduction.....	2
Description of the School.....	3
School's Purpose.....	4
Notable Achievements and Areas of Improvement.....	6
Additional Information	8

Self Assessment

Introduction.....	10
Standard 1: Purpose and Direction.....	11
Standard 2: Governance and Leadership.....	14
Standard 3: Teaching and Assessing for Learning	17
Standard 4: Resources and Support Systems.....	25
Standard 5: Using Results for Continuous Improvement.....	33
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..... 44

Report Summary..... 47

Student Performance Diagnostic

Introduction..... 49

Student Performance Data..... 50

Evaluative Criteria and Rubrics..... 51

Areas of Notable Achievement..... 52

Areas in Need of Improvement..... 54

Report Summary..... 56

AdvancED Assurances

Introduction..... 58

AdvancED Assurances..... 59

Angola Middle School's School Improvement Plan

Overview..... 61

Goals Summary..... 62

 Goal 1: All students at Angola Middle School will be able to read a variety of nonfiction independently and proficiently. . . 63

Activity Summary by Funding Source..... 65

Progress Notes..... 67

Executive Summary

Introduction

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

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

Description of the School

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

Description of school

The Metropolitan School District of Steuben County has an Average Daily Membership of 2,910. Spanning 126 square miles, The M.S.D. of Steuben Co. serves the educational needs of Pleasant, Scott, Steuben, and York townships. Our district consists of Angola High School (9-12), Angola Middle School (6-8), and four elementary schools. Located in Steuben County, Indiana, we have a diversified economic base. Our county contains 101 lakes and Trine University. This is an interesting dynamic because we have students who live at the lake with parents who have higher income as well as a large free/reduced population. Many who live at the lake are seasonal residents and there is often no community buy in. We have difficulties communicating with some families who have no phone, car or internet. Our community has also seen an increase in meth use, and this does impact our students. Our spring 2014 ISTEP+ state test scores were English/Language 80.7% passing rate and 85.3% of our students passing in mathematics. Our average attendance rate is 96.6%. State reported data provides the following statistics: low socioeconomic population of 47.6% and 4.4% English Language Learner population speaking eight languages. We serve a special needs population of 14.3% with "individual educational plans" and a high ability population of 11.6%. The pupil enrollment summary indicates a student population of .5% Native American, .6% Black, .7% Asian, 9.3% Hispanic, 85.6% White, and 3.3% Multiracial. Additional district and school district Compass site: <http://compass.doe.in.gov/dashboard/overview.aspx> We are in the running for Best Community Award. Our district has 150 + students who are transfer tuition from neighboring school districts.

A.M.S.'s student population is currently 670, however, we have had as many as 750 students at one time. Our student enrollment is declining in the corporation. In 2014-15 we had 51.6% paid lunch, 36.7% free and 11.7% reduced. Our current demographics are 83.3% White, 10.2% Hispanic, 3.8% Multiracial, 1% Asian and 1% Black. Our school was built in 1977 and renovated in 1996. The renovation added a Media Center, Auxiliary Gym and twenty classrooms. We have an award winning Outdoor Classroom in our woods with trails. Many classes utilize this outdoor learning environment. We have forty three teachers and a multitude of support staff. Our principal is in her seventh year and we have a new Assistant Principal/Athletic Director. Our staff's median age is approximately 42. Six of our current teachers are new to our school in the past three years. All of our teachers are caucasian.

We have 111 Special Education students. We have a Functional Skills and an Emotional Disabilities classroom that serve students from area schools within the Northeast Indiana Special Education Cooperative.

The Emotional Disabilities class is one of our special challenges. This room typically serves 10-15 students each year. Some students are from neighboring school districts that participate in our special education cooperative. We have had several different teachers in the room. While we often are successful over the course of the three years, it is a classroom that takes a great deal of attention on a daily basis. Many of our staff are trained in conflict resolution techniques as well as Crisis Prevention Intervention.

Our school's website is: <http://ams.msdsteuben.k12.in.us>

School's Purpose

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

School's Purpose

Vision:

A.M.S. is a school community that inspires the highest level of successful lifelong learners.

Mission:

As a partnership of school, home and community, we will prepare students with a solid foundation for success in high school and beyond. We will foster opportunities for exploration within a safe and caring environment that incorporates a standards-based, technology-enhanced curriculum.

Secondary Literacy Initiative Pilot: Read More! Write More! Think More! Be More!

Beliefs:

We Believe:

That all students can learn.

Individuals learn differently.

Each individual has value.

The family is the primary influence on an individual's development.

The attitude of the individual always affects performance.

Each student has the responsibility to contribute to society.

A nurturing and caring environment enhances a student's confidence in oneself and contributes to his or her success.

Learning is a life-long process.

Angola Middle School begins each day by saying our pledge, reciting our vision statement and our students hear, "Make it a great day--the choice is yours." When our staff reviewed our vision/mission statements, we were nearly unanimous in our continued belief in their purpose. These are statements that guide us.

Our school's staff has a very strong belief that relationships are the key to student success at school. Students have a need to feel safe and connected to staff before learning occurs. On the first day of the school year our staff lines the sidewalk at both entrances to give high fives as we welcome our students back to school. We established small grade level teams four years ago that provide support for all students, incorporate life skills, organization, and study skills, as well as foster an attitude of high expectations. We offer high ability classes for students in Language Arts and Math. Our Reading, Language Arts and Math teachers all have a class period to work with small groups of struggling students. We have nine Fine and Related Arts teachers that are our Unified Arts team. They offer an exploratory curriculum each lasting nine week. Two years ago we added an ELL teacher, when in the past we only had a classroom assistant available. Two sixth grade teachers, who have been trained in WIDA standards and testing, also teach a class of ELL students. Angola Middle School teachers have been chosen as Lilly Teacher Creativity Fellows fourteen times.

During the 2012-13 school year, our Technology Committee meet weekly to plan our technology integration project. We looked at national and state technology standards, visited other schools who had 1:1 programs in place and explored which type of device would best serve our SY 2015-2016

Accreditation Report

Angola Middle School

students. We rolled out Chromebooks during the 2013-14 school year one grade level at a time. The devices were stored on carts in homeroom classrooms and students did not take these devices home. Professional development was focused on training in Google applications given by our new Tech Coordinator/Integration Specialist, Kelly Clifford. Much of our collaboration time during the year had a technology focus. This fall our students were finally able to take Chromebooks home. Our staff teaches and emphasizes digital citizenship. We have utilized Google along with a wide variety of applications to engage students in learning. We are now working to move our level of student engagement from a substitution/augmentation level to a more creative modification/redefinition level (SAMR.) Teachers utilize Google Classroom and a wide variety of approved applications in classroom instruction. We challenge our students in hopes of preparing them to be 21st Century Learners and productive digital citizens.

Three years ago we began recognizing students for achievement in the area of academics and citizenship. We invite the honorees parents to school and present the award each nine weeks. Two years ago we began a school-wide effort to recognize students for positive reasons: picking trash off the floor, helping another student. Students receive some token of appreciation and we hold drawings each month. We partnered with an area orthodontist who wants to promote, recognize and honor students who make positive choices. Students receive a t-shirt and gift card.

Notable Achievements and Areas of Improvement

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

Notable Achievements

High expectations, consistency and establishing more positive relationships with students have led to a dramatic reduction in our discipline referrals. Teachers utilize Cochrane Academy's Top 10 Non-Negotiables as a guide for instruction that has increased the level of student engagement in the classroom.

A.M.S. offers a half day Survivor Camp as an orientation for incoming 6th graders and parents. Our participation has been over 95% for three years. Our parents have been participating in 7th and 8th grade orientations in much larger numbers than before. We offer quarterly parent meetings. Our first one was on Digital Citizenship. At the beginning of the year we ask parents to indicate in an area where they may be inclined to help: in the office, at after school events, or one on one with students. We have been able to increase parent participation in our school. We were also determined to improve communication with parents/guardians. We have a monthly newsletter that we email to parents. We utilize email to send our parents the student progress reports and grade cards. We also utilize Remind, Twitter and other social media to communicate with our stakeholders.

School safety has been a priority for our system. We had an active shooter drill for all staff. We have also involved staff in many Table Top Discussions that involved different scenarios. Data indicates students and teachers feel safe in our school. In addition, student behavior during fire, security and weather drills has greatly improved. Substitute teachers and guests share that our students are very well-behaved compared to some of their experiences in other schools.

