



Office of Charter Schools

Gary Middle College

2016-17 Charter Renewal Application

RENEWAL NARRATIVE

I. Enrollment and Demographic Overview

A. Provide the enrollment and demographic information for the current school year.

2016-17 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	243	
# of Students on Waiting List	21	
Gender		
# Male	97	39.9%
# Female	146	60.1%
Ethnicity/Race		
# White	6	2.5%
# Black	219	90.1%
# Hispanic	10	4.1%
# Asian	0	0%
# Native American	0	0%
# Other	8	3.3%
Special Populations		
# Students with IEPs	28	11.5%
# English Language Learners	4	1.6%
# Homeless Students	7	2.9%
# Eligible for Free and Reduced Lunch	234	96.3%

B. Provide enrollment information for length of current charter contract (ADM count).

	2012-13	2013-14	2014-15	2015-16	2016-17
Total Student Enrollment	186/198	288/207	198/196	214/156	244/

C. Provide the student attendance information for the length of the charter contract.

	Year 1	Year 2	Year 2	Year 4	Year 5
Grade	2012-13	2013-14	2014-15	2015-16	2016-17
K	0	0	0	0	0
1	0	0	0	0	0
2	0	0	0	0	0
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	0	0	0	0	0
7	0	0	0	0	0
8	0	0	0	0	0
9	74.03%	70.95%	49.26%	70.50%	33.51%*
10	83.52%	77.62%	53.74%	73.30%	32.59%*
11	82.35%	70.97%	49.32%	69.70%	38.99%*
12	93.21%	81.22%	50.86%	52.53%	41.80%*
All Grades	76.85%	74.89%	50.39%	63.37%	30.75%*

Unofficial Data only calculated by month of September. AT report will not be finalized until June/July of 2017.

- D. Provide the number and percentage of students eligible for special education by eligibility category for the length of the current charter contract based on the previous December 1 count.**

	Year 1		Year 2		Year 3		Year 4		Year 5	
	2012-13		2013-14		2014-15		2015-16		2016-17	
	#	%	#	%	#	%	#	%	#	%
Autism Spectrum Disorder	0	0%	0	0%	0	0%	0	0%	0	0%
Blind of Low Vision	0	0%	0	0%	0	0%	0	0%	0	0%
Cognitive Disability	4	2.1%	2	0.8%	1	0.5%	5	2.7%	9	3.7%
Deaf of Hard of Hearing	0	0%	0	0%	0	0%	0	0%	0	0%
Deaf-Blind	0	0%	0	0%	0	0%	0	0%	0	0%
Development Delay (early childhood)	0	0%	0	0%	0	0%	0	0%	0	0%
Emotional Disability	1	0.5%	1	0.4%	2	1.0%	0	0%	7	2.9%
Language or Speech Impairment	0	0%	0	0%	0	0%	0	0%	0	0%
Multiple Disabilities	0	0%	0	0%	0	0%	0	0%	0	0%
Orthopedic Impairment	0	0%	0	0%	0	0%	0	0%	0	0%
Specific Learning Disability	0	0%	5	0.8%	1	0.5%	5	2.7%	8	3.3%
Traumatic Brain Injury	0	0%	0	0%	0	0%	0	0%	0	0%

- E. Provide the number and percentage of ELL students for length of the current charter contract.**

ELL STUDENT POPULATION CHART									
Year 1		Year 2		Year 3		Year 4		Year 5	
2012-13		2013-14		2014-15		2015-16		2016-17	
#	%	#	%	#	%	#	%	#	%
0	0%	3	1.2%	0	0%	0	0%	4	1.6%

- F. Provide the number and percentage of homeless students for the length of the previous charter contract.**

HOMELESS STUDENT POPULATION									
Year 1		Year 2		Year 3		Year 4		Year 5	
2012-13		2013-14		2014-15		2015-16		2016-17	
#	%	#	%	#	%	#	%	#	%
7	3.6%	18	7.3%	0	0%	16	8.6%	7	2.9%

- G. Provide the number and percentage of High Ability students for length of current charter contract.**

HIGH ABILITY STUDENTS									
Year 1		Year 2		Year 3		Year 4		Year 5	
2012-13		2013-14		2014-15		2015-16		2016-17	
#	%	#	%	#	%	#	%	#	%
0	0%	0	0%	0	0%	0	0%	0	0%

**FINANCIAL PERFORMANCE FRAMEWORK
BALL STATE UNIVERSITY**

Meets
Does Not Meet
Falls Far Below

1. NEAR TERM INDICATORS			
1.a.	Current Ratio (Working Capital Ratio)	Current Assets divided by Current Liabilities	3
1.b.	Cash to Current Liabilities	Cash divided by Current Liabilities	2
1.c.	Unrestricted Days Cash	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	69
1.d.	Enrollment Variance	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	100%
1.e.	Default		meets standard
2. SUSTAINABILITY INDICATORS			
2.a.	Total Margin	Net Income divided by Total Revenue and Aggregated Total Margin: Total 3 Year Net Income divided by Total 3 Year Revenues	5%
2.b.	Debt to Asset Ratio	Total Liabilities divided by Total Assets	0.44
2.c.	Cash Flow	Multi-Year Cash Flow = (Year 3 Total Cash)-(Year 1 Total Cash); One-Year Cash Flow = (Year 2 Total Cash)-(Year 1 Total Cash)	259,520
2.d.	Debt Service Coverage Ratio	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	-74%

Current Assets	394,014
Current Liabilities	118,029
Cash	327,458
Unrestricted Cash	327,458
Total Expenses	1,809,683
Depreciation Expenses	91,735
Enrollment Projection in Charter School Board-Approved Budget	210
Actual Enrollment	210
Default	
Net Income	(315,623)
Total Revenue	1,494,060
Aggregated Total Margin	
Total 3 Year Net Income	254,959
Total 3 Year Revenues	5,409,270
Total Liabilities	330,554
Total Assets	752,567
Year 1 Total Cash	(3,490)
Year 2 Total Cash	24,941
Year 3 Total Cash	256,030
Depreciation	91,735
Interest	1,324
Interest Expense	1,324
Annual Principal, Interest, and Lease Payments	301,324

BSU Continuous Improvement Report

Gary Middle College

Gary Middle College

1630 N Meridian St
Indianapolis, IN 46202-1429

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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?

Gary Middle College offers flexible academic options in a structured learning environment to students ranging from ages 16 through mature adults for whom the traditional educational system has failed to provide them avenues for success, often due to life circumstances and various non-academic challenges beyond their control. These students are the sons and daughters of a community that has been underserved for decades, resulting in, according to the latest US Census Bureau data, only 83.1 percent of adults of ages 25 and older having earned a high school diploma or higher compared to 86.3 percent statewide, and only 13.1 percent have earned a bachelor's degree or higher compared to 23.6 percent statewide. GMC firmly believes it is this education deficit that has perpetuated poverty across generations of families in Gary, underscored by the current 38.7 percent rate of poverty (15.2 percent statewide) fueled by yearly income per capita at \$15,983 (\$24,953 statewide) and median household value of only \$65,500 (\$122,700 statewide) (US Department of Commerce, 2014). A core component of the mission of GMC is the recognition that these individuals have a right, regardless of age or life circumstance, to educational opportunities to earn a college degree or career certification for quality, higher-paying jobs that can have life-altering effects for the families in Gary represented in the Census Bureau data.

Additionally, through research conducted with community members of Gary, and in addition to interviews with local students, parents, school officials, and concerned citizenry from community centers, businesses, and public agencies, the concerns about the lack of opportunities for a quality education for at-risk youth and disenfranchised adults is palpable. The need for flexible options for high school completion as a direct pathway to completion of a college degree or career certification program cannot be overstated. Lack of educational opportunities is a barrier to social mobility that is a reality for far too many people of all ages within the Gary community, as many capable students have no choice but to dropout in response to school districts that are incapable of providing adequate support and flexible academic programs to meet their diverse needs and life circumstances. After initially dropping out of school, reintegration into post-secondary college or career certification programs become far less likely without a CORE 40 diploma. These young adults able to persist, struggling to pursue higher education while meeting real-life demands, are often overwhelmed by the lack of flexibility and support that can be immensely discouraging. Yet, most of these young people and adults are fully aware of the potential power of education to significantly change their lives - they simply lack trust in public institutions and the human capital to demand educational opportunities from their political leaders. In a globally competitive economy, a high school diploma is the minimum requirement needed for most jobs paying above minimum wage, so without the opportunities provided by Gary Middle College, future economic prospects for these underserved families of the community as a whole are bleak. GMC is designed to provide urgently needed alternative education options and supportive resources for students faced with dropping out (or aging out) of traditional high schools to transform previously disenfranchised individuals trapped on the margins of society to tax-paying, civically-engaged leaders of the community of Gary, IN.

Community Engagement

Collaborative partnerships with like-minded and complementary organizations will enable the Gary Middle College to expand opportunities and make use of community resources while limiting expenses. GMC has already established relationships several community organizations in Gary including:

Community in Schools of Lake County - Gary positions a dedicated staff member - a school-based coordinator - inside partner schools like GMC. The coordinator works with the staff of GMC to identify students at risk of not graduating; assesses school and student needs; and establishes relationships with local businesses, social service agencies, health care providers, and parent and volunteer organizations to

harness needed resources.

Gary/North Lake County Chamber of Commerce has been instrumental in establishing need and securing support for GMC. Members of the chamber of commerce have both pledged to serve in the GMC entrepreneurship/mentor program and to hire students applying for jobs and internships in the local businesses represented by the chamber.

Gary Boys and Girls Club has assisted with distribution of interest surveys and encouraging students and parents without high school diplomas to attend Gary Middle College. The club will also develop and implement a program for GMC that will assist students in making knowledgeable career choices and enhancing study skills.

IVY Tech Community College serves as the institutional partner for dual-credit courses GMC students attend while simultaneously earning a CORE 40 diploma. All GMC students take the Accuplacer™ placement assessment to determine the appropriate level course with which to enroll and meet with IVY Tech advisors to register for classes and develop individual plans of success. GMC staff works closely with representatives of IVY Tech to ensure students continue to receive adequate support services on IVY Tech's campus.

The Salvation Army - Gary provides financial assistance to families that are struggling financially - geared toward distributing funds for families for rent and utilities. This organization maintains a community garden that supplies the feeding program that provides nutritious meals to families of students in need, as well as an after school program that will help identify students at risk of dropping out of school, referring them to Gary Middle College.

Urban League of Northwest Indiana has helped distribute interest surveys and continues to encourage adults without high school diplomas desiring higher-paying jobs and social mobility to attend. The Urban League will partner with Gary Middle College fund jobs and internships for students. Additionally, Urban League members volunteer to be guest speakers as participate in the GMC's entrepreneurship/mentor program which pairs students interested in becoming entrepreneurs with local business owners for job-shadowing experiences vital to the college and career readiness facet of the curriculum.

