

SCHOOL IMPROVEMENT PLAN

Eastwood Elementary

Elkhart Community Schools

Kevin Beveridge, Principal

2017-2020

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Narrative Description of the School and Community

Eastwood Elementary School Data

Eastwood Elementary School is a kindergarten through sixth grade public elementary school located on the northeast side of Elkhart, Indiana. It is situated on a 20-acre plot of well-maintained land in a suburban setting surrounded by mostly single-family housing. The 426 students enrolled in the 2017-2018 school year come from mainly low-middle to upper-middle income families. It is one of 14 elementary schools in the Elkhart Community School Corporation.

Morning and after-school programs are housed in the school building. A mentoring program (C.A.R.E.S.) is also available for students in need. These programs focus on reinforcing and enhancing student learning.

Recognition of student achievement and improvement is a high priority and occurs monthly. Each month, select students in grades K-6 are recognized for their various achievements and a Student of the Month is named. During the year, a fourth grade student is selected as the Kiwanis Kid. At the conclusion of the school year, a Sixth Grade Recognition Program is held, as well as a Kindergarten Recognition Program.

The parent involvement at Eastwood is extensive and supportive, and the PTA membership represents a significant number of families. Parents volunteer their help in the classrooms, on field trips, and with school programs and activities both curricular and extra-curricular. Parent attendance at parent-teacher conferences is consistently close to 100 percent.

As part of the academic program, students participate in music, computer, physical education, art, library, and potentially foreign language classes. Students may participate in an Oratorical Club, Spell Bowl, and Math Bowl. Kindergarten students participate in the research based Tools of the Mind curriculum.

Extra curricular activities include Student Council, Science Fair, Girls on the Run, Robotics Club, Band, and Orchestra. Athletic programs are offered for students in 5th and 6th grades. Extra-curricular activities are well attended by the Eastwood population.

In 1994, the Eastwood School building was renovated and expanded to double in size from 15 to 30 classrooms and to update all technology throughout the building. All classrooms are now set up for the Internet and have teacher workstations and student computers. The school also has two computer labs, which can be used with large groups of students. Classrooms and related facilities serve students in kindergarten through the sixth grade. Four classrooms serve students with special needs: two classrooms for those with learning disabilities, one classroom for the severely handicapped, and one classroom for the emotionally handicapped. The Eastwood staff is committed to the policy of inclusion of students with special needs.

Eastwood's staff consists of 26 full time certified teachers and currently 9 instructional assistants/special education paraprofessionals. Additional certified and classified personnel include: a speech pathologist, school psychologist, English language learners teacher (ELL), a nurse, media specialist, technology instructor, and a social worker. Service personnel include a school secretary and one full time office assistant, six lunchroom staff, and two full time and one half time custodians. There is one principal as well as an assistant principal who both address curricular, instructional, and personnel responsibilities. In addition, the principal has the responsibility for developing and maintaining student-parent-community relationships and building management responsibilities.

Mission, Vision, or Beliefs

Mission Statement Elkhart Community Schools:

Elkhart Community Schools is committed to the continual pursuit of excellence for all students by inspiring the belief that learning is a lifelong process.

Eastwood Elementary-Committed to Success

Together the Eastwood School community provides a safe environment that nurtures potential and fosters success!

This vision statement was revised in 2016 with the input of the PL 221/SIP committee, the staff, and parents. We revisit the mission and vision annually.

Eastwood Guiding Principles and Practices

1. Assessing each student's resources enhances a teacher's ability to develop successful interventions to increase student achievement.
2. Building relationships of mutual respect with parents and students cultivates a student's external support system and academic success.
3. Appropriate guided and independent practices are needed to develop proficiency of a skill or concept.
4. Collaboration between special education teachers and general education teachers increases student learning at their instructional level.
5. Instruction that addresses a range of learning styles increases the likelihood that knowledge will be stored and retained.
6. Differentiation of instruction provides students multiple ways to access the curriculum.
7. Instruction that actively engages students in analyzing, evaluating, and creating improves comprehension.

Research-based strategies we use include:

1. Journeys is our reading curriculum.
2. Small group instruction is provided in reading.
3. NWEA math, reading, and language assessments regularly inform instruction.
4. Tier 1, Tier 2, and Tier 3 instruction are based on data.
5. Teachers and administrators review student data, assess proficiency and deficiency, group for re-teaching, and adjust curriculum as needed.
6. Engage New York, Connected Math, and Five Easy Steps comprised our math curriculum.
7. The Olweus Bully Prevention program is implemented with fidelity.
8. The Tools of the Mind curriculum is used in all kindergarten classrooms.

Statutes and rules the school wishes to have suspended from operation

We are not applying for any waivers.

Description and Location of Curriculum

Indiana Academic Standards drive the district and Eastwood curriculum. In August 2014, the Indiana Department of Education (IDOE) adopted new Indiana Academic Standards. Adopting the new standards gives Indiana clearer and higher standards than ever before.

Each teacher has access to the Indiana State Standards through the district and state websites. Teacher instructional manuals, resources, EDM materials and pacing guides are in the classroom for the teacher's use. Other curriculum guides are also housed in the principal's office. Supplementary resources are available in the professional library in the media center.

In February 2011, the Indiana State Board of Education proposed a rule to include the K- 6 Reading Framework to the existing rules. The Framework focuses on reading at grade level and provides research-based guidance for developing effective reading instruction and producing improvements in student performance. Beginning in 2011-2012 school year, 3rd grade promotion is based on a student's ability to reach mastery on IREAD-3. If a student does not pass in their first attempt on the IREAD-3 exam, a second attempt during locally offered summer school could result in the student being promoted to the next grade. Three good cause exemptions for retention include special education students, English Learners and students that have been retained twice prior to 4th grade.

Titles and Descriptions of Assessment Instruments

Indiana Statewide Testing for Educational Progress Plus (ISTEP+)

ISTEP+ is an annual standardized, criterion-referenced test mandated by the state for all students in grades 3 through 10. It is used as the basis for determining Adequate Yearly Progress.

IREAD-3:

IREAD-3 is a reading exam that measures foundational skills in reading through grade 3. Grade 3 promotion decisions will be based on a student's ability to reach mastery on I-READ 3.

