Office of Charter Schools

Xavier School of Excellence

2016-17 Charter Renewal Application

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INTRODUCTION

According to Indiana law, a charter school is established to provide innovative and autonomous programs that: 1) serve the different learning styles and needs of public school students; 2) offer public school students appropriate and innovative choices; 3) provide varied opportunities for professional educators; 4) allow public schools freedom and flexibility in exchange for exceptional levels of accountability; and 5) provide parents, students, community members, and local entities with an expanded opportunity for involvement in the public school system (IC 20-24-2-1). As an authorizer of charter schools, Ball State University is responsible for ensuring that its charter schools demonstrate that they are achieving academic, financial, and organizational outcomes.

Merit-based renewal decisions will be based on an analysis of a comprehensive body of objective evidence defined by the Performance Frameworks and gauged under standards developed under national principles and standards for quality authorizing. Renewals will be granted to each charter school that can demonstrate that it has achieved ongoing and continuous performance standards as stipulated in the Performance Frameworks (developed by OCS), and has been faithful to the terms of the contract and applicable laws.

The renewal process serves three purposes. First, it forms OCS' decision on whether to renew a school's contract by providing evidence of school performance in relation to the academic, financial, and organizational performance standards set out in the school's charter and in the Performance Frameworks. Second, the process through the renewal application provides the school a meaningful opportunity to present additional evidence regarding its performance. Third, it provides the school with an opportunity to outline – based on its past performance – a deliberate plan for sustaining success, addressing areas requiring improvement, and ensuring ongoing viability of the school.

RENEWAL TIMELINE

Release of Renewal Application .... August 31, 2016

Renewal Orientation: Meetings with School Leaders and Board Members ..... May – August 2016

Letter of Intent to Renew due to OCS on or before .... October 1, 2016

Renewal Application Due to OCS .... October 1, 2016

Onsite School Visits... June – December 2016

Renewal Decisions... On or before January 15, 2017

RENEWAL DECISION OVERVIEW

The OCS intends to conduct a rigorous, transparent renewal decision process that leads to merit-based decisions consistent with national principles and standards for quality authorizing. In the OCS's process to make changes to its accountability framework and to align its processes with national principles and standards for quality authorizing, the Performance Frameworks and the OCS's Policy for School Assessment and Intervention will both be used to determine a school's eligibility for a charter renewal. The OCS will base its renewal decisions on the existing record of school performance including, but not limited to, the school's written response to the Renewal Narrative of the Charter Renewal Application and any additional performance data provided by the school.

The first stage of the process involves the OCS sharing with each school that is up for renewal the schools' data as evaluated through the Performance Frameworks. Additional data is gathered through site visits, desk audits, and the CSAPPHIRE database.

The second stage requires the school to prepare and submit the Charter Renewal Application. The Renewal Application provides schools an opportunity to present the school's existing record of performance and to outline plans for the school's next charter term. Within the Charter Renewal Application, schools will have an opportunity to comment on the data and provide factual corrections and/or supplement the record with information and data to explain academic results and demonstrate other academic measures that may provide evidence of the school's academic success and/or improvement (*e.g.*, individual student growth data, legacy/cohort group data, summer remediation and/or additional IREAD scores, etc.). The school's plans for the next charter term may affect the length of the renewal term/extension and may shape the development of a new charter contract.

The third stage is an evaluation of the data collected in the first stage and the second stage by the staff and contractors of OCS; and the determination by the Executive Director of OCS as to whether to extend or renew the school's charter and the duration of the renewal or extension.

2016-17 CHARTER RENEWAL APPLICATION – INSTRUCTIONS AND CSAPPHIRE SUBMISSIONS

INSTRUCTIONS:

The OCS will provide a Charter Renewal Application template to each school up for renewal. A school's Charter Renewal Application will have some data charts pre-filled by the OCS with the school's data; however, the school should fill in any empty boxes, as applicable. Charter Renewal Applications must be submitted to OCS **electronically through CSAPPHIRE no later than October 1, 2016.**

FORMAT FOR SUBMISSIONS:

☐ The Renewal Narrative should not exceed 25 pages, excluding attachments.
☐ Attachments to the Renewal Narrative (excluding the required CSAPPHIRE submissions and updates listed below) should not exceed 25 pages and should be **clearly** referenced in the Renewal Narrative.
☐ Any attachment should provide information that a) meaningfully augments the body of evidence that OCS has already collected on the school's performance, or b) illustrates or supports plans or strategies for the next charter term that would be material to the charter contract for the renewal term (*e.g.*, revised student handbook provisions, updated professional development plan, etc.).

CSAPPHIRE SUBMISSIONS AND UPDATES:

The following documents will be reviewed and verified by the OCS remotely through CSAPPHIRE during the renewal process. In order to make the process more efficient, please review and/or upload the school's *most current* version of each of the following documents. If any of these documents was submitted previously, please just be certain that the version in CSAPPHIRE is the most current version.

School Documents

Please review and verify the following "Plans and Policies" in CSAPPHIRE are the most current version. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Organizational Chart (updated administrative organizational chart)
☐ Staffing Matrix
☐ General Descriptions of Responsibilities of Teachers and Staff
☐ School Calendar (current school year)
☐ Curriculum and Instructional Methods
☐ Methods of Promoting Parent and Community Involvement Practices
☐ Supplemental Programs (Information on Current Student Clubs, Organizations, and Other Extracurricular Activities Offered (including athletic teams))
☐ Methods of Pupil Assessments

Current School Policies and Plans

Please review and verify the following "Plans and Policies" in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Staff Handbook
☐ Student Handbook
☐ Promotion/Retention Policy

☐ Elementary School Reading Plan
☐ Policy and Procedures for Special Education
☐ Policy and Procedures for ELL Students
☐ Performance Evaluation Plan for Administrators and Teachers
☐ Personnel Plan, including Methods of Selection, Retention and Compensation of Employees
☐ Teacher and Staff Compensation and Benefits Plans
☐ Professional Development Methods
☐ School Admission Policy
☐ Transportation Policy (if applicable)
☐ School Safety and Emergency Preparedness Plan
☐ Student Health Screening Policy
☐ Student Records Policy
☐ Medication Policy
☐ Discipline Policy
☐ Criminal Background Check Policy
☐ Graduation Requirements, including diploma types offered (if applicable)
☐ Conflict of Interest Policy
☐ Fundraising Policy and Guidelines
☐ Deposit of Funds Policy
☐ Social Media Policy

Corporate Documents

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Articles of Incorporation (and any Amendments thereto)
☐ Any Fictitious Name Registrations filed with the Indiana Secretary of State
☐ Board By-Laws
☐ Board Member List (including Current Contact Information)
☐ Calendar of Board Meetings
☐ EMO Agreement (together with all Amendments thereto, if applicable)

Financials and Budgets

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ School's Budgets for 2015-16 and 2016-17
☐ School's Audit (if not conducted by Fitzgerald Isaac) for the school years ended 6/30/2015 and 6/30/2016

Board – Agenda and Minutes

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Board Minutes approving School's Budgets for 2015-16 and 2016-17

<u>Insurance</u>

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Certificate of Liability Insurance
☐ Evidence of Property Insurance

<u>Facility Documents</u>

Please review and verify the following documents in CSAPPHIRE are the most current versions. If such document listed below is not in CSAPPHIRE, please upload the required document.

☐ Lease Agreement(s) or Deed(s) for All Occupied Facilities
☐ Certificate of Occupancy issued by the Indiana Department of Health

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		
# of Students on Waiting List		
Gender		
# Male		
# Female		
Ethnicity/Race		
# White		
# Black		
# Hispanic		
# Asian		
# Native American		
# Other		
Special Populations		
# Students with IEPs		
# English Language Learners		
# Homeless Students		
# Eligible for Free and Reduced Lunch		

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

	2014-15	2015-16	2016-17
Total Student Enrollment			

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

	Year 1	Year 2	Year 2
Grade	**2014-15**	**2015-16**	**2016-17**
K			
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
All Grades			

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	
	2014-15		**2015-16**		**2016-17**	
	#	%	#	%	#	%
Autism Spectrum Disorder						
Blind of Low Vision						
Cognitive Disability						
Deaf of Hard of Hearing						
Deaf-Blind						
Development Delay (early childhood)						
Emotional Disability						
Language or Speech Impairment						
Multiple Disabilities						
Orthopedic Impairment						
Specific Learning Disability						
Traumatic Brain Injury						

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

ELL STUDENT POPULATION					
Year 1		Year 2		Year 3	
2014-15		**2015-16**		**2016-17**	
#	%	#	%	#	%

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	
2014-15		**2015-16**		**2016-17**	
#	%	#	%	#	%

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	
2014-15		**2015-16**		**2016-17**	
#	%	#	%	#	%

2

II. Executive Summary

Provide a brief description of the school, including an overview of the mission and vision, educational program, community and local partnerships, and the school's leadership and governance. The following sections will be entered into AdvancEd Assist.

Description of the school (6000 character limit)

    a. 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.

    b. What unique features and challenges are associated with the community/communities the school serves?

School's Purpose (6000 character limit)

    a. 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.

    b. Address why the school was founded? What educational need were the founders seeking to address in your community?

    c. Describe any changes to the school's mission or substantial revisions to the educational program as described in the current charter that the school proposes to make for the next charter term. Discuss any associated challenges or risks.

    d. Describe any substantial modifications pertaining to the educational program that the school intends to request should it be renewed for an additional charter term.

Achievements and Notable Improvements (6000 character limit)

    a. Describe the school's notable achievements and areas of improvement in the last three years.

    b. Describe areas for improvement that the school is striving to achieve in the next three years.

    c. Note: consider both student and teacher recognition or achievements (e.g. teacher of the year awards, special certifications)

Additional Information (6000 character limit)

III. Self-Assessment

The following self-assessments will be completed in AdvancEd Assist.

    a. Purpose and Direction
    b. Governance and Leadership
    c. Teaching and Assessing for Learning

d.   Resources and Support System
e.   Using Results for Continuous Improvement

IV.   Academic Performance Overview

The chart below provides an overview of the school's academic performance for length of charter contract. This snapshot of academic data provides information to assist schools in the process of completing Sections II and III of the Renewal Application.