It is the intention of Gary Middle College to maintain these partnerships while continuously reaching out to other organizations in the community to establish working relationships that support students' success and future college and employment aspirations.

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.

Mission

Gary Middle College targets previously underserved student populations through a rigorous and individualized, dual-credit curriculum designed to provide students of all ages the opportunity and support systems to earn a high school diploma and begin postsecondary education or career-certification programs specific to the needs of the local labor market. By providing flexible options to communities with underserved students (FOCUS), GMC is equipped, through a network of community partnerships, to make college and career certification an expectation of every graduate and demand students go beyond earning a high school diploma - setting them on a career pathway to a high-paying job in a longitudinal effort to reduce poverty and improve the quality of life in the community of Gary, IN.

Vision

Gary Middle College regards the previous life and work experience of students as valued assets which serve as the foundation for differentiated instruction and future college and career opportunities. The faculty of GMC utilizes data-driven and research-based instructional strategies to build connections between existing student knowledge and CORE 40 standards through real-world, technical skills related knowledge directly applicable to their lives and future employment prospects.

This serves as the groundwork for the 3 Pillars of Student Success at Gary Middle College (depicted in the diagram to the right) - individualized and flexible dual-credit, career and technical education programs; fierce focus on future employment through college and career pathways; and student support with case management and individualized service plans - all in an effort to reach those on the margins of society, reestablish trust in public institutions, and reintegrate them into the local economy.

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.

Over the past three years Gary Middle College has shown achievements in the increase amount of graduates, increase of student interest in college and career readiness, and an increase in credit completion rate.

Over the next three years Gary Middle College is striving to ensure that all graduates complete one college level course or an industry certification. GMC will strive to support students while they are enrolled in dual credit classes at Ivy Tech. GMC will provide support with addition services for all students participating in dual credit classes.

Additional Information

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

The supportive staff at Gary Middle College is working hard to ensure that all graduates are college and career ready when they graduate.

Self Assessment

Introduction

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

Standard 1: Purpose and Direction

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

Overall Rating: 2.67

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

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

Indicator	Statement or Question	Response	Evidence	Rating
1.3	The school's leadership implements a continuous improvement process that provides clear direction for improving conditions that support student learning.	School leaders implement a 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.	•Survey results	Level 2

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

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

1) Team participation, leadership and documentation. 2) None. 3) Maintain present procedure. 4) None needed at this point.

2/29/2016 9:35 AM

2 We have caring and knowledgeable instructors that go above and beyond for the students. I think communication needs to be improved within the staff. We cannot continue to be effective if we are not all on the same page.

2/23/2016 5:37 PM

3 Communication and collaboration are strengths. Student engagement is a weakness.

2/23/2016 4:36 PM

4 There really has been no discussion of a collective purpose or understanding of the mission of GMC. No stakeholder involvement was used. All information concerning the purpose and mission of school comes directly from the corporate ESP.

2/23/2016 2:05 PM

5 The staff interacts to be part of the process. A total plan needs implementation. We have worked on an independent student plan process. We will be implementing this and other aspects of the plan.

2/23/2016 9:29 AM

6 The areas of strength that I notice are the leadership's commitment to improving the process through data gathering. Stakeholder participation is noticed by campus visits and observations of professional development events in other areas of the school. My intent is to assist with the data collection of student progress, and student access to available learning resources to aid them in successful course completion. With a great percentage of graduates continuing on to college, I am committed to ensuring that students get the skills they need to minimize test anxiety, effectively use technology available to them, and self-monitor their activities which coincide with academic schedules.

2/22/2016 4:07 PM

7 No strengths at this time. Frequent staff meeting with meaningful agendas can improve these areas. 2/22/2016 3:54 PM

8 We need to motivated our students who are taking dual credit classes. A lot of students do not have any convinced in themselves. I believe the development of a social group to help the students cope with the stress of college will be beneficially.

2/22/2016 3:36 PM

9 Areas of strenght are our continuous dedication to student achievement utilizing the most current resources available for student support and staff development. Areas in need of improvement are student assessments to better track our gifted students and offer more accelerated courses for those students.

2/22/2016 2:25 PM

10 School leaders are Frank and Amanda. We are closer to accomplishing #1, then #2, then #3. School leaders are working to develop a solution to #3 as I write. #2 is difficult when the staff is not collaborative. For example, in the previous survey, I had to answer with ALL TEACHERS when it's not ALL TEACHERS at all. I support this school's leaders and will help them with whatever they need from me. I am a teacher who is interested in making a difference in students' lives and therefore hopefully the school's success.

2/22/2016 1:19 PM

11 good collaboration; a building with more room; learn more on effective collaboration

2/22/2016 11:23 AM

12 The purpose statement focuses on student success.

2/22/2016 10:48 AM

13 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.

Standard 2: Governance and Leadership

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

Overall Rating: 3.17

Indicator	Statement or Question	Response	Evidence	Rating
2.1	The governing body establishes policies and supports practices that ensure effective administration of the school.	Policies and practices generally support the school's purpose and direction and the effective operation of the school. Most 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 staff. Policies and practices provide requirements and oversight of fiscal management.	•survey	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body ensures that its decisions and actions are in accordance with defined roles and responsibilities, are ethical, and free of conflict of interest. Governing body members participate in professional development regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations.	•survey	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body consistently protects, supports, and respects the autonomy of school leadership to accomplish goals for achievement and instruction and to manage day-to-day operations of the school. The governing body maintains a clear distinction between its roles and responsibilities and those of school leadership.	•Survey results regarding functions of the governing body	Level 4

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 deliberately and consistently align their decisions and actions toward continuous improvement to achieve the school's purpose. They encourage, support, and expect all students to be held to high standards in all courses of study. All stakeholders are collectively accountable for student learning. School leaders actively and consistently support and encourage innovation, collaboration, shared leadership, and rigorous professional growth. The culture is characterized by collaboration and a sense of community among all stakeholders.	•Survey results	Level 4

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

Indicator	Statement or Question	Response	Evidence	Rating
2.6	Leadership and staff supervision and evaluation processes result in improved professional practice and student success.	The primary focus of the criteria and processes of supervision and evaluation is improving professional practice and ensuring student success. Supervision and evaluation processes are consistently and regularly implemented. The results of the supervision and evaluation processes are analyzed carefully and used to monitor and effectively adjust professional practice and ensure student learning.	•survey	Level 4

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.

Clear policies are a weakness. A lot of verbal communication. 2/23/2016 4:39 PM

3 Currently there does not exist an evaluation process or a PLC environment by which the collective capacity of the staff is systematically improved.

2/23/2016 2:06 PM

4 Strength was receiving feedback from everyone. The process needs to be more detailed. Regular staff meetings and changing the school schedule have been added to sustain areas of strength. We will collaborate more with regard to this.

2/23/2016 9:56 AM

5 I believe stakeholders do more than accept accountability for student learning because they are presently involved in broadening the learning community for the benefit of assisting with the goal of 21st century scholars--to increase the graduation rate and college enrollment of Indiana students. The areas where I see needed improvement began when I was informed that a new space is being renovated for the school.

2/22/2016 4:35 PM

6 I really appreciate the autonomy we have as a teaching staff. We are very assertive and always look to the governing body for approval of our ideas when necessary. I enjoy being part of this process and will continue to assist in any way for our success. We are constantly evaluating in order to improve our school. Some of this terminology is confusing to me as my role as teacher. I am not involved in FISCAL MGMT. or GOVERNING BODY posturing. I also believe that the STAKEHOLDERS are our students and more broadly, our community. I think the survey thinks of STAKEHOLDERS as parents. Many of our students are parents themselves.

2/22/2016 4:16 PM

7 Communication needs to be improved along staff members. Some staff members may communicated with each other but do not relay the message to the remaining staff. Polices change often and some staff becomes very upset but they need to understand that change is being made to improve the school. No opportunities are given for professional development, staff needs to find opportunities on their own.

2/22/2016 4:03 PM

8 The governing body needs to be a more supportive force. 2/22/2016 4:02 PM

9 An area of strength is the communication process among the school leaders and the staff and students. An area in need of improvement communication with the parents and staff.

2/22/2016 2:43 PM

10 these are all areas of strength in my opinion; I do not see any areas where significant improvement is necessary; "if it's not broke, don't fix it."

2/22/2016 11:25 AM

11 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.

2/22/2016 10:51 AM

12 The governing body has implemented a process to evaluate its decisions and actions to ensure they are in accordance with defined roles and responsibilities, a formally adopted code of ethics, and free of conflict of interest. Governing body members are required to participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The professional development curriculum also includes conflict resolution, decision-making, supervision and evaluation, and fiscal responsibility. Members comply with all policies, procedures, laws, and regulations and function as a cohesive unit for the benefit of student learning.

Standard 3: Teaching and Assessing for Learning

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

Overall Rating: 3.0

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 that align with the school's purpose. Evidence clearly indicates curriculum and learning experiences prepare students for success at the next level. Like courses/classes have the same high learning expectations. Learning activities are individualized for each student in a way that supports achievement of expectations.	•Survey results	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	School personnel monitor and adjust curriculum, instruction, and assessment to ensure for vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. A process is implemented sometimes to ensure alignment when curriculum, instruction, and/or assessments are reviewed or revised. There is limited evidence that the continuous improvement process ensures vertical and horizontal alignment and alignment with the school's purpose in curriculum, instruction, and assessment.	•Surveys results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.3	Teachers engage students in their learning through instructional strategies that ensure achievement of learning expectations.	Teachers sometimes use instructional strategies that require student collaboration, self-reflection, and development of critical thinking skills. Teachers personalize instructional strategies and interventions to address individual learning needs of groups of students when necessary. Teachers sometimes use instructional strategies that require students to apply knowledge and skills, integrate content and skills with other disciplines, and use technologies as instructional resources and learning tools.	•Surveys results	Level 2

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Gary Middle College

Indicator	Statement or Question	Response	Evidence	Rating
3.4	School leaders monitor and support the improvement of instructional practices of teachers to ensure student success.	School leaders formally and consistently monitor instructional practices through supervision and evaluation procedures beyond classroom observation to ensure that they 1) are aligned with the school's values and beliefs about teaching and learning, 2) are teaching the approved curriculum, 3) are directly engaged with all students in the oversight of their learning, and 4) use content-specific standards of professional practice.	•Surveys results	Level 4

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.	•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.6	Teachers implement the school's instructional process in support of student learning.	Most teachers use an instructional process that informs students of learning expectations and standards of performance. Exemplars are sometimes provided to guide and inform students. The process may include multiple measures, including formative assessments, to inform the ongoing modification of instruction. The process provides students with feedback about their learning.	•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
3.7	Mentoring, coaching, and induction programs support instructional improvement consistent with the school's values and beliefs about teaching and learning.	All school personnel are engaged in systematic 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 high expectations for all school personnel and include valid and reliable measures of performance.	•Survey results	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.8	The school engages families in meaningful ways in their children's education and keeps them informed of their children's learning progress.	Programs that engage families in meaningful ways in their children's education are designed, implemented, and evaluated. Families have multiple ways of staying informed of their children's learning progress.	•Survey results	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
3.9	The school has a formal structure whereby each student is well known by at least one adult advocate in the school who supports that student's educational experience.	School personnel participate in a structure that gives them long-term interaction with individual students, allowing them to build strong relationships over time with the student. All students may participate in the structure. The structure allows the school employee to gain insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•Survey results	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.10	Grading and reporting are based on clearly defined criteria that represent the attainment of content knowledge and skills and are consistent across grade levels and courses.	All teachers consistently 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 without fail across all grade levels and all courses. All stakeholders are aware of the policies, processes, and procedures. The policies, processes, and procedures are formally and regularly evaluated.	•Survey results	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.11	All staff members participate in a continuous program of professional learning.	All staff members participate in a continuous program of professional learning that is aligned with the school's purpose and direction. Professional development is based on an assessment of needs of the school. The program builds capacity among all professional and support staff. The program is systematically evaluated for effectiveness in improving instruction, student learning, and the conditions that support learning.	•Survey results	Level 3

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

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

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

Teachers work together to improve student performance. 2/23/2016 4:42 PM

3 The individualized curriculum allows students to recover their credits at an accelerated pace. The school leadership team needs to utilize data to inform specific instructional strategies. Professional development is nonexistent.

