

Eastern Greene Elementary School - Wide Improvement and Title I Plan 2018-2019

Updated October 2018

Eastern Greene Elementary School -Wide Improvement and Title I Plan 2018-2019

School Name

Eastern Greene Elementary School

Address

10503 East State Road 54, Bloomfield, IN 47424

Telephone

812-825-5623

School web address

www.egreene.k12.in.us

Corporation number

2940

School number

2433

Principal

Sharon C. Abts

Superintendent

Ted Baechtold

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School Wide Planning Committee

Member Name	Affiliation
Sharon Abts	Principal
Kimberly Hill	Title I Director
Shanda Brown	Parent
Samantha Cummings	Parent
Scott Carmichael	Parent/PTO President
Michelle Vincent	Kindergarten Teacher
Chris Clouse	Kindergarten Teacher
Katie Berns	1 st grade Teacher
Juli Adams	1 st grade Teacher
Kim James	2 nd grade Teacher
Faith Ransford	2 nd grade Teacher
Sarah Winstead	3 rd grade Teacher
Kindra Roberts	3 rd grade Teacher
Judy Milnes	4 th grade Teacher
Mandy Buskirk	4 th grade Teacher
Kaitlin Price	Intermediate Inclusion
Keisha Blais	Primary Inclusion

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Date of Meetings

August 2 and August 28, 2018
September 11 and September 25, 2018
October 16, 2018
November 13 and November 27, 2018
December 11, 2017
January 8 and 22, 2019
February 12 and 26, 2019
March 5 and March 26, 2019
April 9 and April 23, 2019
May 9, 2019

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I. Corporation Mission Statement

EGS will provide an academic program and educational learning environment which will empower students to become life-long learners with the knowledge and skills that will equip them for future academic and workforce success.

II. Elementary School Mission Statement

Eastern Greene Elementary School provides challenging standards and a safe environment, where all students learn and grow to be caring, responsible, life-long learners.

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III. Corporation Profile

Demographics

Greene County is the fourth largest county in the state of Indiana. Our three townships encompass 150 square miles of hilly terrain dotted with small farms and open field areas. A sizeable percentage of Eastern Greene residents are made up of families who have remained in the area for several generations. The changing population is in part due to the availability of lower cost housing in this area than surrounding counties and lack of zoning laws.

A very small group of residents earn their living by farming and/or livestock production. The majority of residents are blue-collar workers who work outside the district. A small percentage own small businesses or are self-employed. Our school district borders the Naval Surface Warfare Center in Crane, Indiana, where some parents and community members work. Eastern Greene Schools is a major employer for this area. Greene County was identified as having a higher unemployment rate of 4.7% than the Indiana average of 3.5% in July 2018 (www.stats.indiana.maptools).

School Board

The majority of the current seven school board members are Eastern Greene School graduates. The board is representative of several different professions, offering a wide viewpoint in regard to educational ideals and opportunities for students in our district.

IV. Eastern Greene Elementary School Profile

Eastern Greene Elementary students develop a foundation for life-long learning in academics, the arts, social skills, and physical education.

Eastern Greene Elementary School is located in south central Indiana, between the cities of Bloomington and Bloomfield. The elementary school shares a campus, transportation, cafeteria, and sports fields on 50 acres with the middle school. The schools are a consolidation of three townships: Jackson, Center, and Beech Creek.

Eastern Greene Elementary includes developmental and community pre-school through fourth grade.

- Our administration consists of a full-time principal.

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- Full-time elementary guidance counselor and corporation-level school nurse provide services to students and families.
- The philosophy and the practice of early intervention practices are critical to our goal that all students achieve grade level performance by the end of the 3rd Grade.
- Kindergarten is full day.
- Special education has inclusion and pull-out formats with certified special education teachers at all grade levels, including preschool. Our preschool children receive services within the school-based community Early Learning Center preschool program. Highly qualified paraprofessionals assist with instructional support in all grades.
- Title I / FOCUS and reading interventions are conducted daily in Kindergarten through 4th grade levels.
- Title I staff support the FOCUS and interventions/RtI process with a Lead Teacher and ten part-time highly qualified paraprofessionals.
- All students regularly participate in related arts: Art, Library, Music, Computers, and Physical Education.
- Each classroom is equipped with Smart Board technology and document camera capability, a cluster of desktop computers and tablets for student use.
- Character education is an important part of our school-wide curriculum. *Bucket Filler*, *Second Step*, and *Responsive Classroom* strategies are implemented in all grades. Positive behaviors are celebrated weekly via the Hero Parade.
- Our full-time speech pathologist provides services for students in Preschool-4th grade.
- Two options are available for our preschool students on Eastern Greene Schools' campus. The Early Learning Center for children ages 3-5 also opened August 2010. The Developmental Preschool offers programming services in an inclusion model within the Early Learning Center. ELC has earned the *Paths to Quality* Level 2 and well on the way to achieving Level 3.
- Kids Zone program provides before and after-school programming. Between 75-120 students are registered in this program each year.

Our school building is the largest public facility within the three townships and serves as a community center for a variety of activities. Two gymnasiums exist and are used daily by students. The school provides meeting rooms, gyms, a multi-purpose room, and cafeteria for evening and weekend events. A variety of sports, musical arts, extra-curricular events, and local clubs all share the facility. The school and local churches cooperatively serve our community with food and clothing drives. Charitable contributions are made to organizations such as the Family Life Center and to families in need.

Staff Population

Employees reside in the school district or in nearby communities. Several faculty and staff members were educated at Eastern Greene Schools.

Employees commute to work from Monroe, Lawrence, Owen, Martin, Knox, and Davies Counties. All teachers are highly-qualified. All

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paraprofessionals are also highly-qualified with 100% of paraprofessionals completing the Para-Pro exam or having completed Associates degree hours, 2 years equivalence of college credits, or a Bachelor's/Master's degree.

Student Population

The majority of Eastern Greene families are of middle to low socioeconomic status. Many students' parents and grandparents graduated from Eastern Greene Schools. Our student population fluctuates from 460-520. Our school community experiences the effects of families facing economic challenges, observable in the need for financial assistance and higher than average mobility rates. Greene County was identified as having a higher unemployment rate of 4.7% than the Indiana average of 3.5% in July 2018 (www.stats.indiana.maptools).

V. Community Profile

Greene County is the third largest county in the state of Indiana encompassing an area of 546 square miles. Our three townships encompass 150 square miles of hilly, karst terrain dotted with small farms and open field areas. A sizeable percentage of Eastern Greene residents are made up of families who have remained in the area for several generations. The changing population is in part due to the availability of lower cost housing in this area than surrounding counties and limited zoning laws. Crane NWSC with its various contracting connections and well as employment in Bloomington and Bedford also bring new families to our district.

The workforce of Eastern Greene Schools faces many challenges in obtaining employment within the district. Situated mainly in a rural setting, the district has few private businesses and practically no industrial development to support its population locally. Retail jobs are generally limited to gas stations, convenience stores, and diners. Jobs available in service areas include automobile repair, home maintenance and repair, and daycare services. Construction comprises only a small portion of the district's employment opportunities, and most firms located in the district are very small companies with few employees. Agriculture is a significant source of economic activity, but not economic prosperity. The school corporation is one of the main employers in our school district. Because of the limited employment opportunities offered in the school district, many of its residents

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commute to urban areas such as Bloomington, Spencer, and Bedford, or to Daviess County and the Crane Naval Surface Warfare Center to find gainful employment. However the school district does not enjoy an equitable exchange of labor between surrounding counties, as very few people commute into the district for employment. This exodus of workforce creates a community that is unified by only a few touchstones, particularly the school itself and the larger local churches.