In the past three years our school has received an A for our progress with student achievement twice. We received a B for the 2012-13 school year. We have above average math scores on ISTEP and our language arts scores show continued improvement overall. This is due to many things: small teams at each grade level, increased collaboration/alignment in grade level departments with common planning time, increased collaboration/alignment in departments school wide and the opportunity for reading, language arts and math teachers to have a class period to work with struggling students. Another huge challenge, typical in middle school, is in the area student apathy. The staff works very hard to engage students in meaningful interaction with content. A typical walk through of classrooms provides a glimpse of a frog dissection lab, students reading silently, partners or small groups collaborating, classrooms involved in research or review games on Kahoot, etc. Staff does base instruction on current state standards and follows our MSD curriculum. We are following our own curriculum map. Much thought is given to lessons and units so that students are actively engaged in the learning. We do have some students who struggle with completing tasks. All of our teaching teams emphasize the student agenda/planner as an organizational and communication tool. Our teachers are excellent at communicating with parents and attempting to offer help sessions during lunch or after school hours. We utilize high school students as tutors and have teachers available to help if needed. Parents are able to check online for their child's progress, grades and homework completion. Students also have access to this during the school day if needed.

Despite decreases in funding and a loss of some stipend pay for teachers, we still are able to offer a great deal of opportunities for student involvement. Students can join the Green Team, attend FAME, participate in Student Advisory, join the Jazz Band, take guitar lessons, plan the lock-in, or participate in a play. We have a Student Advisory Team that meets every two weeks to plan events, discuss school issues and create ways to be involved with our community. Our music program has increased the number of students that are participating in choir and band. Our school was one of 17 schools in Indiana named All Bands in 2015. We are proud of our annual Veteran's Day program that has a

Accreditation Report

Angola Middle School

long history of honoring our area's veterans with a breakfast and program. Service Learning is a high priority for all of our students. Our sixth grade students have been involved in raising money for Project Help, the Steuben County Humane Shelter, Cameron Community Hospital and Riley Children's Hospital through the sale of candy grams. Seventh grade students also plant trees in our town for the Angola Tree Board. Our students have participated in walk-a-thons, at the end of the school day, with the donations going to Alzheimer's research, Juvenile Diabetes and Breast Cancer. Our seventh graders are involved in Duck Days with Duck's Unlimited. These are snapshots of student learning opportunities that impact our community.

Areas for improvement:

A challenge we have faced is utilizing data and analyzing it to inform and impact instruction. While we have greatly improved our use of formative and summative data in the classroom, we struggle with accessing useful, relevant, timely information and analyzing it to impact our student learning as a grade level, department or entire school. We have utilized Acuity for several years. While our math teachers found it initially, our language arts/science and social studies teachers did not. However, last year, our reading teachers began to find useful data to inform decision making and the math teachers struggled to find relevant and useful data. This has been a frustrating cycle. We have used STAR reading to track reading comprehension for many years. Most of our students are making gains in this area, but our struggling readers were still reading below grade level. Four years ago we revamped our schedule after participating in the Secondary Literacy Pilot. We knew we needed to give our reading, language and math teachers an opportunity to better meet the needs of these students and built in one class period for them to provide remediation to small groups of students. Last year we began the process of creating common assessments in each department. We needed to have reliable, current data and have the ability to draw conclusions immediately. Our challenge for continuous improvement is analyzing data as a school. We are currently being trained in Five Star PIVOT Inspect and look forward to having a reliable, comprehensive and user friendly assessment for language arts, reading and math. Training for this assessment platform will be a focus for much of our staff in the next two years.

Teacher surveys indicate a decline in morale due to outside influences: declining enrollment, lack of a salary schedule, lack of pay raises, increasing insurance costs and cost of living, frustration with state and local governing bodies, added pressure of evaluation tied to performance and the day to day rigors of being a highly effective teacher. Angola Middle School administration, Leadership Team and staff will continue to promote and encourage a positive environment for our students. School administration will continue to support and recognize teacher leaders.

Our school goal will be for all students to read a variety of nonfiction independently and proficiently. We must challenge all students. The curriculum at A.M.S. identifies specific research based instructional strategies for each content and standard. Robert Marzano's, "Nine Instructional Strategies" are used to differentiate instruction. Language Arts instruction incorporates the "Five Components of Reading with a strong focus on Marzano's "Building Academic Vocabulary" strategies. Curriculum for each standard includes a differentiation table to help teachers meet the needs of all students including struggling and advanced learners. All teachers are responsible for building reading comprehension using nonfiction text using key ideas/textual support, structural elements/organizational, synthesis/connection of ideas.

We need to improve our Response to Instruction implementation. Teacher survey supports a need for more professional development in defining the problem with the small percentage of students who are not learning, analyzing the problem, determining what to do, implementing the plan with fidelity and then evaluating the process. This will be a focus of ours for the next two years.

Additional Information

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

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.67

Indicator	Statement or Question	Response	Evidence	Rating
1.1	The school engages in a systematic, inclusive, and comprehensive process to review, revise, and communicate a school purpose for student success.	The school's process for review, revision, and communication of the purpose statement is documented. The process is formalized and implemented on a regular schedule. The process includes participation by representatives from all stakeholder groups. The purpose statement focuses on student success.	<ul style="list-style-type: none"> •Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Minutes from meetings related to development of the school's purpose •Documentation or description of the process for creating the school's purpose including the role of stakeholders •Purpose statements - past and present •We communicated information when we were named a "B" school and an "A" school with all stakeholders. The school has a process for review, revision, and communication of its purpose including participation from stakeholder groups. Strong indication by staff and community members that they are familiar with the purpose and direction. Wide distribution of the purpose and vision throughout the school. The vision guides our day to day instruction. 	Level 3

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
1.2	The school's leadership and staff commit to a culture that is based on shared values and beliefs about teaching and learning and supports challenging, equitable educational programs and learning experiences for all students that include achievement of learning, thinking, and life skills.	Commitment to shared values and beliefs about teaching and learning is evident in documentation and decision making. This commitment is regularly reflected in communication among leaders and staff. Challenging educational programs and equitable learning experiences are implemented so that all students achieve learning, thinking, and life skills necessary for success. Evidence indicates a commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. School leadership and staff share high expectations for professional practice.	<ul style="list-style-type: none"> •Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Challenging educational programs and equitable learning experiences are implemented in a majority of classrooms. School leadership maintains high expectations for professional practice. Evidence indicates commitment to instructional practices that include active student engagement, a focus on depth of understanding, and the application of knowledge and skills. Our Leadership Team and Student Advisory facilitate communication for staff, students and parents. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. Some stakeholder groups are engaged in the process. School personnel maintain a profile with data on student and school performance. The profile contains data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. Most interventions and strategies are implemented with fidelity. Some documentation that the process yields improved student achievement and instruction is available.	<ul style="list-style-type: none"> •Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •The school continuous improvement plan •School leaders implement a continuous improvement process for improving student learning and the conditions that support learning. All staff, students and some parents/community members are involved. The process includes planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement with fidelity. Some documentation that the process yields improved student achievement and instruction is available. 	Level 2

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

"AMS is a school community that inspires the highest level of lifelong learners."

Areas of strength include: 1.1 Students know the vision statement and recite it daily. Website, newsletters, grade cards, signatures on teacher emails all include the wording. The wording is scrolled on the school sign by the highway. 1.2 Google chromebooks are provided for each student. Programs for students with special needs, whether they be remediation, enrichment or exploratory are offered. The Veteran's Day program provides students with living examples of sacrifice and community to help guide their individual growth. Our school wide anti-bullying programs help to create an atmosphere that is safe and encouraging. 1.3 Chromebooks go home with each student, a local business offers affordable insurance for repairs. We host monthly parent meetings with the principal, our District Technology Coordinator recently met with students/parents to discuss technology integration opportunities. Parent volunteers are often included in supervisory duties during special programs. We've partnered with Trine University for several activities, including an annual Science/Engineering day for our 7th graders on campus.

Actions to Sustain Strength: We believe that our school leadership has made substantial strides to improve these conditions since the beginning of this process. The focus and direction has been more deliberate. We have implemented aggressive technological goals focused on improving conditions favorable to student learning. The establishment of a Student Advisory Committee will provide students with an even stronger voice as we move forward. Our Leadership Team routinely meets to discuss issues across the building, giving staff members a voice in our direction. Our Technology Committee meets regularly to discuss issues in regards to tech integration and instruction.

Areas for Improvement: Not all teachers are on the same page in regards to dealing with some issues that occur within the building. Dedicated collaboration time weekly within departments has helped to some extent in aligning curriculum, projects, and outcomes, but more growth in these areas is still necessary. With the increased emphasis on RISE and teacher accountability, some teachers are still focused on the outcomes in their own classes rather than on the outcomes of the school as a whole. It is very difficult for any individual or team to know what ALL educational programs and learning experiences are being used in other grade levels and departments. We need to plan to review and reflect on a more regular basis.

Plan for improvement: Professional learning communities among vertical teams or smaller groups that have a representation from each area of the building where we would focus on the big goal of the school. Continue collaborations with possible book study, sharing student work, sharing teaching methods.