Teachers need learn how to teach within the context of adult learning in an urban environment.

2/23/2016 2:10 PM

4 The staff does a very good job of mentoring students. We need to get development involved for all staff and use data more. We will be having professional development days in our schedule. We are changing the school schedule.

2/23/2016 10:56 AM

5 Support services are a strength and are frequently used by students in this school. Because of the structure of the student body here at GMC, building rapport with students helps to greatly influence their success at school, at home with their families, and in undertaking employment offers. As a Special Education teacher, I attempt to keep an eye on student progress, noting where students do less than expected and make them aware of the expectations while giving them an opportunity to do more to get better.

2/22/2016 4:58 PM

6 #19 is not relevant. We are moving toward #13 and #20, but when the words ALL STAFF or ALL TEACHERS is thrown in the mix, it changes things. Even though we are a small school, some of us do not collaborate well. What I feel I can do is do my best. I search out information to be a better teacher, mentor, person. I feel that our students have special needs, besides what is normally known as special needs. It is imperative to understand our students from their point of view and that can be difficult for some staff.

2/22/2016 4:57 PM

7 The school needs to do a better job in identifying student's personal goals. 2/22/2016 4:10 PM

8 I believe curriculum should be more hands on to get the students to be more engaged and excited about learning! The strengths of our curriculum is that the students can work at their own pace.

2/22/2016 4:03 PM

9 An area of improvement is access to student data. Staff needs to know social and psychological factors that may interfere with student success.

2/22/2016 3:02 PM

10 I noted that all the areas where one's of strength; I do not see areas where significant improvment is necessary; "If it isn't broke, don't fix."

2/22/2016 11:28 AM

11 School personnel stay current on 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 all students.

2/22/2016 10:57 AM

12 All school personnel are engaged in systematic 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 high expectations for all school personnel and include valid and reliable measures of performance

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: 3.43

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.	•Survey results	Level 2

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 solely on supporting the purpose and direction of the school. Instructional time is fiercely protected in policy and practice. School leaders exhaust every option to secure material and fiscal resources to meet the needs of all students. School leaders measurably 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 concentrate on achieving the school's purpose and direction.	•Survey results	Level 4

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 collaboratively created clear definitions and expectations for maintaining safety, cleanliness, and a healthy environment and they have shared these definitions and expectations with all stakeholders. All school personnel and students are accountable for maintaining these expectations. Valid measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel to continuously improve these conditions. The results of improvement efforts are systematically evaluated regularly.	•Survey results	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	All students and school personnel have access to an exceptional collection of media and information resources necessary to achieve the educational programs of the school. Qualified personnel in sufficient numbers are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Survey results	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.5	The technology infrastructure supports the school's teaching, learning, and operational needs.	The technology infrastructure meets the teaching, learning, and operational needs of all stakeholders. School personnel develop and administer needs assessments and use the resulting data to develop and implement a technology plan to improve technology services and infrastructure.	•Survey results	Level 3

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

Indicator	Statement or Question	Response	Evidence	Rating
4.7	The school provides services that support the counseling, assessment, referral, educational, and career planning needs of all students.	School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.	•Survey results	Level 4

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.

school personnel sometimes or coordinate programs 2/23/2016 4:45 PM

3 Career counseling and college placement are foundational to Gary Middle College. Technology access is perhaps one of the strongest assets of GMC.

2/23/2016 2:12 PM

4 We are trying to upgrade this. We are meeting with vendors to determine resources available. 2/23/2016 11:51 AM

5 Improvement plans are tied to this survey. 2/22/2016 5:08 PM

6 I do think we always revisit our programs in order to take action to make them work better for the student, so I guess I disagree.

2/22/2016 5:02 PM

7 I am not sure how we are to answer this question, it is a repeat of one of the answers. 2/22/2016 4:16 PM

8 Caseloads are high so it is difficult to coordinate new programs. Plans for new programs are discussed but there's little time for staff to meet to finalize the plans.

2/22/2016 4:06 PM

9 School personnel does an exceptional job at determining the needs of the students. 2/22/2016 3:13 PM

10 I noted that all the areas where one's of strength; I do not see areas where significant improvment is necessary; "If it isn't broke, don't fix."

2/22/2016 11:29 AM

11 School personnel implement a process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of students whenever possible. Measures of program effectiveness are in place, and school personnel use the data from these measures to evaluate all programs. Improvement plans related to these programs are designed and implemented when needed to more effectively meet the needs of students.

2/22/2016 11:20 AM

12 School personnel implement a clearly defined, systematic process to determine the counseling, assessment, referral, educational, and career planning needs of all students. School personnel provide or coordinate programs necessary to meet the needs of all students. Valid and reliable measures of program effectiveness are in place, and school personnel use the data from these measures to regularly evaluate all programs. Improvement plans related to these programs are designed and implemented to more effectively meet the needs of all students.

2/22/2016 10:39 AM

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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: 2.8

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and consistently use a comprehensive assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across all classrooms and courses. All assessments are proven reliable and bias free. The system is regularly and systematically evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Survey results	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Survey results	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.3	Professional and support staff are trained in the evaluation, interpretation, and use of data.	Few or no professional and support staff members are trained in the evaluation, interpretation, and use of data.	•Survey results	Level 1

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures clearly define and describe a process for analyzing data that determine verifiable improvement in student learning including readiness for and success at the next level. Results indicate significant improvement, and school personnel systematically and consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Student surveys	Level 4

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Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods to all stakeholder groups.	•Survey results	Level 3

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

Student data shared with staff is a weakness. 2/23/2016 4:48 PM

3 There is no evidence of a data culture. GMC needs to implement a data-driven decision making paradigm through the development and maintenance of a professional learning community.

2/23/2016 2:14 PM

4 We have multiple assessments but need to coordinate more. 2/23/2016 2:01 PM

5 The comparison and trend data about student learning, instruction, program evaluation, and organizational conditions is readily accessible for all stakeholders, especially parents, to verify student progress on goals. For students with exceptional needs, this data collection becomes more extensive because reporting timelines are stated within each goal. I would suggest improving the compatibility of data collections between software systems used for documenting student progress on all levels.

2/22/2016 5:17 PM

6 We are working on #34. I work on #35. I have been using data for about 10 of my 15 years of teaching to plot student progress. I find that this works when there is a mutual interest and involvement by the student. Communication needs to be improved. I realize this is why you're doing this.

2/22/2016 5:10 PM

7 The hope is that the ISP will assist in retrieving student data. 2/22/2016 4:20 PM

8 no professional development is provided. 2/22/2016 4:07 PM

9 An area of improvement would be the interaction between stakeholders, school leaders and personnell and staff and students both formally and informally.

2/22/2016 3:21 PM

10 I noted that all the areas where one's of strength; I do not see areas where significant improvment is necessary; "If it isn't broke, don't fix."

2/22/2016 11:31 AM

11 N/A 2/22/2016 11:21 AM

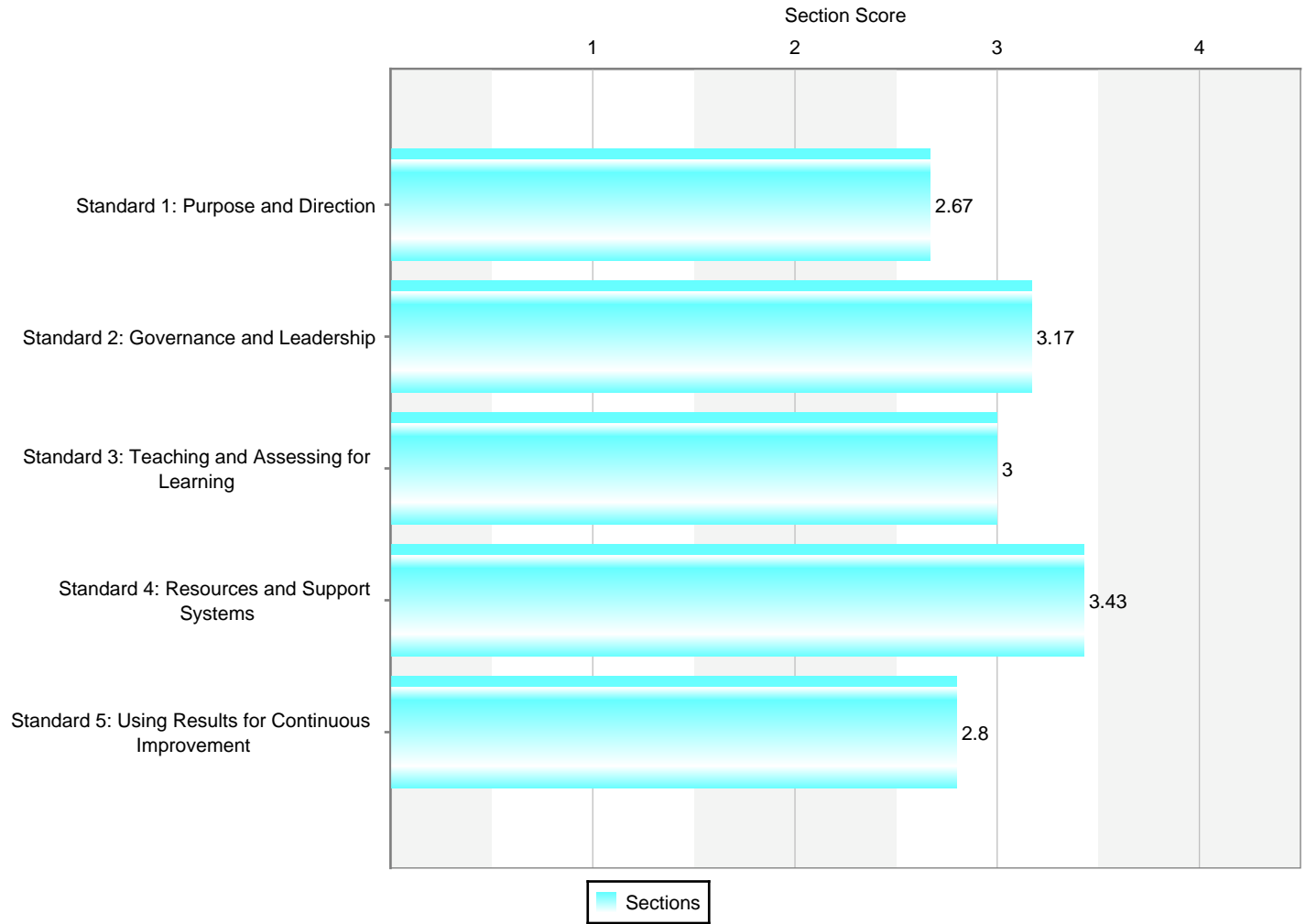
12 Leaders monitor comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals. Leaders regularly communicate results using multiple delivery methods and in appropriate degrees of sophistication for all stakeholder groups.