Despite the lack of commercial and industrial interests in the Eastern Greene School District, population growth continues. The economic opportunities offered by Bloomington and the relatively low property tax rate of Greene County attract a highly mobile population to the district. This high mobility rate presents several unique challenges to the students and staff of Eastern Greene Elementary School. These students are more likely to miss large amounts of the curriculum, affect the cohesiveness of the school culture, and the instruction of the classroom teacher. The district's large number of mobile households affects the school's ability to improve attendance rates, in-school performance, and standardized test performance.

Eastern Greene School District is unique in that there is not a centralized town that hosts community activities. Instead, the school serves as the center of activity for the three townships that comprise Eastern Greene Schools. Whether it is a varsity basketball game, a winter music concert, or summer league baseball games, the school is the central component of life in our district. Through multiple avenues of communication such as: student management system Harmony, texting and email system, *School Messenger* for mass voicemail, parent-teacher conferences, and weekly school newsletters, classroom- and district-based social media, communication between the school and the community is reached. This vital communication further enhances the overall importance of the school district to the community as a whole. The EGES PTO hosts various family activities throughout the school year such as Family Movie Night and Cookies and Canvas. Scout troops, Good News Club, and community athletics utilize the school facilities on a regular basis. Each of these activities continues to exemplify the importance of the school in our community.

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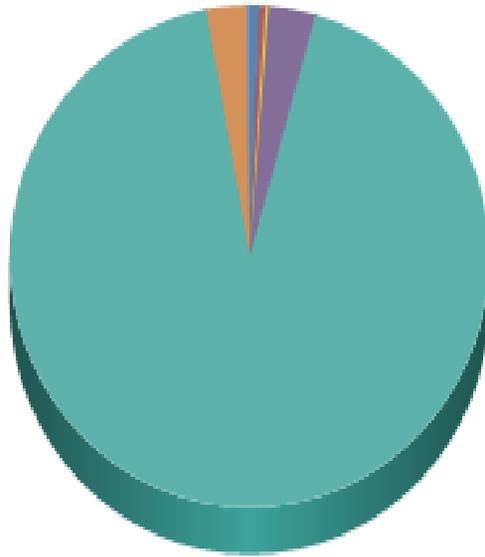
VI: Eastern Greene Elementary School – Demographics and Student Performance Data

Enrollment by grade-source: Harmony records as of September 14, 2018

Grade	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019
Pre-Kindergarten	52	62	60	52	75
Kindergarten	84	89	73	85	89
Grade 1	85	100	98	70	88
Grade 2	98	79	86	98	74
Grade 3	89	97	78	83	102
Grade 4	75	93	87	78	83
Total Enrollment	483	520	482	466	511

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Enrollment 2017-18 by Ethnicity

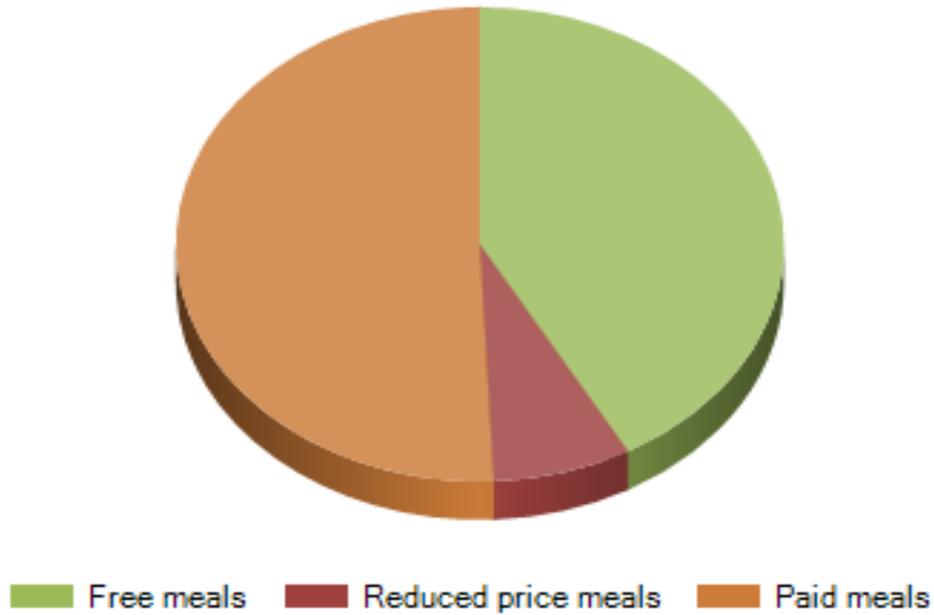


American Indian Hispanic Multiracial
Black White Native Hawaiian or Other
Asian Pacific Islander

Our 2017-2018 student population is 2.7 multi-racial, .6% Native American, .4% Black, 0.2% Asian, and 2.5 Hispanic, and 92.4% are White. Two students are enrolled in English Language Learner instruction and assessment. Source: Compass.doe.in.gov 9-17-18

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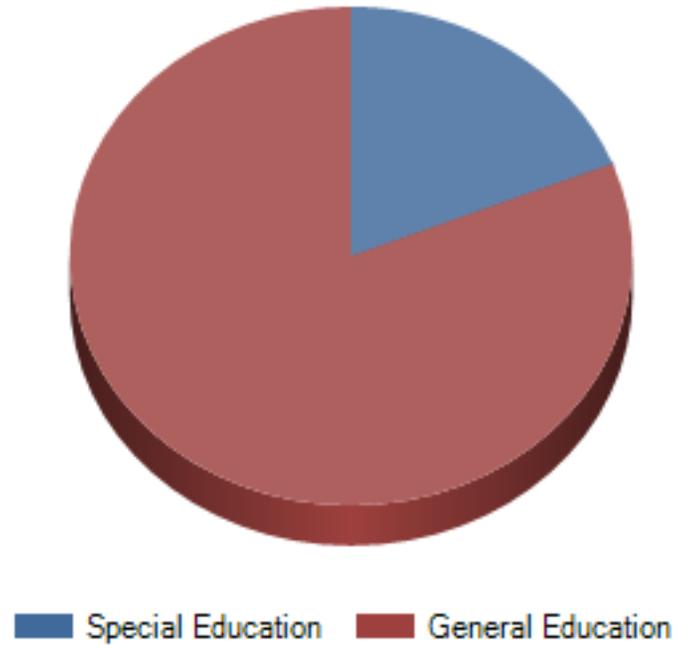
Enrollment 2017-18 by Free/Reduced Price Meals



41.9% of students are eligible for free meals, 7.4% are eligible for Reduced, and 50.7% are designated as Paid. Source: Compass.doe.in.gov 9-17-18

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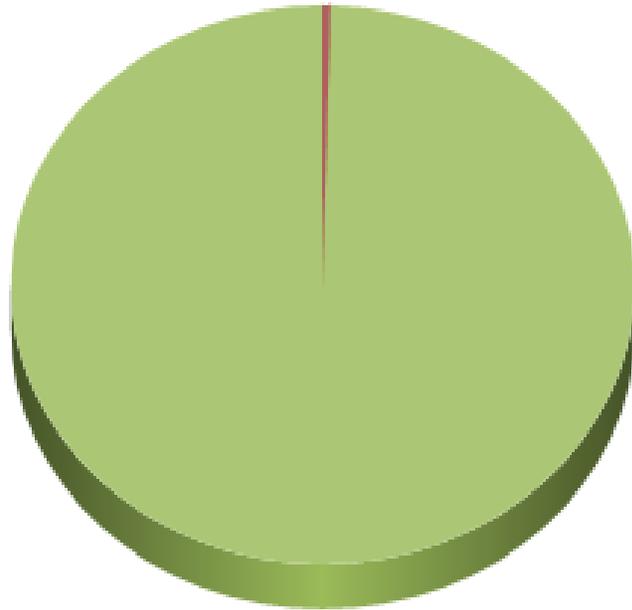
Enrollment 2017-18 by Special Education



