

SCHOOL IMPROVEMENT PLAN

Eastwood Elementary

Elkhart Community Schools

Kevin Beveridge, Principal

2016-2019

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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 456 students enrolled in the 2015-2016 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. An Enhancement Program and an After-School Program to reach students considered to be “falling between the cracks” are held during the course of the school year. All programs focus on reinforcing and enhancing student learning. A mentoring program (C.A.R.E.S.) is also available for students in need.

Recognition of student achievement and improvement is a high priority and occurs monthly. Each month, 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 “Kiwaniis Kid.” At the conclusion of the school year, a Sixth Grade Recognition Program is held, as well as an Activities Award Program. Programs recently added to publicly recognize student achievement and successes are: Pawsitive Referrals.

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 and their support on field trips as well as 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, and library classes. Students may participate in an Interactive Writing Program, Spell Bowl, Chess at Lunch and Math Bowl.

Extra curricular activities include Student Council, Science Fair, Chess Club, Robotics Club, Band, and Orchestra. Athletic programs are offered for students in 5th and 6th grades. Extra-curricular activities are well attended by all sub groups of 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; five 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 a policy of including as much as possible, in their individual classrooms and programs, students with special needs.

Eastwood’s staff consists of 29 full time certified teachers and 9 instructional assistants/special education paraprofessionals. Additional certified and classified personnel include: a speech pathologist, school psychologist, English as a Second Language teacher, a nurse, librarian, behavior specialist, computer teacher 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 and Academic Dean who address curricular, instructional, and personnel responsibilities. The Principal has the responsibility for developing and maintaining student-parent-community relationships, as well as 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 2013 with the input of the PL 221 committee, the staff and parents. We revisit the mission and vision annually.

Eastwood Guiding Principles and Practices

1. Assessing student resources enhances teacher's ability to develop successful interventions to boost student achievement.
2. Building relationships of mutual respect with parents and students cultivates a student's external support system and academic success.
3. Using advance organizers helps students use new information by organizing information into a visual format.
4. Appropriate homework and practice is needed to develop proficiency of a skill or concept.
5. Co-teaching between special education teachers and general education teachers lowers student-teacher ratio which increase students learning at their individual level.
6. Combining linguistic and non-linguistic learning increases the likelihood that knowledge will be stored and retained.
7. Differentiation of instruction provides students multiple ways to access the curriculum.
8. Instruction that actively engages students in asking questions, summarizing, synthesizing text and identifying important ideas improves comprehension.

Research-based strategies we use include:

1. Journeys is our core reading curriculum. It is research-based and State approved.
2. Small group instruction is provided daily in reading.
3. Appropriate student assessments regularly inform instruction. (NWEA math, reading, and language)
4. Tier 1, Tier 2 and Tier 3 instruction are based on data.
5. Teachers and administrators meet every 2 weeks to review student data, assess proficiency and deficiency, regroup for re-teaching and adjust curriculum as needed.
6. Math instruction is based on the research-based Every Day Math and 5 Easy Steps.
7. Olweus Bully Prevention program is implemented with fidelity.

Statutes and rules the school wishes to have suspended from operation

We are not applying for any waivers

Description and Location of Curriculum

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

Each teacher has access to the "M" drive to access a copy of the Indiana State Standards for all subjects, as well as on-line access to the current Indiana standards.. 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 2015-16 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:

- October 15- Principal, Kevin Beveridge and Academic Dean, Stephanie Kimmerly met to plan meeting dates and discuss agendas for the year.
- February 9- The team met to analyze first semester data including benchmarks, writing assessments, ISTEP prep and to discuss relationship building strategies with students..
- February 15- The team met to discuss final data for the year and to revise the SIP plan for 2015-2016.

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:

- Megan Schuler: Kindergarten representative
- Cambria Rief: Second grade representative

- Andrea Welles: Third grade representative
- Robyn Hill: First grade representative
- Denise Demeter: Third grade representative
- Megan Gutierrez: Fifth grade representative

- Todd King: Fourth grade representative
- Kelly Kielce: Sixth grade representative
- Christina Herrick: Special needs representative
- Stephanie Kimmerly: Academic Dean/Data Team Coordinator
- Kevin Beveridge: Principal
- Don Kominowski: School Improvement Consultant

In 2015-16 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 monthly character development life skill is promoted on the morning announcements. 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, Susan Herr, our behavior consultant, is available full-time to meet the diverse and growing needs of students with behavior issues and problems. 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, Academic Dean, 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

Grade level data teams meet regularly to review student academic progress. Data teams complete required paperwork as evidence of the data team process. This documentation is stored in a 3-ring binder in the office. A daily 30-minute differentiated intervention period (SUCCESS) is scheduled during the school day for all students; above, on or below grade level. This additional support is provided by classroom teachers, paraprofessionals and other available staff.