2/22/2016 10:40 AM

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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		GMC Stakeholder Survey

Evaluative Criteria and Rubrics

Overall Rating: 3.5

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

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

Areas of Notable Achievement

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

Relationships students build and foster with staff members received overwhelming satisfaction.

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

Relationships students build and foster with staff members received overwhelming satisfaction.

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

Surveymonkey data conquers ASSIST survey findings.

Areas in Need of Improvement

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

School culture and student behavior received the lowest satisfaction, as well as the teacher-student ratio. School culture and student behavior are addressed in the school improvement plan.

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

School culture and student behavior received the lowest satisfaction, as well as the teacher-student ratio. GMC has not yet collected multiple samples of surveys to indicate trend data.

What are the implications for these stakeholder perceptions?

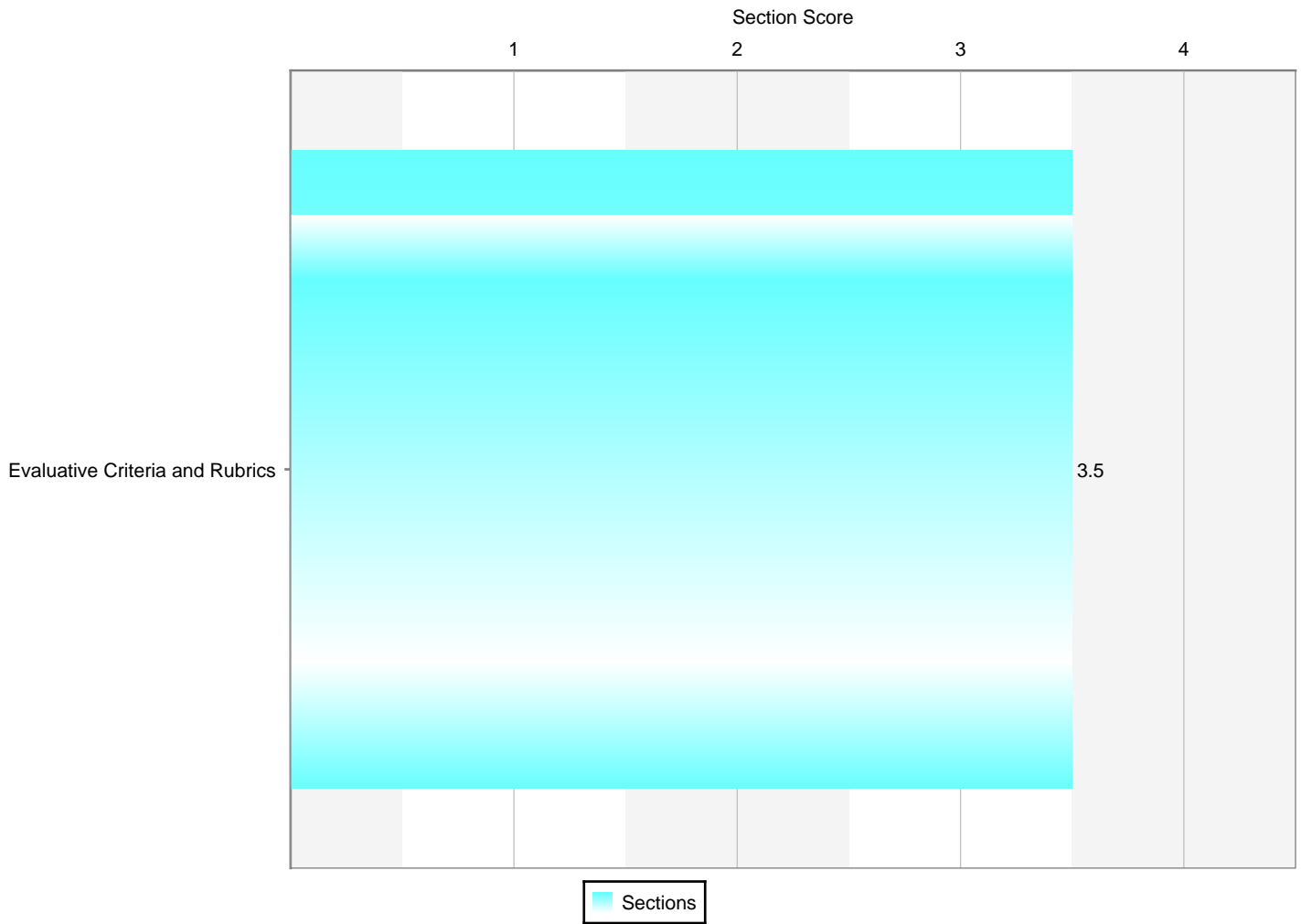
School climate and classroom management initiatives will be designed and implemented to significantly improve the professionalism expectations of student conduct from multiple stakeholders.

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

The surveymonkey data confirms what was reported on the ASSIST surveys.

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		Student Performance Diagnostic Updated

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

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

	Statement or Question	Response	Rating
4.	Equity of Learning	Evidence of student learning indicates achievement gaps exist among subpopulations of students, and that minimal or no change has occurred in these achievement gaps.	Level 1

Areas of Notable Achievement

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

Gary Middle College takes great pride in the fact that of 156 graduates to date; only 7 have received evidence-based waivers, which is evidence of high student expectations and a rigorous curriculum.

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

The data indicates the percentage of retesters passing the Algebra ECA is consistently well above the state average, indicating the remedial algebra curriculum has been successful.

Which area(s) indicate the overall highest performance?

The data indicates the percentage of retesters passing the Algebra ECA is consistently well above the state average, indicating the remedial algebra curriculum has been successful.

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

The GMC leadership team has identified only two subgroups - first time test takers and retesters. The retesters in both math and language arts are increasing their performance according to the trend data.

Between which subgroups is the achievement gap closing?

The GMC leadership team has identified only two subgroups - first time test takers and retesters. The retesters in both math and language arts are increasing their performance according to the trend data. The school improvement plan requires the disaggregation of subgroups based on gender, ethnicity, socioeconomic status, and special needs influence instructional decisions in order to address achievement gaps.

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

The specific areas students have most trouble with, according to the data, such as quadratic functions, is consistent with school assessment data used in Compass Learning Odyssey.

Areas in Need of Improvement

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

The leadership team has identified language arts ECA scores, chronic absenteeism, and school culture as the focus of the school improvement plan, based on the data presented in this student performance diagnostic.

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

The identified problematic areas of language arts ECA scores and chronic absenteeism are trending negatively.

Which area(s) indicate the overall lowest performance?

First-time testers for language arts ECA indicate the lowest overall performance.

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

The GMC leadership team has identified only two subgroups - first time test takers and retesters. First time test takers show a decreasing percentage of passing during the three-year data window.

Between which subgroups is the achievement gap becoming greater?

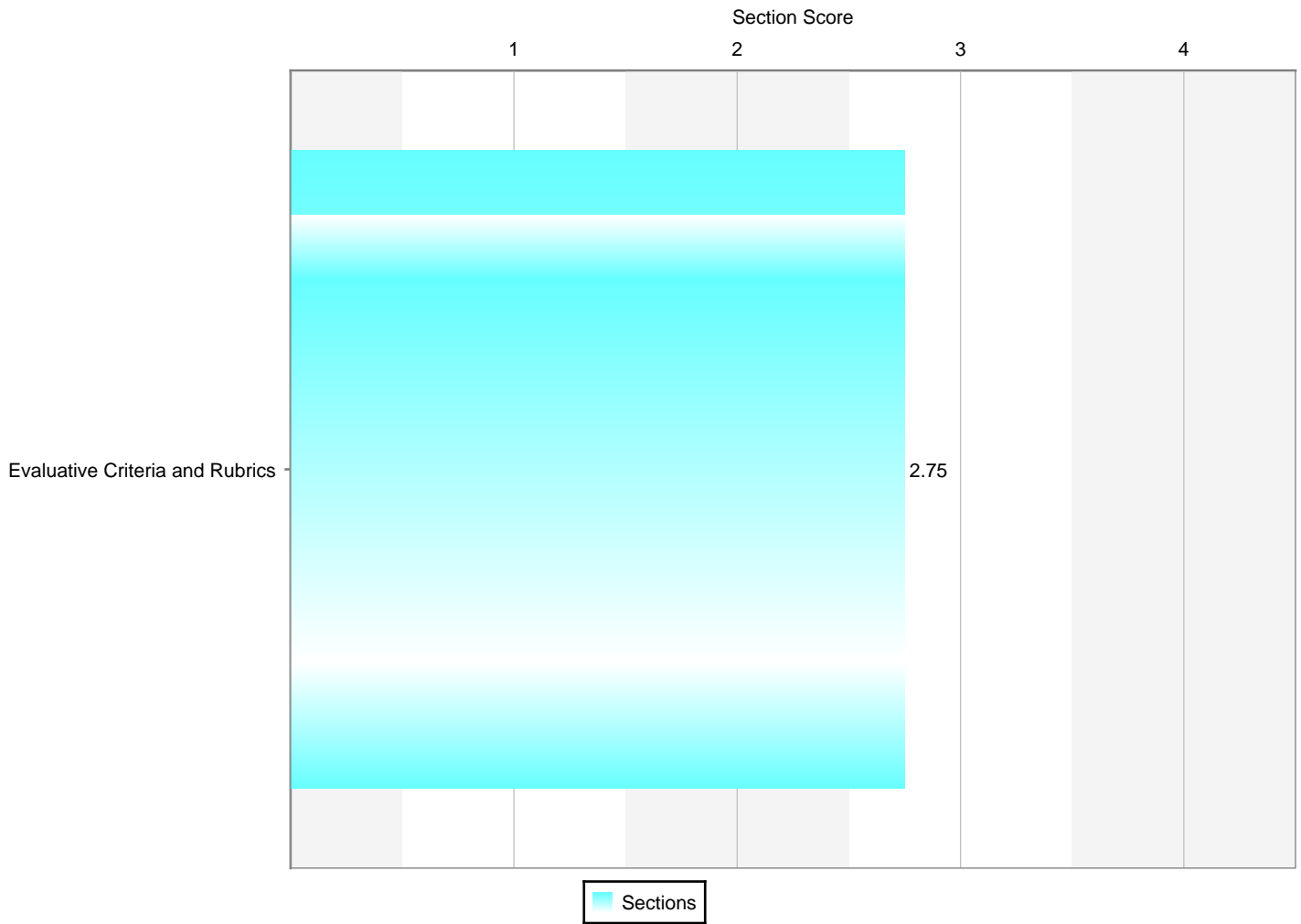
The GMC leadership team has identified only two subgroups - first time test takers and retesters. First time testers in both subjects are the lowest performing subgroup. The school improvement plan requires the disaggregation of subgroups based on gender, ethnicity, socioeconomic status, and special needs influence instructional decisions in order to address achievement gaps.