NWEA

A comprehensive solution designed to guide classroom teaching and improve achievement for all students. NWEA is designed to support both interim and formative assessment programs with a unique integration of classroom-friendly assessments, instructional resources, reporting, and customization opportunities. Students in grades K- 6 will take on-line assessments 3 times per year. In addition, teachers will provide custom feedback and targeted instructional and intervention activities.

Access

LAS Links is an annual standardized, criterion-referenced test mandated by the state for all students whose Home Language Survey indicates a language other than English. It is used as the basis for establishing the student's English proficiency and for determining Adequate Yearly Progress under Federal Title III.

Plan for Submission/Updating Schoolwide Plan

The School Improvement team met during the 2016-2017 school year for a total of 3 days. The team met to monitor implementation of the school improvement plan. Each session dealt with specific goals. Below are the goals and the objectives for each meeting date:

The summary of the quarterly monitoring meetings is on pages 17 of this document with additional notes interspersed in the action plan and assessment plan.

School Improvement Team Members include the following individuals:

- Kim Haas: Kindergarten representative
- Cambria Rief: Second grade representative

- Andrea Welles: Third grade representative
- Victoria Culp: First grade representative
- Jamie Krempec: Fifth grade representative
- Deb Frost: Fourth grade representative
- Nikki Harris: Sixth grade representative
- Christina Herrick: Special needs representative
- Paula Grandison: Assistant Principal
- Kevin Beveridge: Principal

In 2017-2018 school year the Eastwood SIP team will meet regularly to monitor the plan. The action plan that outlines the revisions based on the new implementation and student data is on pages 18-25 of this document.

Attendance Rate

Eastwood's yearly attendance rate has been consistently above 96%. Parents/guardians are expected to call in and explain the reason for their child's absence. Office personnel will contact any parent who does not call the school. Letters are sent to parents of students who have an undue number of absences. Excessive absences may result in a placement in the district Levels Program with possible court action taken if necessary. Vacation absences must be approved by the principal at least 2 weeks in advance. Students with perfect attendance and no tardies are recognized each semester and at the end of the year.

Safe and Disciplined Learning Environment

An Eastwood safety plan is on file with the district and a crisis committee is in place. Fire, storm and lockdown drills are practiced regularly. A security system for the front entry is in use.

Guidelines for Good School Order

Guidelines for Good School Order and consistent discipline policies throughout the school add to the safe and orderly environment. All staff has high expectations for student behavior and safety. A variety of self-help groups are available to students from the school social worker and mental health consultants. Teachers are responsible for student behavior in their classrooms and have submitted classroom management plans to the principal.

Misbehaviors for students sent to the office are documented through the use of Disciplinary Referral Sheets are entered electronically into the district Student Information system (Power School). Teacher time out request forms for less serious misbehaviors are also used for students as well; this data is compiled by the academic dean and shared with the Behavioral Intervention Team (BIT) at weekly meetings. Parents are informed of these misbehaviors and are expected to sign and return the forms with their student on the next day of receiving notification.

At Eastwood Elementary School, the school handbook provided to the students and parents at Eastwood School clearly outlines the rules, procedures, and guidelines that students must follow at Eastwood Elementary School

Bully Prevention

The Olweus Bully Prevention Program (OBPP) was implemented at Eastwood beginning in the fall of 2009. Bullying is defined as being repetitive and intentional behavior that involves an imbalance of power. On-the-spot bullying interventions from the OBPP focus on stopping the bullying, supporting the student who has been bullied, identifying the bullying behavior, empowering the bystanders that were supportive to the student who was bullied, imposing immediate consequences for the student who bullied and taking steps to protect the student who was bullied from future bullying. Follow-up interventions involve individual conversations with children who have been bullied and those who have bullied. A bully prevention coordinating team which includes the Principal, Assistant Principal, 4 teachers, social worker, school nurse, behavior consultant, librarian and 3 paraprofessionals received specific training from the district bully coordinator. Meetings will be again be held on a monthly basis to discuss data from student surveys, responses from staff meeting discussions and plans for decreasing bullying behaviors. All school staff has received training from the district bully coordinator and future plans include involving all staff in booster training.

Increasing the Amount of Learning Time

The following programs are available at Eastwood to assist students in meeting their individual needs:

- Reading tutorial volunteers: K-2 parents, teacher retirees
- Mentoring programs for all students: provided by CARES
- Tutorial services offered by high school students at the public libraries and high schools

Highly Qualified Teachers–

Highly Qualified Teachers
Eastwood Elementary

Employee	Job Description	How Qualified?
1	Assistant Principal	6-Praxis II / NTE
2	Behavior Support	0-not applicable
3	Grade 1	6-Praxis II / NTE
4	Grade 1	6-Praxis II / NTE
5	Grade 1	6-Praxis II / NTE
6	Grade 2	6-Praxis II / NTE
7	Grade 2	6-Praxis II / NTE
8	Grade 2	6-Praxis II / NTE
9		
10	Grade 3	6-Praxis II / NTE
11	Grade 3	6-Praxis II / NTE
12	Grade 3	5-HOUSSE
13	Grade 4	6-Praxis II / NTE
14	Grade 4	6-Praxis II / NTE
15	Grade 4	6-Praxis II / NTE
16	Grade 5	6-Praxis II / NTE
17	Grade 5	6- Praxis II / NTE
18	Grade 5	6-Praxis II / NTE
19	Grade 6	6-Praxis II / NTE
20	Grade 6	6- Praxis II / NTE
21	Grade 6	6- Praxis II / NTE
22	Kindergarten	5-HOUSSE
23		
24	Kindergarten	6-Praxis II / NTE
25	Music-Elementary	5-HOUSSE
26	P.E. – Elementary	3-Not a core subject
27	Sp Education – Elementary	5-HOUSSE
28	Sp Education- Elementary	6-Praxis II / NTE
29	Sp Education- Elementary	6-Praxis II / NTE
30	Sp Education- Elementary	6-Praxis II / NTE
31	Speech Pathologist	0- Not Applicable

Strategies to Attract High-Quality, Highly-Qualified Teachers

Elkhart Community Schools Corporation uses a complex and intensive way to recruit and hire highly-qualified teachers for their students. The administration office begins by using various on-line resources for the evaluative process of possible teacher candidates. The Ventures Initial Screening Processing Tool helps discover possible effective teaching candidates. Based on recommendations made by the administration office and inquiries made by the principal/assistant principal an interview process begins and an effective teacher candidate is chosen for a given position.