Standard 2: Governance and Leadership

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

Overall Rating: 2.67

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

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

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body generally protects, supports, and respects the autonomy of school leadership to accomplish goals for improvement in student learning and instruction and to manage day-to-day operations of the school. The governing body usually maintains a distinction between its roles and responsibilities and those of school leadership.	<ul style="list-style-type: none"> •School improvement plan developed by the school •Stakeholder input and feedback •Survey results regarding functions of the governing body •Agendas and minutes of meetings 	Level 2

Accreditation Report

Angola Middle School

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

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders sometimes communicate effectively with stakeholder groups, provide opportunities for stakeholders to shape decisions, solicit feedback from stakeholders, work collaboratively on school improvement efforts, and provide some leadership roles for stakeholders. School leaders' efforts result in some stakeholder participation and engagement in the school.	<ul style="list-style-type: none">•Minutes from meetings with stakeholders•Copies of surveys or screen shots from online surveys•Survey responses	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The focus of the criteria and processes of supervision and evaluation is improving professional practice and improving student success. Supervision and evaluation processes are regularly implemented. The results of the supervision and evaluation processes are used to monitor and effectively adjust professional practice and improve student learning.	<ul style="list-style-type: none">•Governing body policy on supervision and evaluation•Supervision and evaluation documents with criteria for improving professional practice and student success noted•Job specific criteria•Representative supervision and evaluation reports	Level 3

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

Areas of Strength: The governing body's policies and practices support our purpose and mission statements and are easily accessible to stakeholders, staff and students. The governing body makes sure they are in compliance and that policies and practices are transparent to stakeholders. School leaders support innovation, collaboration, shared leadership, professional growth and a sense of community. Supervision and evaluation processes are continuous and ongoing to effectively adjust professional practice to improve student learning. Within the building, there are "Four Schools In One" which is a beautiful concept for middle school kids.

Areas in need of improvement: Better communication between grade levels is a must.

Actions to sustain strength: We will continue as "Four Schools in One" so that as many students are able to make connections with one or

two teachers on a closer level. Collaborations will continue to be a mix of staff members from different areas in the building so that communication between grade levels can occur.

Plans for areas of need: Collaborations will be assigned by leadership team to facilitate more interaction and discussion among staff.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 2.42

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	<ul style="list-style-type: none"> •Survey results •Lesson plans •Learning expectations for different courses •Posted learning objectives •Representative samples of student work across courses •Course schedules •Enrollment patterns for various courses •Course descriptions •Descriptions of instructional techniques •AMS has developed curriculum to align courses using as few teachers as possible(Grade Level Teams) to ensure that like courses have equivalent learning expectations. We use lexile scores and Acuity data and ISTEP scores to place students in classes best suited for their learning needs. Learning activities are individualized by teachers to support achievement of expectations 	Level 3

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	<ul style="list-style-type: none">•Curriculum guides•A description of the systematic review process for curriculum, instruction, and assessment•Surveys results•Curriculum writing process•Products – scope and sequence, curriculum maps•AMS has utilized Acuity in Math and Language Arts to track student progress. Teachers have been trained in the use of formative assessments and are used by most teachers. Departments often utilize common assessments. Teachers feel more communication between grade levels would increase vertical alignment in all courses.	Level 2

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers plan and use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of students when necessary. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	<ul style="list-style-type: none">•Teacher evaluation criteria•Professional development focused on these strategies•Authentic assessments•Examples of teacher use of technology as an instructional resource•Examples of student use of technology as a learning tool•Student work demonstrating the application of knowledge•Findings from supervisor walk-thrus and observations•Surveys results•AMS teachers hold students to high standards and expectations. The use of Chromebooks has increased the use of instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines. Technology is being utilized in every classroom more and more everyday.	Level 3

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	<ul style="list-style-type: none">•Curriculum maps•Documentation of collection of lesson plans and grade books•Supervision and evaluation procedures•Peer or mentoring opportunities and interactions•Surveys results•Examples of improvements to instructional practices resulting from the evaluation process•Administrative classroom observation protocols and logs•School leaders use a web based evaluation tool, curriculum maps, mentoring, and classroom observations to support instructional practices of teachers. Teachers submit lessons and unit plans to administration for review each year.	Level 3

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	Some members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration occasionally occurs across grade levels and content areas. Staff members promote discussion about student learning. Learning from, using, and discussing the results of inquiry practices such as action research, the examination of student work, reflection, study teams, and peer coaching sometimes occur among school personnel. School personnel express belief in the value of collaborative learning communities.	<ul style="list-style-type: none">•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project•Common language, protocols and reporting tools•Agendas and minutes of collaborative learning committees•Calendar/schedule of learning community meetings•Survey results•Teachers have collaboration time for 20 mins at the beginning of every school day and for an extended period on Wednesday afternoons. During the morning collaboration time staff can participate in collaborative learning communities within grade levels, departments or across grade levels. These can be informal or formal collaborations. The Wednesday collaborations are scheduled by the Leadership Team with suggestions based on the needs of teachers.	Level 2

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	All teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are often provided to guide and inform students. The process includes multiple measures, including formative assessments, to inform the ongoing modification of instruction and provide data for possible curriculum revision. The process provides students with specific and timely feedback about their learning.	<ul style="list-style-type: none"> •Examples of learning expectations and standards of performance •Survey results •Examples of assessments that prompted modification in instruction •All teachers have been trained on using formative assessments in the classroom. Last year our administration required common assessments in departments to be designed and implemented. Many are using technology to to accomplish this task. Rubrics and planning guides are utilized. Teachers differentiate instruction. Most teachers utilize exemplars to guide and inform students. Departments meet on a regular basis to look at data. We need to improve in analyzing that data to inform instruction. 	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in their children's education are available. School personnel provide information about children's learning.	<ul style="list-style-type: none"> •Survey results •List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress 	Level 2

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them interaction with individual students, allowing them to build relationships over time with the student. Most students participate in the structure. The structure allows the school employee to gain insight into the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	Teachers use common grading and reporting policies, processes, and procedures based on clearly defined criteria that represent each student's attainment of content knowledge and skills. These policies, processes, and procedures are implemented consistently across grade levels and courses. Stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are regularly evaluated.	•Survey results •Sample report cards for each grade level and for all courses •Sample communications to stakeholders about grading and reporting •Policies, processes, and procedures on grading and reporting	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	Most staff members participate in a program of professional learning that is aligned with the school's purpose and direction. Professional development is based on the needs of the school. The program builds capacity among staff members who participate. The program is regularly evaluated for effectiveness.	•Evaluation tools for professional learning •Survey results •Crosswalk between professional learning and school purpose and direction	Level 2

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

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

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

Accreditation Report

Angola Middle School

Areas of strength: 3.1 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. Some learning activities are individualized for each student in a way that supports achievement of expectations. 3.3. Teachers use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.

Areas in need of improvement: We could improve on providing and coordinating learning support services to meet the unique learning needs of students. Also, we could use improvement with ALL staff members participating in a continuous program of professional learning.

Actions to sustain the areas of strength: Teachers will continue to evaluate and select students for RTI classes in the subject areas of math and reading/language arts, as well as high ability students in the same subject areas. In the eighth grade, high ability students also have the opportunity to take Algebra for high school credit/GPA. Our school is set up for one-to-one computing through the use of Chromebooks that allows students to enhance their technology and life skills as well as being able to access their education globally.

Improvement plans: 3.11 Administration has required multiple opportunities for us to participate in professional learning, such as Book Club blogs (Ditch the Textbook) and Kristina Smekens webinar, Understanding Disciplinary Literacy. To improve 3.12 we have since implemented a Mild Intervention program. Several ELA teachers are attending Notice and Note professional development and will train teachers.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.43

Indicator	Statement or Question	Response	Evidence	Rating
4.1	Qualified professional and support staff are sufficient in number to fulfill their roles and responsibilities necessary to support the school's purpose, direction, and the educational program.	Policies, processes, and procedures describe how school leaders are to access, hire, place, and retain qualified professional and support staff. School leaders determine the number of personnel necessary to fill the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund most positions critical to achieve the purpose and direction of the school.	<ul style="list-style-type: none"> •School budgets for the last three years •Survey results •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff •Angola Middle School does a great job with looking at resources and providing services that supports our purpose and to help make our students successful. Looking at indicator 4.1, A.M.S. feels that we are currently at a level 2. Most departments within our school system has the sufficient numbers for our teaching staff. Positions being filled to complete our school environment are critical to help us achieve our purpose and direction as a school. 	Level 2

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	<ul style="list-style-type: none">•Examples of efforts of school leaders to secure necessary material and fiscal resources•Survey results•School schedule•Alignment of budget with school purpose and direction•School calendar•Angola Middle School does an amazing job protecting instructional time. Teachers and administrators are continually searching for teaching materials, conferences and resources for the teachers/classrooms that all connect in the long run to student success. Students receive equal learning opportunities in our school due to having the correct material and fiscal resources that help to steer us in the correct direction for our school system.	Level 3