Please **verify and, if necessary, denote changes** to the below academic data.

	PL 221/A-F	Data Results Under Intervention /Assessment Policy	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2011-12								
SY 2012-13								
SY 2013-14								
SY 2014-15								
SY 2015-16								

This section provides schools an opportunity to supplement the record of performance by submitting evidence that informs the school's performance in relation to OCS's Accountability Framework. Responses should reference the indicators and measures from the Accountability Performance Frameworks to which the information applies (*e.g*., 2.1 Student Progress Over Time, 2.4 Post-Secondary Readiness).

Responses may include, but are not limited to, information about interim assessments or progress reports; evidence of performance on school-or mission-specific goals; and evidence of progress for any areas in which the school has not previously met or is not currently meeting the performance standard. In answering this section, please refer to the School Data Summary Document attached to the renewal application.

Renewal recommendations will be based on all evidence of school performance in the record, including but not limited to the school's responses in this part. For your convenience, please reference appropriately the sections from the **Academic Performance Framework:** http://goo.gl/s8HZwH.

The following information will be entered into the Student Performance Diagnostic in AdvancEd Assist.

Student Performance

a.   Assessment Data
b.   Areas of Notable Improvements
  1)   To what do you attribute these improvements?
c.   Areas in Need of Improvement
  1)   Do the areas of weakness affect many or few students? Is it a particular subgroup of students? Is there a trend in one content area or across all content areas?
  2)   What progress monitoring tools do you have in place that provided this information?
  3)   Based on the analysis of the academic data, what are the school's next steps for improving academic indicators based on the Academic Performance Framework,

and what are the strategies the school will employ to achieve the "Meets Standards" rating?

V. Stakeholder Assessment (optional)

VI. Organizational Performance

The OCS will review and verify the organizational documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Organizational Performance.

Along with the required CSAPPHIRE submissions, provide any organizational related evidence, supplemental data, or contextual information. Submissions may include evidence of current compliance in areas for which the school was found previously to be non-compliant or other updates relevant to previous school findings. Please reference appropriately the sections of the Organizational Performance Framework http://goo.gl/0QvmDa.

The following information will be entered into the Organizational Performance Diagnostic in AdvancEd Assist. **Responses required for Renewal Application:**

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.

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 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.

> 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.

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?

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.

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

VII. Financial Performance

The OCS will review and verify the financial documents submitted through CSAPPHIRE during the renewal process (see above for the specific list of required CSAPPHIRE submissions and updates). It is important for each school to upload the school's most recent version of each of the required documents in order for the OCS to make appropriate decisions related to Financial Performance. Please reference appropriately the sections of the Financial Performance Framework http://goo.gl/vSOezX.

Financial Assurance: With respect to financial performance, provide an assurance and any evidence, that the school is current in meeting its liabilities including, but not limited to, lease/mortgage, payroll taxes, debt service payments, and employee benefits.

Three-year Financial Projections: Complete a three-year projected budget for the campus and network level (if applicable). The budget detail should make clear the assumptions on which the school bases its key revenue and expenditure projections. The three year projected budget should include the Board of Directors' review and attached minutes. If there is intent to add to or change facilities, this should be included in the budget projection as well as new lease terms and/or building plans under Organizational Plans. Specific documents reviewed during the renewal process will include:

1. Current Board approved budget with minutes.
2. Prior year's Board approved budget with minutes.
3. Current facility/school lease term and conditions.
4. Applicable insurance policies, such as employee health insurance, facility insurance, liability, and their respective renewal dates
5. Current accrual-based audits
6. Enrollment plan for the next three years (*e.g.*, grade level and projected student enrollment). Identify how the school plans to sustain its enrollment and what plan(s) the school has to continue to recruit students.
7. Charter agreement
8. Documentation of other contracted services, including cost and scope of services (e.g. food service, marketing, legal, accounting).
9. Form 9

The following information will be entered into the Financial Performance Diagnostic in AdvancEd Assist. **Responses required for Renewal Application:**

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).

If any financial 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.

	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	
1.b.	**Cash to Current Liabilities**	Cash divided by Current Liabilities	
1.c.	**Unrestricted Days Cash**	Unrestricted Cash divided by ((Total Expenses-Depreciation Expenses)/365)	
1.d.	**Enrollment Variance**	Actual Enrollment divided by Enrollment Projection in Charter School Board-Approved Budget	
1.e.	**Default**		
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	
2.b.	**Debt to Asset Ratio**	Total Liabilities divided by Total Assets	
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)	
2.d.	**Debt Service Coverage Ratio**	(Net Income + Depreciation + Interest Expense)/(Annual Principal, Interest, and Lease Payments)	

Financial Performance Framework – Data Points	
Current Assets	
Current Liabilities	
Cash	
Unrestricted Cash	
Total Expenses	
Depreciation Expenses	
Enrollment Projection in Charter School Board-Approved Budget	
Actual Enrollment	
Default	
Net Income	
Total Revenue	
Aggregated Total Margin	
Total 3 Year Net Income	
Total 3 Year Revenues	
Total Liabilities	
Total Assets	
Year 1 Total Cash	
Year 2 Total Cash	
Year 3 Total Cash	
Depreciation	
Interest	
Interest Expense	
Annual Principal, Interest, and Lease Payments	

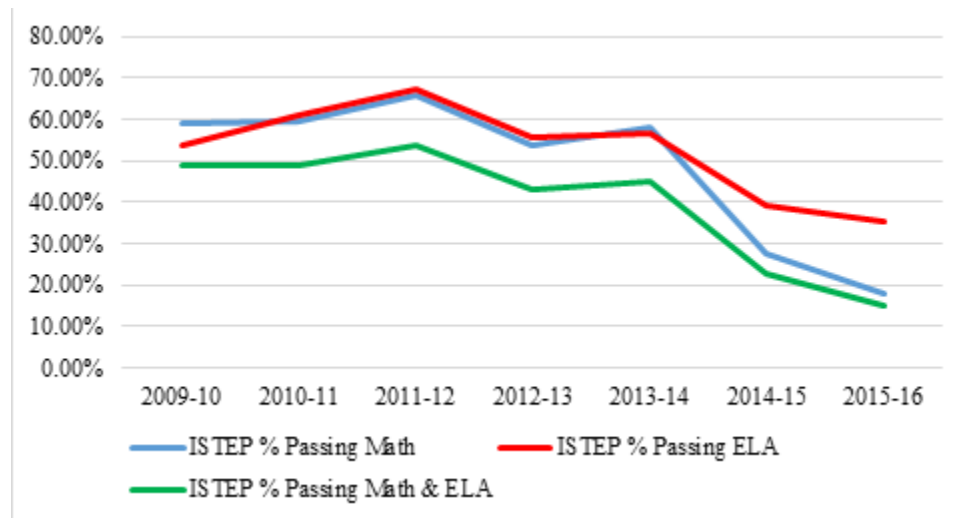# School Data Summary Document

Xavier School of Excellence
South Bend, IN
In Operation since 2009 (4 Years)
EMO: American Quality Schools
Grade Range: K-8

	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Total Student Enrollment	258	333	368	368	322	299	249

| 2015-2016 ENROLLMENT & DEMOGRAPHIC INFORMATION		
	#	%
Total Enrollment	249	
Ethnicity/Race		
White	24	9.6
Black	155	62.2
Hispanic	41	16.5
Asian		
Native American		
Multiracial	29	11.6
Special Populations		
Students with IEPs	47	18.9
English Language Learners	13	5.2
Eligible for Free and Reduced Lunch	229	91.9

	AYP	PL 221	A-F	Data Results Under Intervention /Assessment Policy (2009)	Data Results Under Intervention /Assessment Policy (2012)	NWEA % meeting reading growth target	NWEA % meeting LA growth target	NWEA % meeting math growth target	ISTEP % Passing Math	ISTEP % Passing ELA	ISTEP % Passing Math & ELA
SY 2009-10	No	Exemplary	A	n/a	n/a	55.2%	59.8%	66.7%	59.13%	53.91%	48.70%
SY 2010-11	No	n/a	C	Meets Requirements	Does not meet standard	55.4%	56.5%	56.4%	59.64%	61.11%	49.07%
SY 2011-12	n/a	n/a	C	*Not applicable due to IDOE policy change*	Does not meet standard	n/a	n/a	n/a	65.75%	67.40%	53.89%
SY 2012-13	n/a	n/a	F			58%	54%	57%	53.6%	55.4%	43.2%
SY 2013-14			F			54.8%	58.5%	56%	58.1%	56.4%	45%
SY 2014-15			D			36.7%	50.7%	40.9%	27.5%	39.3%	23%
SY 2015-16			D						17.80%	35.30%	15.20%

Math Growth:
2010: Low growth, low achievement
2011: Low growth, low achievement
2012: High growth, low achievement
2013: Low growth, low achievement
2014: Low growth, low achievement
2015: Low growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2010	101	62.4	45.5
Spring 2011	159	60.4	46.0
Spring 2012	175	59.0	59.0
Spring 2013	194	53.6	39.0
Spring 2014	179	58.1	37.0
Spring 2015	178	27.5	42.0