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 and Paraprofessionals –

Highly Qualified Teachers
Eastwood Elementary

Employee	Job Description	How Qualified?
1	Academic Dean	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	Grade 2	6-Praxis II / NTE
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	Kindergarten	6-Praxis II / NTE
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, Kindergarten Round-Up 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. The School Improvement Committee (SIC), composed of parents, business partners and 4 teachers approved by the Elkhart Teachers Association (ETA), meets 3 times per year. Both committees are 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
- Fall Carnival
- Winter Wonderland Dance
- Poetry Jam K-2
- Veteran's 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 as a Second Language (ESL) teacher and tech assistant. 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. The middle school principal and counselors are invited to attend the Eastwood 6th grade graduation celebration.

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 1st, 2nd, and 4th Tuesday of the month and every Wednesday for all staff meetings for professional development, news, and collaboration such as Data Teams work. All certified staff members have received training in the data team process from the Leadership and Learning Center. Data 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.

Learning Log meetings are held every two weeks with the administrators and each grade level. These teams focus on the analysis of data, regrouping of students for Tier 2 instruction, and alignment of the curriculum. Learning Log meetings with the principal in accordance with the 8-Step process provide an opportunity for collaborating about classroom and individual student data and instructional strategies.

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 and data team time for making decisions that impact student learning. In addition, the General 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 evaluated 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 or still non-proficient in a specific subject and/or skill area.

In addition, the 8-Step Process is being implemented in grades K-6. This data-driven, cyclical continuous improvement approach incorporates best practices. Using effective schools research, teachers follow instructional timelines; disaggregate and analyze data to plan instruction; deliver purposeful lessons; use frequent assessments; provide tutorial and enrichment time during the school day; and provide maintenance lessons to reinforce previously taught skills. The principal assumes the role of instructional leader and is continuously involved in the teaching and learning process.

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 2016, 88% 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 style="text-align: center;">STRENGTHS</p> <p>Based on Fall 2014 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 data teams twice a month 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 2015 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 2015 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"> • 100% of teachers have been trained in the data team process • 100% of teachers have been trained in the first year of Elkhart Balanced Literacy program. • 100% of teachers have been trained in Making Standards Work and Effective Teaching Strategies. • The attendance rate for Eastwood Elementary students has improved since 2009-2010 (attendance rate was 96.4%). It has been on the rise since that year and has reached 96.9% attendance rate in 2014-2015. • The data regarding ethnicity from 2009-2015 has remained somewhat constant. In 2009, 7% Black, 78% White, 8% Hispanic, and 7% Multi-ethnic made up the school population. In 2015, 2% Black, 75% White, 12.5% Hispanic, and 6.9% Multi-ethnic made up the school population. <p>LANGUAGE ARTS</p> <p>Based on the ISTEP+ scores from 2014</p> <ul style="list-style-type: none"> • The percentage of students passing E/Language Arts has remained constant over time (69% passing) • All cohort groups have shown consistent growth in passing rates. 	<p style="text-align: center;">EASTWOOD GUIDING PRINCIPLES</p> <ol style="list-style-type: none"> 1. Assessing student resources enhances teacher's ability to develop successful interventions to boost student achievement. 2. Building relationships of mutual respect with parents and students cultivates a student's external support system and academic success. 3. Using advance organizers helps students use new information by organizing information into a visual format. 4. Appropriate homework and practice is needed to develop proficiency of a skill or concept. 5. Co-teaching between special education teachers and general education teachers lowers student-teacher ratio which increase students learning at their individual level. 6. Combining linguistic and non-linguistic learning increases the likelihood that knowledge will be stored and retained. 7. Differentiation of instruction provides students multiple ways to access the curriculum. 8. Instruction that actively engages students in asking questions, summarizing, synthesizing text and identifying important ideas improves comprehension.