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	<ul style="list-style-type: none"> •Records of depreciation of equipment •Survey results •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules •Safety committee responsibilities, meeting schedules, and minutes •Maintaining facilities, services, and equipment leading to providing a safe and clean environment for the staff and students is exactly what Angola Middle School does. A.M.S. administration has had many safety training sessions for teachers throughout the years and as a school we have participated in fire drills, severe weather drills, and lock down/non-emergency lock down drills. The constant practice of these drills help us to be prepared and students/staff know what is expected of them. 	Level 3

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	<ul style="list-style-type: none">•Budget related to media and information resource acquisition•Survey results•Data on media and information resources available to students and staff•Schedule of staff availability to assist students and school personnel related to finding and retrieving information•Technology has been a continuous growth at Angola Middle School. Every year we have advanced on what we have to offer to the students and staff with technology. We are equipping our students with the most up-to-date technology by distributing chromebooks to each student, WIFI throughout the building and projectors within each classroom. This past year our school system hired a technology coordinator that has been absolutely amazing.	Level 2

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	<ul style="list-style-type: none"> •Technology plan and budget to improve technology services and infrastructure •Assessments to inform development of technology plan •Survey results •Policies relative to technology use •The infrastructure at our building supports the school's learning, operational needs and teaching. We are a 1:1 school system and students will be taking Chromebooks home next year (this is our plan). There is always a worry about student access to the internet outside of school and the technology committee has been brainstorming a list of places that do offer WIFI in our community for those students that will need this outside of school. 	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.6	The school provides support services to meet the physical, social, and emotional needs of the student population being served.	School personnel endeavor to determine the physical, social, and emotional needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none"> •Survey results •Social classes and services, e.g., bullying, character education •List of support services available to students •Our staff genuinely cares about these needs of our students which shows through staff, parent, and student surveys. We provide programs that meet the needs of the students throughout the year. The guidance office also schedules a program/meeting once a month with each class. Many students will communicate with staff members about a topic/issue that they might need help/assistance with. Students are then referred to the guidance department in the office. Their needs are then addressed. 	Level 2

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	<ul style="list-style-type: none">•List of services available related to counseling, assessment, referral, educational, and career planning•Survey results•Budget for counseling, assessment, referral, educational and career planning•Description of IEP process•Description of referral process•The guidance department coordinates programs for each grade level and does grade level curriculum, career and college planning discussions too. Our school does provide that services needed by some of the students and will meet with any student that needs the support. Teachers, along with the guidance personnel, are continually talking with the students about educational and career planning needs. Our goal is to get the students ready to be those successful lifelong learners.	Level 2

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

Strengths

- Fiscal resources to fund teaching position
- Policies, processes and procedures, clear expectations are in place for hiring
- Accountability for meeting expectations
- Good record keeping
- Continuous improvement plans
- Evaluation of results
- Instructional time is protected in policy and practice.
- Instructional time, resources and fiscal resources are focused on supporting the school
- All students have equitable opportunities to attain challenging learning expectations.
- Use of Chromebooks during the school hours to research and use as a resource
- District and School wide technology plan that meets all the operational needs
- Our administration provides regular technology training
- School wide policies are in place for technology use
- Bullying discussions, guest speakers, character education

Accreditation Report

Angola Middle School

- Extra curricular opportunities

Areas in need of improvement

- Inconsistent test platforms
- Scheduling changes for various tests as well as Special Accommodations and ENL learners.
- More ENL support for our English Language Learners.
- More professional development on how to use technology and informational resources to help the classroom environment. (Students and teachers)
- Design additional policies as needed to solve new issues
- Offer more opportunities to the students for guidance
- More one-on-one support
- Do not have school nurse in the school all the time
- Small support groups

Actions to sustain strength

- Readjustment of finances to support staffing needs
- Reassign staff to meet requirement of school
- Maintenance schedules
- System for maintenance requests
- Records of depreciation of equipment
- Documentation of compliance with local and state inspections
- Documentation of Emergency procedures
- Safety committee responsibilities, meeting schedules, and minutes
- Re-work school schedule to protect instructional time from interruptions
- Implement e-learning days for inclement weather
- Discuss with students the Vision and Mission statements with better intention
- Continue differentiation and individualized learning plans for low, medium, and high level learners.
- High expectation for staff and students
- Continue using the library system and students can now access while at home.
- Continued use of Chromebooks to guide research
- Monthly guidance department lead sessions by grade level about developmentally appropriate topics
- AMS offers many different extra-curricular activities to all students.
- Consistently alter technology guidelines to best protect our community

Plans to improve the areas of need

- Adjusting staffing needs based on the available budget and student population
- Custodians work longer hours and are compensated with Comp time
- Resources (professional development opportunity) for students and teachers to learn how to incorporate the use of different resources in the school setting
- Better communication among the school community because of chromebooks/technology initiative (students can email).
- School wide technology meetings
- Updating policies as needed to support our technology infrastructure
- Small groups forming based on the needs of the students.
- One on one support increased in the classrooms

- Student needs extra support groups

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.0

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel use an assessment system that produces data from multiple assessment measures about student learning and school performance. The system generally provides consistent measurement across classrooms and courses. Some assessments, especially those related to student learning, are proven reliable and bias free. The system is evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	<ul style="list-style-type: none"> •Documentation or description of evaluation tools/protocols •Survey results •Brief description of student assessment system including range of data produced from standardized and local assessments on student learning and school performance •Students take multiple assessments that are proven to be reliable and bias free including: ISTEP, Acuity, STAR reading and math, ECAs and NCSC and ISTAR testing for students with more severe disabilities. Individual classes conduct pre and post tests and staff also does informal evaluations to check student learning and understanding on a regular basis. We lack effectiveness in consistently documenting the data. Most teachers use the data to form RTI & SLO groups or to reteach. 	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	<ul style="list-style-type: none"> •Survey results •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Data collection is continuous. Documentation of daily data collection is lacking. Often, the data is collected and then utilized immediately instead of being stored or used to create groups for reteaching at a later time. 	Level 2

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	<ul style="list-style-type: none">•Survey results•Most staff members use the collected data to create RTI groups, remediate or reteach content. While most teachers use the data, some are not comfortable analyzing it or it is not readily available in their content area. Many teachers create and utilize their own formative assessments.	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	A process exists for analyzing data that determine improvement in student learning, including readiness for and success at the next level. Results indicate mixed levels of improvement, and school personnel sometimes use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	<ul style="list-style-type: none">•Student surveys•Description of process for analyzing data to determine verifiable improvement in student learning•Evidence of student growth•The school determines verifiable improvement in student learning. It includes ISTEP, Acuity, STAR, NCSC and requirements for higher level courses and ECAs. There is still a need for a formal, continuous process to monitor student improvement.	Level 2

Accreditation Report

Angola Middle School

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders communicate results to all stakeholder groups.	<ul style="list-style-type: none">•Survey results•Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals•Executive summaries of student learning reports to stakeholder groups•Our administrators communicate and make data information about student learning and progress on a regular basis to our faculty and students to work toward the achievement of our school improvement goals.	Level 2

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

Areas of Strength: When data is lacking, teachers utilize teacher created formative assessments. Communication with parents has been improved over the last few years. The school uses telephone calls, emails, Twitter, newsletters, parent meeting, survivor camp, newspaper articles, students email teachers for help, and parent-teacher conferences (fall and spring). We utilize the lighted board out front, REMIND, email, and our website is current and up to date. Teachers use a variety of formative assessments. One strength is that teachers collect the data and use it to drive their instruction.