For the 2017-18 school year, 18.9% of the students received special education services. The majority of the students received only speech/language therapy. Source: Compass.doe.in.gov 9-17-18

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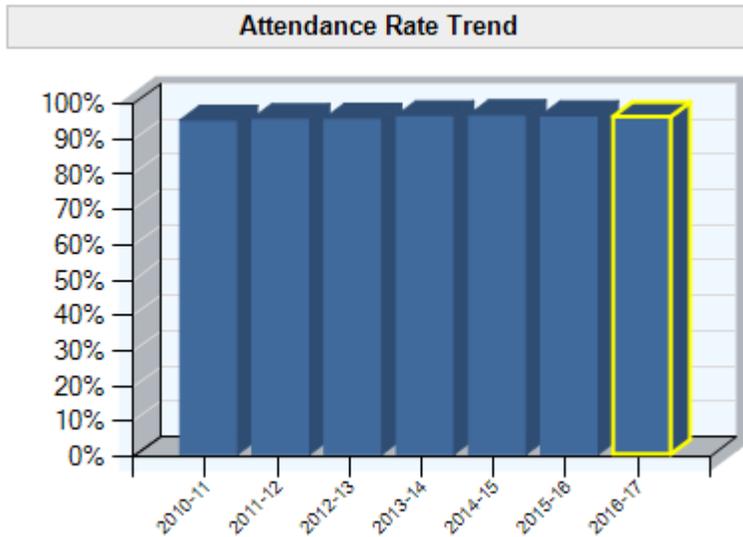
Enrollment 2017-18 by English Language Learners



English Language Learner Non-English Language Learner

Two children receive ELL support .4%. Source: Compass.doe.in.gov 9-17-18

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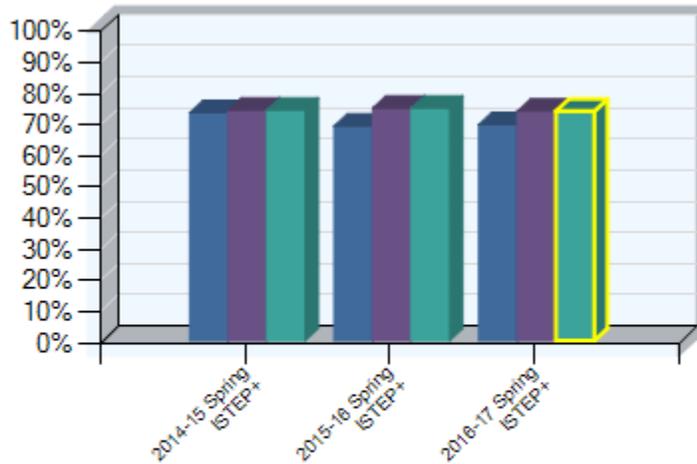
IDOE Compass data, attendance rate 2016-17 was 95.6%. According to Harmony data, the attendance rate for 2017-2018 remained the same as last year at 95.6%. (2017-18 graph is not yet available on the Compass website.) Enrollment & Attendance Data
Source: <http://compass.doe.in.gov/dashboard/enrollment.aspx?type=school&id=2433>

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Student Achievement: ISTEP+ data & analysis – Trends are shown in graph form. Graphs for 2017-18 are not yet available on IDOE Compass. See tables below for 2017-2018 data.

3rd Grade ELA

ISTEP+ Percent Passing Trend



■ Indiana ■ Corporation ■ School

4th Grade ELA

ISTEP+ Percent Passing Trend

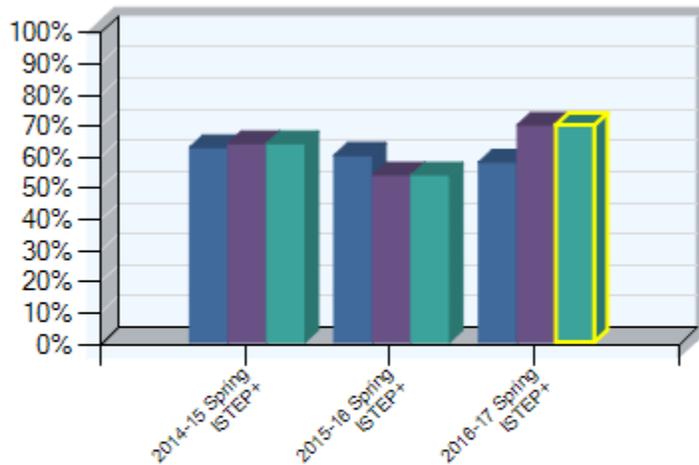


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3rd Grade Math 2016-2017 69.7 % Passing

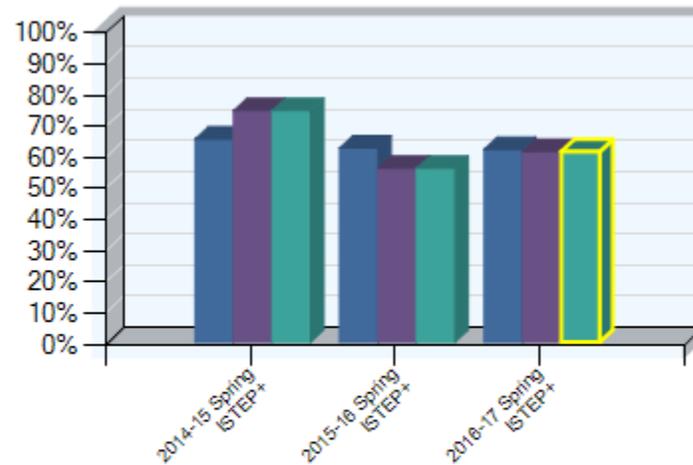
ISTEP+ Percent Passing Trend



■ Indiana ■ Corporation ■ School

4th Grade Math 2016-17 61.2 % Passing

ISTEP+ Percent Passing Trend



■ Indiana ■ Corporation ■ School

2017-18 Compass graphs are not yet available: This data describes the student performance on ISTEP+ testing.

3rd Grade 2017-2018 ISTEP+ Performance Data

3 ELA Battery	EGES N =83	State average	3 Math Battery	EGES N=83	State average
Pass +	12/14%	16%	Pass +	10/12%	23%
Pass	49/59%	49%	Pass	36/43%	35%
Total Pass	61/73%	65%	Total Pass	46/55%	58%
Did Not Pass	20/24%	33%	Did Not Pass	36/43%	41%

3rd Grade students passing both ELA and Math=53% (Decrease from 2016-2017 from 67.1%)

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4th Grade 2017-2018 ISTEP+ Performance Data

4 ELA Battery	EGES N =79	State average	4 Math Battery	EGES N=79	State average
Pass +	10/13%	16%	Pass +	18/23%	23%
Pass	48/61%	45%	Pass	36/46%	36%
Total Pass	58/74%	61%	Total Pass	54/69%	59%
Did Not Pass	21/27%	37%	Did Not Pass	25/32%	39%

4th Grade students passing both ELA and Math=58% (Increase from 2016-2017 from 49.4%)