XAVIER SCHOOL OF EXCELLENCE (7571): SCHOOL ACHIEVEMENT & GROWTH
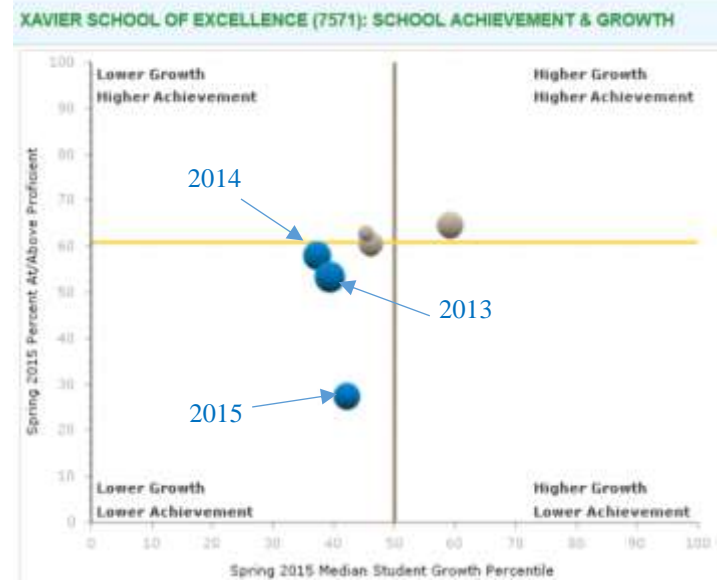
ELA Growth:
2010: Low growth, low achievement
2011: Low growth, low achievement
2012: High growth, low achievement
2013: Low growth, low achievement
2014: Low growth, low achievement
2015: High growth, low achievement

Year	# Tested	Pass %	Median Growth %
Spring 2010	100	55.0	32.5
Spring 2011	155	61.3	42.0
Spring 2012	175	65.7	54.0
Spring 2013	195	55.4	43.0
Spring 2014	179	56.4	37.0
Spring 2015	178	39.3	52.0

XAVIER SCHOOL OF EXCELLENCE (7571): SCHOOL ACHIEVEMENT & GROWTH
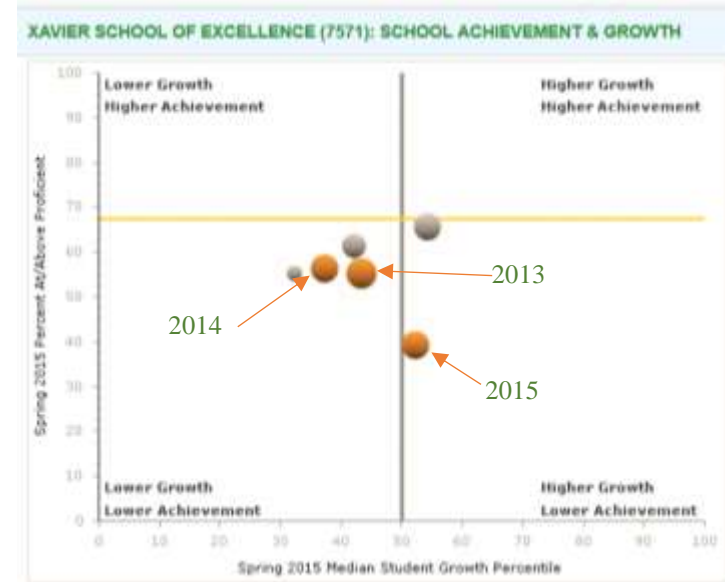
	IREAD TEST N	IREAD PASS N	IREAD Pass %	% ELL	% F/R Lunch	Final Pass %
2011-12	34	20	58.8	2.9	85.3	
2012 2013	37	28	75.7	1.1	67.7	
2013-14	32	25	78.13			84.4
2014-15	40	19	47.5			85.0
2015-16						

BSU Continuous Improvement Report

Xavier School of Excellence

Xavier School of Excellence

Mrs. Samantha Smith, Principal
3423 S Michigan St
South Bend, IN 46614-1719

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2016-17 INSIP Xavier

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?

Xavier School of Excellence is an urban charter school located in South Bend, IN. There are 215 students enrolled at Xavier with a racial mix which includes 58.6% black, 17.2% hispanic, 9.3% multi-racial, and 13.5% white students. Of those 215 students, 34 (15.8%) children receive special education services. The percentage of minority students and special education students at Xavier is much higher than the percentages at the community's traditional public schools. This is attributed to South Bend Community School Corporation being under a consent decree which legally dictates that their schools must match the community and have roughly 30% of the students in each school be minorities. However, Xavier School of Excellence does not cap our enrollment for minority or special education students.

There are 29 full time and four part time staff members at Xavier School of Excellence. The staff is comprised of 17 teachers, 6 teaching assistants, 2 leadership team members, and 9 support staff members (Business Manager, Nurse, Social Worker, Office Clerk, and Custodian), with 60% of the staff members being white and 40% minority. While this does not match our student population, it does closely compare to the population of the community and has improved since 2015-2016.

Xavier School of Excellence has gone through a continuous major transition since July 2014. When the charter school opened, it was managed by an Education Management Organization (EMO) based in Chicago, IL. The school saw a steady decline in ISTEP scores and the school's accountability grade. The board decided to end its relationship with the EMO and to begin self-management. With that change, all decisions are now made at the local level. We believe that this attributed to the school's accountability grade improving in 2014-2015 school year at a time when most schools in Indiana saw a decline in their grade and a need to be "held harmless" due to legislation passed last year.

There was a drop in enrollment in 2015-2016 as well as 2016-2017 which is attributed to a new charter school opening on the west side of South Bend where many of the families from Xavier reside. Nearly 85% of the students at Xavier qualify for free or reduced lunch. These families are economically disadvantaged and many do not have reliable transportation. Xavier School of Excellence does not provide transportation so it is not surprising that some families opted to transfer to a charter school closer to their homes.

Also, to improve enrollment, the new charter school provided parents with $100 gift cards when enrolling with their school. Because we lost a few families due to this illegal act, we contacted both Ball State and Indiana Department of Education whom both agree that the gift card incentive to allure families to their school is illegal. Although Indiana Department of Education was made aware of the illegal act, our enrollment was still affected.

We also have had a change in leadership this year. A week before staff began, our former director of five years resigned to go back to the community school corporation. The Assistant Principal was appointed as director which left a vacancy in the assistant principal position for the first two months of school. The assistant principal position has now been filled and Xavier is making great strides to becoming more successful. Although the school has been through many changes this last year, Xavier still continues to strive for excellence and to continue to make a difference in students by aligning with the school's mission and focus.

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.

The founders of Xavier School of Excellence wanted to provide families in this community with another choice for their child's education. They believed that all children should receive a high quality education at a school where students were not only taught the required Indiana Academic Standards, but where an emphasis is also placed on developing the character of each student enrolled.

The mission of Xavier School of Excellence is to provide its students with a strong academic curriculum and broad cultural experiences in a supportive, innovative, and challenging environment that fosters academic success, good citizenship, and lifelong learners.

Each day, all students and staff join together for a school wide assembly where pillars of character are introduced. The six pillars, trustworthiness, respect, responsibility, fairness, caring, and citizenship, are then taught in depth in every classroom and referred to throughout each day. The school social worker also goes into the classrooms and teaches a lesson on character each week. Character education is supported through student groups meeting with the school's social worker and behavior support plans implemented by the Assistant Principal for students who sometimes struggle with making good choices. Students are honored for their character through incentives such as Knight Notes, Positive Punch Card drawings, and Dojo point rewards. It is expected that all students will exhibit good character and that students will carry their positive actions into our community.

Xavier School of Excellence differs from other schools in the community through course offerings and our instructional approach. All students in grades K-8 take Spanish class and Chinese class is also part of the curriculum for students in grades 6, 7, and 8. This cultural enrichment is meant to help our students have a more global understanding of the world while helping them to be more valuable to future employers due to their multi-language experiences.

During 2015-2016 school year, students were placed in multi-age classrooms at Xavier School of Excellence. After analyzing academic and behavior data, the team found that the multi-age classrooms were not in the school's best interest. Beginning quarter two of 2016-2017, all but one classroom will go back to single grade level classrooms. The classroom with multi age level students will continue to be observed as a trial for possible future multi-age classrooms. If we decide to go back to multi-age classrooms, teachers will have all of the appropriate training and will be more prepared.

The course offerings, instructional approach, and support services provided at Xavier School of Excellence are all carefully planned and evaluated so that we can achieve the school's mission. We believe that continued reflection on each area will propel us forward to greater success each year.

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.

Xavier School of Excellence has had many notable achievements in the past few years. Among our greatest achievements, we have seen improvement in attendance, improvement in our school's accountability grade, increased family and community engagement, and improvement in local control of our school.

During year four, the annual attendance rate at Xavier School of Excellence was only 93.8%. We set a goal to improve our attendance rate to 95%. Incentives such as popcorn parties for the class(es) with the highest average attendance for the week, fuel gift card drawings for parents of children with perfect attendance for the month, and awards and other incentives for students with perfect attendance for the quarter were implemented. The push for improved attendance lead to an annual attendance rate of 94.5% in 2013-2014 and increased to 94.9% for the 2014-2015 school year. While we were 0.1% shy of our 95% annual attendance rate goal, we are very pleased that our efforts are working and we are on an upward trajectory. We are currently waiting to find out what our annual attendance percentage for 2015-2016.

Xavier School of Excellence had a failing grade from the state for 2013-2014 and 2014-2015. When grades were released this year, our accountability grade had improved to a "D." Although we are still a focus/priority school for the state, we are very pleased with an improved accountability grade. Especially notable was the fact that most schools in Indiana would have seen a decline in their accountability grade due to new standards and a new ISTEP with increased rigor implemented in the spring of 2015. Lawmakers quickly enacted "hold harmless" legislation because of the significant decline throughout the state. We did not allow the new standards and new test to worry us. We continued to focus on individual student growth. The bonus points we received for so many of our students showing high growth is what enabled us to improve our accountability grade. Most notably, the median growth in Math for 7th grade in 2014-2015 ISTEP testing was 82%. Students in 6, 7, and 8th grade made high growth in both language arts and mathematics. We believe that our continued focus on student growth will result in an even higher accountability grade from the state since the state accountability system has transformed to a growth model focus. We are currently waiting to find out what our 2015-2016 accountability grade is.