MATH

Based on the ISTEP+ scores 2009-10 to 2013-2014

- General ed. students cohort group shows consistent growth from 3rd grade (65% passing) to 6th grade (91% passing).
- All-student cohort group shows consistent growth from 3rd grade (60% passing) to 6th grade (74% 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 2013-2014 the average number of transfer students passing Math ISTEP was 72%.

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 32% in 2015-2016.
- The number of special ed. students has increased from 8.5% in 2009-10 to 14.6% in 2014-2015.
- 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 2013 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

- 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 2015, black students compared to white students consistently underperform in regards to standardized testing :

- 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

October 15

OBJECTIVES:

- Review Action Plan (Adjust to an state and local changes)
- Prepare for Implementation
-

TO DO:

- Find video on Teacher Tube that demonstrates actively engaging students (Stephanie)
- Provide exemplars and anchor papers K-6 (Mary)
- Send list to teachers for sign-up for mentoring (Kevin and Nikki)
- Send list for building relationships (Kevin)
- Find scores from our last year's class (Inors: Kevin)
- Meet with grade level to show ISTEP data (Kevin and Stephanie)
- Hold regular monthly meeting of D.T. leaders on Mondays
Provide chart to teachers
- Figure out how to have consistent interventions K-6
- Review Plan with teachers at whole staff meeting (Kevin and Stephanie)

2/9/16 School Improvement Team Meeting

- Looked at ISTEP+ results
- Looked at NWEA testing information
- At staff meeting show Growth Model info. on the web site.
- Discussed relationship strategies

Notes from February 15 School Improvement Team Meeting:

Reviewed action plan

Discussed ISTEP+ and NWEA data

Discussed goals

Eastwood Elementary Action Plan for 2015-2016

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 IREAD or NWEA. ▪ 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 NWEAI ▪ 							
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
08/2014	GENERAL: <i>Follow the district instructional calendar using the Journey's Program during the daily 120 minute English Language Arts block for grades K-6.</i> <div style="text-align: right;">(G.P. #8)</div>	<i>All certified teachers</i>				<i>Student learning log growth</i>	<i>K-2: Dibels K-2: TRC/ MClass 3-6: Acuity</i>
8/2014	GENERAL: Teach writing daily as part of ELA 120 minute block following Journeys unit focus schedule. Teach writing across the curriculum. (Science, Soc. Studies, Math)		Ongoing Aug. 2014	<i>Collaboration in monthly data teams</i> <i>Review Writing progression charts at grade level</i>	<i>Grade level teams</i>	<i>Data team minutes</i>	<i>Data team minutes</i>
8/2014 9/9/2014	CULTURAL COMPETENCY <ul style="list-style-type: none"> • <i>Teachers build positive relationships with all students.</i> • <i>Contact each parent within the first month of school to gather information about each child and to develop a positive relationship with the parents.</i> • <i>Determine each student's academic and social resources in order to adjust the support to student's needs</i> 	<i>All certified teachers</i>	8/2014 Fall and ongoing 2014	<i>Grade levels share current relevant information about students in their classrooms.</i> <i>Review synopsis of "Teaching with Poverty in Mind" by Eric Jensen</i>	Admin.	<i>Checklist of names of parents that teachers contacted</i>	<i>Paragraph reflection regarding parent contact implementation</i> <i>Follow-up at winter conferences to check if it had a positive outcome on parents and/or students</i>
Begin Date	Teacher Action Steps	Person Responsible	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
<i>Fall 2010</i>	<i>Teachers and Staff will implement Minds in Motion K-2 daily and identified 3-6 students.</i> <div style="text-align: right;">(G.P. #2)</div>	<i>K-2 teachers, staff parent volunteers</i>	Ongoing		<i>Mary Genovese Kim Haas</i>		Pre and post test on eye tracking and skipping
8/2014	LOW ACHIEVERS: <i>Using 8-step process teachers will identify most at-risk students in each</i>	<i>All staff members</i>	8/2014	Learning Log Meetings		<i>Schedule and learning log data</i>	N