Parental Involvement

The Parent Teacher Association (PTA) is an active organization that supplies valuable monetary and physical assistance to both staff and students. PTA members sponsor a variety of fundraisers and activities throughout the year. Each teacher is given the opportunity to request and purchase classroom supply items from PTA monies. PTA also allots money to each grade level for field trips. Efforts to increase involvement include word of mouth encouragement, sending home enrollment papers at the first of the year, notices put in the weekly newsletter inviting parents to join, and a PTA membership table at Back-to-School Night, Parent/Teacher conferences, a PTA Facebook page, Kindergarten Registration and other appropriate events.

Individual student academic and assessment information is provided to parents through quarterly report cards, conferences and letters explaining formal assessment results. Parents attend Parent/Teacher Conferences twice per year. All ethnic, cultural and socioeconomic groups are well represented. The average conference attendance rate has been consistently above 95%. In addition, parents are welcome to contact the teacher at anytime during the year to discuss their child's progress. Teachers are expected to communicate with parents if there are concerns.

A Parent Advisory Council (PAC) made up of parents from various grade levels meets 6 times per year. This committee is kept apprised of school events and improvement efforts. Their input is valued in planning and reviewing school improvement efforts.

A parent/student handbook is available to increase communication and provide necessary information about school policies and programs. Besides the above involvement, Eastwood has the following opportunities for families to become involved in the school:

- Back to School Night
- Kindergarten Ice-Cream Social
- Fun Fair
- Winter Wonderland Dance
- Veteran's Day
- Kindergarten Graduation
- Sixth Grade Recognition
- Sixth Grade Greek Day

Transition Plans

Kindergarten Registration during the month of April is an opportunity for parents to preregister their child for the following school year. Parents and their children are introduced to the principal, office staff, school nurse, librarian, kindergarten teachers, English Language Learners (ELL) teacher. While parents complete paperwork, children go to the library for a read-aloud, board an actual school bus and visit a kindergarten classroom to do an art project with kindergarten teachers. Case conferences are held for kindergarten students entering from Head Start, Pace or who are otherwise identified as having special needs.

Sixth grade band and orchestra students receive music instruction at the middle school while still attending Eastwood. In the spring, all 6th grade students moving to the middle school are visited, at Eastwood, by the appropriate middle school counselor. Orientation meetings at the middle school are held in May and August.

Students who move into Eastwood during the school year are assigned a classroom and services are provided as soon as possible for students who have an IEP. Paperwork, cumulative records etc. for students leaving Eastwood are sent to Student Services so that information can be shared with their new school as soon as possible.

Opportunities for Teachers to be included in Decision-Making

Weekly scheduling for specials such as PE, art, computers, library, and music is planned to provide time for grade level collaboration. Other opportunities for grade level collaboration throughout the year include every Wednesday for professional development, news, and collaboration. Grade level teams examine data, set goals and identify instructional strategies for all students based on the data. Post testing is done to determine the effectiveness of the strategies and the level of increased student achievement.

All appropriate student assessment data is provided to teachers in a timely manner for use in planning individual and classroom instruction and/or interventions. Teachers are expected to use collaboration time for making decisions that impact student learning. In addition, the General Education Intervention Team (GEI) meets with classroom teachers to discuss strategies/interventions for individual students. Decisions are made as a team. Most facets of the **Response to Intervention (RTI)** model are used to analyze and evaluate information at GEI meetings.

Special Education and ESL teachers also collaborate with each other and general education teachers to meet the needs of individual students.

Timely additional assistance

Students in need of more intense intervention may be referred to the GEI Team. The staff at Eastwood School uses a comprehensive and detailed evaluative program to identify those students who are at-risk of not being proficient in a particular grade level. The GEI team at Eastwood School collects data about struggling students, identifies a specific need for those students, and targets the need with effective research based interventions. After a period of time, the GEI team meets again and identifies if those particular students referred to GEI above are now proficient in a specific subject and/or skill area.

In addition to classroom instruction, some students may receive one-to-one assistance from the teacher, a CARES volunteer, or student tutor.

Cultural Competency

During the comprehensive needs assessment, discrepancies were identified for socioeconomic and ethnic groups. Specific strategies were built into the action plan to increase teacher awareness of cultural differences and to provide instructional strategies for specific groups.

In addition, all Elkhart district schools will analyze practices, procedures and cultural awareness issues that cause over-identification of African American students in special education in selected categories and the disproportionality of student suspensions by increasing professional development, making necessary adjustments in procedures and increased monitoring of the data. Monthly discipline reports analyze trends as well.