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

The specific areas students have most trouble with, according to the data, such as quadratic functions, is consistent with school assessment data used in Compass Learning Odyssey.

Report Summary

Scores By Section



Organizational and Financial Performance Diagnostic

Introduction

BSU OCS will review and verify the organizational and financial documents submitted through by schools during the renewal process and evaluate a school's performance using the BSU Organizational and Financial Accountability Frameworks.

Organizational and Financial Strategic Planning-Required Responses

Provide a reflection of the school's governance and organizational performance over the past charter term. Describe any anticipated changes to the governance and management of the school, including but not limited to board composition, board member roles, member recruitment, committee structure, and/or amendments to by-laws.

The school's governance has remained significantly stable over the life of the school, as it continues to share experienced Board members with its sister school, 21st Century Charter School at Gary. Board Members Alyce Butler, Nadine McDowell, Arlene Colvin, Theodore McClendon, Arlene Pearson, and Dana Gore remain. However, a few changes have taken place to strengthen the school. Board member - and 19-year IvyTech veteran - Joe Arredondo stepped off the Board in 2014 to take over Principal leadership of GMC. The Board and the leadership of GEO Foundation felt that Joe's experience with the school from the Board's perspective and his depth of knowledge of the Ivy Tech college program made him an excellent choice to lead GMC's population. Their foresight has proven to be quite accurate, as Mr. Arredondo's leadership has increased both academic performance and graduation rates over the last three years.

The Board has added three new members to strengthen its own academic and fiscal diversity. Lisa Edwards and Katrina Hudson, both from Ivy Tech, help replace Mr. Arredondo's knowledge of college and academic programming, and Dakita Jones, from local Centier Bank, brings additional financial understanding to the Board.

The Board has made one notable change to its Bylaws, and that is to qualify that Board member officer terms may roll over automatically from year to year, unless an objection is brought by a sitting Board member. It is important to note that this revision was made not because the Board felt this was a "best practice", but merely because it was needed to bring the By-laws into legal compliance with prior practice. The Board does recognize that it needs to improve this area of governance, and intends to do a better job of reviewing terms and electing officers on an annual basis. To that end, it should be noted, for example, that last year, all new officers were elected to new positions and new terms. Elections will be reviewed for this school year at an upcoming meeting.

Please specify whether the board intends to contract or terminate a contract with an education service provider (ESP), educational management organization (EMO), or charter management organization (CMO), and describe the nature of that contractual relationship. If no such relationship exists, please respond "Not Applicable."

The Board does not intend to make any changes to its relationship with its current Charter Management Organization, GEO Foundation, as it has had a productive relationship since inviting GEO to the Gary area to implement its academic model in the Gary community twelve years ago. However, that does not mean that the Board is complacent about its duties to hold GEO accountable for performance.

The Board retains responsibility for holding the charter, fiscal accountability, setting policy, and holding GEO accountable for management of the school and implementing the academic model that the Board has hired GEO to provide. GEO is responsible for executing that model as promised and as written in the charter. If GEO fails to do so, the Board should - and will - remove GEO and bring someone else in. Both parties are responsible for working together in good faith for the students and families of Gary.

If applicable, please provide evidence illustrating an effective working relationship with an ESP, and describe the ESP's roles and responsibilities in relation to the school's management and governing board; describe how the governing board holds the operator accountable for specific academic, operational, or financial outcomes from the agreed upon contract. If no such relationship

exists, please respond "Not Applicable."

There are many examples where the Board and the CMO work together for the benefit of students and families.

For example, one way the Board holds the CMO accountable - and transparent - is that the Board requires that GEO Foundation present financial information at every Board meeting so that the Board may review all expenses and revenues against budget every month. Any unusual expenses or charges would quickly show up. Audits are also shared with the Board and comments are reviewed.

GMC's Superintendent, the CEO of GEO, is required to present, in coordination with the Principal at GMC, an overview of academic results every month, as well as relevant information such as enrollment, staffing, assessment, or any other information needed for the Board to remain directly informed.

Further, parents and staff members are welcomed to every board meeting to speak to the Board directly and share concerns (or positive comments!) so that there is open and immediate feedback and communication with the Board regarding possible issues with any concerns that the CMO may need to address. This helps keep the Board directly informed so that there is full and transparent communication with the community that the Board and the school serve.

One specific instance where the Board held the CMO accountable was during a recent issue where an accusation was made against GMC staff regarding a testing irregularity on ECA testing. The school's General Counsel, Dana Teasley, who works for the CMO, was responsible for assisting the school in responding to the requests for information regarding the Authorizer's investigation. However, the Board President, Alyce Butler, monitored the investigation by being copied on all communications with Ms. Teasley, Ball State and the Indiana Department of Education, and the entire Board received progress reports at Board meetings. GMC staff was ultimately cleared of any wrongdoing regarding the testing itself, however, the DOE did require an update to the school's testing policy, which the school did implement, and the Board was made aware of this improvement.

Another illustrative incident took place at GMC's sister school, 21st Century Charter School at Gary. While it did not take place at GMC, the same Board members handled the incident under the same procedures, so it is indicative of how the Board holds its CMO accountable. A former disgruntled teacher filed a complaint with the Special Education department of the Indiana Department of Education. While the DOE largely found that students were receiving services, it did find numerous areas in terms of training, paperwork, and supervision that it felt needed correction. The Board required that as the CMO was implementing the DOE's improvement plan - which was also echoed by Ball State as part of its Probation Notice - the CMO report to the Board on a regular basis. As a result, the CMO took several significant steps to improve the special education program at the school that actually went above and beyond the Improvement Plan required by the DOE. Specifically, with the Board's support, the CMO terminated its long-standing relationship with its out-of-state Director, and promoted a highly-experienced case-manager to Director to ensure full-time, local oversight of the program. All staff, including both special and general education teachers, administrators, and deans underwent extensive re-training. All special education families were contacted and invited in to review their child's Individualized Education Plan for errors. The self-contained classroom was redesigned to include oversight of a licensed special education teacher and new procedures were established to foster communication between general education and special education teachers.

The important part of the process was that no teachers or administrators at the school level were held accountable for the improvements in the program - no one was terminated, written up, or disciplined in any way. With the oversight of the Board, all accountability was retained at the CMO level, and the only termination took place within CMO staff. At the school level, staff was either promoted (the new Director), and given the opportunity to become part of implementing improvements and solutions, or given additional training and professional development. With the Board's support in managing the budget, the CMO also worked with the school to hire additional staff to help with student support and staff workload.

Like the GMC testing issue, the Board monitored the progress of the improvement by the Board President receiving communications from the DOE, Ball State, and the CMO on an ongoing basis, and the full Board receiving status reports at board meetings, as significant checkpoints.

If applicable, please describe any anticipated changes to service contract or provider over the next charter term, including, but not limited to, intentions to terminate your contractual relationship with your management organization. If terminating, describe in detail the plans for carrying out the primary operational and educational activities for which the service provider had been responsible. If no such relationship exists, please respond "Not Applicable."

No changes anticipated.

Describe the current condition of the school's facility, and its capacity to serve students. Discuss any anticipated changes in facilities needs and/or location, which includes any changes to lease terms and/or building plan. If the facility is leased, how does the board oversee the terms of the lease agreement?

The original plan for Gary Middle College was to share space with 21st Century Charter School at Gary. It was expected that, as an evening program, it would make sense that it could utilize the empty classrooms in the evening, and thus share economies of scale with its sister school. However, as the program developed, we have discovered a good problem to have - our students prefer to have access to our teachers and our programming during all times of the day. Many of them have evening jobs, and like to be able to come to our classes during the daytime hours as well. This has required us to move out of our space at 21st Century Charter School at Gary, and into our new - highly visible - home on 5th Avenue in Gary for the 2016-17 school year. This move has proved very beneficial for the school, as it has provided more space for our students, but its visibility has also attracted even more students to our program. (It has also allowed 21st Century to expand into our former space and add 100 more students!) This move was approved by Ball State for this current school year, and we have no further plans to move or expand.

The Board reviewed and approved the original terms of the Lease, and relies on the Principal and the CMO to oversee those terms on a day-to-day basis. It does see the financial effects in the financial statements every month, so if there are any financial issues that are not in compliance, those would appear quickly. If there are any other significant issues that the Principal or the CMO are unable to resolve, it is expected that those issues would be brought to the Board for resolution. The Board does hold meetings at the GMC school on a regular basis, and Board members have the opportunity to visit and monitor the school at any time, so if anything appears to be out of alignment, they would be able to notice it and bring it to the full Board's attention.

If any organizational deficiencies or findings were noted in any of the annual independent audits, prior notices of deficiencies, onsite reviews, or prior renewal letter, please note such deficiencies and how they were remedied.

No significant deficiencies noted in the last 5 years.

In what ways does the board assure that financial resources provide adequate support for the school's overall program and to improve student achievement? Please reflect on the allocation, challenges, trends and any shifts in resources directed toward Student Academic Achievement, Student Instructional Support, Overhead and Operational, and Nonoperational (See Form 9).

The most important part of the financial process is to ensure that finances always support the mission of academics. Resources should always be allocated to put students first. Every effort should be put forth to ensure that resources remain in the classroom - not wasted on

overhead or other non-student expenses. One of the advantages of working with GEO Foundation as a CMO is that Gary Middle College can share economies of scale with GEO's other schools, and can take advantage of those savings and put those savings back in the classroom.

For example, GMC has only around 10 staff members. Trying to find health insurance for such a small group could be very expensive for an employer - and for those employees. Yet, as part of GEO's larger network, GMC can still retain those teachers as employees of GMC (not GEO), but they can participate as part of a larger health network of 150+ employees - and take advantages of a much more cost-effective health care plan that is much less expensive for GMC as an employer, and provides far greater benefits for its employees. This also helps GMC attract better quality teachers. This conserves financial resources and directly impacts student achievement at the same time.