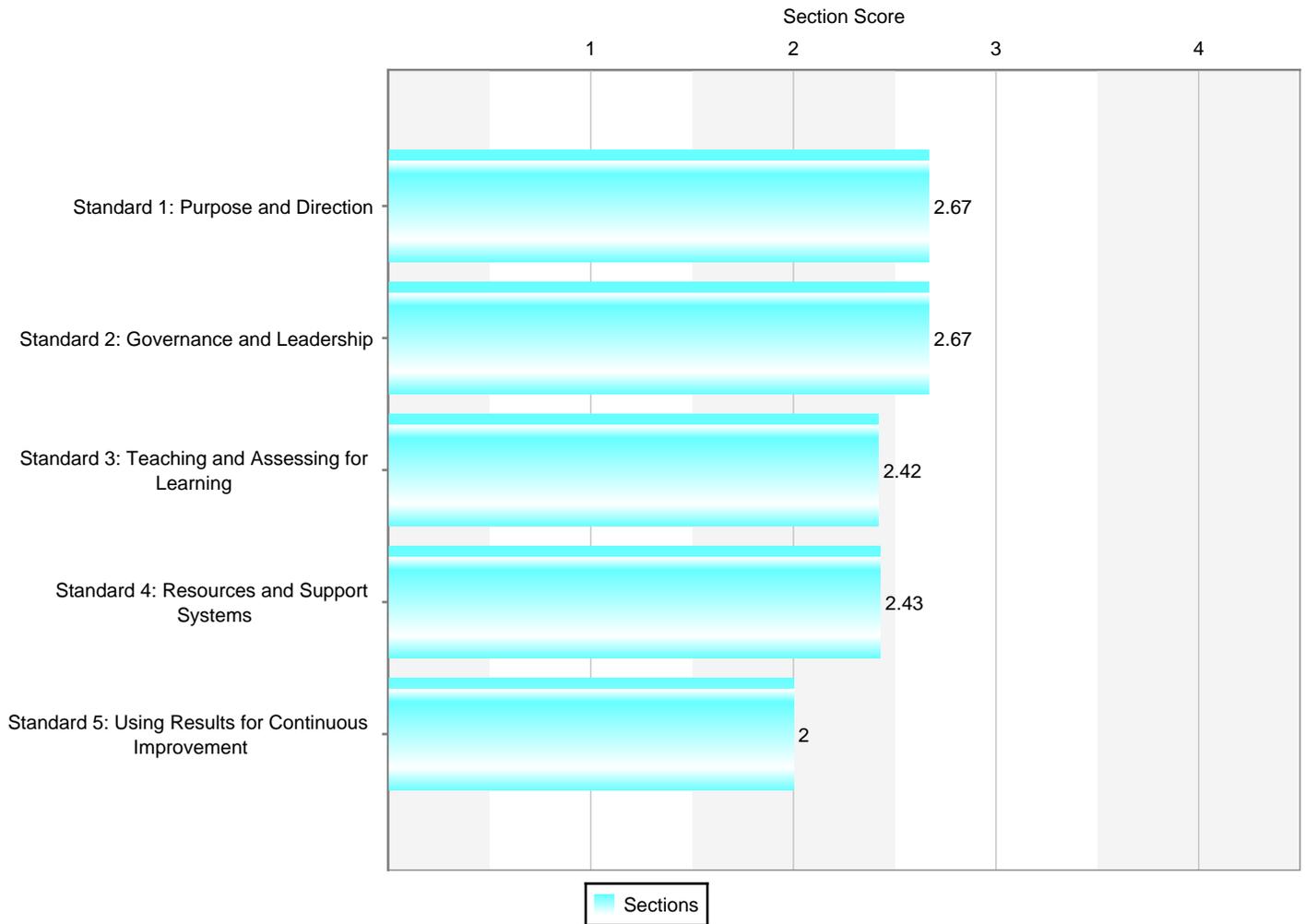
Areas in need of improvement: Our school needs to clearly define an assessment system that either all staff will use building wide or all staff will use by grade levels. We will be using Five Star PIVOT and RAPS 360 to give us formative and benchmark data. This data will be warehoused each year so that ALL ELA, Math and Special Education teachers have access. We hope to have this available for Social Studies and Science for next year. We need a more formal process for analyzing data and monitoring student progress.

Actions for sustaining strengths: We will continue to use data from assessments to form RTI groups and for reteaching. We will receive training for Five Star PIVOT and RAPS 360. Parent-teacher conferences will be held twice a year.

Plans for improvement: Teachers will collaborate about testing, sharing results, and using the data to drive instruction towards more differentiation. Teachers have offered to train others in using Twitter and REMIND for individual classes and activities.

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.

Stakeholder Feedback Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Stakeholder Feedback Data document offline and upload below?	Yes		StakeholderFeedbackDiagnostic 2015

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most 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 reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Resources and Support Systems is ranked in the top two of each group: students, parents and staff. (4.25, 3.77 and 3.81)
Purpose and Direction is ranked very highly by our staff and parents. (4, 4.28)

Angola Middle School is a school community that inspires the highest level of successful lifelong learners. Our vision statement brings into focus our purpose as a school and the direction we are going. Any community should take pride into welcoming visitors, while celebrating the skills and talents of its members. Our facilities create a safe and welcoming environment for everyone walking through it's doors. The building itself is clean, bright and well maintained. The education of our students is seldom disrupted by issues of maintenance or inadequate infrastructure. Having a welcoming facility, with a variety of learning spaces, both inside and out help to establish an environment where high expectations are possible.

We value our students as individuals, making every attempt to treat them with respect, provide an education that meets their individual needs and prepares them for success at the next level. All teachers at AMS are highly qualified to teach the grade levels and content areas they are assigned. Our students are bright, talented and come to us with a wide variety of backgrounds, interests and abilities. An educational model that includes a broad spectrum of academic and exploratory courses encourages students to develop mastery in basic skills, while allowing them to explore the world in which they live. In 2013, a Google Chromebook was provided for each student, and a serious effort has been made to incorporate technology into all courses across the curriculum. Online research tools, applications to allow for student creativity, and tools for improving instructional efficiency have allowed teachers greater opportunities to facilitate instruction while allowing students to explore and experience a 21st century education.

Offering a variety of programs for students with special needs, whether they be remediation, enrichment or exploratory helps to make every student feel important to AMS teachers, administration and staff. Our school wide anti-bullying programs help to create an atmosphere that is safe and encouraging, where random acts of kindness are normal and where students are both helpful and nice to each other.

Positive attitudes, varied program offerings, outstanding facilities, highly qualified staff members, community involvement, technology enhancements and great students have all worked together to help AMS achieve and maintain an "A" grade status. AMS will continue to provide opportunities for professional development and staff collaboration within departments, across grade levels and among the entire staff. The establishment of a Student Advisory Committee will provide students with an even stronger voice as we move forward. The Veteran's Day program will continue to provide students with living examples of sacrifice and community to help guide their individual growth. Greater implementation of instructional technology will broaden the scope of student creativity within the overall curriculum. Continued effort by all stakeholders at Angola Middle School will allow it to remain a role model and exemplary school that will make the community proud.

There is always the complaint that teachers are being asked to do more and more with less and less. And although this is true to an extent, AMS is very fortunate to have the support of the district and the administration in many areas. Our facility is clean, bright and conducive to learning. Our teaching staff is positive, energetic and knowledgeable. Our support staff is caring, compassionate and talented. We have Guidance services and a Social Worker on staff to meet the emotional and developmental needs of all of our students. We have a gifted staff of Special Needs teachers who work hard to help the general education teachers meet the individual educational needs of all students, including those students for whom English is not their native language. Our food service staff prepares healthy meals daily to meet

the dietary needs of our students. The office team has such a diverse set of responsibilities and skills that many issues are taken care of long before they ever become a disruption to the classroom. AMS is a quality place for the development of our students.

Kelly Clifford and Lance Yoder, along with the IT team, have worked hard to develop not only a reliable infrastructure, but a change in direction for the teaching staff in terms of technology integration. Teachers are becoming risk takers, willing to set aside tried and true practices in a search for something new and quite possibly better. Students are more engaged and more responsible for their own learning. Having the support we have, both financially and professionally, is something that many other districts simply cannot offer.

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

Our students and staff scores indicate a trend in increasing satisfaction in Standard 3: Teaching and Assessing for Schools. Our stakeholders show an increase in satisfaction as the average score for Standard 3 is 3.78. We are very excited that our students score was 3.91 as compared to 3.74 several years ago.

The most obvious strength in this area is the teaching staff itself. The staff is experienced, yet excited and willing to try new ideas. Proven strategies are the staple and a willingness to grow is evident in all classrooms. Teachers take the idea of being lifelong learners very seriously. Teachers routinely are involved in professional development activities striving to be the best they can be. Teachers are involved in all areas of curriculum development and planning. Teachers work hard at developing instructional ideas that are engaging to students and then are willing to collaborate and share. The teaching staff at Angola Middle School thinks of students as individuals of value, individuals who have specific and differing needs, and then strives to meet those needs for all students.

Collaboration, both formal and informal, happen all the time. Walk through the building and you will see teachers talking about content standards, lesson plans, discipline strategies, technology integration and many other topics. They do this because they take pride in the school, the students and the community. A focus toward improvement in instructional practices, data analysis and RTI have helped to create an atmosphere where real learning happens daily. Where many other school districts have chosen to cut costs by eliminating exploratory courses like Art, FACS, and Technology, AMS has developed a schedule by where these programs are not only offered, but offered to as many students as possible. The teachers in those subjects are considered a vital part of the overall faculty and contribute so many positives to the school as a whole.

The implementation of a 1:1 Technology Initiative in 2013 has been colossal in helping to create a 21st Century education for our students. Students are creating, researching, blogging, and sharing ideas in a real world way. Infrastructure has been constantly improving, making it far more likely that the available technology will continue to be integrated in meaningful ways for our students. It also makes it far more likely that the teaching staff will learn from the students as well.