Eastwood Rationale Page

School: Eastwood Elementary	Focus Area: Language Areas
Goal: By spring of 2018, 70% of students grades 3-6 will meet Indiana Academic Standards in English Language Arts as measured by ISTEP+.	
Data Statements Indicating a Need for the Goal	Guiding Principles Leading to Strategies
<p>STRENGTHS</p> <p>Based on Fall 2016 teacher self-assessment Center for Leadership & Learning data team rubric:</p> <ul style="list-style-type: none"> 84% of teachers scored themselves as proficient or exemplary at examining student progress, relating this to how they are teaching and making corrections to help all students achieve high standards (using the data team process) 88% of teachers scored themselves proficient or exemplary at creating common assessments and administering them before and after teaching. <p>All teachers meet in grade-level collaboration teams weekly to monitor student progress. Teachers guide instruction based on a pre-assessment and then show growth on the end of the month's post-assessment.</p> <p>Based on the 2016 Teacher Literacy Survey of instructional reading and language art practices:</p> <ul style="list-style-type: none"> Primary grade teachers rated themselves strong in the component of Individualized spelling lists (86% felt they were strong in this area) 82% of primary teachers rated themselves proficient/exemplary in 5 of the 6 components of Guided Reading Intermediate grade teachers feel proficient or exemplary with word study (80% of teachers feel confident in this instructional practice) 87% of intermediate grade teachers report having independent reading daily. Intermediate grade teachers rated themselves proficient or exemplary in student involvement (73%) and student discussion (80%). <p>Based on a fall 2016 teacher survey of grades K-6:</p> <ul style="list-style-type: none"> 63% of teachers have at least one parent volunteer 68% of teachers found parent volunteers extremely helpful 50% of parent volunteers work with students, 20% plan parties, 25% work with students and plan parties, 5% do teacher preparatory work 69% of teachers have communicated to parents in writing; 40% more than once a week 91% of teachers have contacted parents for positive reasons 84% of teachers have contacted parents for negative reasons <ul style="list-style-type: none"> Over half of the certified staff have been trained/ licensed in High Ability programming. The attendance rate for Eastwood Elementary students has consistently been 96% or above since the 2009-2010 school year. The data regarding ethnicity from 2009-2017 has remained somewhat constant. In 2009, 7% Black, 78% White, 8% Hispanic, and 7% Multi-ethnic made up the school population. In 2017- 2018, 3% Black, 74.7% White, 11.7% Hispanic, and 8% Multi-ethnic made up the school population. <p>LANGUAGE ARTS</p> <p>Based on the ISTEP+ scores from 2017</p> <ul style="list-style-type: none"> The percentage of students passing E/Language Arts has decreased over time (58.1% passing) All cohort groups have shown consistent growth in passing rates. 	<p>EASTWOOD GUIDING PRINCIPLES</p> <ol style="list-style-type: none"> Assessing each student's resources enhances a teacher's ability to develop successful interventions to increase student achievement. Building relationships of mutual respect with parents and students cultivates a student's external support system and academic success. Appropriate guided and independent practice are needed to develop proficiency of a skill or concept. Collaboration between special education teachers and general education teachers increases student learning at their instructional level. Instruction that addresses a range of learning styles increases the likelihood that knowledge will be stored and retained. Differentiation of instruction provides students multiple ways to access the curriculum. Instruction that actively engages students in analyzing, evaluating, and creating improves comprehension.

MATH

Based on the ISTEP+ scores 2015-2016 to 2016-2017

- General ed. students cohort group shows consistent growth from 3rd grade (58% passing) to 4th grade (65% passing).
- All-student cohort group shows consistent growth from 3rd grade (58% passing) to 4th grade (65% passing).
- Regular transfer student performance on Math ISTEP from the year 2009-2010 has increased over time along with an increase in the population of regular transfer students within those three years.
- Data shows that from 2016-2017 the average number of transfer students passing Math ISTEP was 67%.

CHALLENGES

- Recording of the reading benchmark data was inconsistent for grade K-6.
- The free/reduced lunch population has increased from 18% in 2009-10 to 37% in 2017-2018.
- The number of special ed. students has increased from 8.5% in 2009-10 to 14.6% in 2016-2017.
- According to AYP School History Report of Eastwood Elementary, black students compared to white students consistently underperform in regards to standardized testing.

Based on the 2017 teacher survey of instructional reading and language art practices:

- Two areas of weakness for the primary teachers were rich print classroom (64% of teachers felt confident in this instructional strategy) and buddy study (57% of teachers felt confident in this instructional strategy)
- Primary teachers rated themselves between 55-82% proficient/exemplary at the components of writer's workshop.
- 55% of primary teachers consider themselves proficient /exemplary at doing writing conferences with students.
- Intermediate grade teachers rated their confidence in the instructional practice of buddy study from 27% to 67%.
- Intermediate teacher prep and mentor text were scored the lowest at 60% of the teachers feeling proficient or exemplary.
- 47% of intermediate grade teachers have students write letters about their reading once every 2 weeks.
- Intermediate grade teachers rated their confidence in the instructional practice of interactive literacy from 33% to 62%.
- Intermediate teachers feel that they are at the beginning or developing stages of group share/evaluation in the 6 components of guided reading.
- For intermediate grade teachers mini lessons posted and regular student book talks have been an area of weakness
- 64% of primary teachers consider themselves proficient/exemplary at meeting with reading groups daily and with record keeping.
- Intermediate grade teachers rated their areas of weaknesses when teaching guided reading as the following: book introductions (only 53% of teachers are confident in this instructional practice), progress notes (only 53% of teachers are confident in this instructional practice), and meeting daily with the lowest groups (only 27% of teachers are confident in this instructional practice).

LANGUAGE ARTS

Based on ISTEP+ scores from 2009-10 to 2014-15(2015-2016 data was suppressed)

- Special ed. students consistently underperformed general ed. students by an average of 23%.
- Free and reduced lunch students consistently underperform paid lunch students by an average of 25%
- Limited English students consistently underperform paid lunch students by an average of 28% (72% to 46%)
- There is no one standard that could be identified as more of concern than another.
- 70% of regular transfer students passed.

Based on data from 2009-2010 to Spring 2017, black students compared to white students consistently underperform in regards to standardized testing : (2015-16/2016-2017 data was suppressed)

- 48% of black students passed ISTEP Math.
- 75% of white students passed ISTEP Math.
- 46% of black students passed ISTEP Language Arts
- 73% of white students passed ISTEP Language Arts

Based on data from 2009-2010 to Spring 2015, Hispanic students compare to white students consistently underperform in regards to standardized testing:

- 57% of Hispanic students passed ISTEP Math
- 75% of white students passed ISTEP Math
- 52% of Hispanic students passed ISTEP Language Arts
- 73% of white students passed ISTEP Language Arts

Based on data from 2009-2010 to Spring 2015, special education students compare to white students consistently underperform in regards to standardized testing:

- 36% of special education students passed ISTEP Language Arts
- 78% of general education students passed ISTEP Language Arts
- 46% of special education students passed ISTEP Math
- 81% of general education students passed ISTEP Math

MATH

Based on ISTEP+ scores from 2014-2015:

- Special ed. students consistently underperform general ed. students by an average of 35%.
- Free/reduced lunch students consistently underperform paid lunch students by avg. of 24%.
- Limited English students consistently underperform non-limited English by an average of 15%
- There is no one standard that could be identified as more of a concern than another standard.
- The average percentage of all students passing was 71% for all three years.

Based on Spring 2012 ISTEP data:

- Hispanic and African-American students continue to underperform as compared to their white peers in language arts by 4% to 20% at each grade level.
- The same trend holds true in mathematics.
- While math remains the overall relative strength for the student body of Eastwood, several grade levels actually performed better in language arts and so this will be monitored during the 2012-2013 school year.