	<i>grade and provide daily interventions for additional 30 minutes. Set learning log schedule in August for entire year.</i>						
Spring 2015	LOW ACHIEVERS (TIER 3) <i>Provide an extra 30-60 min. additional reading interventions for students who consistently miss their aimlines. (GEI and special ed.)</i>				Christina Herrick		
Fall 2015	LOW ACHIEVERS (ESL): Teachers apply differentiated strategies for ESL matched to the different levels English proficiency	All certified teachers	Fall 2015	Provide review of chart outlining strategies for each ESL child's proficiency level	ESL teacher, Nicole Allison	Lesson plans	ESL student growth
Fall 2015	LOW ACHIEVERS K-3 <i>Provide interventions 3-4 times/week</i>	All certified K-3 teachers					NWEA
8/2015	HIGH ACHIEVERS: <i>Using 8-step process teachers will identify proficient students and provide daily interventions for additional 30 minutes.</i> <i>High ability cluster teachers provide differentiated instruction. (G.P. #7)</i>	All staff members	8/2014				NWEA
2015	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					Discipline data
Begin Date	Teacher Action Steps	Person Respons.	Begin Date	Professional Development	Person Responsible	Evidence of Implementation	Evidence of Impact
Fall 2015	CULTURAL COMPETENCY <i>Implement most effective strategies to work with cultural differences</i>		Fall 2015				
Fall 2015	CULTURAL COMPETENCY <i>Continue Anti-bullying program with school-wide anti-bullying guidelines</i>					Weekly Class Meetings	Back to school parent survey results
Fall 2015	PARENT INVOLVEMENT: <i>PTA parents will increase parent involvement in school-day activities</i>	PTA, PTA rep., and Admin.				Parent Participation figures	Survey parents to get input about activities

May 2016	TRANSITIONS 6 th grade to PM/NS Bring former Eastwood students to talk with 6 th grade. (video conferences)						
May	6 th grade teachers meet with 7 th grade representatives of the L/A and math departments from MS					DVD	
Fall 2014	TECHNOLOGY Use laptops, second computer lab, video camera, E-instructor, white boards to meet State Standards		Fall 2014	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 2014	Provide teachers with keyboarding resources and how to integrate the technology into the curriculum.			
Fall 2015	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) 			•			
	•						