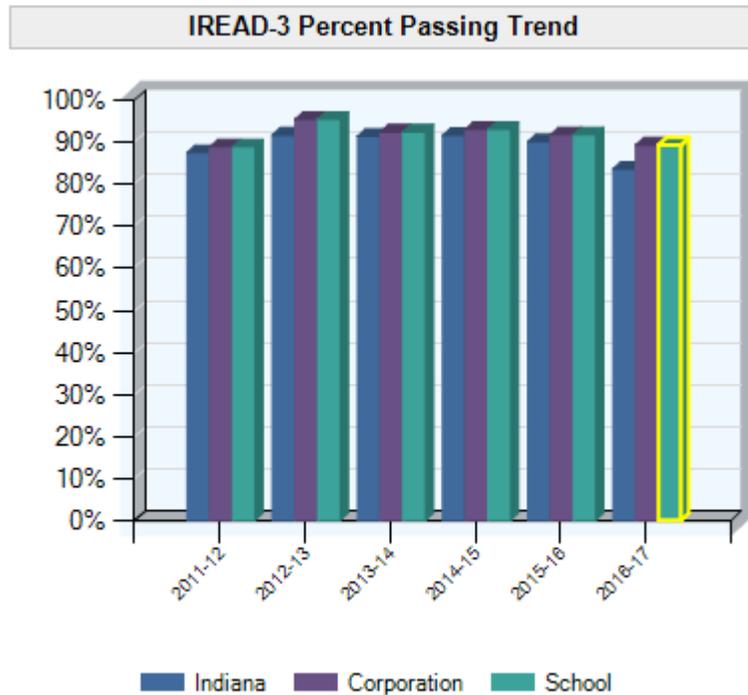
Reading Fluency and Comprehension on Benchmark Assessment Systems (BAS) for Non-ISTEP+ Grades

EGES adopted the Fountas and Pinnell Guided Reading leveling system school-wide. End-of-year grade level goals were set for each grade level.

The BAS was administered to students K-2 quarterly to assess progress toward meeting the established grade level goals. 92% of **Kindergarten** students were assessed at performing Level C and 95% showed growth toward meeting EOY benchmark. The BAS results for **1st graders** indicated 75% reading at Level J, with 97% showed significant growth toward meeting the EOY benchmark. BAS results for **2nd graders** indicated 90% were assessed at Level M. 100% made gains of at least 2 reading levels.

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IREAD-3 Data & Analysis: See trends on graph below through 2016-2017.

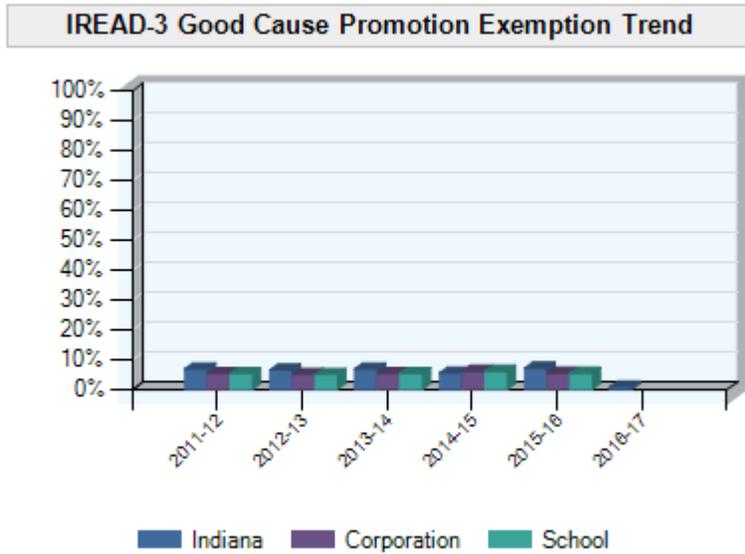


The Spring/Summer 2018 IREAD-3 IDOE Compass graph was not available at the time of the SIP creation.

Corp ID	Corporation Name	School ID	School Name	Total Students	# Pass	% Passed IREAD
2940	Eastern Greene School	2433	Eastern Greene Elementary School	84	70	83.3%

Eleven students qualified for Good Cause Exemption.

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Eight students met Good Cause Exemption for Spring/Summer 2017 IREAD-3 testing. The **2018 IREAD-3** graph was not available by the deadline for the SIP. **2018 IREAD-3 data indicates that 11 students/13.3% met Good Cause Exemption.**

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VII: Component #1: Comprehensive Needs Assessment

STUDENT ACHIEVEMENT	CURRICULUM & INSTRUCTION	PROFESSIONAL DEVELOPMENT	FAMILY & COMMUNITY INVOLVEMENT	SCHOOL CONTEXT & ORGANIZATION
<p>Strengths: IREAD-3 2017-2018 69 out of 84 3rd grade students passed IREAD-3 for 83% pass rate. 10 students scored perfect scores, with another 4 students who earned near-perfect scores. 11 of the students who did not pass were eligible for Good Cause Exemptions. The pass rate is lower than our goal overall for the grade.</p> <p>2018 ISTEP+ According to the raw ISTEP+ data released in August 2018 on the newly formatted and aligned test, 73% of 3rd grade students passed the E/LA portion which was above state average. The 3rd grade math pass rate is 55%, slightly below state average.</p> <p>According to the raw 2018</p>	<p>Instructional focus for 2018-2019: Consistent writing expectations across and between grade levels; using flexible thinking to apply math skill knowledge for multi-step problem-solving; implementing the new science standards and developing instructional strategies to implement them.</p> <p>Strengths: Grade level math and ELA curriculum IAS 2014 maps are implemented school-wide. Assessments have been developed and are being implemented school-wide. Math benchmark data will be collected via i-Ready formative assessment for 2nd-4 grades.</p> <p>The Literacy Team is providing grade level</p>	<p>Strengths: Professional development at EGES is a collaborative model in which teachers can learn and apply research-based programs or activities. Teachers are encouraged to attend PD and are compensated for up to 20 hours per school year.</p> <p>Use of RISE feedback and evaluation Beginning in 2013-2014, and continuing to present, EGS implements the teacher evaluation tool, EG RISE 3.0. The RISE language and format ensured that frequent observations and immediate feedback were practiced, and provided a vehicle to assist teachers to make efficient and effective individual improvement.</p>	<p>Strengths: Harmony Student Management System enables parents to check grades, homework, scheduling, book fees, assignments, school calendar, progress reports, attendance, etc.</p> <p>Kindergarten parents met with teachers the evening prior to the start of school on August 2. 1st Grade held their Open House prior to start of school on August 3. Open House for grades 2-4 was held on August 16 to share information regarding classroom routines and grade-level academic expectations and activities, as well as meet-and-greet.</p> <p>Parent – Teacher conferences are</p>	<p>Strengths:</p> <p>Mission Statement: Eastern Greene Elementary School provides challenging standards and a safe environment, where all students learn and grow to be caring, responsible, life-long learners.</p> <p>We are focusing on improving aspects of school climate, using <i>Responsive Classroom</i> materials as resources, providing students with a welcoming, peaceful, safe and productive learning environment.</p> <p>We implemented a new student recognition program in August 2016 to present, adding the Hero Walk each Friday</p>