We formed a Family and Community Engagement (FACE) committee at Xavier School of Excellence last year after reviewing parent and staff surveys from the prior to years. The FACE group continues to plan monthly activities to bring families and community members together for activities at the school. Attendance and participation at the activities continues to increase each month and it is contributing to greater communication between homes and the school. Partnerships are also being formed with local businesses. One such partnership is with the local YMCA. Initially we partnered with the YMCA for them to provide before and after care services to families needing childcare. The success of this partnership has resulted in their willingness to increase their involvement at Xavier School of Excellence. Last summer, the YMCA and Xavier School offered a six week summer reading enrichment program which was held at Xavier School in the summer months of June and July, 2016. The program was a full day program taught by certified teachers. Each morning, Monday-Thursday, were spent in language arts activities based on the Four Block model. Afternoons were spent doing cultural enrichment activities. Each Friday, students attended field trips. All costs for the program, salaries for staff, breakfast and lunch for students, field trips, and more, were funded by our partner, the YMCA. No other schools in South Bend had the privilege of having such a program like this.Ten out of the 15 students chosen participated in the program. Students were assessed through Star Reading. The assessment was taken at the beginning and towards the end of the program to show student growth. (Please see attached YMCA Summer Program Growth Sheet)

We have also recently partnered with Real Services, Fostering Grandparents. This program offers low-income seniors the opportunity to

serve as mentors in the classroom while building a relationship to children in need of extra help and support. The goal of this partnership is to make a positive impact on a child's life and to help students to become more successful academically, socially, and behaviorally.

One of the main reasons that we have so many other notable achievements is because we now have local control. Xavier School of Excellence ended its relationship with the EMO that had managed the school for five years, and began to self-manage July 1, 2014. All decisions related to curriculum, instructional strategies, financial management, policies, and governance are now school based. This achievement has enabled our improvement because we are now able to make the decisions that are best for our students, families, and community. Xavier School of Excellence will continue to strive for continued improvement in student academic achievement, financial stability for the school, and increased family and community involvement. These goals will be accomplished through planning, implementation, reflection and evaluation of our efforts, and team efforts.

We want to see an increase in the percentage of students showing high growth in both language arts and math. According to our most recent data, 50% of students in grades 6-8 showed high growth in both areas but the percentage was much lower in grades 4 and 5. Our goal is for at least 60% of students in grades 6-8 to achieve high growth on the 2018 ISTEP assessment, and 50% of students in grades 4 and 5 to show high growth on the 2018 ISTEP assessment. In 2015, 27.5% of students in grades 3-8 passed the math portion of ISTEP, 39.3% passed the Language Arts portion of the assessment, and 23.0% of Xavier's students passed both portions of the test. Our goal is to increase each area by 3% annually so that we will have at least 36.5% of students passing the math portion, 48.3% of students passing the Language Arts assessment, and 32% of our students passing both portions of the 2018 ISTEP assessment.

Our goal to improve our financial stability will be accomplished by increasing enrollment, cutting expenditures, and restructuring some of our existing debt. To increase enrollment, we will increase our marketing throughout the community. Increased enrollment will result in increased funding from the state. To cut expenditures, the Director, Business Manager, and school board will work together to reduce areas in the budget where cuts can be made and will continue to seek vendors which will provide the services and products we need at the most reasonable prices. Increased enrollment, reducing expenditures, and restructuring current debt are three key factors in our schools financial stability.

We also have a goal to continue to increase our family and community engagement (FACE). FACE activities will continue each month, and we will try to get at least one new community person to participate each month. We will also work with current community partners to increase their involvement. For example, the YMCA and Xavier will continue to work together to so that we can increase the summer reading program from 17 students this year to 30 children during the summer of 2017 and 60 children during the summer of 2018. We believe that our continued growth and success will be possible because of our increase in family and community engagement.

Additional Information

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

Xavier School of Excellence currently serves students in grades kindergarten through eight. We also have a Tier 1 kindergarten for those students who turn 5 after the state kindergarten cut-off date, August 1st, but before the end of December of the year they are enrolled. This program allows us to work on readiness skills so that the students enrolled will be better prepared for the rigor of the Indiana Academic Standards once they enroll in our multi-age classroom the following year.

The school's board of directors are exploring the possibility of extending our school through grade 12. Many of the Xavier families continue to request this. They express that they don't want their children to leave our school to attend high school elsewhere. The board acknowledges that parents want this to happen so they are investigating the possibility of opening another building somewhere near Xavier's current facility which would house a high school No decisions or definitive plans have been made at this time.

Prior to the beginning of this school year, the board met with the board of directors of a nearby charter school to discuss a possible merge. The board of directors for the nearby charter school voted against the merge. Xavier School of Excellence will approach the nearby charter school's board again this year to speak about a possible merge for next year.

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 has a process for review, revision, and communication of its purpose. The process has been implemented. The process includes participation by representatives from stakeholder groups. The purpose statement focuses primarily on student success.	•Survey results •Examples of communications to stakeholders about the school's purpose (i.e. website, newsletters, annual report, student handbook) •Communication plan to stakeholders regarding the school's purpose •Purpose statements - past and present	Level 2

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.	•Agendas and/or minutes that reference a commitment to the components of the school's statement of purpose •Survey results •The school's statement of purpose •Structure of staff: Grade level chairpersons are in place to support active student achievement and high expectations for professional practice.	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 documented, systematic continuous improvement process for improving student learning and the conditions that support learning. All stakeholder groups are engaged in the process. School personnel maintain a profile with current and comprehensive data on student and school performance. The profile contains analyses of data used to identify goals for the improvement of achievement and instruction that are aligned with the school's purpose. Improvement goals have measurable performance targets. The process includes action planning that identifies measurable objectives, strategies, activities, resources, and timelines for achieving improvement goals. School leaders hold all school personnel accountable for and evaluate the overall quality of the implementation of all interventions and strategies. The process is reviewed and evaluated. Documentation that the process yields improved student achievement and instruction is available and communicated to stakeholders.	•Survey results •The school data profile •Agenda, minutes from continuous improvement planning meetings •Communication plan and artifacts that show two-way communication to staff and stakeholders •The school continuous improvement plan	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.

The school's purpose and direction are communicated to all stakeholders on a regular basis, but there needs to be an increase in communication from stakeholders, especially parents and students, to leadership and school board.

Data usage is an expectation. All teachers are required to have data meetings with the school administrator. Teachers must show student achievement levels, formal and informal data points used to assess student levels, and explain how they differentiate instruction to meet specific needs of individual students.

Data wall is very visible in the school lobby and throughout the building so that all stakeholders can monitor progress towards improved student achievement.

To sustain the strengths, teachers will be required to have documentation of data in student data binders so that there is evidence of data being used to support and improve student achievement. To improve the two-way communication, parent surveys will be available to all attendees at monthly FACE meetings and parents, students, and staff will be encouraged to attend school board meetings.

Standard 2: Governance and Leadership

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

Overall Rating: 3.5

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 clearly and directly support the school's purpose and direction and the effective operation of the school. Policies and practices require and have mechanisms in place for monitoring effective instruction and assessment that produce equitable and challenging learning experiences for all students. There are policies and practices requiring and giving direction for professional growth of all staff. Policies and practices provide clear requirements, direction for, and oversight of fiscal management.	•Student handbooks •Governing body policies, procedures, and practices •Staff handbooks •Communications to stakeholder about policy revisions •School handbooks •School board minutes	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
2.2	The governing body operates responsibly and functions effectively.	The governing body has a process to ensure that its decisions and actions are in accordance with defined roles and responsibilities, a code of ethics, and free of conflict of interest. Governing body members participate in a systematic, formal professional development process regarding the roles and responsibilities of the governing body and its individual members. The governing body complies with all policies, procedures, laws, and regulations and functions as a cohesive unit.	•Governing body minutes relating to training •Communication plan to inform all staff on code of ethics, responsibilities, conflict of interest •List of assigned staff for compliance •Proof of legal counsel •Assurances, certifications •Findings of internal and external reviews of compliance with laws, regulations, and policies •Communications about program regulations •Historical compliance data •Governing body policies on roles and responsibilities, conflict of interest •Governing code of ethics	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.3	The governing body ensures that the school leadership has the autonomy to meet goals for achievement and instruction and to manage day-to-day operations effectively.	The governing body 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.	•Roles and responsibilities of school leadership •School improvement plan developed by the school •Stakeholder input and feedback •Maintenance of consistent academic oversight, planning, and resource allocation •Communications regarding board actions •Agendas and minutes of meetings	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 align their decisions and actions toward continuous improvement to achieve the school's purpose. They expect all students to be held to high standards in all courses of study. All leaders and staff are collectively accountable for student learning. School leaders support innovation, collaboration, shared leadership, and professional growth. The culture is characterized by collaboration and a sense of community.	•Examples of collaboration and shared leadership •Examples of decisions aligned with the school's statement of purpose •Examples of decisions in support of the school's continuous improvement plan	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
2.5	Leadership engages stakeholders effectively in support of the school's purpose and direction.	Leaders 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.	•Minutes from meetings with stakeholders •Copies of surveys or screen shots from online surveys •Survey responses •Involvement of stakeholders in a school improvement plan •Communication plan	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.	•Examples of professional development offerings and plans tied specifically to the results from supervision and evaluation •Governing body policy on supervision and evaluation •Supervision and evaluation documents with criteria for improving professional practice and student success noted •Job specific criteria •Representative supervision and evaluation reports •Action plans implemented for staff who are not effective.	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.

Governance and leadership have very clearly defined roles. The governing body does not overstep its role, but instead holds the school leader responsible for all aspects of the school. The school leader (Director) is able to make all staffing decisions in order to build a highly effective team. This is a strength because it allows the leader to hire and assign staff members to positions which allow for greater collaboration and collegue support.

One area in need of improvement is continual professional development for the governing body. The school board president will be asked to develop a plan for professional development of the governing body.