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

Resources and Support Systems is ranked in the top two of each group: students, parents and staff. (4.25, 3.77 and 3.81)
Purpose and Direction is ranked very highly by our staff and parents. (4, 4.28)

Areas in Need of Improvement

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

Student surveys indicate Standard 5 as the lowest (3.74 in 2014 and 3.66 in 2013), Using Results for Continuous Improvement. Parent surveys indicate that Standard 2: Governance and Leadership is a lowest ranking standard at 3.45 in 2015 and 3.67 in 2013.

The biggest area of concern in this standard has to do with a trending lack of respect and trust that exists between the teaching staff and the Central Office Administration. Many teachers believe that they are perceived negatively by the Superintendent and the School Board. Pay has been frozen, positions have been eliminated through attrition, custodial and support services have been affected negatively, yet the top administration seems unwilling to open lines of communication that would foster a more trusting and honest professional tone.

The success of any organization can be, in part, credited to the individual strengths of its members. However, the support, encouragement and direction of a vibrant leadership is critical. Angola Middle School has been fortunate to have a tremendous leader at the top, Mrs. Ann Rice, who first and foremost is an educator herself, passionate about her students and about the success of the entire school program. She believes in modeling what is expected. She is action, not just lip service and buzzwords. Mrs. Rice leads in a way that gives teachers a voice. She guides and facilitates, rather than demands and dictates. She communicates effectively with staff, students and parents. She has worked hard to create an environment where teachers and students feel comfortable and supported. Success is possible in that type of environment. It is well known within the building that teachers are trusted to do their jobs and daily performance is never micromanaged.

With the hiring of Mr. Bounds to the position of Assistant Principal, we have set ourselves up for continued success. His experience in AP and Honors English classes at the high school level give him valued experience as a teacher to go along with his other administrative duties. The long established culture of faculty involvement has been and is being passed down from the veteran teachers to the younger teachers, year after year, to help sustain the growth and success of AMS.

Within the building there are concerns about what can be viewed as a "Three Schools In One" philosophy. Each grade level team has been given autonomy to set some policies and procedures on their own.

A continued effort by the Leadership Team to address these inconsistencies is necessary. Dialogue must continue to happen between departments and grade levels, and open lines of communication, both up and down the ladder, must be open for everyone. Mrs. Rice and Mr. Bounds both have open door policies that allow for teachers to meet with them when necessary, and issues can be resolved in a manner that ultimately benefits the students. Everyone must take the opportunities that exist for communication seriously.

Communication seems to be lacking at AMS in several vital areas. There is a rift forming between teachers in subjects that are tested (Reading, Language Arts & Math) and subjects that are not tested (everything else). We don't communicate standards, ideas, approaches, expectations or outcomes very well. Because of this, teachers in the tested subjects feel like they are alone in the high stakes testing world. At the same time, teachers in the non-tested subjects feel like they are being devalued in their content areas as they are charged with helping to teach Reading, Language Arts and Math. Greater opportunities to collaborate and share would be beneficial, if those opportunities didn't always segregate departments. Math teachers meet with Math teachers to discuss how they teach Math. Language Arts/Reading teachers meet with LA/Reading teachers to discuss LA/Reading. Seldom are their opportunities to share across departments about what is happening throughout the building. Teachers don't have enough opportunity to observe each other teach. They don't have time to

collaborate with peers outside of their grade level departments.

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

Our parent surveys indicate a trend in decreasing satisfaction in Standard 2 3.67 in 2013 to 3.45 in 2014. We also see a decline in Standard 1 from 3.77 in 2013 to 3.53 in 2014.

Dedicated collaboration time weekly within departments has helped to some extent in aligning curriculum, projects, and outcomes, but more growth in these areas is still necessary. Not all staff members are involved routinely with broad scope school outcomes. With the increased emphasis on RISE and teacher accountability, some teachers are still focused on the outcomes in their own classes rather than on the outcomes of the school as a whole. Administrative expectations continue to be communicated and changes in this area are happening slowly.

One of our areas for continued improvement is in the area of stakeholder and community involvement. There simply are not enough opportunities for local businesses, community groups or even parents to become actively involved in the school process. The general issues at this time can be grouped into the concept of "can't see the forest for the trees." We become so focused on our students in our classes, that we lose sight of what others in our building, district and area are doing in terms of instruction, data analysis, technology integration and community involvement.

Our Leadership Team routinely meets to discuss issues across the building, giving staff members a voice in our direction. We need to take advantage of that opportunity with more passion. Our Technology Committee meets regularly to discuss issues in regards to tech integration and instruction. This committee is a valuable asset that more teachers need to be involved with in terms of time and direction. Our Administrative Team needs to continue to clearly state their objectives and expectations, and then hold all teachers accountable for being active in the big picture and not just within individual classrooms. As with any organization, finding ways to get increased stakeholder involvement is a difficult and often troublesome venture. We host monthly parent meetings with the principal, our District Technology Coordinator recently met with students/parents to discuss technology integration opportunities. Parent volunteers are often included in supervisory duties during special programs. We've partnered with Trine University for several activities, including an annual Science/Engineering day for our 7th graders on campus. There are opportunities for growth in this area that we need to do a better job of exploring.

What are the implications for these stakeholder perceptions?

The biggest area of concern in this standard has to do with a trending lack of respect and trust that exists between the teaching staff and the Central Office Administration. Many teachers believe that they are perceived negatively by the Superintendent and the School Board. Pay has been frozen, positions have been eliminated through attrition, custodial and support services have been affected negatively, yet the top administration seems unwilling to open lines of communication that would foster a more trusting and honest professional tone.

Within the building there are concerns about what can be viewed as a "Three Schools In One" philosophy. Each grade level team has been

given autonomy to set some policies and procedures on their own. Although this does allow for customization, it also creates inconsistencies in implementation. The Unified Arts team has the added challenge of dealing with all 3 grade level teams and three separate sets of rules and guidelines. There are areas where that works just fine, but there are also areas where an administrative directive would be far better.

A continued effort by the Leadership Team to address these inconsistencies is necessary. Dialogue must continue to happen between departments and grade levels, and open lines of communication, both up and down the ladder, must be open for everyone. Mrs. Rice and Mr. Bounds both have open door policies that allow for teachers to meet with them when necessary, and issues can be resolved in a manner that ultimately benefits the students. Everyone must take the opportunities that exist for communication seriously.

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

Student surveys indicate Standard 5 as the lowest (3.74 in 2014 and 3.66 in 2013), Using Results for Continuous Improvement. Parent surveys indicate that Standard 2: Governance and Leadership is a lowest ranking standard at 3.45 in 2015 and 3.67 in 2013.

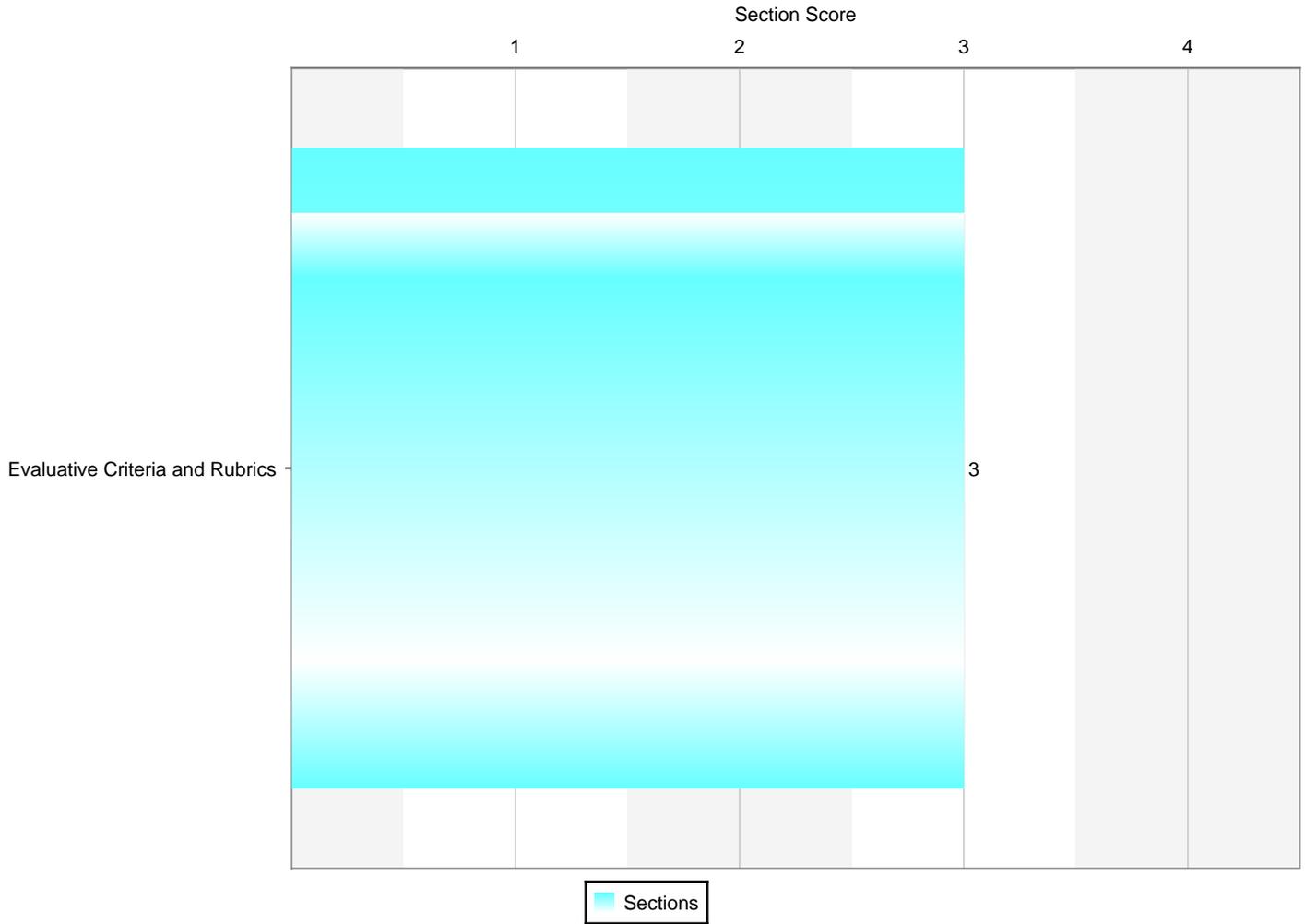
We are beginning to use 5 Star PIVOT and look forward to having benchmark assessments to better analyze student progress and areas of student weakness.