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<p>ISTEP+ data, 74% of the 4th grade students passed the E/LA portion. 4th grade Math pass rate is 69%. Both of these percentages are significantly above state average. These scores are of course critically lower than we want to achieve. Data released 9-2018 indicates 93.8% ELA growth in Top 75% and 90.8 in Bottom 25%. In math, growth for the Top 75% was 92.4 and 92.1 for the Bottom 25%. Preparations are being planned based on the performance data and test format information. Growth mindset lessons, student-maintained data charts of benchmark assessment performance, and experience working with tech-enhanced tasks will be implemented. Lessons and experience to develop persevere through challenging and multiple-step tasks will also be provided.</p>	<p>leadership in writing instruction: Use of Lucy Calkins Units of Study, updating of anchor papers</p> <p>A new interactive science program was initiated during the 2017-18 school year. The school STEM team is providing leadership for implementing science instructional strategies and providing various models to provide interactive STEM learning activities.</p> <p>Grade level collaboration is utilized to analyze data and to plan interventions and changes in delivery of instruction and formative assessments.</p> <p>All grade levels are reporting student progress via standards-based reports, utilizing the Marzano rubric scale.</p> <p>In addition to the 90-minute reading block and 60-minute math block,</p>	<p>End-of Year conferences were held with all teachers to address instructional, assessment, curricular, and other professional issues.</p> <p>Building level professional development topics are generated by the teaching staff and/or suggested by state and national educational trends: Expanding literacy instruction repertoire, science instructional strategies, math problem-solving, strategies to address challenging student behaviors/emotional needs, social thinking strategies, applying growth mindsets, and differentiating for advanced students.</p> <p>Team collaboration is a professional expectation, with two built-in time blocks scheduled weekly into the master schedule.</p> <p>Faculty members may</p>	<p>scheduled at the end of the first nine week periods October 24-25, 2018.</p> <p>Title I offers Open Door contacts during Parent-Teacher conferences in October 2018.</p> <p>EGES webpage contains information regarding upcoming events.</p> <p>Weekly classroom and school newsletters and/or teacher webpages to communicate school events. The school newsletter is sent to parents via email or paper copies, as requested. It is also posted on the school website.</p> <p>IREAD-3 Parent Informational meeting/family pizza party will be held in mid-January 2019 for third grade parents to learn about IREAD-3</p>	<p>morning. Students are nominated by any staff member “any person really intent on making this a better place for ALL people”. (Maya Angelou)</p> <p>Serving students with highly qualified teachers and paraprofessionals.</p> <p>Providing continuous learning opportunities for staff and parents.</p> <p>Teachers and support staff are given ample opportunities to be involved in decision making, assessment data analysis, and improvement of student achievement via weekly team collaboration and monthly teacher-led academic committees.</p> <p>Faculty meetings to discuss professional development, in-house trainings, technology issues, RtI, Title I,</p>
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<p>EGES will administer formative math assessment i-Ready, as well as assessments that align with the math program, <i>My Math</i> for all 2nd-4th grade students. Reading comprehension/fluency levels, and process writing are assessed via BAS and writing prompts for all K-4 students quarterly. 3rd and 4th grade students will chart their own math assessment data and create short-term goals to address their performance strengths and weaknesses. EGES will utilize ISTEP+ data which include performance levels on specific standards to identify areas of weakness in the curriculum map and in instructional practices.</p> <p>Benchmark Assessment Systems (BAS) EGES has adopted the Fountas and Pinnell Guided Reading leveling system school-wide. End-of-year grade level goals are set. The BAS was administered to students K-4 quarterly to</p>	<p>school-wide FOCUS periods are implemented daily in each grade level to provide differentiated instruction for all student performance levels for 45 minutes daily.</p> <p>Differentiated FOCUS instruction is provided by a team of each grade level teachers, and the special education and Title I teams in order to provide meet learning needs in small groups.</p> <p>The Fountas and Pinnell Benchmark Assessment System (BAS) is being administered quarterly. Interventions are provided based on student assessment and performance data, meeting established quarterly benchmarks.</p> <p>Two researched-based intervention programs are being implemented: Fountas and Pinnell’s Leveled Literacy Interventions kits and web-</p>	<p>attend individual professional workshops, which they then share concepts with staff.</p> <p>The majority of each monthly faculty meeting is focused on curricular, instructional, or assessment topics. PD continues in the monthly professional committees: STEM, Literacy Team, RtI Team, and High Ability and Team Leaders.</p> <p>Challenges:</p> <p>The RISE model continues to be implemented corporation-wide. The challenges are to carve out the necessary time to complete all aspects of the evaluation tool requirements.</p> <p>Funding reductions have made off-site and “expert-led” professional development opportunities difficult to afford. EGS</p>	<p>assessment and hands-on strategies they could do with their students to improve academic achievement.</p> <p>Parents volunteer in the classrooms, in the library, for special activities such as Field Day, and chaperone on field trips.</p> <p>Title I staff, Student Council and PTO collaborate to offer family STEM-FAM activity nights (science, technology, engineering, math, French, art and music).</p> <p>Challenges:</p> <p>Providing parental involvement opportunities throughout the year to accommodate parent’s schedules and other obligations.</p> <p>Maintaining effective and efficient home-school communication</p>	<p>research-based interventions, best practices/ strategies, and promote healthy staff morale are held on the 2nd Tuesday of each month. The academic committees all meet on the 4th Tuesday of each month to work on specific academic tasks. The topics of the faculty and committee meetings are related.</p> <p>Utilize research-based reading interventions & practices to better meet the instructional needs of our students (LLI and MobyMax).</p> <p>Continue an Inclusive Approach in our elementary setting for all students for whom this is an effective model.</p> <p>Methodology to record responses to interventions detailed, clear, and accessible data that is detailed, clear and</p>
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<p>assess progress toward meeting the established grade level goals and reported to parents via report cards.</p> <p>2018 School-wide average meeting EOY reading goal: End of Year BAS data: 92% of Kindergarten students met or exceeded EOY goal of Level C; 75% of 1st graders met or exceeded EOY goal of Level J; 90% of 2nd graders met or exceeded goal of Level M; 84% of 3rd graders met or exceeded EOY goal of Level P; and 91% of 4th graders met or exceeded Level S.</p> <p>Attendance: Attendance rate showed a slight decline in attendance rate between 2016-2017 to 2017-2018 remained the same 95.6%, based on the DOE-AT report. Student and staff perfect attendance is recognized quarterly and at the end of the school year. Grade level average attendance is posted in the</p>	<p>based MobyMax.</p> <p>Challenges:</p> <p>Ensuring that our curriculum maps are aligned to meet the new, rigorous Indiana Academic Standards in elementary grade levels (K-4) and that all new staff members are brought up-to-date with the instructional expectations.</p> <p>To fully implement the more rigorous components of the IAS-math process standards and application of multiple math skills to solve multi-step problems across all grade levels with consistent expectations: Teaching, modeling flexible thinking (when one strategy doesn't work, what then?)</p> <p>To better understand how the standards will be assessed on ILEARN.</p>	<p>may send a teacher or small group to a low cost PD session and the attendees are expected to share what they learned to appropriate faculty. Also, faculty members with expertise on specific skills or concepts are encouraged to share these with the staff, building professional leadership skills.</p> <p>Strategy #1: Continue our staff-wide work on articulating our goals and weaving “intentional, deliberate instructional decision-making” into our daily professional culture. Continue to use collaboration sessions, teacher-led PD, faculty meetings, and professional committee meetings to focus on instructional needs and data analysis.</p> <p>Strategy #2: Include the following topics to the 2018-2019 Professional Development Plan: Expanding written literacy instruction repertoire,</p>	<p>through various methods of communication. Even with the various methods utilized to keep parents updated, there are some families who still are not aware of school events and their own student’s progress.</p> <p>A very small group of parents have attempted to keep our PTO active. There is adequate family participation in PTO-planned activities, but inadequate number of volunteers to plan and implement involved activities.</p> <p>Strategy #1: Maintain the amount and quality of school / home communication. Better communicate access options for communication to parents. Provide more opportunities for parents and teachers to discuss positive and negative issues. Encourage weekly /</p>	<p>understandable by all stakeholders, via Google Docs. Teachers at EGES, Jt. Services, and teachers at receiving schools has been implemented.</p>
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<p>hallway. Grade level with the highest attendance rate receives an incentive activity as reward.</p> <p>High Ability services: A process for identifying HA students has been established which aligns with IDOE recommendations. ELA instruction is differentiated, especially in grades K-3. Math instruction is leveled for the 3rd and 4th grade students.</p> <p>Challenges: Continuing to improve attendance rate and for parents to follow attendance policy protocol.</p> <p>2016, 2017, and 2018 ISTEP+ scores showed that 3rd grade students' math scores remain lower than expected. Formative math assessment i-Ready will be administered 3 times annually to 2nd-4th graders to better assess progress through the</p>	<p>To continue to work on identifying gaps in expectations within and across grade levels for the writing process.</p> <p>Returning to the >90% passing rate of IREAD-3 as seen in Spring 2017, 2016, 2015, and 2014.</p> <p>Supporting ALL student ability levels through whole and small group instruction, as we're faced with a reduction of TA staff members and their work hours.</p> <p>Continuing to analyze student performance data to identify areas of math weakness and to adjust instruction or apply interventions to ensure students are mastering the standards.</p> <p>Strategy #1: Providing common work sessions for grade level teams to periodically update their curriculum maps and assessments, and student</p>	<p>science instructional strategies, math problem-solving, strategies to address challenging student behaviors/emotional needs, social thinking strategies, applying growth mindsets, and differentiating for advanced students.</p> <p>Strategy #3: Include the following topics to the monthly staff meetings and grade level collaboration meetings: Updating staff on math instructional strategies, writing in response to text, problem-solving strategies, science standards, analyzing student performance data, school climate via Responsive Classroom language and concepts, the value of Growth Mindset, and other important issues facing our elementary staff.</p>	<p>monthly contact between school and home.</p> <p>Weekly school newsletters continue to be emailed to all parents. Hard copies are also provided for parents who request these.</p> <p>The EGES page within the EGS website is kept updated to advertise upcoming events.</p> <p>Email and text messaging is used frequently via Harmony by teachers and office staff to individual families and as mass communications.</p> <p>Social media, primarily Facebook is utilized at the District, program, and classroom level. Many teachers celebrate achievements and share photos of classroom activities. The Superintendent shares information regarding district- and building-level events via the Eastern Greene Schools FB page.</p>	
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<p>school year. Additional exposure and practice with tech-enhanced type questions will be provided throughout the school year. Students in 3rd and 4th grades will maintain individual math benchmark assessment data charts.</p> <p>To continue the growth shown in both 3rd and 4th grades in ELA.</p> <p>To renew meeting the >90% Passing rate of IREAD-3 for all students and to reduce the number of students who accept Good Cause Exemptions.</p> <p>To continue to provide a wide variety of rigorous instructional experiences in a variety of genres/settings to build capacity, independence, and perseverance.</p> <p>To provide students on-going feedback on their academic performance.</p>	<p>performance data analysis. Maps are adjusted, as needed, as the curriculum is taught, which will include the addition of writing process, STEM, and complex math problem-solving resources, embedding the math process standards into this practice.</p> <p>Strategy #2: All staff will work in partnership to effectively differentiate for ALL students' academic ability levels to ensure academic progress through whole and small group instruction, explicit interventions, and assessment/data driven lessons during twice weekly collaboration meetings in core curricular areas.</p> <p>Strategy#3: Frequent feedback is provided to teachers via RISE observations with a specific focus on improving instruction.</p>		<p>Strategy #2: Policy has been implemented that teachers must have voice or face to face contact regarding student's progress if the student is struggling to meet grade level standards by January of the school year.</p> <p>Strategy #3: Increasing parental involvement volunteer opportunities in the classrooms.</p>	
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<p>To prepare 3rd and 4th grade students for the new iLearn assessment with the goals of providing the students with solid standards-based instruction and experience with various testing formats.</p> <p>High Ability services for curricular areas outside of ELA present a challenge. Math is differentiated, as possible in grades K-2. Lack of staffing/human resources is a challenge to provide comprehensive advanced instruction.</p> <p>Strategy #1: •Students will continue to be encouraged to attend school. Grade-level Perfect is recognized Monthly via announcements, displayed on a centrally-located bulletin board, and via special class incentives. Perfect attendance and excellent attendance will be recognized each grading period.</p>	<p>Strategy#4: Providing continuous information to parents and community on the ever-changing educational issues such as: Indiana Academic Standards, the changes in ILEARN, NAEP, WIDA, High Ability, BAS, RISE, IREAD-3, RtI, standards-based report cards and grade level academic expectations, and other imperative educational concerns.</p>			
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<p>•Parents will be encouraged to support good attendance through notes, phone calls, newsletters, and conferences.</p> <ul style="list-style-type: none">• The attendance policy is clearly described in the Student Handbook and on the school web page via the handbook. <p>•Formal communication via letters and phone calls is made to parents regarding the attendance policy by a student services staff member. Letters are sent to parents following 4- or 7-unexcused absences. In extreme cases of 10 days unexcused absences, the Greene County Prosecutor’s Office provides EGS assistance in working with parents.</p> <p>Strategy #2: Deliberate reading interventions will continue to be implemented within the 90-minute literacy block and during the daily Focus period. Title I and special education teams will</p>				
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<p>provide classroom support for students who are not meeting quarterly established reading benchmark levels and to meet IEP objectives.</p> <p>Strategy #3: i-Ready formative math assessment is being administered to identify areas needing interventions and to adjust instruction 3X annually to 2nd-4th grade students. Students in grades 3 and 4 will chart progress and establish personal academic goals based on each informal assessment. Teachers will provide various experiences in which students gradually develop independence in working multi-step math problems, addressing the math process standards. Teachers will utilize tools from <i>My Math</i>, i-Ready prep tools, and other similar resources to provide opportunities to think in a flexible manner—“If this strategy doesn’t work, what will I try next?” and train</p>				
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<p>students to use a variety of strategies without giving up.</p> <p>Strategy #4: Maintain continuous open communication between school and home which is critical for the academic success of our students.</p> <p>Strategy #5: Motivational incentives and activities will continue to be implemented to support 3rd and 4th grade students, as they prepare to take IREAD-3 and ILEARN. Themed, pep sessions, effort incentives, special T-shirts, celebration activities are well received by the students and parents and will be continued.</p> <p>Strategy #6: PD to improve HA services is being offered. High Ability needs are being addressed via school-wide and district teaching teams.</p>				
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VIII. Component #2: Implementation of School Wide Strategies