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: 3.08

Indicator	Statement or Question	Response	Evidence	Rating
3.1	The school's curriculum provides equitable and challenging learning experiences that ensure all students have sufficient opportunities to develop learning, thinking, and life skills that lead to success at the next level.	Curriculum and learning experiences in each course/class provide all students with challenging and equitable opportunities to develop learning skills, thinking skills, and life skills. There is some evidence to indicate curriculum and learning experiences prepare students for success at the next level. Like courses/classes have equivalent learning expectations. Some learning activities are individualized for each student in a way that supports achievement of expectations.	•Lesson plans •Learning expectations for different courses •Posted learning objectives •Course schedules •Course descriptions •Descriptions of instructional techniques	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
3.2	Curriculum, instruction, and assessment are monitored and adjusted systematically in response to data from multiple assessments of student learning and an examination of professional practice.	Using data from student assessments and an examination of professional practice, school personnel monitor and adjust curriculum, instruction, and assessment to ensure vertical and horizontal alignment and alignment with the school's goals for achievement and instruction and statement of purpose. There is a process in place to ensure alignment each time curriculum, instruction, and/or assessments are reviewed or revised. The continuous improvement process ensures that vertical and horizontal alignment as well as alignment with the school's purpose are maintained and enhanced in curriculum, instruction, and assessment.	•Curriculum guides •A description of the systematic review process for curriculum, instruction, and assessment •Common assessments •Standards-based report cards •Curriculum writing process •Products – scope and sequence, curriculum maps •Lesson plans aligned to the curriculum •Rubicon-Atlas online curriculum management system Power School (grade book and report cards)	Level 3

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.	•Teacher evaluation criteria •Professional development focused on these strategies •Examples of teacher use of technology as an instructional resource •Examples of student use of technology as a learning tool •Findings from supervisor walk-thrus and observations	Level 2

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.	•Curriculum maps •Documentation of collection of lesson plans and grade books •Supervision and evaluation procedures •Peer or mentoring opportunities and interactions •Recognition of teachers with regard to these practices •Examples of improvements to instructional practices resulting from the evaluation process •Administrative classroom observation protocols and logs	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
3.5	Teachers participate in collaborative learning communities to improve instruction and student learning.	All members of the school staff participate in collaborative learning communities that meet both informally and formally. Collaboration often occurs across grade levels and content areas. Staff members have been trained to implement a formal process that promotes 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 occur regularly among most school personnel. School personnel indicate that collaboration causes improvement results in instructional practice and student performance.	•Examples of cross curricular projects, interdisciplinary instruction, and classroom action research project •Common language, protocols and reporting tools •Agendas and minutes of collaborative learning committees •Calendar/schedule of learning community meetings •Survey results •Peer coaching guidelines and procedures •Examples of improvements to content and instructional practice resulting from collaboration	Level 3

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.	•Examples of learning expectations and standards of performance •Examples of assessments that prompted modification in instruction •Samples of exemplars used to guide and inform student learning	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.	School personnel are engaged in mentoring, coaching, and induction programs that are consistent with the school's values and beliefs about teaching, learning, and the conditions that support learning. These programs set expectations for all school personnel and include measures of performance.	•Records of meetings and walk thrus/feedback sessions •Survey results •Professional learning calendar with activities for instructional support of new staff •Descriptions and schedules of mentoring, coaching, and induction programs with references to school beliefs and values about teaching and learning	Level 3

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.	•List of varied activities and communications modes with families, e.g., info portal, online, newsletters, parent centers, academic nights, open house, early release days •Calendar outlining when and how families are provided information on child's progress •Parental/family/caregiver involvement plan including activities, timeframes, and evaluation process •Class Dojo Power School Daily face-to-face interactions during drop off/pick up car line	Level 4

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 and related adults. All students participate in the structure. The structure allows the school employee to gain significant insight into and serve as an advocate for the student's needs regarding learning skills, thinking skills, and life skills.	•List of students matched to adult advocate •Description of formal adult advocate structures •Multi-age classrooms; students remain with teacher for 3 years to strengthen relationships	Level 4

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

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.	•Results of evaluation of professional learning program. •Evaluation tools for professional learning •Crosswalk between professional learning and school purpose and direction •Meeting minutes	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 all students at all levels of proficiency as well as other learning needs (such as second languages). 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.	•List of learning support services and student population served by such services •Training and professional learning related to research on unique characteristics of learning •Data used to identify unique learning needs of students	Level 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.

Staff collaboration and professional development are both strengths of Xavier. Staff meet each week for both formal and informal PD opportunities. We discontinued the contract with an online PD due to the program not being effective for all staff.

One area that needs to improve is additional training for new teachers, most notably, in the area of classroom management. To improve training for new teachers, grade level chairpersons will visit classrooms on a monthly basis, not to evaluate, but to mentor and support colleagues.

Another area that needs improvement is the training on multiage leveled classroom instruction. When beginning multiage level classrooms, there was a lack of training to staff. Due to their not being much training on the instruction side of it, classroom management seems to be an issue. To improve instruction, teachers will receive additional professional development with multiage level classrooms, collaborate with inside and outside teachers, and observe other classrooms that use the multiage level model.

Standard 4: Resources and Support Systems

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

Overall Rating: 2.71

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.	Clearly defined policies, processes, and procedures ensure that school leaders have access to, hire, place, and retain qualified professional and support staff. School leaders use a formal, systematic process to determine the number of personnel necessary to fill all the roles and responsibilities necessary to support the school purpose, educational programs, and continuous improvement. Sustained fiscal resources are available to fund all positions necessary to achieve the purpose and direction of the school.	•School budgets for the last three years •Policies, processes, procedures and other documentation related to the hiring, placement and retention of professional and support staff •Assessments of staffing needs •Documentation of highly qualified staff	Level 4

Indicator	Statement or Question	Response	Evidence	Rating
4.2	Instructional time, material resources, and fiscal resources are sufficient to support the purpose and direction of the school.	Instructional time, material resources, and fiscal resources are focused on supporting the purpose and direction of the school. Instructional time is protected in policy and practice. School leaders work to secure material and fiscal resources to meet the needs of all students. School leaders demonstrate that instructional time, material resources, and fiscal resources are allocated so that all students have equitable opportunities to attain challenging learning expectations. Efforts toward the continuous improvement of instruction and operations include achieving the school's purpose and direction.	•Examples of efforts of school leaders to secure necessary material and fiscal resources •Survey results •School schedule •Alignment of budget with school purpose and direction •School calendar	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.3	The school maintains facilities, services, and equipment to provide a safe, clean, and healthy environment for all students and staff.	School leaders have adopted or created clear expectations for maintaining safety, cleanliness, and a healthy environment and have shared these definitions and expectations with stakeholders. School personnel and students are accountable for maintaining these expectations. Measures are in place that allow for continuous tracking of these conditions. Improvement plans are developed and implemented by appropriate personnel as necessary to improve these conditions. Results of improvement efforts are evaluated.	•Records of depreciation of equipment •Documentation of compliance with local and state inspections requirements •Documentation of emergency procedures such as fire drills, evacuation and other emergency procedures. •System for maintenance requests •Maintenance schedules	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
4.4	Students and school personnel use a range of media and information resources to support the school's educational programs.	Students and school personnel have access to media and information resources necessary to achieve most of the educational programs of the school. Personnel are available to assist students and school personnel in learning about the tools and locations for finding and retrieving information.	•Budget related to media and information resource acquisition •Data on media and information resources available to students and staff •Schedule of staff availability to assist students and school personnel related to finding and retrieving information	Level 2

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 most stakeholders. School personnel have a technology plan to improve technology services and infrastructure.	•Technology plan and budget to improve technology services and infrastructure •Policies relative to technology use •Kinnetic IT Services on site 2 times per week and as needed on additional days	Level 2

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.	•Student assessment system for identifying student needs •Agreements with school community agencies for student-family support •Social classes and services, e.g., bullying, character education •List of support services available to students •Full time Social Worker	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 endeavor to determine the counseling, assessment, referral, educational, and career planning needs of students in the school. School personnel provide or coordinate programs to meet the needs of students when possible. School personnel evaluate all programs. Improvement plans related to these programs are sometimes designed and implemented to meet the needs of students.	•List of services available related to counseling, assessment, referral, educational, and career planning •Budget for counseling, assessment, referral, educational and career planning •Description of IEP process •Description of referral process	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.

A strength at Xavier is finding and using low or no-cost resources that support the educational growth and performance of all students. Another area of strength is a clearly defined process for identifying and supporting students with IEP's. To sustain these strengths, the school will continue to budget funds for necessary resources and staffing so that student needs will be met.

An area that needs improvement is to increase technology resources. A new technology plan will be created which will focus on maintaining current technology equipment and purchasing new equipment.