GMC also can take advantage of greater buying power as a small school within a larger network. It is able to save funds by tapping into its sister school's larger bandwidth for internet capability just down the street. Rather than paying the "full freight" for larger lines, it can pay a lesser amount to access just what it needs to access higher quality for its students. Again, GMC students gain a higher quality experience, and the savings can go back in the classroom in the form of additional resources or classroom aides, or wherever GMC chooses to invest it - not buried underground in an internet line.

Another way the Board assures adequate financial resources was in reviewing the space the school was in. Although it was originally planned that GMC would share resources with its sister school, 21st Century Charter School at Gary, and would rent space from 21st Century at \$200,000 - \$300,000 per year, that plan ultimately proved unworkable. While it initially appeared to be a great deal for both schools - GMC could take advantage of 21st Century's new facilities and technology, and 21st Century could benefit from the additional funds to offset its bond financing - problems eventually surfaced. GMC discovered that it needed more space than 21st Century could provide and it needed space during the day as well. The Board also listened to the parents of 21st Century students who were concerned with the older population of GMC being around the younger 21st Century students. (These concerns were actually unfounded, as the GMC students were actually quite respectful of the younger population; however, the Board did recognize that it was important to listen to the parents' concerns.)

Ultimately, the Board worked with the CMO to find alternative space for GMC. This resulted in much lower rent (under \$60,000) which put more resources in the classroom for GMC students. (Incidentally, it also helped 21st Century, as it allowed that school to expand an additional 100 students, and also addressed parent concerns - One advantage of having the same Board for both schools.)

These are just a few examples of fiscal planning the Board is able monitor as part of the overall budget process each year.

Organizational and Financial Strategic Planning-Optional Responses

Discuss how your charter school has avoided creating conflicts of interest where possible and, when necessary what policies has the school utilized to manage those conflicts of interest in a clear and transparent manner. Please address any related parties, including management company, landlord, and other associated non-profits, and overlapping Board members or employees.

The school is careful to avoid conflicts of interest, and has a conflict of interest policy in place. Board members are required to review and sign disclosures each year. At this time, no known conflicts exist.

All Board members are from the Gary area, and no Board member has any related interest in the CMO or administration of the school, or vice versa.

No member of administration of the school has any interest in the CMO, or vice versa.

The school leases the building from an independent entity (not the CMO) in its own name, and there are no related parties in the transaction. (Board members, CMO, or other).

How does the board ensure the charter school is meeting its legal obligations to students with special needs and English Language Learners? Please describe the board's role in responding to parent complaints with regards to these populations.

The Board first relies on the expertise of the school administration and the CMO. However, it does welcome feedback from parents, and does listen to concerns directly if any are brought forward. "Contact the Board" information is readily available on the website, and board meeting notices are appropriately and publicly posted so that parents can easily reach the board directly at anytime should they need to. Board member information can also be obtained from the front desk, upon request. Additionally, all of our Board members are well-known in the community and can often be reached informally "out and about" (and often are!).

If it is an informal concern, Board members request that it be brought back to the Principal for resolution, if it has not been done so already. More serious concerns that have already reached the DOE or the Authorizer, the Board requires the Principal and the CMO to follow appropriate legal channels for resolution, and monitors the process until complete.

How does the board ensure that admission policies are legally compliant and promote equitable access to diverse student populations? How does the board address parent complaints with regards to admission policies?

All of our policies have been legally vetted, and approved through our charter process. They may not be changed at the school level without legal approval and Board approval, as well as charter amendment where necessary.

A parent complaint would be first reviewed at the school level, then, depending on the significance of the issue, reviewed by legal counsel to determine the legal issues involved. The Board would stay involved to ensure the complaint was seen through to resolution. If a violation was deemed to have occurred, the Board would then have to determine what steps to take at that point to determine proper resolution.

(We've not had this issue arise.)

How does the board ensure that discipline policies are legally compliant and promote equitable treatment of diverse student populations? How does the board address parent complaints with regards to discipline (e.g. bullying policy, expulsion policy)?

All of our policies have been legally vetted and approved as part of our chartering process. They may not be changed at the school level without legal review and Board approval, and charter amendment if necessary.

The Board requires that all parent complaints be handled at the school level, with a review by the Superintendent if necessary. If the issue appears extreme, legal counsel may be consulted to review the legal ramifications. It is generally not wise for a Board to get involved in individual issues of student discipline, unless it becomes an extraordinary issue involving a staff member.

Provide evidence that illustrates how the school creates a professional working climate for all staff. Please describe the board's process for addressing teacher complaints or concerns.

Like student interactions, overall, it is not wise for a board to delve too deeply into teacher complaints. Those are best handled at the school level by the Principal and Superintendent. The Board would first redirect an issue back to the Principal and Superintendent, but would continue to monitor the situation until resolution. They would also want to refer to any policies that were already in place and hold the leadership accountable for making sure those policies were being followed appropriately. Ultimately, if a complaint were serious - or, if it concerned the Principal or Superintendent directly - then that would be the time for the Board to step in and review allegations, and take appropriate action at that time.

Describe the plan for providing transportation to students to attend the school, including transportation to extra-curricular activities, if applicable.

The school does not provide transportation in a traditional sense. Rather, we help parents and students coordinate their own transportation. We support carpool teams, local bus transportation, and we have just purchased our own small bus to help with some local bus pick up and drop off. We do provide transportation for our college program.

Describe the charter school's food services program, indicating whether a food contractor is used and whether individuals on site preparing and serving food are employees of the contractor or school.

We out-source our food program to a local vendor.

Please describe the health services offered to students, including medical examinations, dental examinations, vision screenings, mental health screenings, hearing screening, and height/weight measurements. Specify the frequency, grades, service providers, and follow up interventions based on student results or whole-school findings.

Previously, we have shared our nursing services with our sister school, 21st Century. We are in the process of determining how to provide this service for our students at our new site.

How does the school's board oversee the financial management of the school? Specify any relevant officers or committees.

Provide evidence that demonstrates how the school operates in a financially sound and publicly accountable manner.

The Board holds regular meetings every month, and part of that meeting is devoted to a financial review presented by the school's treasurer. The financial review includes Balance Sheet (including fund balance), and Profit/Loss statements. Budgets are reviewed and approved by the Board every year.

Evidence that the school operates financially sound and publicly accountable would be clean audits every year, and the financial information presented in public meetings every month, with that information available to be handed out to the public. It is also available upon request at any time.

Who is responsible on a daily basis for the oversight and accountability of the school's budget? If there are multiple parties involved (i.e. board treasurer, finance committee, school administrators, management organization, business manager), explain how they work together to ensure a high level of budget oversight.

Daily management for the oversight and accountability is at the CMO level, delegated by the Management Contract. The financials are prepared by the CMO's Executive Director of Finance, who is a CPA, and reviewed and presented to the Board by the CMO's Chief Financial Officer, who is designated by the Board to be the school treasurer.

the CFO works with the school principal to draft the budget to meet the school's academic needs, and then presents it to the Board for review, discussion, and approval. The CFO then works with the principal throughout the year to make sure the school remains within budget. The CPA tracks revenues, expenses, and grants and prepares financials on a monthly basis for the Board to review at monthly meetings. This way there is a three-way review and oversight of all financial information on a monthly basis to ensure not only accuracy but also to ensure that costs and revenues are staying within projections. If mid-year corrections are needed, all four parties (Principal, CFO, CPA, and Board) can work together to redirect and reset.

Describe the school's internal accounting procedures, addressing budget preparation and planning, bank accounts, purchase requests, authorized check signers, competitive bidding, credit/debit cards, and petty cash. Also provide details regarding the use of any accounting software or contracted services to track financial transactions.

The school and the CMO follow GAAP and State Board of Accounting recommendations and requirements.

Budgets are planned between the Principal and the CMO's CFO to meet school needs, and then brought to the Board for review, discussion, and approval. (The CFO is also the Board-appointed school treasurer of all funds.)

Purchase requests go through the Principal first to make sure they meet school needs, then through the CMO's CFO as the school's treasurer to be sure it meets budget requirements.

Checks are prepared at the CMO level, and are reviewed by (but are not written by) the CPA, as part of the reconciliation process.

Competitive bidding is undertaken where required by law.

The school's credit card policy has been reviewed and approved by the audit process, and all credit card transactions and receipts are reviewed and reconciled on a monthly basis.

There is not a "petty cash" fund.

The CMO uses a combination of software to meet different accounting needs: Komputrol, in order to meet the State's "Form 9", cash basis requirements, and QuickBooks, which tracks the school's financial statements on an accrual basis. Both systems have been reviewed and approved by the school's auditors and the State Board of Accounts.

All funds are maintained in a proprietary school account (property of the school, not the CMO) and are not co-mingled with any CMO funds or other CMO schools' funds.

Describe the regular review of lease/mortgage agreements, refinancing efforts or considerations, insurance revisions, human resource services, and/or Educational Management Organization contracts.

The school relies on the CMO's legal counsel to review all contracts, including mortgages, insurance, human resource issues, etc. on its behalf. All issues are then brought before the Board, after review, for discussion, update, or approval, as warranted.

The only exception is the school's Management Organization contract, which, by definition, would require independent representation. When the contract comes up for renewal, the school will have outside counsel review any necessary changes on its behalf.

The Board has also engaged the services of an independent attorney/trainer to review all governing documents and contracts for an upcoming Board Retreat on December 9.

Describe the school's marketing plan and objectives. What have been successful and unsuccessful marketing strategies throughout the life of the school?

Most of the incoming students report that they initially learned about Gary Middle College from word of mouth, flyers, brochures, in-person visits to welfare office, unemployment office, and project-housing complexes. Advertisements on city buses and billboards in the community have had less reported efficacy than the aforementioned approaches. To the surprise of the leadership team, advertising and establishing relationships with other high schools in the area have led to numerous referrals to GMC. Districts without programs to serve adult learners refer students to Gary Middle College, so they encourage these students to apply to GMC. In the past, advertising at facilities like Kimbrough Work Release program have been less successful.

Future efforts include targeted Google advertisements and fascia on the outside of the new location to attract students to register.

Please analyze and explain any financial challenges or trends that may be significantly different than originally proposed, including how projected and actual enrollment has influenced the school's budget.

The school has been very financially stable since inception. It has had the luxury of a strong fund balance since the beginning, primarily

funded by a good cash position. During the past school year, the school dipped into that balance - and will do so again this school year - to fund the construction needed for the move to the new space. So, the Board is aware that the cash position will take a drop, and that the budget will actually run in the negative for a short time. However, this is a temporary issue driven specifically by construction needs that will not be a recurring issue.

Gary Middle College School Improvement Plan

Overview

Plan Name

Gary Middle College School Improvement Plan

Plan Description

Action steps and specific timeline for implementation of professional learning community.