Analysis of the Comprehensive Needs Assessment indicates that our programming and instruction are moving in an effective direction. Our focus must be to provide teach with the CCR 2014 Standards, consistently effective instruction, assessment, and decision making across all classes and across all grade levels. To meet this need, all staff will continue to collaboratively participate in the school strategies described in this section to sustain consistent student achievement across all grades and within each grade level

Eastern Greene Elementary SWP Implementation / Reform Goals in Language Arts

(Reading Comprehension, Fluency, and written responses to text):

Goal: At least 88% of Eastern Greene Elementary School students will demonstrate reading fluency and comprehension at established grade level based on the Fountas and Pinnell Guided Reading leveling system. The Reading Plan submitted to the IN DOE with a K-4 90 minute guided reading comprehension block will strengthen and improve student academic achievement. An additional 35-45 minute FOCUS block will enrich student achievement in Language Arts at their ability levels. FOCUS is an intense, specific and explicit time block for interventions based on student academic needs. IREAD-3 pass rate will remain in the 90's% passing range. ILEARN passing rates will stay at least at or above state average in t period of state assessment changes. An emphasis on the writing process is added to this literacy goal to strengthen responses to text and to express written thoughts.

Strategies	Responsible Parties:	Resources Needed	Staff Development	Timeline	Activities and Assessments
1) In all K-4 classes, language arts instruction is aligned and mapped with the CCR 2014 IAS and these standards are consistently and effectively taught in all classrooms.	Teachers Literacy Team Title I Staff Special Education Team Administrators	College and Career Ready 2014 Indiana Academic Standards (CCR 2014 IAS) Curriculum maps created based on CCR 2014 IAS	Team level meetings to collaborate and share instructional ideas. On-site PD on writing development (Lucy Calkins resources) and shared strategies between teachers Team who attended summer Smekens Literacy workshops share strategies with	2018-2021	Standards-based report cards. During team meetings, teachers will ensure the curriculum is being implemented as mapped. The Team Leaders and Literacy Teams are responsible for guiding these discussions and verifications. Daily learning objectives are posted in developmentally appropriate formats in every classroom. Pre- and post-ssessments aligned with Essential Skills are administered as the E.