Standard 5: Using Results for Continuous Improvement

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

Overall Rating: 2.6

Indicator	Statement or Question	Response	Evidence	Rating
5.1	The school establishes and maintains a clearly defined and comprehensive student assessment system.	School personnel maintain and use an assessment system that produces data from multiple assessment measures, including locally developed and standardized assessments about student learning and school performance. The system ensures consistent measurement across classrooms and courses. Most assessments, especially those related to student learning, are proven reliable and bias free. The system is regularly evaluated for reliability and effectiveness in improving instruction, student learning, and the conditions that support learning.	•Documentation or description of evaluation tools/protocols •Evidence that assessments are reliable and bias free •NWEA IREADY MOBY MAX Dibels	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.2	Professional and support staff continuously collect, analyze, and apply learning from a range of data sources, including comparison and trend data about student learning, instruction, program evaluation, and organizational conditions.	Some processes and procedures for collecting, analyzing, and applying learning from data sources are used by professional and support staff. Data sources include limited comparison and trend data about student learning, instruction, the effectiveness of programs, and organizational conditions. School personnel use data to design, implement, and evaluate continuous improvement plans.	•Written protocols and procedures for data collection and analysis •Examples of use of data to design, implement, and evaluate continuous improvement plans and apply learning •List of data sources related to student learning, instruction, program effectiveness, and conditions that support learning •Data meeting summaries	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.	Most professional and support staff members are assessed and trained in a professional development program related to the evaluation, interpretation, and use of data.	•Professional learning schedule specific to the use of data •Documentation of attendance and training related to data use •Training materials specific to the evaluation, interpretation, and use of data	Level 2

Indicator	Statement or Question	Response	Evidence	Rating
5.4	The school engages in a continuous process to determine verifiable improvement in student learning, including readiness for and success at the next level.	Policies and procedures describe a process for analyzing data that determine verifiable improvement in student learning, including readiness for and success at the next level. Results indicate improvement, and school personnel consistently use these results to design, implement, and evaluate the results of continuous improvement action plans related to student learning, including readiness for and success at the next level.	•Agendas, minutes of meetings related to analysis of data •Description of process for analyzing data to determine verifiable improvement in student learning •Evidence of student readiness for the next level •Evidence of student growth •Evidence of student success at the next level	Level 3

Indicator	Statement or Question	Response	Evidence	Rating
5.5	Leadership monitors and communicates comprehensive information about student learning, conditions that support student learning, and the achievement of school improvement goals to stakeholders.	Leaders monitor 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.	•Minutes of board meetings regarding achievement of student learning goals •Communication plan regarding student learning, conditions that support learning, and achievement of school improvement goals to stakeholders •Sample communications to stakeholders regarding student learning, conditions that support learning, and achievement of school improvement goals •School quality control procedures for monitoring information about student learning, conditions that support learning, and the achievement of school improvement goals •Executive summaries of student learning reports to stakeholder groups	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.

An area of strength is that leadership is monitoring student achievement data and holding staff accountable for using data to improve student achievement. To sustain the strength, teacher evaluations and renewal decisions will be affected by level of student growth as evidenced by assessment data.

An area in need of improvement is teacher understanding of how to delve deeper into data to understand specific needs of individual students. This will be improved through staff professional development on understanding and using data to drive instruction.

Report Summary

Scores By Section

Section Score

	1	2	3	4

Standard 1: Purpose and Direction — 2.67

Standard 2: Governance and Leadership — 3.5

Standard 3: Teaching and Assessing for Learning — 3.08

Standard 4: Resources and Support Systems — 2.71

Standard 5: Using Results for Continuous Improvement — 2.6
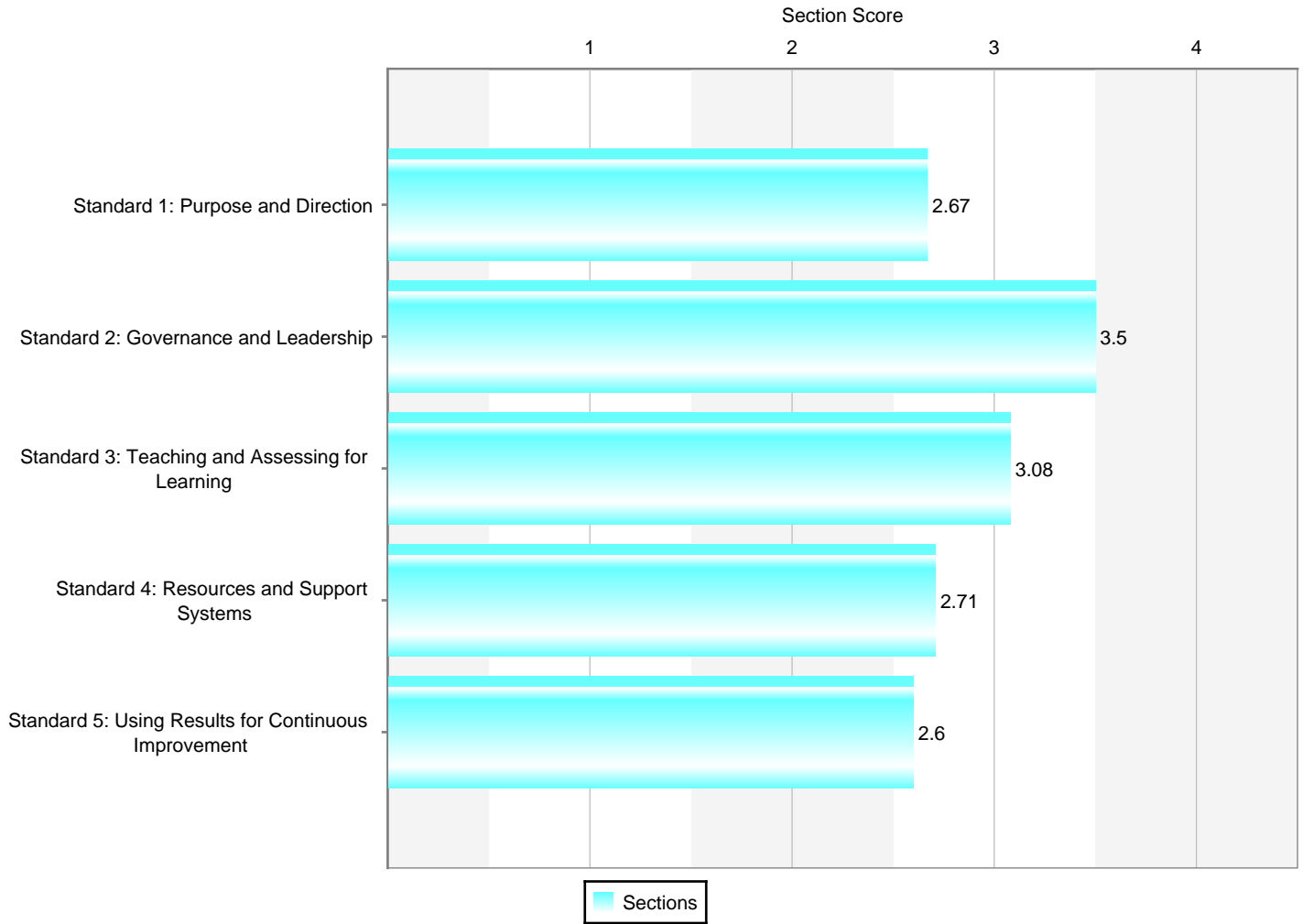
Sections

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		Stakeholder Feedback Data Summary

Evaluative Criteria and Rubrics

Overall Rating: 3.0

	Statement or Question	Response	Rating
1.	Questionnaire Administration	Most required AdvancED questionnaires were used by the institution to receive stakeholder feedback. The minimum response rate for each population was met (parent questionnaire: equal to or greater than 20%, student questionnaire(s): equal to or greater than 40%, staff questionnaire: equal to or greater than 60%). Questionnaires were administered with reasonable fidelity to the administrative procedures appropriate for each assessment. In most instances, the stakeholders to whom these questionnaires were administered mostly represented the populations served by the institution. Appropriate accommodations were provided for most participants.	Level 3

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

Areas of Notable Achievement

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

Question/Institution:

"Our school provides an adequate supply of learning resources that are current and in good condition"

"Our school ensures that the facilities support student learning"

"Our school ensures the effective use of financial resources"

"Our school ensures that instructional time is protected and interruptions are minimized"

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

Staff agree that school leaders hold themselves and staff members accountable for student learning. This proves how much we all value education and how much we hold ourselves accountable for student success.

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

Both parent survey, staff survey, and parent survey suggests that we want for our students to do their very best work and that we truly want for all students to learn.

Areas in Need of Improvement

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

Question/Institution: "All of my child's teachers meet his/her learning needs by individualizing instruction".

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

Teaching and Assessing for Learning - "All of my child's teachers use a variety of teaching strategies and learning activities."

What are the implications for these stakeholder perceptions?

Teachers are in need of additional training on differentiating instruction.

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

Xavier School of Excellence's goal is for every student to become successful and that although teachers making great change, they are still lacking in being able to monitor and adjust curriculum based on data.