The success of any organization can be, in part, credited to the individual strengths of its members. However, the support, encouragement and direction of a vibrant leadership is critical. Angola Middle School has been fortunate to have a tremendous leader at the top, Mrs. Ann Rice, who first and foremost is an educator herself, passionate about her students and about the success of the entire school program. She believes in modeling what is expected. She is action, not just lip service and buzzwords. Mrs. Rice leads in a way that gives teachers a voice. She guides and facilitates, rather than demands and dictates. She communicates effectively with staff, students and parents. She has worked hard to create an environment where teachers and students feel comfortable and supported. Success is possible in that type of environment. It is well known within the building that teachers are trusted to do their jobs and daily performance is never micromanaged.

With the hiring of Mr. Bounds to the position of Assistant Principal, we have set ourselves up for continued success. His experience in AP and Honors English classes at the high school level give him valued experience as a teacher to go along with his other administrative duties. The long established culture of faculty involvement has been and is being passed down from the veteran teachers to the younger teachers, year after year, to help sustain the growth and success of AMS.

Report Summary

Scores By Section



Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment
1.	Did you complete the Student Performance Data document offline and upload below?	Yes		AMS Data Document 2015-16

Evaluative Criteria and Rubrics

Overall Rating: 2.75

	Statement or Question	Response	Rating
1.	Assessment Quality	The array of assessment devices used by the institution to determine students' performances is sufficiently aligned so that valid inferences can be reached regarding students' status with respect to the majority of those curricular aims regarded as high-priority instructional targets. The documentation provided in support of this alignment is relatively persuasive. Most of the assessments used are accompanied by evidence demonstrating that they satisfy accepted technical requirements.	Level 3

	Statement or Question	Response	Rating
2.	Test Administration	Most of the assessments used by the institution to determine students' performances have been administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the students to whom these assessments were administered are essentially representative of the students served by the institution. Appropriate accommodations have been provided for most assessments so that valid inferences can be made about most students' status with respect to most of the institution's targeted curricular outcomes.	Level 3

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

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

Areas of Notable Achievement

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

Each grade level (6, 7, 8) met or exceeded the state average on each math standard at each grade level on the 2012 and 2014 ISTEP+. Our school's performance on 2014 ISTEP+ math was 84.9%. We reached a bonus target for our bottom 25% (48.5%) and for our top 75% (45.7%) on our school report card. All Standard areas performance percentages are above the expected levels in comparison to the state average on ISTEP (with the exception of 2013). Additionally, all performance percentages have grown over the six year period (with a slight dip in 2013).

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

Last year our 6th graders (current 7th grade students) scored 81% in writing process, 83% in writing applications and 84% in language conventions on 2014 ISTEP+. The areas that have the highest performance percentage overall are number sense and geometry. We have seen a slight increase in our free-reduced students over three years in math on ISTEP+.

Which area(s) indicate the overall highest performance?

Grades 6, 7, and 8 students have all increased nearly 10% as a whole on Number Sense on ISTEP+. 100% of our Algebra students passed their End of Course Assessment. Our students are also showing gains in the area of Language Conventions. We have shown steady gains over the last several years.

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

Most subgroups have shown a trend toward increasing performance. Our free/reduced lunch population is increasing on ISTEP+. 2011-12 57.7%, 2012-13 61.7%, 2013-14 61%.

Between which subgroups is the achievement gap closing?

In the area of math, the Special Education sub-group achievement gap has decreased over the last three years. 2011-12 26.6%, 2012-13 27.4%, 2013-14 32.8%. The Free/Reduced population has shown steady growth, but the achievement gap remains consistent. 2011-12 57.7%, 2012-3 61.7%, 2013-14 61%. In the area of language arts, there is minimal fluctuation in all subgroups.

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

Formative classroom assessments and Acuity gave us predictive information that is consistent and supports our findings shared in the area
SY 2015-2016

of student success in math performance. Formative classroom assessments and Acuity also support our findings that our Free-Reduced lunch students are steadily showing growth.

Areas in Need of Improvement

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

In 2013, all the areas were below the state average in 6th grade. In 7th grade, students scored below the state average in number sense and algebra/functions. This could have been due to technical issues with the test and/or structural changes in class offerings (no advanced math class and no lower level math classes were offered that school year). There is not any area that is consistently below the expected levels of math achievement or that shows a negative trend in performance. Our students in 7th and 8th grade did not meet the state average in any standard in Language Arts last year. We were very close in most cases. The previous year our 6th, 7th, and 8th grade students had met or exceeded the state average in 90% of the standards. Our data indicates that non-fiction information is one of our lowest performing areas.

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

There is no area that shows a negative trend in our student's performance on ISTEP+ in math. In 2013, our students in grades 6, 7, and 8 scored at or above the state average in 16 out of 18 Language Arts standards. In 2014 our 7th and 8th graders scores were within 1-3% of meeting the state average. This showed somewhat of a slight decline from 2013.

Which area(s) indicate the overall lowest performance?

Areas that indicate an overall lower performance level are Data Analysis and Problem Solving. Language Arts results indicate our students struggle with Non-fiction Information. Since our students are performing at the lowest level in Problem Solving and Non-Fiction Information, we chose to focus our school improvement efforts on increasing reading comprehension.

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

Our ELL sub-group has been inconsistent in Math and Language Arts on ISTEP+. Our student numbers have fluctuated year to year. Boys are not faring as well on Acuity and ISTEP+ as we would like in the Language Arts area.

Between which subgroups is the achievement gap becoming greater?

Our ELL students have declined in their overall performance on standardized testing. 2011-12 46.7%, 2012-13 18.2%, 2013-14 10.3%. The achievement gap for our boys is becoming greater.