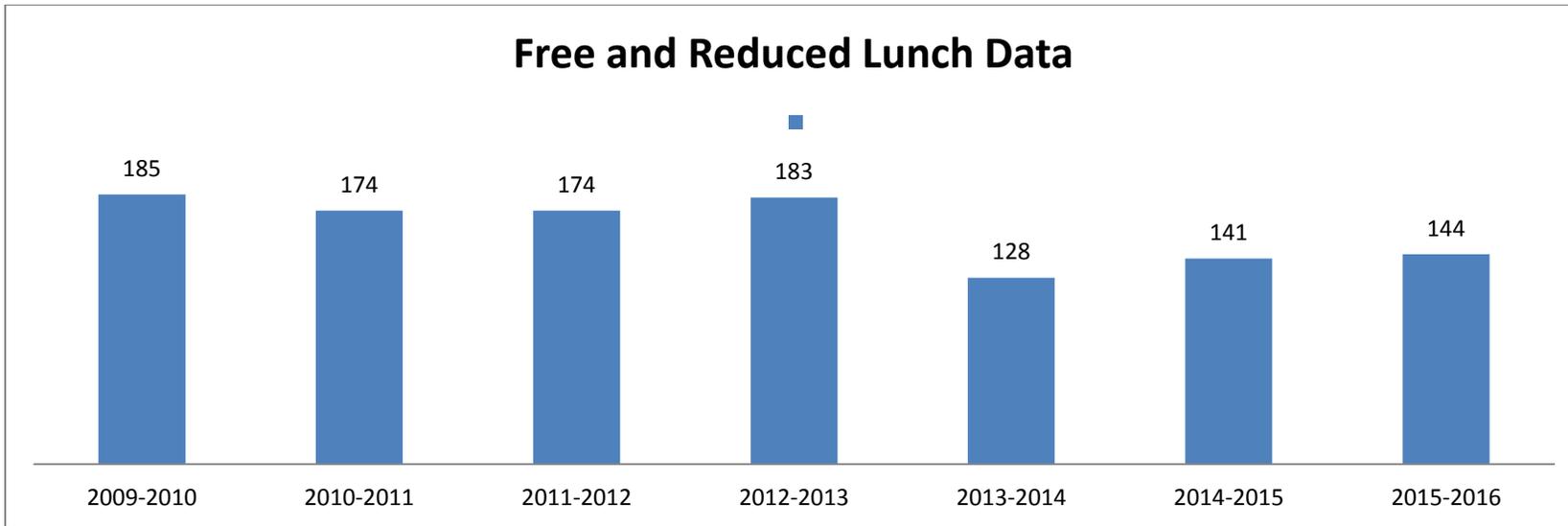
Eastwood ELA Assessment Plan 2015-16

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 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 Data team Minutes/Agendas Checklist of relationship building strategies Parent participation figures	Administrative Walk-Through Data team Minutes/Agendas Teacher Self Rubric (Effective Teaching Strategies) List of students and volunteers Parent participation figures	Administrative Walk-Through Teacher Self Rubric Data team Minutes/Agendas Consensus Maps Parent participation figures	Administrative Walk-Through Data team Minutes/Agendas Checklist of relationship building strategies Redesigned website Parent participation figures
Impact Assessment <i>What are the student results?</i>	NWEA Data Team Pre/Post growth on Writing Sample (K-6) Discipline Data	NWEA SRI Data Team Pre/Post growth on Writing Sample (K-6) Behavior/GEI data (K-6) ISTEP + (3-6)	NWEA SRI Data Team Pre/Post growth on Writing Sample (K-6) Discipline Data	NWEA SRI ISTEP + (3-6) Data Team Pre/Post growth on Writing Sample (K-6) Discipline Data Relationship Survey