Report Summary

Scores By Section

Section Score

| | 1 | 2 | 3 | 4 |

Evaluative Criteria and Rubrics — 3

Sections
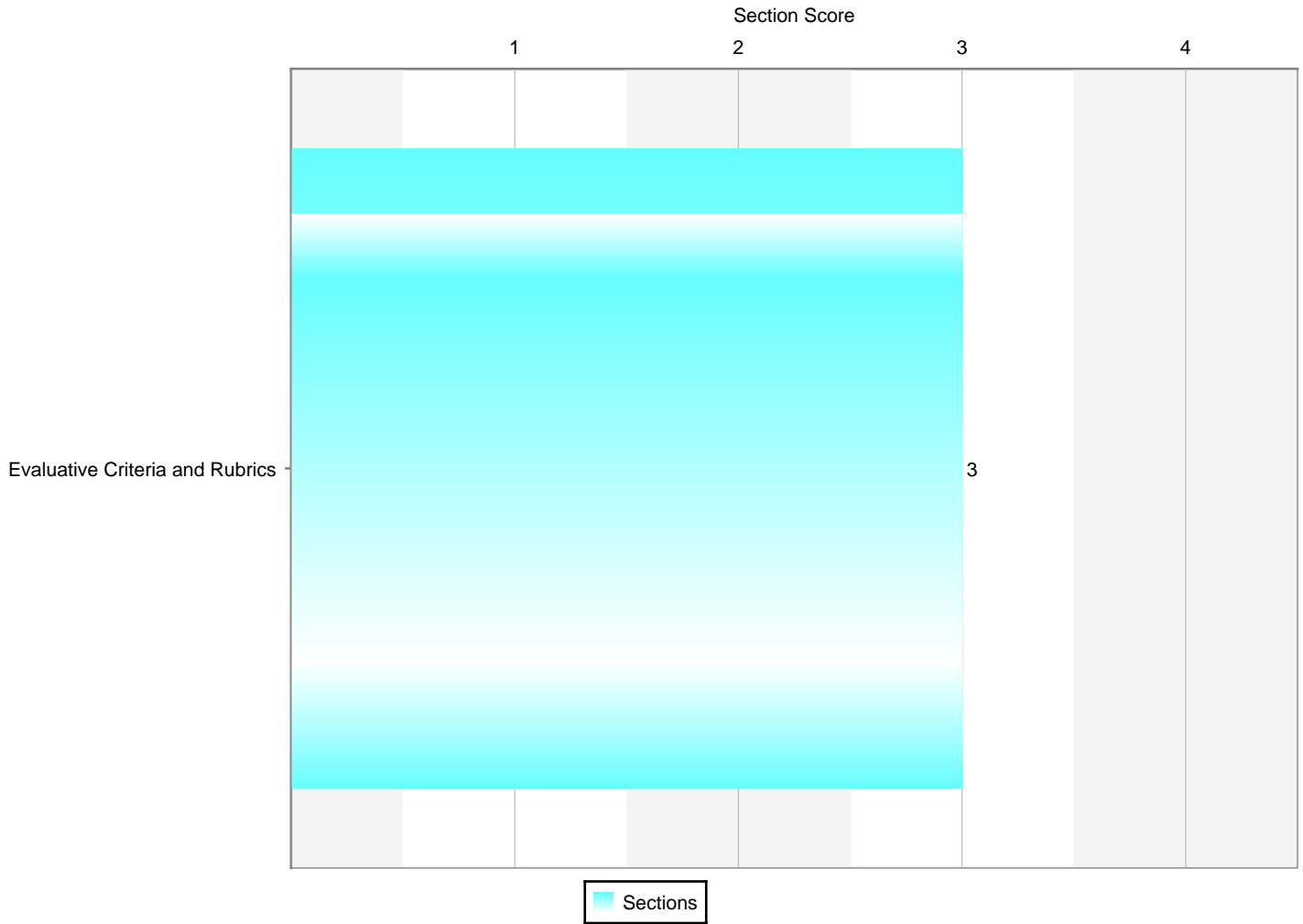
Student Performance Diagnostic

Introduction

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

Student Performance Data

Label	Assurance	Response	Comment	Attachment

1.	Did you complete the Student Performance Data document offline and upload below?	Yes	The school improvement team looked at the following data:
			    attendance data 2009-10 - 2015-16
			    IREAD data 2011-12 - 2015-16
			    ISTEP+ data 2009-10 - 2014-15; whole school and by grade level; pass math only, pass LA only, pass both
			    ISTEP+ growth data - 2014-15; by grade levels 4-8
			    Writhg rubric data grades K-8, BOY & MOY 2015-16	

Evaluative Criteria and Rubrics

Overall Rating: 3.0

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

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

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

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

Areas of Notable Achievement

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

Our attendance rate is the highest it has been in 5 years.

50% of students in grades 6-8 made high growth in language arts on 2014-15 ISTEP.

50% of students in grades 6-8 made high growth in math on 2014-15 ISTEP.

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

We are showing a positive trend in attendance. We had 93.8% attendance rate in 2012-13, 94.5% attendance rate in 2013-14, and 94.9% attendance rate in 2014-15.

We have initiated a school wide writing focus which is showing a positive trend in performance. Students in all grade levels demonstrated growth from the beginning of the year until the middle of the year, 2015-16. Overall, there was an average 10% growth in writing scores K-8.

Which area(s) indicate the overall highest performance?

Fourth grade had the highest performance in language arts and math compared to all other grade levels. Language Arts performance is higher than math performance at Xavier.

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

Hispanic students show a trend toward increasing performance.

Between which subgroups is the achievement gap closing?

The achievement gap is closing with hispanic students.

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

The ISTEP growth data is consistent with our NWEA growth data. We see the greatest growth in grades 6, 7, & 8.

Areas in Need of Improvement

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

We are below expected levels of performance in Language Arts and Math in all grade levels.

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

All areas showed a negative trend on ISTEP for 2014-15, but that can be somewhat attributed to the new standards and more rigorous assessment. Prior to that year, grade 7 had a negative trend in performance in both Language Arts and Math.

Which area(s) indicate the overall lowest performance?

The areas which indicate the overall lowest performance is grade 5 language arts and grade 5 math.

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

Black male students continue to show the greatest decline in performance.

Between which subgroups is the achievement gap becoming greater?

The achievement gap continues to become greater between black students and hispanic students.

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

The ISTEP and writing data findings for areas in need of improvement is consistent with NWEA and classroom assessment data.

Report Summary

Scores By Section

Section Score

SY 2016-2017 Page 40
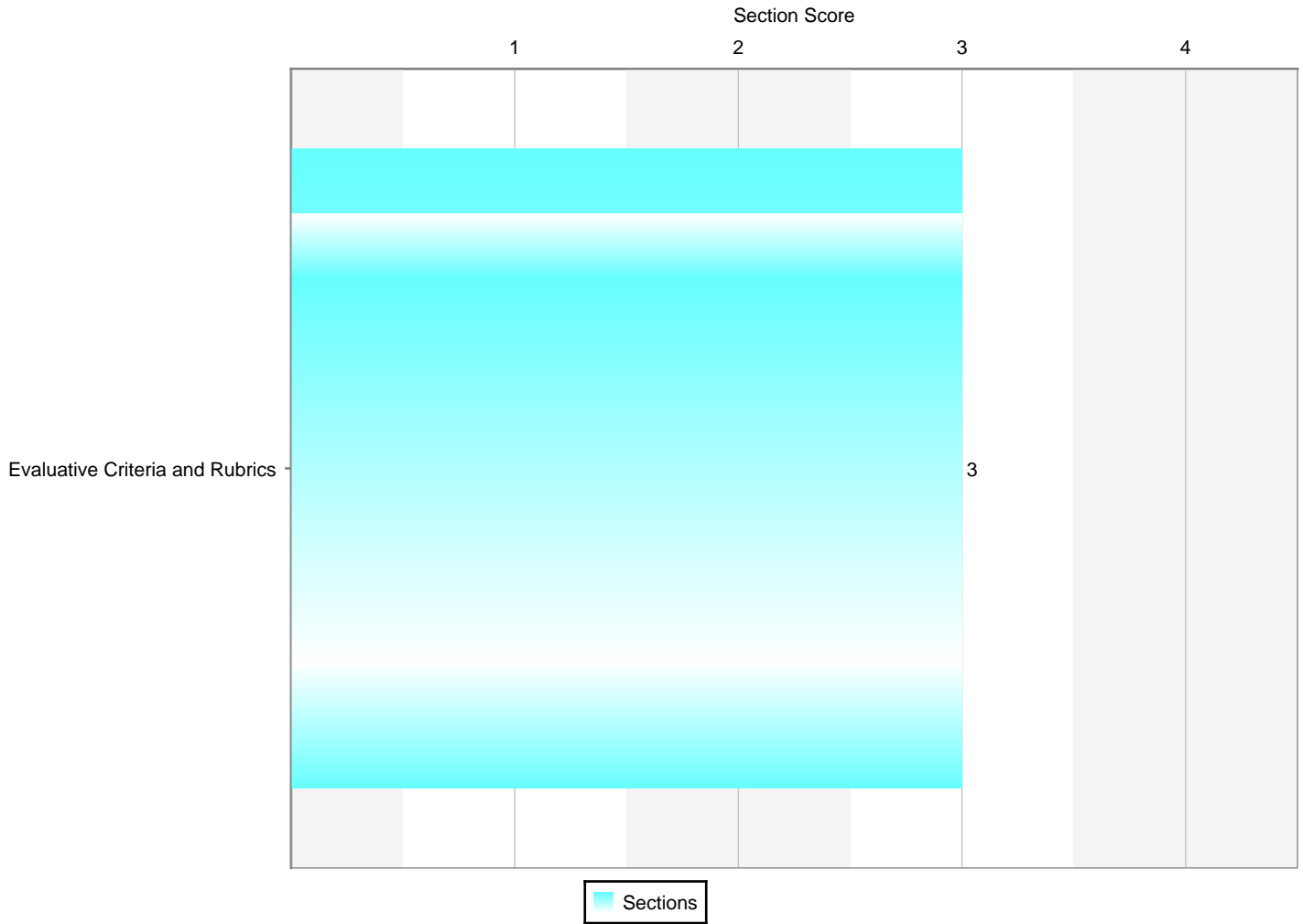
Organizational and Financial Performance Diagnostic

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.

Changes in school leadership and office staff have been made in order to monitor and assure compliance with all required reporting to IDOE and Ball State.

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."

Not Applicable

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."

Not Applicable

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."

Not Applicable

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 school's facility s adequate for our current population and needs. There is ample classroom space for two sections of each grade level, K-8, 2 special education resource rooms, and all specials classes. Our multi-purpose room is used for daily character education assemblies, all programs, physical education classes, and hall rental for the public. It is not a gymnasium though, so the Physical Education teacher is limited to what she can do with students during class time. It also affects our ability to offer athletic programs. We currently use the

gymnasium in the church next door in order to have basketball practices so that we can have boys' and girls' basketball teams for our middle school students. We also use a near by charter school's gymnasium for basketball games.

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.

Due to there being a change in directors, it is unclear as to what the deficiencies or finds were that were noted by our onsite reviews.

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 board assures that financial resources provide adequate support for the school's overall program through continuous communication with the director, financial manager, and school accountant. The board has access to what is uploaded in CSAPPHIRE as well.

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.

Our charter school is careful in avoiding creating conflicts of interest where possible. The director is currently related to the school board president which was discussed with Ball State. When having to vote or receiving information such as complaints having to do with the director, the board president is excluded from the vote as well as plans.

So that the president can be included on all financial of the school, the business/financial manager reports directly to the board and not the director.

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 ensures that our school is meeting its legal obligations to students with special needs and English Language Learns through communication with teachers and parents.

When the board has received a complaint, Ball State and all other needed departments are notified and made aware of the complaint. The board meets with parents directly to resolve all complaints in a timely manner.

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?

Our school has been fortunate not to have parent complaints with regards to admission policies.

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)?

The board receives monthly discipline reports which are included in the board meetings. The report is broken down by grade level and all questions and concerns regarding the discipline report are answered through out the meeting.