Based on Spring 2013 ISTEP data:

- Hispanic and African-American students continue to underperform as compared to their white peers in language arts by 4% to 30% at each grade level.
- The same trend holds true in mathematics.
- While math remains the overall relative strength for the student body of Eastwood, several grade levels actually performed better in language arts and so this will be monitored during the 2013-2014 school year.

Based on Spring 2014 ISTEP data:

- Hispanic students continue to underperform as compared to their white peers in language arts by 9% to 17% at each grade level.
- The same trend holds true in mathematics.
- While math remains the overall relative strength for the student body of Eastwood, one grade levels actually performed better in language arts and so this will be monitored during the 2014-2015 school year.

Based on Spring 2015 ISTEP data:

- Hispanic students continue to underperform as compared to their white peers in language arts by 12% to 17% at each grade level.
- The same trend holds true in mathematics.
- While math remains the overall relative strength for the student body of Eastwood, one grade levels actually performed better in language arts and so this will be monitored during the 2015-2016 school year.

School Improvement Team Meeting Notes

August 24th, 2017

OBJECTIVES:

- Review Action Plan (Adjust to any state and local changes)
- Prepare for Implementation
- Analyze current data

TO DO:

Eastwood Elementary Action Plan for 2017 -2018

GOAL (SUMMATIVE GOALS)							
<ul style="list-style-type: none"> All students in grades K-3 will read at or above grade level as measured by NWEA. All students in grade 3 will read at or above grade level as measured by IREAD. All students in grades 3-6 will score proficient as measured by ISTEP+. 							
BENCHMARKS (FORMATIVE GOALS)							
<ul style="list-style-type: none"> All students in grades K-6 will achieve expected growth as measured by NWEA 							
Strategies				Supporting Professional Development and Assessment			
Begin Date	Teacher Action Steps	Person Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
08/2016	GENERAL: Follow the district instructional scope and sequence guides using the Journey's Program and supplemental reading resources (implement close reading) during the daily 120 minute English Language Arts block for grades 1-6. (G.P. #7)	All certified teachers	1/2017	Introduce Close Reading: provide resources	Admin.	Student learning log growth	1-6: NWEA
8/2016	Follow the district instructional scope and sequence guides using the Tools of the Mind curriculum and supplemental reading resources during the daily 120 minute English Language Arts block for grade K. (G.P. #7)	All certified teachers				Student learning log growth Increased instructional reading levels	K: NWEA
8/2016 9/2016	CULTURAL COMPETENCY <ul style="list-style-type: none"> Teachers build positive relationships with all students. Contact each parent within the first month of school to gather information about each child and to develop a positive relationship with the parents. Determine each student's academic and social resources in order to adjust the support to student's needs 	All certified teachers	8/2016	Grade levels share current relevant information about students in their classrooms.	Admin.	Checklist of names of parents that teachers contacted	Follow-up at initial conferences to check if it had a positive outcome on parents and/or students

Begin Date	Teacher Action Steps	Person Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
8/2016	LOW ACHIEVERS: Using NWEA learning continuum data teachers will identify most at-risk students in each grade and provide interventions.	All staff members	8/2016	Staff training on the intricate components of NWEA.	Admin.	Examples of improvements to content and instructional practice	K-6: NWEA
2016	LOW ACHIEVERS (TIER 3) Provide an extra 30-60 min. additional reading interventions for students who consistently miss their aimlines. (GEI and special ed.)				GEI team	Fidelity sheets	Progress Monitoring
2016	LOW ACHIEVERS (ELL): Teachers apply differentiated strategies for ELL matched to the different levels English proficiency	All certified teachers				Lesson plans	ELL student growth
8/2016	HIGH ACHIEVERS: Using NWEA learning continuum data High ability teachers provide differentiated instruction.	All staff members	8/2016	Staff training on the intricate components of NWEA.	Admin.	Examples of improvements to content and instructional practice	K-6: NWEA
2016	CULTURAL COMPETENCY Address practices, procedures, cultural awareness of issues that cause over-identification of Af. Am. students in special ed. in selected categories and disproportionate student suspensions (G.P. #1) GEI team monitor number of referrals by race. Monitor suspension data.	All staff Admin. Anti-Bullying committee	2016	Equity in Intercultural Relations training by Anita Rowe	Selected staff and Academic Dean		Discipline data
Fall 2015	CULTURAL COMPETENCY Continue Anti-bullying program with school-wide anti-bullying guidelines					Bi-Weekly Class Meetings	Back to school parent survey results
Fall 2015	PARENT INVOLVEMENT: PTA parents will increase parent involvement in school-day activities	PTA, PTA rep., and Admin.				Parent Participation figures	Survey parents to get input about activities
Fall 2016	TECHNOLOGY Use laptops, second computer lab, video camera, E-instructor, white boards to meet State Standards		Fall 2016	Provide review of the technology that is available in the building. Discuss what the expectations for production are for the CCSS.			
Aug. 2015	Provide weekly 40 minute computer lab period for K-6	Computer instructional asst.	Fall 2016	Provide teachers with keyboarding resources and how to integrate the technology into the curriculum.			
Fall 2016	MATH Teach math daily for 75 minutes following the district math with fidelity: <ul style="list-style-type: none"> Daily math review (10 day cycle) Poster method 2X per month Problem solving weekly (1X per month assessment) 			•			