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	Gary Middle College will function as a professional learning community using data-driven decision making to improve instruction and student learning outcomes.	Objectives: 1 Strategies: 6 Activities: 9	Academic	\$0
2	Gary Middle College will significantly increase daily attendance rates through targeted interventions and increased support services.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	\$0
3	Gary Middle College will transform student culture into a fierce, urgent focus on future employment, professionalism skills, and human/cultural capital by involving multiple stakeholders.	Objectives: 3 Strategies: 3 Activities: 3	Organizational	\$0

Goal 1: Gary Middle College will function as a professional learning community using data-driven decision making to improve instruction and student learning outcomes.

Measurable Objective 1:

A 10% increase of All Students will demonstrate student proficiency (pass rate) 10 percent higher than previous testing window in Algebra by 05/31/2017 as measured by Disaggregated ECA results of algebra and language arts..

Strategy 1:

Foundations of PLC - Creating value for diversity of opinions begins with the inception of the collaborative process. The foundations of a professional learning community must be built painstakingly solid, specifically the established group norms for team meetings, interactions amongst members, and conflicts between individuals. Every stakeholder must be involved and have input into the discussion of team members should function to best achieve stated goals and desired results. Group behavioral norms are modeled by leadership and consistently reinforced for the duration of collaborative process. Team members self-police by immediately identifying infractions and working together to derive solutions aimed at improving student learning. The leadership periodically and systemically recognizes individual teacher accomplishments pertaining to the school mission. However, valuing other's opinions involves more than a pat-on-the-back. Effective team members put themselves into the speaker's proverbial shoes and attempts to view the discussion from his or her perspective. Building a connection by personally relating to the struggles or frustrations of colleagues demonstrates earnest care and genuine interest in the success of all parties involved. This is how trust is fostered – one relationship at a time.

Research Cited: DuFour, R., DuFour, R., Eaker, R., & Many, T. (2006). Building the Collaborative Culture of a Professional Learning Community. In Learning by Doing: A Handbook for Professional Learning Communities at Work. Bloomington, Ind.: Solution Tree.

Activity - Ongoing Professional Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Conduct ongoing professional development concerning establishing, maintaining, and utilizing professional learning communities to engage in data-driven decision making to improve student learning outcomes, utilizing DuFour's Learning by Doing - A Handbook for Professional Learning Communities.	Professional Learning	01/03/2017	05/31/2017	\$0	No Funding Required	Administration and school leadership team

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Activity - Creating a Collaborative Culture	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
<p>A) Each stakeholder of the collaboration process needs to begin as a team with a sense of connection to one another united for a common purpose. Trust must be established between colleagues in an open atmosphere for the free exchange of ideas. Teachers are convinced that collaboration efforts are just as beneficial to them as it is student achievement. My job is first to convince them that the cycle of data-driven collaboration efforts will make maximize the effectiveness of their instruction techniques. For students, a collaborative teaching staff removes the lottery system where children’s educational outcomes are tied to whether they are lucky enough to be assigned to an effective teacher. Data-driven collaboration is the only moral avenue to actually leaving no child behind.</p> <p>B) Technology use by the teacher mentor/coach should resemble how sports coaches utilize game video to improve player’s performance. Recorded lessons make up the data set leaders and teachers use to analyze their lessons, provide appropriate constructive feedback, and provide professional practice immediately to reinforce best practices.</p> <p>C) Teachers need to be involved in the design of the collaboration process to address each stakeholder’s concerns. It is vital that the teachers themselves participate in the feedback process themselves. If each member of the group is offering critiques, the process becomes an impersonal system allowing for truly objective analysis. In keeping with the sports analogy, these collaborative sessions should resemble a coach and his players meeting at halftime planning strategies for the future.</p> <p>D) Video recordings of teachers’ lessons serve as the data for the collaborative teams modeling how each individual teacher should analyze student assessment data. By recording used instructional strategies, we can pair them with specific common assessments to best align strategies with intended learning outcomes. Together all teachers brainstorm better ways to teach material that data clearly states they have not yet mastered.</p> <p>E) Fear will be the most foreboding obstacle to the collaborative process. There is a required humility for teachers to open up their classrooms and teaching to criticism without resorting to defense mechanisms. The two-week professional development period at the beginning of the school year needs to be centered around building professional learning communities, establishing norms, and role-playing the type of harshly honest critiques necessary to ensure all students have the opportunity to learn from an effective educator.</p>	Professional Learning	01/03/2017	05/31/2018	\$0	No Funding Required	Administration and school leadership team.

Strategy 2:

Data-driven Instructional Strategies - Administration and school leadership team will hold teachers accountable to the formative and summative assessment cycles by collecting artifacts of student work and differentiated instruction based on student feedback and research-based strategies. Administration will recommend the restructuring of human capital to include a data-coach/master teacher to facilitate fidelity to the data-driven decision making process for teaching and learning.

Research Cited: Classroom Instruction that Works, 2nd. Edition, by Ceri B. Dean, Elizabeth Ross Hubbell, Howard Pitler, and Bj Stone.

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Activity - Quarterly Assessments	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The GMC curriculum team will design common quarterly assessments aligned with the content on state assessments and utilize data to drive the RTI process of remediation.	Academic Support Program	01/03/2017	05/31/2018	\$0	No Funding Required	Math, language arts, and reading academic teams.

Activity - Data-Informed Grouping Mechanisms	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers and instructional coaches will use relevant data to construct heterogeneous ability-level groupings in an effort to increase the socialization and emotional affect of learning.	Academic Support Program	01/03/2017	05/31/2017	\$0	No Funding Required	Teachers and instructional coaches

Activity - Sub-group Identification	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The collection and analysis of data will be disaggregated into subgroups by race, ethnicity, gender, socioeconomic status, and special needs.	Academic Support Program	01/03/2017	05/31/2018	\$0	No Funding Required	Teachers, instructional coaches, and administration

Strategy 3:

Supplemental Afrocentric Language Arts Curriculum - The school leadership team will charge the professional learning community with investigating research-based critical pedagogical strategies utilizing Afrocentric literature.

Research Cited: Kincheloe, J. L. (2005). Classroom teaching: An introduction. New York: Peter Lang.

Activity - March Trilogy	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The language arts team will develop unit plans and a curriculum pacing guide for the second semester using John Lewis's March Trilogy.	Academic Support Program	11/14/2016	01/06/2017	\$0	No Funding Required	Ms. Glenn, Ms. Frierson, and the GMC leadership team will develop the pacing guide, unit plans, and oversee implementation.
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Strategy 4:

Project-Based Learning - The school leadership team will charge the professional learning community with investigating research-based project-based learning supplemental algebra one curriculum.

Research Cited: Lembeck, P., & Peterson, R. (2012). Dropout recovery strategic brief. Student Engagement Project.

Activity - Common Core Problem Based Curriculum Maps	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The GMC Leadership Team will research and purchase a supplemental algebra curriculum involving project-based learning from a vendor.	Academic Support Program	11/14/2016	06/28/2017	\$0	General Fund	Mr. Frank and Mr. Daniel, in conjunction with the GMC Leadership team, will conduct research to find a vendor to purchase Common Core Problem-Based Curriculum Maps for adult learners.

Strategy 5:

Ongoing Evaluation Cycles - Teachers and administration will continue to modify the teacher and instructional coach evaluation rubrics to fit the GMC model and more

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closely aligned agreed upon accountability standards for classroom instruction with achieving the school mission. The evaluation cycles will be conducted using Robert Goldhammer's 5-stage model for the teacher evaluation process at least once a quarter.

Research Cited:

Pajak, E. (2003). Honoring Diverse Teaching Styles: A Guide for Supervisors. Alexandria: Association for Supervision & Curriculum Development.

Activity - TAP Evaluation System Training	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
All teachers and instructional coaches will receive TAP training, either through a master teacher in the network or contracting through CELL, to improve the efficacy of evaluation cycles to improve student learning outcomes.	Direct Instruction	06/29/2017	08/01/2017	\$0	General Fund	The GMC Leadership team and Principal Arredondo will organize a professional development training workshop over the summer break to train teachers and instructional coaches in the TAP system to improve instruction and student learning outcomes.

Strategy 6:

Supplemental Reading Curriculum - The effectiveness of Read 180 supplemental curriculum will be assessed to determine whether students are significantly improving Lexile scores leading to a passing score on the language arts ECA. If the data shows Read 180 significantly improves the pass rate of the language arts ECA, the GMC leadership team will recommend purchasing more licenses from Houghton Mifflin. If the data shows no significant increase, the GMC leadership team will recommend utilizing the resources for Read 180 on a supplemental reading program geared toward adult learners.

Research Cited: Grubb, W. N. (2001). From black bros to Pandora's box: Evaluating remedial/developmental education. New York, NY: Knopf.

Activity - Data Collection and Analysis	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Quarterly Lexile scores from Read 180 will be compiled and analyzed against ECA scores and attendance rates to determine the efficacy of this supplemental reading program to improve student learning outcomes.	Academic Support Program	01/04/2017	06/28/2017	\$0	No Funding Required	The GMC Leadership Team will collaborate with Ms. Morton and Ms. Williams (reading specialists).

Goal 2: Gary Middle College will significantly increase daily attendance rates through targeted interventions and increased support services.

Measurable Objective 1:

demonstrate a behavior attendance rates will increase by a minimum of 15 percent by 07/01/2017 as measured by attendance data in PowerSchool.

Strategy 1:

Response to Intervention Tiered Support - An RTI committee will be implemented to address chronic absences. Within the committee, roles will be assigned. Attendance will be looked at daily and anyone who was absent will receive a text message through the notification system, Alert Solutions. The message will inform the student and their parent/guardian that the student was absent and to call the school to explain why. Students will continue to receive a text message until they have missed three days of school.

Once a student has missed three days of school, administration will call the student and their parent/guardian. A letter and email will also be sent. If a student misses five days of school they are required to attend a mandatory meeting, where administration will discuss possible interventions with the student and their parent/guardian. The student will be required to meet with an advisor everyday until they have successfully completed a week of school with no absences. If the student is absent for 6 or more days, daily check-ins with their advisor will be mandatory.

Research Cited: Lembeck, P., & Peterson, R. (2012). Dropout recovery strategic brief. Student Engagement Project.\

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Activity - Alert Solutions	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
GMC will coordinate alert solutions interface with PowerSchool to automatically contact students absent from school the same day of absence.	Behavioral Support Program	11/14/2016	01/06/2017	\$0	No Funding Required	Attendance taking procedures will be reviewed by the GMC Leadership Team, in conjunction with the school secretary and the compliance office, so automated phone calls to students, parents, or legal guardians are made the same day as the student absence.

Strategy 2:

Application for Lilly Counseling Grant - The leadership team will collaborate with 21st Century Charter, the sister school within the network, to write the Lilly Endowment Planning Grant to secure funds to develop a research-based strategic plan, in conjunction with a consultant, to significantly improve the number of students at Gary Middle College who are emotionally healthy, realize academic success, graduate from high school, obtain valuable postsecondary credentials, certifications and degrees necessary for meaningful employment, and prepared to compete and prosper in the global society in which they work. When the planning grant is approved, GMC will use the \$30,000, in conjunction with a consultant, to collect data, research best practices, train/hire staff accordingly, develop a sustainability model for beyond the five-year implementation grant, and engage the community in partnerships to increase services and counseling for all GMC students.