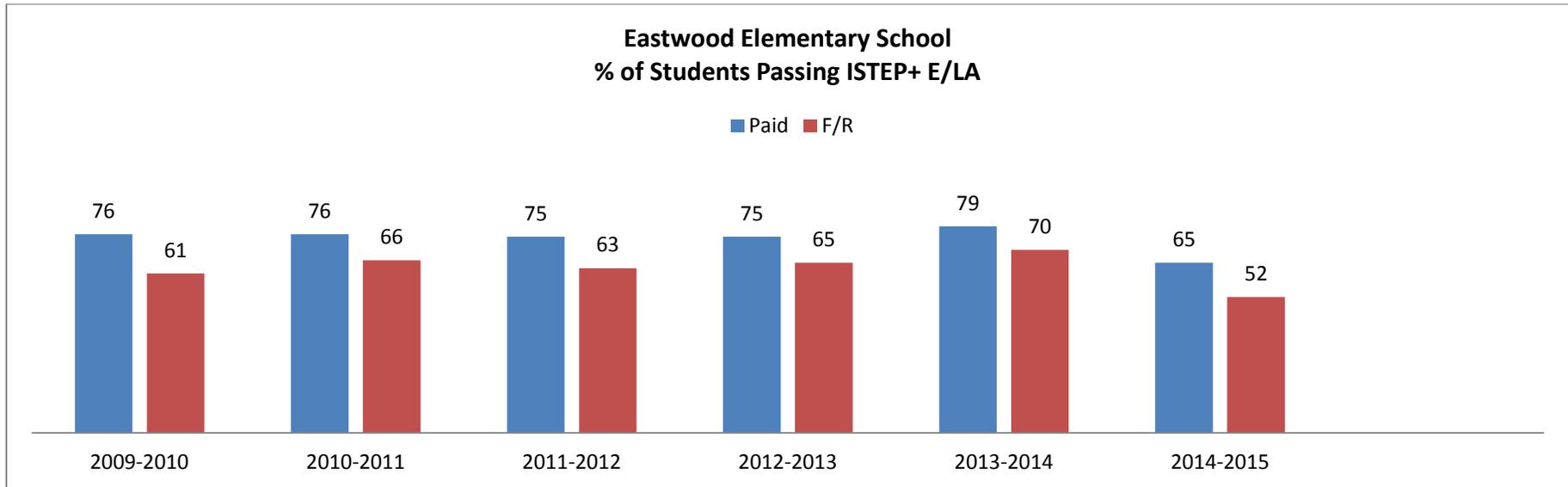
Appendix

Supporting Data - Comprehensive Needs Assessment

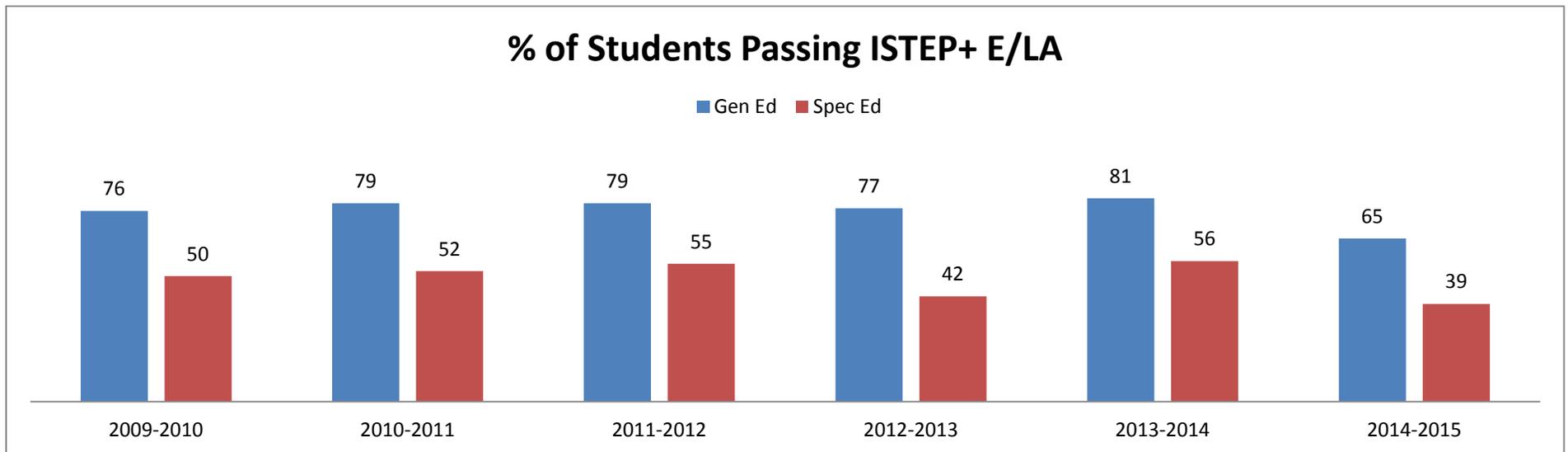
From 2009, the free and reduced lunch population at Eastwood Elementary has decreased until the 2014-15 school year.



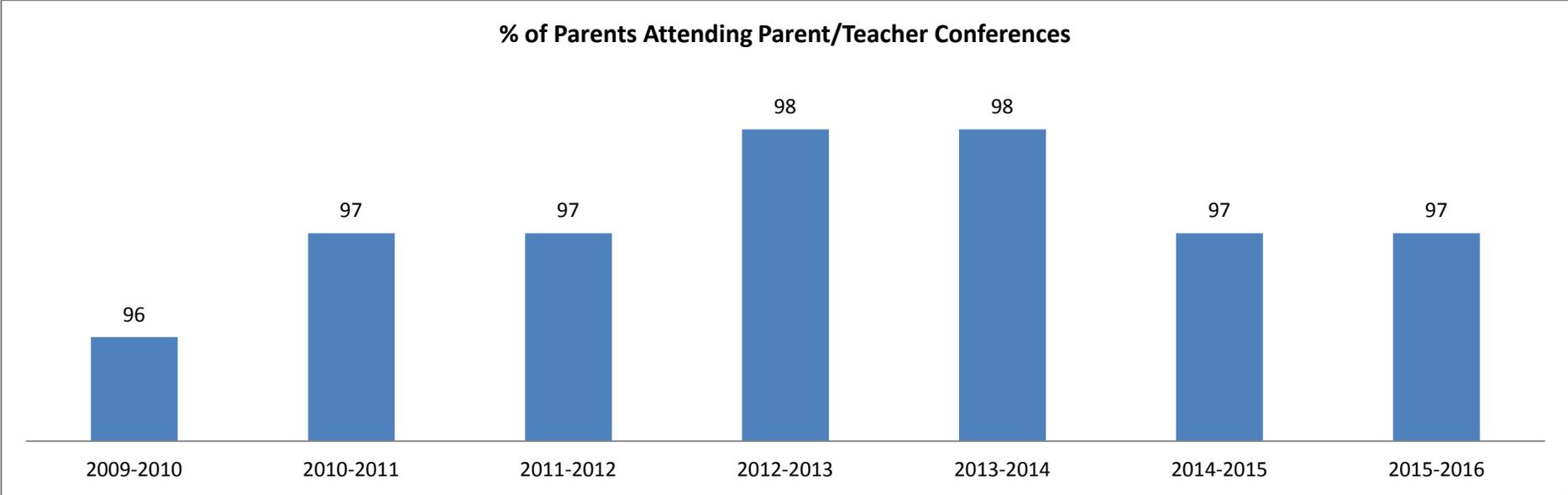
Since 2009, the free and reduced lunch students at Eastwood Elementary consistently performed below paid lunch students on ISTEP+ Eng/LA.