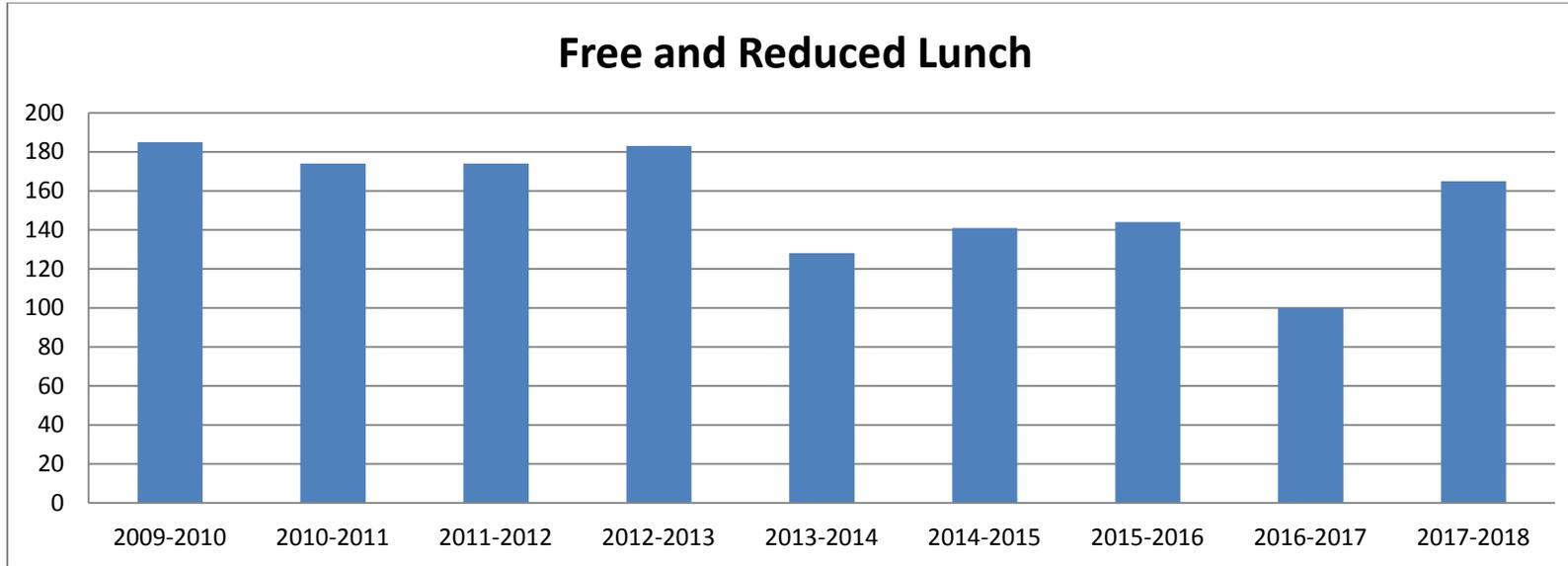
Eastwood ELA Assessment Plan 2017-18

GOAL (SUMMATIVE GOALS)				
<ul style="list-style-type: none"> ▪ All students in grades K-3 will read at or above grade level as measured by NWEA. ▪ All students in grade 3 will read at or above grade level as measured by IREAD. ▪ All students in grades 3-6 will score proficient as measured by ISTEP+. 				
BENCHMARKS (FORMATIVE GOALS)				
<ul style="list-style-type: none"> ▪ All students in grades K-6 will meet expected growth data as measured by NWEA 				
	Interim Checkpoint #2 Deadline: OCTOBER	Interim Checkpoint #3 Deadline: DECEMBER	Interim Checkpoint #3 Deadline: March	Interim Checkpoint #4 Deadline: May
Implementation Assessment <i>What is the evidence we are we doing what we planned to do?</i>	Administrative Walk-Through Grade level team Minutes/Agendas Checklist of relationship building strategies Parent participation figures	Administrative Walk-Through Grade level team Minutes/Agendas Teacher Self Rubric (Effective Teaching Strategies) List of students and volunteers Parent participation figures	Administrative Walk-Through Teacher Self Rubric Grade level team Minutes/Agendas Consensus Maps Parent participation figures	Administrative Walk-Through Grade level team Minutes/Agendas Checklist of relationship building strategies Redesigned website Parent participation figures
Impact Assessment <i>What are the student results?</i>	NWEA Grade level Team Pre/Post growth on Writing Sample (K-6) Discipline Data	NWEA SRI Grade level Team Pre/Post growth on Writing Sample (K-6) Behavior/GEI data (K-6) ISTEP + (3-6)	NWEA SRI Grade level Team Pre/Post growth on Writing Sample (K-6) Discipline Data	NWEA SRI ISTEP + (3-6) Grade level Team Pre/Post growth on Writing Sample (K-6) Discipline Data Relationship Survey