Research Cited: Lilly Endowment Comprehensive Counseling Initiative, The Indiana Youth Institute

Activity - Interschool Collaboration and Planning	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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School leadership teams from GMC and 21st Century will collaborate with the grant writer at GEO Foundation to finalize the planning grant application and submit it for review to the consultant before submission.	Other	11/07/2016	12/15/2016	\$0	No Funding Required	GMC Leadership Team, 21st Century Charter Leadership Team, Amreen Vora
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Goal 3: Gary Middle College will transform student culture into a fierce, urgent focus on future employment, professionalism skills, and human/cultural capital by involving multiple stakeholders.

Measurable Objective 1:

demonstrate a behavior organize students into cohort tracks based on their eventual placement in a college or career/technical program pathway. by 02/01/2017 as measured by whether students are grouped by academic, college, and/or career/technical certification pathways.

Strategy 1:

Cohort Development - The school leadership team will define multiple college and career readiness pathways and place students according to expressed interest and realistic, obtainable goals specified in each student's Individual Service Plan.

Research Cited: Bloom, D. (2010). Programs and Policies to Assist High School Dropouts in the Transition to Adulthood. The Future of Children, 89-108.

Activity - Career Track Development	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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<p>The GMC Leadership team will develop three academic cohorts for a technical trade track, health careers track, and a university degree track. These diploma track agreements will be used to communicate minimum graduation requirements and acknowledgement that every student will complete at least 3 college credits. The leadership team will develop an advisory period in the daily student schedule for the second semester to provide structured time to monitor students' completion progress of their respective diploma track.</p>	<p>Academic Support Program</p>	<p>11/28/2016</p>	<p>01/06/2017</p>	<p>\$0</p>	<p>No Funding Required</p>	<p>The GMC Leadership Team will be responsible for amending the daily schedule to include a weekly advisory period. All staff will be responsible for the implementation of this initiative throughout the school year.</p>
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Measurable Objective 2:

demonstrate a behavior require all students to earn a minimum of 3 college credits or a career/technical certification program completion as a requisite for graduation by 10/01/2017 as measured by college and career readiness indicators of GMC's school grade.

Strategy 1:

Educate, Support, and Encourage - GMC staff will utilize structured Friday college/career readiness time in the schedule to educate students about the available dual credit courses, professor on-loan courses, and career/technical certification programs available to them. Structured support systems are in place such as transportation, child-care services, and academic coaching/mentoring/tutoring within structured CCR cohorts.

Research Cited: Bloom, D., & Wimer, C. (2004). Boosting the life chances of young men of color. Building Knowledge to Improve Social Policy.

Activity - Positive Reinforcement Initiative	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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The GMC Leadership team will plan, implement, measure, and revise an ongoing system of positive reinforcement targeted at behaviors associated with college and career readiness.	Behavioral Support Program	11/14/2016	01/06/2017	\$0	No Funding Required	Teachers, instructional coaches, guidance counselor, and the dean of students will collaborate on academic-based rewards and systems of public recognition.
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Measurable Objective 3:

achieve college and career readiness significantly improve career readiness by 06/28/2017 as measured by 100 percent of students will complete a resume, create an account on Indiana Career Connect, and submit resume along with a minimum of one job application. .

Strategy 1:

Employment Coach - The employment coach, Ms. Fuller, will meet individually with each student to determine work history, skills, volunteer work, and future career interests to draft resumes. Ms. Fuller will continually research local businesses for hiring events and conduct periodic assemblies relating to jobs available from local industry, etiquette/communication skills, and conduct mock interviews with students. Progress of the aforementioned activities will be monitored in each students Individualized Service Plan.

Research Cited: ACT, Inc. (2006). Ready for college and ready for work: Same or different? Iowa City, IA: Author. Retrieved November 2016, from <http://act.org/path/policy/pdf/readinessBrief.pdf>

Activity - Indiana Career Connect	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
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All students will register for Indiana Career Connect, create a profile, and apply for at least one job opening posted through the site.	Career Preparation/Orientation	11/14/2016	12/23/2016	\$0	General Fund	The employment coach, Ms. Fuller, will be responsible for implementation of this activity and documentation in each students' individualized service plan.
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Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Alert Solutions	GMC will coordinate alert solutions interface with PowerSchool to automatically contact students absent from school the same day of absence.	Behavioral Support Program	11/14/2016	01/06/2017	\$0	Attendance taking procedures will be reviewed by the GMC Leadership Team, in conjunction with the school secretary and the compliance office, so automated phone calls to students, parents, or legal guardians are made the same day as the student absence.

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Career Track Development	The GMC Leadership team will develop three academic cohorts for a technical trade track, health careers track, and a university degree track. These diploma track agreements will be used to communicate minimum graduation requirements and acknowledgement that every student will complete at least 3 college credits. The leadership team will develop an advisory period in the daily student schedule for the second semester to provide structured time to monitor students' completion progress of their respective diploma track.	Academic Support Program	11/28/2016	01/06/2017	\$0	The GMC Leadership Team will be responsible for amending the daily schedule to include a weekly advisory period. All staff will be responsible for the implementation of this initiative throughout the school year.
Interschool Collaboration and Planning	School leadership teams from GMC and 21st Century will collaborate with the grant writer at GEO Foundation to finalize the planning grant application and submit it for review to the consultant before submission.	Other	11/07/2016	12/15/2016	\$0	GMC Leadership Team, 21st Century Charter Leadership Team, Amreen Vora
Sub-group Identification	The collection and analysis of data will be disaggregated into subgroups by race, ethnicity, gender, socioeconomic status, and special needs.	Academic Support Program	01/03/2017	05/31/2018	\$0	Teachers, instructional coaches, and administration
Positive Reinforcement Initiative	The GMC Leadership team will plan, implement, measure, and revise an ongoing system of positive reinforcement targeted at behaviors associated with college and career readiness.	Behavioral Support Program	11/14/2016	01/06/2017	\$0	Teachers, instructional coaches, guidance counselor, and the dean of students will collaborate on academic-based rewards and systems of public recognition.

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<p>Creating a Collaborative Culture</p>	<p>A) Each stakeholder of the collaboration process needs to begin as a team with a sense of connection to one another united for a common purpose. Trust must be established between colleagues in an open atmosphere for the free exchange of ideas. Teachers are convinced that collaboration efforts are just as beneficial to them as it is student achievement. My job is first to convince them that the cycle of data-driven collaboration efforts will make maximize the effectiveness of their instruction techniques. For students, a collaborative teaching staff removes the lottery system where children’s educational outcomes are tied to whether they are lucky enough to be assigned to an effective teacher. Data-driven collaboration is the only moral avenue to actually leaving no child behind. B) Technology use by the teacher mentor/coach should resemble how sports coaches utilize game video to improve player’s performance. Recorded lessons make up the data set leaders and teachers use to analyze their lessons, provide appropriate constructive feedback, and provide professional practice immediately to reinforce best practices. C) Teachers need to be involved in the design of the collaboration process to address each stakeholder’s concerns. It is vital that the teachers themselves participate in the feedback process themselves. If each member of the group is offering critiques, the process becomes an impersonal system allowing for truly objective analysis. In keeping with the sports analogy, these collaborative sessions should resemble a coach and his players meeting at halftime planning strategies for the future. D) Video recordings of teachers’ lessons serve as the data for the collaborative teams modeling how each individual teacher should analyze student assessment data. By recording used instructional strategies, we can pair them with specific common assessments to best align strategies with intended learning outcomes. Together all teachers brainstorm better ways to teach material that data clearly states they have not yet mastered. E) Fear will be the most foreboding obstacle to the collaborative process. There is a required humility for teachers to open up their classrooms and teaching to criticism without resorting to defense mechanisms. The two-week professional development period at the beginning of the school year needs to be centered around building professional learning communities, establishing norms, and role-playing the type of harshly honest critiques necessary to ensure all students have the opportunity to learn from an effective educator.</p>	<p>Professional Learning</p>	<p>01/03/2017</p>	<p>05/31/2018</p>	<p>\$0</p>	<p>Administration and school leadership team.</p>
<p>Data-Informed Grouping Mechanisms</p>	<p>Teachers and instructional coaches will use relevant data to construct heterogeneous ability-level groupings in an effort to increase the socialization and emotional affect of learning.</p>	<p>Academic Support Program</p>	<p>01/03/2017</p>	<p>05/31/2017</p>	<p>\$0</p>	<p>Teachers and instructional coaches</p>

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Ongoing Professional Development	Conduct ongoing professional development concerning establishing, maintaining, and utilizing professional learning communities to engage in data-driven decision making to improve student learning outcomes, utilizing DuFour's Learning by Doing - A Handbook for Professional Learning Communities.	Professional Learning	01/03/2017	05/31/2017	\$0	Administration and school leadership team
March Trilogy	The language arts team will develop unit plans and a curriculum pacing guide for the second semester using John Lewis's March Trilogy.	Academic Support Program	11/14/2016	01/06/2017	\$0	Ms. Glenn, Ms. Frierson, and the GMC leadership team will develop the pacing guide, unit plans, and oversee implementation.
Data Collection and Analysis	Quarterly Lexile scores from Read 180 will be compiled and analyzed against ECA scores and attendance rates to determine the efficacy of this supplemental reading program to improve student learning outcomes.	Academic Support Program	01/04/2017	06/28/2017	\$0	The GMC Leadership Team will collaborate with Ms. Morton and Ms. Williams (reading specialists).
Quarterly Assessments	The GMC curriculum team will design common quarterly assessments aligned with the content on state assessments and utilize data to drive the RTI process of remediation.	Academic Support Program	01/03/2017	05/31/2018	\$0	Math, language arts, and reading academic teams.
Total					\$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
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TAP Evaluation System Training	All teachers and instructional coaches will receive TAP training, either through a master teacher in the network or contracting through CELL, to improve the efficacy of evaluation cycles to improve student learning outcomes.	Direct Instruction	06/29/2017	08/01/2017	\$0	The GMC Leadership team and Principal Arredondo will organize a professional development training workshop over the summer break to train teachers and instructional coaches in the TAP system to improve instruction and student learning outcomes.
Common Core Problem Based Curriculum Maps	The GMC Leadership Team will research and purchase a supplemental algebra curriculum involving project-based learning from a vendor.	Academic Support Program	11/14/2016	06/28/2017	\$0	Mr. Frank and Mr. Daniel, in conjunction with the GMC Leadership team, will conduct research to find a vendor to purchase Common Core Problem-Based Curriculum Maps for adult learners.

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Indiana Career Connect	All students will register for Indiana Career Connect, create a profile, and apply for at least one job opening posted through the site.	Career Preparation/Orientation	11/14/2016	12/23/2016	\$0	The employment coach, Ms. Fuller, will be responsible for implementation of this activity and documentation in each students' individualized service plan.
Total					\$0	