The board is always involved when there are parent complaints with regards to discipline. The board sits in on needed discipline and bullying meetings with staff and parents. Complaints are resolved in a timely manner.

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.

Xavier School of Excellence continues to strive for professional working climates for all staff. The staff handbook provides staff with explicit information on how to conduct one's self with staff, students, parents, and all other stakeholders.

The board works hard to resolve teacher complaints or concerns by allowing staff to feel comfortable in sending emails or making phone calls to the secretary of the board who then informs the board of the complaints being made.

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

There is no plan to provide transportation for students to attend this school. Special Education transportation will be determined by a case conference committee, and will be based on individual need.

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.

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.

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.

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.

The business manager and the school accountant work together to ensure a high level of budget oversight through strong communication. The accountant's firm sits right outside of the school which allows for the business manager to contact or visit the accountant's office as needed.

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.

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

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

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.

2016-17 INSIP Xavier

Overview

Plan Name

2016-17 INSIP Xavier

Plan Description

October 1 2016 School Improvement Goals Xavier School of Excellence

Goals Summary

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

#	Goal Name	Goal Details	Goal Type	Total Funding
1	All students at Xavier School of Excellence will improve their writing proficiency.	Objectives: 1 Strategies: 1 Activities: 3	Academic	$1500
2	The attendance rate at Xavier School of Excellence will be at or above 96%.	Objectives: 1 Strategies: 2 Activities: 2	Organizational	$450
3	All teachers at Xavier School of Excellence will become effective or highly effective teachers.	Objectives: 1 Strategies: 1 Activities: 1	Organizational	$0
4	40% of former bottom 25% Math ISTEP takers of grades Three through Eighth will pass Math state wide assessment	Objectives: 1 Strategies: 1 Activities: 1	Academic	$0

Goal 1: All students at Xavier School of Excellence will improve their writing proficiency.

Measurable Objective 1:

100% of Kindergarten, First, Second, Third, Fourth, Fifth, Sixth, Seventh and Eighth grade students will demonstrate a proficiency by scoring 80% or higher, or by showing a 5% growth from the beginning of the year to the end of the year in Writing by 05/27/2016 as measured by a baseline writing sample measured on a common school rubric compared to an end of the year writing sample measured on the same common school rubric.

Strategy 1:

Common rubric & weekly writing prompts - All teachers will be trained on evaluating writing using a common school rubric. Students will be given a baseline writing

prompt and an end of the year writing prompt which will be scored using the common school rubric. This will be used to measure proficiency. Teachers will also use

the rubric to score weekly writing samples in each grade level to assess growth and movement towards proficiency.

Research Cited: Davidson, K (2004). Writing: The simple 6 (A writing rubric for kids: Getting into the passing zone). Pieces of Learning, USA.

Brookhart, S (2014). How to design questions and tasks to assess student thinking. ASCD. Alexandria, VA.

Culham, R (2014). The Trait Crate (Picture books, model lessons, and more to teach writing with the 6 traits). Scholastic. New York, NY.

Evidence of success: Teachers will record students' begin, middle, and end of year scores to track the student progress and report the data to the director and team

leader.

Activity - Teacher Training of Trait Crate use	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Teachers will receive quarterly professional development related to writing instruction and assessment.	Academic Support Program	08/10/2015	06/03/2016	$1500	Title I School Improvement (ISI)	Tania Grimes, Director Seianna McCray, Team Leader

Activity - Weekly Writing Prompt	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

All teachers will give students at least one writing prompt per week which will be evaluated using a common school rubric.	Direct Instruction	08/11/2015	05/27/2016	$0	No Funding Required	All teachers grades K-8, Special Education, and Specials Teachers To be monitored by Dr. Grimes and Mrs. McCray

Activity - Writing Benchmark Assessment	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Students will be given a beginning, middle, and end of year writing prompt to measure growth and guide instruction.	Direct Instruction	08/27/2015	05/27/2016	$0	No Funding Required	All teachers K-8 To be monitored by Dr. Grimes, and Mrs. McCray

Goal 2: The attendance rate at Xavier School of Excellence will be at or above 96%.

Measurable Objective 1:

demonstrate a behavior in improved average daily attendance by 06/03/2016 as measured by computing the daily percentage of students in attendance.

Strategy 1:

Student Incentives - Each homeroom will post the percentage of students in attendance outside of the classroom every day, and will report the average percentage for the week to the Director every Friday. The class with the highest average attendance will receive a popcorn party the following week.

Students with perfect attendance for the month will be entered into monthly drawings for gift cards and other prizes.

Students with perfect attendance for the quarter will be honored at quarterly awards ceremonies.

Research Cited: www.attendanceworks.org

Evidence of success: Daily and annual attendance reports are analyzed by the director.

Activity - Attendance Charting	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible

Each teacher will be given a chart to hang outside of the classroom door. The teacher will report the daily percentage of students in attendance. The daily percentage will then be used to compute the average percentage for the week.	Other	08/11/2015	06/03/2016	$0	No Funding Required	All classroom teachers To be monitored by Dr. Grimes

Strategy 2:

Parent Incentives - The school's Social Worker will maintain a list of all Xavier students who have perfect attendance for the month. The names of those students' parents will be entered into a monthly drawing for a gas card.

Research Cited: www.attendanceworks.org

Evidence of success: Monthly attendance reports will be monitored by the Social Worker.

Activity - Gas Card Giveaway	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
To encourage parents to transport students to school on time every day, students that have perfect attendance will be entered into a monthly drawing for a gas card.	Parent Involvement	08/11/2015	06/03/2016	$450	General Fund	Mrs. Miller, Social Worker Dr. Grimes, Director

Goal 3: All teachers at Xavier School of Excellence will become effective or highly effective teachers.

Measurable Objective 1:

collaborate to recruit and retain teachers that are effective or highly effective by 08/08/2016 as measured by end of the year teacher evaluations.

Strategy 1:

Teacher Recruitment - The director will attend local teacher recruitment fairs to interview potential candidates.

Evidence of success: At the end of the following year, the director will evaluate the effectiveness of the teachers that were hired from the recruitment at the job fairs.

Activity - Bethel Career and Internship Fair	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
The director will be available to talk with potential teaching candidates about our school and demographics, focusing on recruiting effective teachers for the upcoming school year.	Recruitment and Retention	03/09/2016	03/09/2016	$0	No Funding Required	School Director, Dr. Tania Grimes

Goal 4: 40% of former bottom 25% Math ISTEP takers of grades Three through Eighth will pass Math state wide assessment

Measurable Objective 1:

40% of Third, Fourth, Fifth, Sixth, Seventh and Eighth grade Bottom 25% students will demonstrate student proficiency (pass rate) on state wide assessment in Mathematics by 05/19/2017 as measured by NWEA and state wide assessment.

Strategy 1:

After School Math Club - There will be an after school math club provided for 3-8th grade bottom 25% ISTEP takers. The club will be given twice a week from 3:30-4:30. The club will be a hands on club working with math manipulative with very little practice worksheets. The club will also take fieldtrips to grocery stores, nearby businesses, etc.

"Students who are presented with the opportunity to use manipulative report that they are more interested in mathematics. Long-term interest in mathematics translates to increased mathematical ability" (Sutton & Krueger, 2002).

The club will have various teachers and teacher assistants from various grade levels to help run the club. Students will be assessed every other week based on the skills that have been taught.

Research Cited: Sutton, J., & Krueger, A. (Eds) (2002). EDThoughts: What we know about mathematics teaching and learning. Aurora, CO: Mid-Continent Research for Education and Learning.

Activity - After School Math Club	Activity Type	Begin Date	End Date	Resource Assigned	Source Of Funding	Staff Responsible
Provide academic support to former bottom 25% ISTEP Math takers.	Academic Support Program	11/21/2016	05/19/2017	$0	Other	Elementary / Middle School Teachers Elementary / Middle School Teacher Assistants Administrators

Activity Summary by Funding Source

Below is a breakdown of your activities by funding source

Other

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
After School Math Club	Provide academic support to former bottom 25% ISTEP Math takers.	Academic Support Program	11/21/2016	05/19/2017	$0	Elementary / Middle School Teachers Elementary / Middle School Teacher Assistants Administrators
				Total	$0	

No Funding Required

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Attendance Charting	Each teacher will be given a chart to hang outside of the classroom door. The teacher will report the daily percentage of students in attendance. The daily percentage will then be used to compute the average percentage for the week.	Other	08/11/2015	06/03/2016	$0	All classroom teachers To be monitored by Dr. Grimes
Bethel Career and Internship Fair	The director will be available to talk with potential teaching candidates about our school and demographics, focusing on recruiting effective teachers for the upcoming school year.	Recruitment and Retention	03/09/2016	03/09/2016	$0	School Director, Dr. Tania Grimes
Weekly Writing Prompt	All teachers will give students at least one writing prompt per week which will be evaluated using a common school rubric.	Direct Instruction	08/11/2015	05/27/2016	$0	All teachers grades K-8, Special Education, and Specials Teachers To be monitored by Dr. Grimes and Mrs. McCray

Writing Benchmark Assessment	Students will be given a beginning, middle, and end of year writing prompt to measure growth and guide instruction.	Direct Instruction	08/27/2015	05/27/2016	$0	All teachers K-8 To be monitored by Dr. Grimes, and Mrs. McCray
				Total	$0	

General Fund

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Gas Card Giveaway	To encourage parents to transport students to school on time every day, students that have perfect attendance will be entered into a monthly drawing for a gas card.	Parent Involvement	08/11/2015	06/03/2016	$450	Mrs. Miller, Social Worker Dr. Grimes, Director
				Total	$450	

Title I School Improvement (ISI)

Activity Name	Activity Description	Activity Type	Begin Date	End Date	Resource Assigned	Staff Responsible
Teacher Training of Trait Crate use	Teachers will receive quarterly professional development related to writing instruction and assessment.	Academic Support Program	08/10/2015	06/03/2016	$1500	Tania Grimes, Director Seianna McCray, Team Leader
				Total	$1500	