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 student resources enhances teacher's ability to develop successful interventions to boost student achievement.
2. Building relationships of mutual respect with parents and students cultivates a student's external support system and academic success.
3. Using advance organizers helps students use new information by organizing information into a visual format.
4. Appropriate homework and practice is needed to develop proficiency of a skill or concept.
5. Co-teaching between special education teachers and general education teachers lowers student-teacher ratio which increase students learning at their individual level.
6. Combining linguistic and non-linguistic learning increases the likelihood that knowledge will be stored and retained.
7. Differentiation of instruction provides students multiple ways to access the curriculum.
8. Instruction that actively engages students in asking questions, summarizing, synthesizing text and identifying important ideas improves comprehension.

Timeline of Teacher Action Steps for School Improvement Plan

08/20015 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

08/2015 HIGH ACHIEVERS: High ability cluster teachers will provide differentiated instruction for these students

09/2015 Implement data teams with fidelity to the data team process with a focus on teaching, monitoring, and writing a response in all academic areas

10/2015 LOW ACHIEVERS: Identify the most at-risk students in each grade. Ask all staff members to volunteer to seek out and nurture a relationship with one or more students.

10/2015 Determine each student's academic and social resources

12/2015 Teachers build positive relationships with all students

02/2016 General: Actively engage students in all academic areas by asking questions, summarizing, synthesizing text and identifying important ideas to improve comprehension

04/2016 TRANSITIONS: Preschool to KDG: Investigate testing of incoming kindergartners

05/2016 TRANSITIONS: Collaboration between previous, current teacher and special ed./ESL teachers to devise a plan and prepare special needs students and GEI students

Summer 2015 LOW ACHIEVERS: Investigate the use of co-teaching strategies for special and general education teachers

August 2016

1. Teachers to be trained on the use of NWEA data to drive instruction. (K. Beveridge)
2. Review Minds in Motion research and procedures for implementation. (C. Herrick, M. Genovese)
3. Analysis of Data Teams process to improve productivity. (K. Beveridge,)
4. Staff will be trained in cultural competencies. (N.Harris, M. Genovese)
5. Implementation of Olweus plan. (All staff)
6. Progress Monitoring of K-2 students will be implemented. (K-2 staff)
7. All teachers will analyze data to create interventions.

Fall 2015 LOW ACHIEVERS: Teachers apply differentiated strategies for ESL matched to the different levels of English proficiency

Fall 2015 CULTURAL COMPETENCY: Implement most effective strategies to work w/cultural differences

Spring 2016 Differentiate instruction and homework based on: readiness, learning styles, interests

Fall 2015 PARENT INVOLVMENT: Prepare grade level introduction for parents to know the expectations and how they can help their child.

Provide this at back to school night and for new students

Fall 2015 TECHNOLOGY: Update the website to be more informative for parents regarding the school and the classroom

Spring 2016 TRANSITIONS: 6th grade to Middle School (PM/NS) :

- *Bring former Eastwood students to talk with 6th grade (video conferences between classrooms)
- * 6th grade teachers meet with 7th grade representatives of the ELA and math departments from MS
- * Review the ISTEP data of 7th graders to see what students need.

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	<i>Review Data Team packets</i> <i>Diary Mapping</i> 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, Stephanie, 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 March15, 2016)	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>8/2015 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 the summer of 2014 for teachers who are implementing the new ECS District Math initiatives for the fall.</i></p>	<p>Jenny Hinman</p>	<p>Teachers will facilitate the training they have received over the summer with their students in the Fall: 9. Poster Method</p>	<p>K-6 NWEA</p>

		10. 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: <ol style="list-style-type: none"> 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: <ol style="list-style-type: none"> 1. Assessment 2. Progress monitoring 	K-6 NWEA data
Provide Professional Development sessions during faculty meetings : <ol style="list-style-type: none"> 1. <i>Classroom Management</i> 2. <i>Academic Assessment</i> 	Kevin Beveridge	Teachers will facilitate the training they have received with their students:	