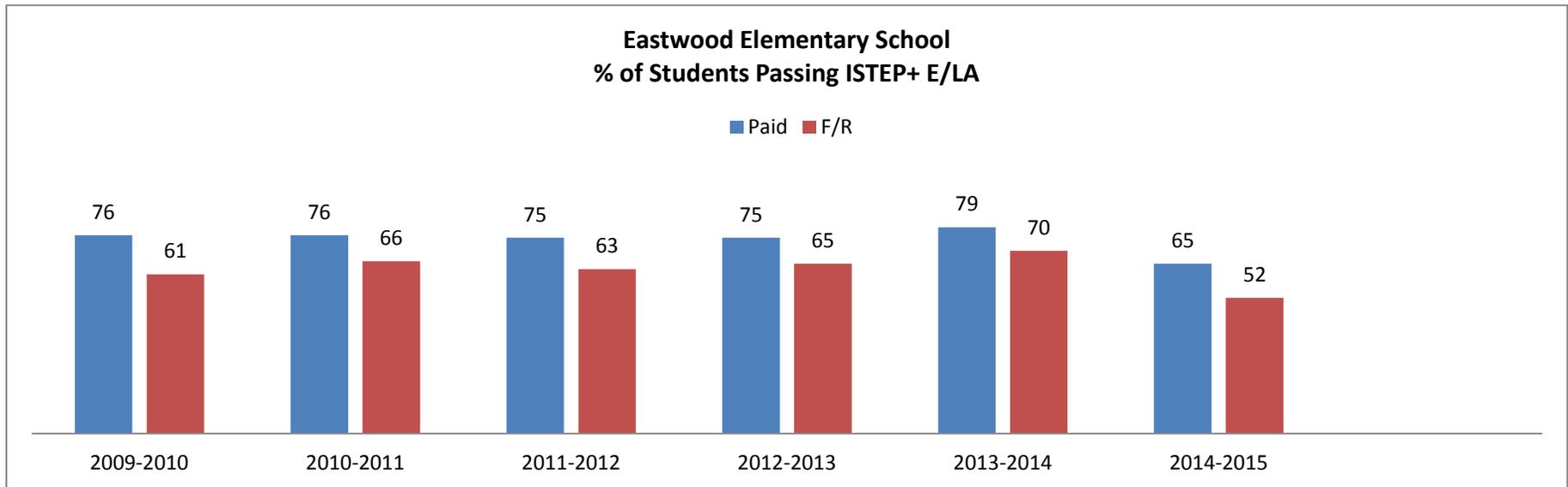
Appendix

Supporting Data - Comprehensive Needs Assessment

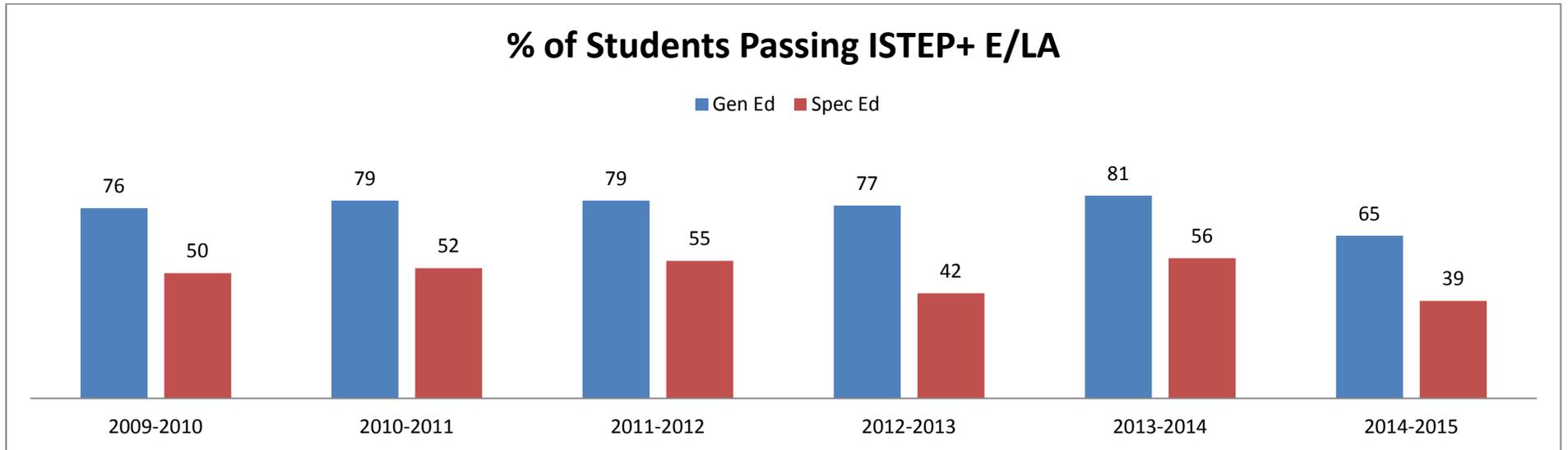
From 2009, the free and reduced lunch population at Eastwood Elementary had decreased until the 2014-15 school year.



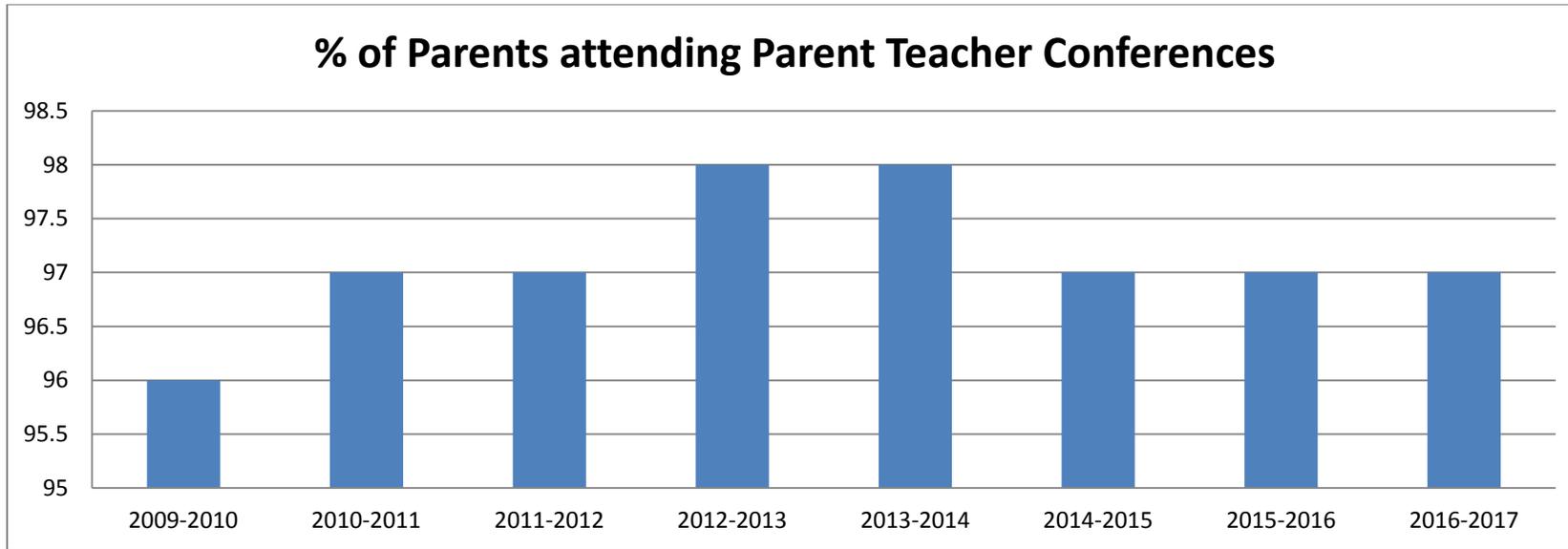
Since 2009, the free and reduced lunch students at Eastwood Elementary consistently performed below paid lunch students on ISTEP+ Eng/LA.



Since 2009, the special education students at Eastwood Elementary consistently performed below the general education population of students on ISTEP+ E/LA



Since 2009, the percentage of parents attending parent teacher conferences at Eastwood Elementary averages 97 percent.



Guiding Principles with Research-Based Resources

EASTWOOD GUIDING PRINCIPLES

1. Assessing each student's resources enhances a teacher's ability to develop successful interventions to increase student achievement.
2. Building relationships of mutual respect with parents and students cultivates a student's external support system and academic success.
3. Appropriate guided and independent practice are needed to develop proficiency of a skill or concept.
4. Collaboration between special education teachers and general education teachers increases student learning at their instructional level.
5. Instruction that addresses a range of learning styles increases the likelihood that knowledge will be stored and retained.
6. Differentiation of instruction provides students multiple ways to access the curriculum.
7. Instruction that actively engages students in analyzing, evaluating, and creating improves comprehension.