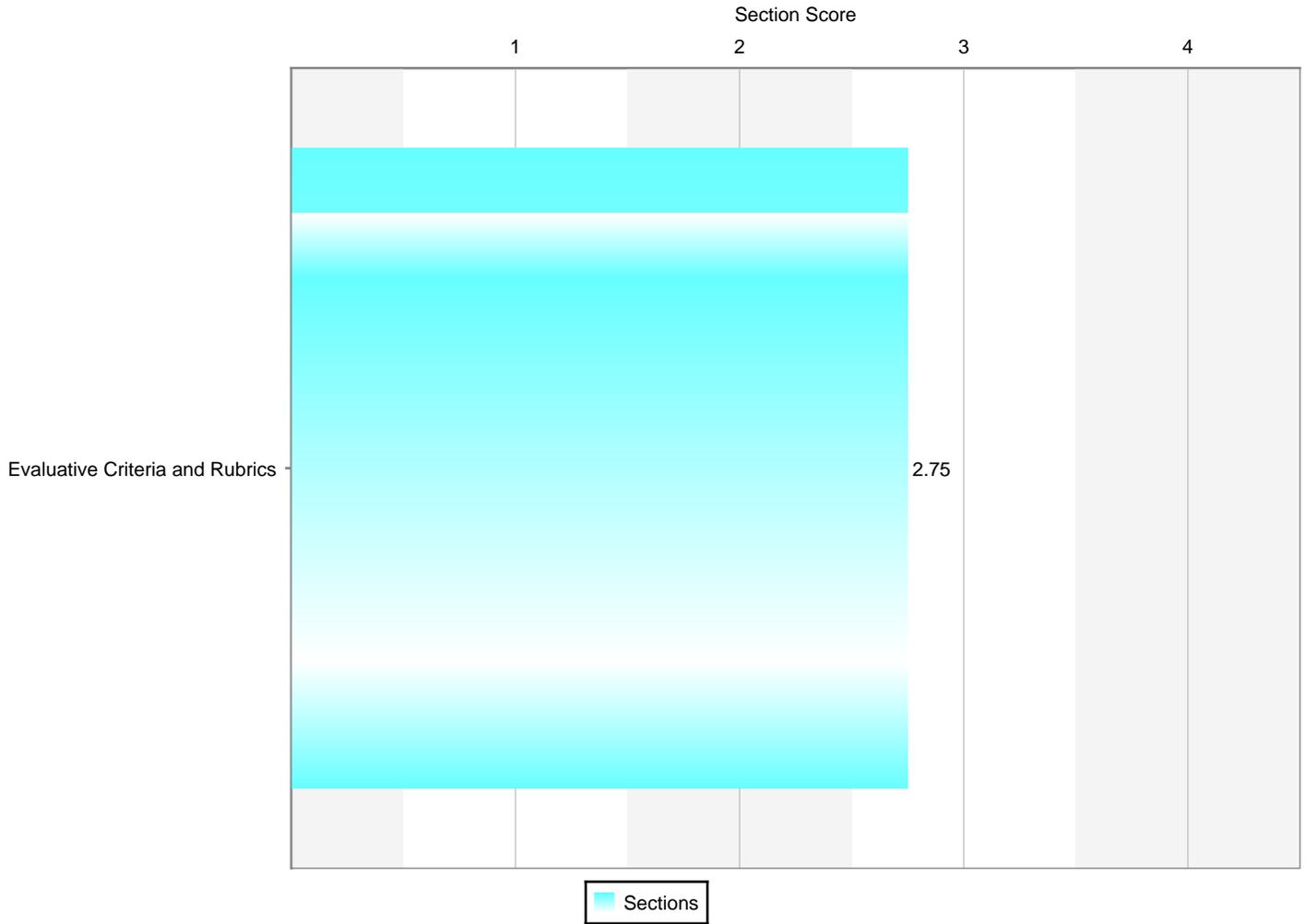
Which of the above reported findings are consistent with findings from other data sources?

Our ELL sub-group has been inconsistent in Math and Language Arts on ISTEP+. Our student numbers have fluctuated year to year. WIDA SY 2015-2016

results from our ELL teacher as well as anecdotal data support that this group continues to struggle in both Language Arts and Math. Boys are not faring as well on Acuity and ISTEP+ as we would like in the Language Arts area.

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	We reported our changes on the website in early October, 2015. Our vision and mission were reviewed by staff and students and remain the same. We do have a new assistant principal, Mr. Ryan Bounds. Our school population is currently 670 students. We typically have approx. 700 students.	

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		Website for MSD of Steuben County School Safety and Crisis Management

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		

Angola Middle School's School Improvement Plan

Overview

Plan Name

Angola Middle School's School Improvement Plan

Plan Description

Corporation Goal: Our staff and parents expect all students to achieve maximum potential. Therefore, eighty five percent (85%) or more of our students will demonstrate proficiency in English/Language Arts during the 2015-16 school year.

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 Angola Middle School will be able to read a variety of nonfiction independently and proficiently.	Objectives: 1 Strategies: 1 Activities: 4	Academic	\$500

Goal 1: All students at Angola Middle School will be able to read a variety of nonfiction independently and proficiently.

This plan includes progress notes which are at the very end of this document

Measurable Objective 1:

85% of All Students will demonstrate student proficiency (pass rate) reading a variety of nonfiction independently and proficiently in English Language Arts by 06/02/2016 as measured by Quarterly benchmark common assessments and ISTEP+ school performance in ELA.

Strategy 1:

Differentiated Instruction - Teachers will differentiate instruction and provide support for Tier 1 students in the classroom. Targeted instruction for level two students in grades 6-8, will also occur in the classroom settings. Targeted instruction for level 3 students will occur in a separate class where ELA and Math teachers work with small groups of students.

Research Cited: Carol Tomlinson. The differentiated classroom: Responding to the Needs of All Learners

Evidence of success: We will document success with students on pre/post tests, quarterly assessments as well as performance on ISTEP+

Activity - Monitor Implementation of Response to Instruction/Differentiation	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Monitor instruction and use of differentiation in classrooms through lesson/unit plan checks and program fidelity checks	Professional Learning, Technology	08/19/2015	05/27/2016	\$0	No Funding Required	Ann Rice, Principal AMS teachers Cyndi Nusbaum, Curriculum Director

Activity - Develop Partnerships with Community	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Develop partnerships with The Carnegie Public Library of Steuben County (Library Cards for all Students), Steuben County Literacy Coalition (FAME Program) and Cahoots (Youth at AMS Program)	Community Engagement, Extra Curricular	08/19/2015	06/02/2016	\$0	No Funding Required	Ann Rice, Principal ELA teachers Amy Sams, FAME Crystal Heavins, Cahoots

Activity - Standardize and implement diagnostic testing.	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
--	---------------	------------	----------	-------------------	-------------------	-------------------

Accreditation Report

Angola Middle School

<p>ELA, Math and Special Education teachers will standardize and implement diagnostic testing. Teachers will utilize formative assessments bi-monthly. Teachers will utilize quarterly benchmark assessments to inform instruction.</p>	<p>Professional Learning, Technology</p>	<p>10/08/2015</p>	<p>06/02/2016</p>	<p>\$0</p>	<p>State Funds</p>	<p>Ann Rice, Principal Cyndi Nusbaum, Curriculum Director Kelly Clifford, Technology Director Shawn Snyder, Trainer Alyshia Kinsey and Bri Goe, Teacher Trainers</p>
---	--	-------------------	-------------------	------------	--------------------	--

Activity - Comprehension Instruction	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>All teachers will instruct and model active reading strategies that include, but are not limited to the following: connecting, predicting, visualizing, questioning (Blooms), inferring, evaluating, analyzing, and monitoring. Teachers will utilize and model specific instructional strategies that include, but are not limited to: Socratic Seminars, KWL, QAR, SQ3R, graphic organizers, concept maps, analogies and metaphors.</p>	<p>Professional Learning, Direct Instruction</p>	<p>09/09/2015</p>	<p>06/02/2016</p>	<p>\$500</p>	<p>District Funding</p>	<p>Ann Rice, Principal Teachers</p>

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

District Funding

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Comprehension Instruction	All teachers will instruct and model active reading strategies that include, but are not limited to the following: connecting, predicting, visualizing, questioning (Blooms), inferring, evaluating, analyzing, and monitoring. Teachers will utilize and model specific instructional strategies that include, but are not limited to: Socratic Seminars, KWL, QAR, SQ3R, graphic organizers, concept maps, analogies and metaphors.	Professional Learning, Direct Instruction	09/09/2015	06/02/2016	\$500	Ann Rice, Principal Teachers
Total					\$500	

State Funds

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Standardize and implement diagnostic testing.	ELA, Math and Special Education teachers will standardize and implement diagnostic testing. Teachers will utilize formative assessments bi-monthly. Teachers will utilize quarterly benchmark assessments to inform instruction.	Professional Learning, Technology	10/08/2015	06/02/2016	\$0	Ann Rice, Principal Cyndi Nusbaum, Curriculum Director Kelly Clifford, Technology Director Shawn Snyder, Trainer Alyshia Kinsey and Bri Goe, Teacher Trainers
Total					\$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
---------------	----------------------	---------------	------------	----------	-------------------	-------------------

Accreditation Report

Angola Middle School

Develop Partnerships with Community	Develop partnerships with The Carnegie Public Library of Steuben County (Library Cards for all Students), Steuben County Literacy Coalition (FAME Program) and Cahoots (Youth at AMS Program)	Community Engagement, Extra Curricular	08/19/2015	06/02/2016	\$0	Ann Rice, Principal ELA teachers Amy Sams, FAME Crystal Heavins, Cahoots
Monitor Implementation of Response to Instruction/Differentiation	Monitor instruction and use of differentiation in classrooms through lesson/unit plan checks and program fidelity checks	Professional Learning, Technology	08/19/2015	05/27/2016	\$0	Ann Rice, Principal AMS teachers Cyndi Nusbaum, Curriculum Director
Total					\$0	

Progress Notes

Type	Name	Status	Comments	Created On	Created By
------	------	--------	----------	------------	------------