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			all teachers		S. are taught. Interventions are provided for students not earning a 3 or 4 on the Marzano Standards-based report cards
2) All teachers continue to provide 90-120 minutes of daily balanced reading instruction which includes phonemic awareness, phonics, comprehension, vocabulary/background information development, and fluency. Reading instruction crosses curricular areas to link literacy with math, science and social studies. Levels of depth of knowledge will be increased throughout the grade levels. Strategies to closely read and respond orally and in writing to fiction and nonfiction text are directly taught. Written responses to text is emphasized.	Teachers Title I Staff Reading Team Special Education Team Administrators	McGraw-Hill <i>Wonders</i> basal reading materials Reading A-Z Science and social studies text Fiction and non-fiction leveled reading materials Technology tools for individual practice and enrichment Literacy stations Reading materials from school and classroom libraries	Weekly team meetings to collaborate and share instructional ideas. Teachers are encouraged to go to language arts workshops/conferences for professional development. Specifically planned after school in-service sessions to address increasing the effectiveness of 90-minutes block instruction Various staff members attended PD on literacy strategies, sponsored by Smekens Summer 2018 were shared with and implemented by staff. Various staff members attend PD 2018-2019 to increase knowledge of instructional	2018-2021	Whole group on-grade-level instruction, as well as differentiated/leveled instruction is provided daily via learning stations and/or small group adult-led reading groups. Benchmark Assessment Systems (BAS) are administered 4x's yearly During team meetings, teachers will ensure that the curriculum is being implemented as mapped. Fluency passages are administered at least quarterly. Writing instruction is reviewed periodically throughout the school year within grade level teams. Implementation of <i>Wonders</i> basal program Classroom running records

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			strategies to meet high ability students' literacy needs, with an emphasis on writing. Information is shared with team members and implemented.		
3) Writing instruction will be reviewed to identify gaps in expectations within and across grade levels to improve student writing across opinion/ argument, informational, and narrative writing genres.	Teachers Title I Staff Special Education Team Administrators Title I coordinator	Renewed grade level curriculum maps Grade level writing rubrics for each genre and anchor papers IAS standards Lucy Calkins Units of Study for Writing	Implementation of grade level rubrics and curriculum maps Grade level team collaboration to assess quarterly writing prompts to ensure consistency of expectations within the grade level	2018-2021	Quarterly grade level-wide writing prompts Student writing displayed outside classrooms Exemplars pulled from the student writing to to serve as models for performance levels. Alignment of Marzano grading scale with grade level rubrics Rubrics to assess response to text writing assignments
4) Parental involvement in reading education is supported and encouraged.	Teachers Title I Staff Special Education Team Administrators Title I coordinator	School/grade level newsletters Implementation of grade level family literacy events Information regarding IREAD-3 shared with	Weekly team and monthly staff meetings to collaborate and share ideas.	2018-2021	Parent attendance at P/T Conferences and literacy events. Parent responses to Progress Reports, standards-based report cards, family literacy events, and communication in student's assignment notebooks. PTO-sponsored family literacy nights Parents are notified formally in January,

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		<p>parents through out the school year, plus a family pizza party to share information mid-January 2019</p> <p>Open Houses, P/T conferences</p>			<p>March, and early May if child is not meeting benchmarks. Invitation to communication with teachers are made.</p>
<p>4) Instructional programming for struggling students in reading and process writing is provided by Title I programming (FOCUS) and additional support via the RtI framework.</p>	<p>Teachers Title I Staff Special Education Team Reading Team Administrator</p>	<p>FOCUS block Fountas and Pinnell Benchmark Assessment Systems</p> <p>Reading and writing interventions Leveled Literacy Interventions kits</p> <p>MobyMax interventions program</p>	<p>School-wide PD on Benchmark Assessment System implementation and effective literacy interventions</p> <p>All staff were trained on the LLI interventions kit initially in September 2013 and are updated annually. New 2018-2019 staff was trained September 2018.</p> <p>Response to Instruction Team and classroom teachers collaborate and share strategy ideas at least monthly.</p>	<p>2018-2021</p>	<p>All K-4 students are benchmarked 4X year via the BAS.</p> <p>Progress monitoring is conducted via the LLI program/assessments.</p> <p>Students who assess at below expected levels receive interventions.</p> <p>Progress monitoring is then conducted each 2-3 weeks, with instructional modifications made as needed until student reaches benchmark.</p> <p>MobyMax data</p> <p>RtI interventions, student progress, and referral data</p>

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			The RtI Team meets monthly. A team liaison checks in with referring teachers weekly to assess effectiveness of interventions.		
5) Special education faculty and staff provide inclusion and small group classroom support in language arts. Instructional modifications are made and supplemental support materials are utilized when appropriate to ensure academic progress.	Special education teachers and TAs Title I Staff Regular classroom teachers Administrators	CCR 2014 IAS <i>Wonders</i> reading materials Wide variety of leveled language arts resources MobyMax online interventions program On-line resources	Regular team meetings to collaborate and share instructional ideas.	2018-2021	Fountas & Pinnell Benchmark Assessment System (BAS) Formative assessments MobyMax interventions program Standards-based report cards Each student's IEP checklist. Annual case reviews
6) Teachers will provide activities that reflect the reading comprehension and writing ILEARN format, including updated tech enhanced tasks.	Teachers Title I Staff Special Education Team Reading Team Administrators	CCR 2104 IAS ILEARN prep materials from IDOE website Utilization of <i>My Math</i> and	Grade level teams 2-4 meeting to collaborate and share instructional ideas. During 90 minute block and during FOCUS, experiences	2018-2021	Reading comprehension activities /tests formatted similar to the ILEARN format. IDOE resources

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		<p><i>Wonders</i> on-line assessments</p> <p>On-line practice resources released by the IDOE and other tech-enhanced assessment sites</p>	<p>with ILEARN testing format are provided and strategies are directly taught.</p>		
<p>Research/Best Practice Sources</p>	<p>Benchmark Assessment Systems Leveled Literacy Interventions MobyMax McGraw-Hill <i>Wonders</i> reading program Reading A-Z support materials Calkins, L., <i>Writing Pathways: Performance Assessment and Learning Progressions, Grades K-8</i>, Portsmouth, NH: Heinemann, 2015. The Florida Center for Reading Research Interventions Diller, D. <i>Literacy Work Stations: Making Centers Work</i>. Portland, ME: Stenhouse Publishers, 2003. Diller, D. <i>Growing Independent Learners: From Literacy Standards to Stations, K-3</i>. Portland, ME: Stenhouse Publishers, 2016. Fountas, I.C. & Pinnell, G.S. <i>Guided Reading</i>. Portsmouth, NH: Heinemann, 1996. Fountas, I.C. & Pinnell, G.S. <i>Guiding Readers and Writers Grades 3</i>. Portsmouth, NH: Heinemann, 2001. Kriete, Denton, & Anderson, Center for Responsive Schools. <i>The First Six Weeks of School 2nd Edition</i>. Turner Falls, MA: Center for Responsive Schools, 2015. Raphael, T.E. Highfield, K., & Au, K.H. <i>QAR Now Question Answer Relationships</i>. New York: Scholastic, 2006. Schau, J.A., Au, K.H., & Raphael, T.E. <i>QAR Comprehension Lessons Grades 2-3, 4-5</i>. New York: Scholastic, 2011.</p>				

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	Strode, E.V., Au, K.H., Corsi, K, & Raphael, T.E. <i>QAR for Early Primary Grades: A Read-Aloud Program to Improve Comprehension</i> . New York: Scholastic 2012 Kindle Edition
Assessments	ILEARN BAS LLI IREAD-3 Kindergarten checklists Grade level assessments. <i>Wonders</i> Textbook based story and benchmark assessments

Eastern Greene Elementary SWP Implementation Goals in Math (also see Comprehensive Needs Assessment summary p. 23-32):

Goals: Eastern Greene Elementary School students demonstrate grade level in overall math performance as measured by formative aligned assessments, by ILEARN, and by My Math textbook-based assessments. It is the goal for both 3rd and 4th grades on this first administration of ILEARN to score at least at the state average level. Instructional emphasis is placed on consistent utilization of the math process standards and focusing attention on building student independence for students to be able to implement flexible problem-solving strategies (i.e., “if one strategy doesn’t work, what then?") Improvement is observed in students’ resiliency and perseverance when facing challenges.