Timeline of Teacher Action Steps for School Improvement Plan

08/2017

- Provide review of the technology that is available in the building. Discuss what the expectations for production are for the CCSS.
- Provide teachers with keyboarding resources and how to integrate the technology into the curriculum.
- *Use laptops, second computer lab, video camera, E-instructor, white boards to meet State Standards*

8/2017

- *Provide weekly 40 minute computer lab period for K-6*
- **CULTURAL COMPETENCY** -Continue Anti-bullying program with
- *School-wide anti-bullying guidelines*
- *PTA parents will increase parent involvement in school-day activities*
- **MATH** Teach math daily for 75 minutes following the district math with fidelity:
 - *Daily math review (10 day cycle)*
 - *Poster method 2X per month*
 - *Problem solving weekly (1X per month assessment)*

8/2017

- Address our practices, procedures, and cultural awareness of issues that cause over identification of African American students in special education in selected categories and disproportionality of student suspensions.
- GEI team will monitor the number of referrals by race.
- Administrators will monitor suspension data
- **HIGH ACHIEVERS:** *Using NWEA learning continuum data High ability teachers provide differentiated instruction.*

- **LOW ACHIEVERS:** *Using NWEA learning continuum data teachers will identify most at-risk students in each grade and provide interventions.*
- **CULTURAL COMPETENCY:** *Grade levels share current relevant information about students in their classrooms.*
 - *Teachers build positive relationships with all students.*
 - *Contact each parent within the first month of school to gather information about each child and to develop a positive relationship with the parents.*
 - *Determine each student's academic and social resources in order to adjust the support to student's needs*
- **GENERAL:** *Follow the district instructional scope and sequence guides using the Journey's Program and supplemental reading resources (implement close reading) during the daily 120 minute English Language Arts block for grades 1-6.*
- *Follow the district instructional scope and sequence guides using the Tools of the Mind curriculum and supplemental reading resources during the daily 120 minute English Language Arts block for grade K.*
- Staff training on the intricate components of NWEA.

1/2018

- *Continue Close Reading: provide resources*

PROFESSIONAL DEVELOPMENT PLAN AND TIMELINE

All professional development is expected to result in implementation of what was learned and, ultimately, to result in improved student achievement.

The following professional development plan is directly related to the strategies in the School Improvement Action Plan. The PD meets the NCLB and Indiana DOE PD standards including being based on data, based on research, is ongoing, includes teacher collaboration, and provides coaching based on teacher need.

Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
<ul style="list-style-type: none"> Review these Marzano Effective Teaching Strategies Observe modeling of these strategies in the classroom 	Building Resources	Review Grade level Team packets Diary Mapping Teacher Self-Rubric Student work, exemplars, anchor papers, samples of the test questions	K-6 NWEA
<i>Training and use of NWEA Review of Guided Reading implementation practices</i>	<i>Explore teacher-tube, district video library for Marzano & Guided Reading (Kevin, Paula, and Nikki G.)</i>		
<ul style="list-style-type: none"> Grade levels meet to share current practice of building relationships Read suggested articles and discuss how strategies apply to their grade level Create a classroom plan for building relationships/all their students 	All certified teachers read Ruby Payne Chpt 3 and 4 in <u>Under-resourced Learner</u> (Due March 15, 2017)	Checklist from each teacher of relationship building strategies	Written teacher reflection of impact by grade level
<i>Review the research and procedures for Minds in Motion</i>	Mary Genovese		

<p>Review format, process, purpose of data teams for all teachers.</p> <p>Hold monthly data team leader meetings to review agenda, min., share data team results.</p> <p><i>Kevin get input from data team leaders regarding process and purpose of data teams. What can be added eliminated to help process be more beneficial?</i></p>	<p>8/2017 Kevin Beveridge</p>	<p>Review data team agendas and minutes along with a fidelity measurement tool (rubric tool from Ray Smith/district rubric)</p>	<p>Pre/Post tests from data teams</p> <p>Student growth/% proficient disaggregated by grade level</p>
<p>Review a list of at-risk students and identify a student to form a social connection with during the school year.</p>	<p>Nikki Harris</p>	<p>List of identified students and their volunteer</p>	<p><i>Year-end relationship survey by students & teachers</i></p>
<p><i>Staff study of cultural poverty and student needs</i></p>	<p>Mary Genovese Nicole Harris</p>		
<p><i>Anti-bullying training</i></p>		<p><i>Weekly Class Meetings</i></p>	<p><i>Student survey results/referral reports</i></p>
<p>Provide chart outlining the strategies for each ESL child's proficiency level based on <u>Classroom Instruction That Works for English Language Learners</u></p>		<p>Lesson plans, diary mapping</p>	<p>ESL student growth</p>
<p><i>Christina Herrick and Nikki Gernand will provide a packet of information about differentiated instruction</i></p> <ul style="list-style-type: none"> <i>Christina Herrick and Nikki Gernand will model various strategies for differentiating instruction</i> 	<p>Principal, Christina Herrick, Nikki Gernand</p>	<p>Lesson plans and diary mapping</p>	<p>K-6: NWEA K-6: Data Team assessments</p>
<p><i>Provide Math Training opportunities during August 2016</i></p>	<p>Stephanie Kimmerly</p>	<p>Teachers will facilitate the training they have received over the summer with their students in the Fall:</p> <ol style="list-style-type: none"> Poster Method 	<p>K-6 NWEA</p>

		2. Five Easy Steps	
<i>Provide ongoing training/ coaching opportunities for teachers who are new to the building or who need assistance in implementing ECS District Math initiatives.</i>		Teachers will facilitate the training they have received with their students: 1. Poster Method 2. Five Easy Steps	
<i>Provide ongoing training/ coaching opportunities for teachers who are new to the building or who need assistance in implementing research based interventions .</i>	Kim Haas	New teachers will facilitate the training they have received with their students: 1. Assessment 2. Progress monitoring	K-6 NWEA data
Provide Professional Development sessions during faculty meetings : 1. <i>Classroom Management</i> 2. <i>Academic Assessment</i>	Kevin Beveridge	Teachers will facilitate the training they have received with their students:	