Strategies	Responsible Parties	Resources Needed	Staff Development	Timeline	Activities and Assessments
1) In all math classrooms, math instruction is aligned with the CCR 2014 IAS, and these standards are consistently and	Teachers Title I Staff Special Education Team	College and Career Ready 2014 Indiana Academic Standards (CCR 2014 IAS)	Twice-weekly grade level team meetings to collaborate and share instructional ideas	2018-2021	Every month at Math Team meetings, grade level representatives will review which standards they have taught and review which standards still need to be taught. Learning objectives are posted in a

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effectively taught daily. Process standards are embedded in daily lessons.	Administrator	Math Curriculum Map	PD provided by SIEC-Sept. 2014		developmentally appropriate format on a daily basis.
2) All teachers will provide daily balanced math instruction that includes: Problem solving opportunities, oral/written communication activities, computational practice, direct math instruction, and review activities. Staff members will give careful attention to mathematical questioning techniques in order to encourage students to explain how they arrived at an answer and to improve their mathematical reasoning skills, verbally and in writing (increasing depth of knowledge).	Teachers Title I Staff Special Education Team Administrator	CCR 2014 IAS Math Curriculum Map Math textbook series- <i>My Math</i> Variety of math teacher on-line resources Data from math formative assessment: i-Ready	Twice-weekly grade level team meetings to collaborate and share instructional ideas School-wide PD based on math problem-solving strategies and on-going examination of Growth Mindset attitudes and instructional strategies. SIEC professional development on increasing the level Growth Mindset. Information will be shared with all staff to enable all	2018-2021	Every month at STEM and High Ability meetings, teachers will review their methods of instruction, questioning techniques, etc. with the group. These teams are responsible for ensuring that student performance data is analyzed to drive daily instruction and FOCUS planning. Students in grades 3 and 4 will maintain individual data charts of progress made on topic and benchmark assessments from <i>i-Ready</i> 3 rd and 4 th grades provide Growth Mindset STEM activities for one week each month to build independence, stamina, and perseverance with a growth mindset attitude.

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Strategies to support a Growth Mindset to increase perseverance and effort in facing challenging math tasks.			to implement. Student performance data are analyzed and used to make instructional decisions in grade level teams.		
3) Specific instructional focus on the math process standards is a priority.	Teachers Title I Staff Special Education Team Administrator	CCR 2014 IAS process standards	Teaching Channel mini-lesson for PD PD provided by SIEC Grade level team work on planning and implementing instructional experiences within each grade level	2018-2021	Aligned formative assessments ILEARN resources and tools as they become available via IDOE <i>My Math</i> assessments MobyMax interventions
4) Parental involvement in mathematics education is supported and encouraged.	Teachers Title I Staff Special Education Team Administrator Counselor	School/grade level newsletters Email STEM family night activities	Team and staff meetings to collaborate and share ideas	2018-2021	Progress reports, standards-based report cards, parent-teacher conferences, teacher web pages, after-school tutoring, Harmony updates, student assignment notebook
5) Students will receive leveled math interventions during FOCUS (alternating	Teachers Title I Staff Administrator Counselor	CCR 2014 IAS Math	Grade level team meetings to collaborate and share	2018-2021	Quarterly benchmark math assessments are given based on scope and sequence <i>My Math</i> and curriculum maps

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<p>with E/LA) based on formative assessments. These are flexible groupings where students can be moved to more appropriate instructional support groups as needed.</p>	<p>School psychologist and RtI team</p>	<p>Curriculum Map <i>My Math</i> textbook series Variety of math teacher resources MobyMax Student performance data on unit and benchmark assessments</p>	<p>instructional ideas Individual teachers will receive peer coaching, as needed PD via High Ability workshops HA Boot Camp, and IAG</p>		
<p>5) Special education faculty and staff provide inclusion and small group differentiated classroom support in mathematics for all grades. Instructional modifications are made and supplemental support materials are utilized when appropriate to ensure academic progress.</p>	<p>Special education teachers and TAs Title I Staff Regular classroom teachers Administrator School psychologist</p>	<p><i>My Math</i> textbook Variety of instructional resources Math Curriculum Map MobyMax and other effective apps/online programs</p>	<p>Team meetings to collaborate and share instructional ideas</p>	<p>2018-2021</p>	<p>Math performance test given four times per Year Each student's IEP checklist Standards-based report cards FOCUS support periods</p>
<p>6) Technology is utilized in math</p>	<p>Teachers</p>	<p>EGES is a Certified</p>	<p>Science/Technology Committee</p>	<p>2018-</p>	<p>Surveys of technology usage</p>

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<p>instruction to enhance and motivate students' engagement through interactive math experiences. Students are provided ample opportunities to confidently work with technology-enhanced testing formats.</p>	<p>Title I Staff Administrator Special Education Team Technology Integration Specialist</p>	<p>School Digital Citizenship for the fourth year through Common Sense Education</p> <p>4th grade has access to individual tablets/Chrome books Two computer labs Small group of desktop classroom computers and various tablets</p> <p>Smart Boards and supporting Smart software Visual Presenters Effective websites to support additional practice and skill advancement Flash Masters Desktop and</p>	<p>meetings to collaborate and share instructional strategies and technical tasks</p> <p>Grade-level team meetings to collaborate and share strategies and activities School-wide PD Faculty meetings</p>	<p>2021</p>	<p>Student performance on quarterly assessments and ISTEP+</p> <p>Standards-based report cards</p> <p>Experience ISTEP+ On-line and other sites providing tech enhanced assessment items</p>
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		mobile devices			
7) At each grade level, math teachers will administer an <i>My Math</i> Topic Tests and I-Ready tests to assess student growth.	Teachers Title I Staff Administrator	Math performance tests i-Ready formative assessment CCR2014 IAS Math Curriculum Map	Team meetings to develop tests and analyze test results Make and implement instructional decisions based on the test result	2018-2021	Math performance test data from I-Ready and <i>My Math</i> Performance task assessments that are aligned with Indiana Academic are administered as each topic is taught, approximately every 3-4 weeks.
8) Periodically, math teachers will provide activities that reflect the math ILEARN on-line format for grades 3-4	Teachers Title I Staff Administrator Special Education Team	CCR 2014 IAS Previous ISTEP+ assessments resource books	Team meetings to collaborate and share instructional ideas	2018-2021	Math activities formatted similar to the ISTEP+ format Experience ISTEP+ On-line
9) All teachers will be cognizant of the demands of ILEARN math tests, of our students' achievement on these tests, and on increasing the use of Growth Mindset attitudes and strategies.	Teachers Title I Staff Administrator Counselor	CCR 2014 IAS Previous ISTEP+ assessments Materials released by IDOE for transition to ILEARN format	Staff meetings School-wide PD Grade level meetings to collaborate and share ideas and learn how to analyze data and to implement Growth Mindset attitudes and strategies.	2018-2021	As information becomes available from IDOE, at Committee, grade level team, and faculty meetings, grade level representatives will review ILEARN formatting and student achievement data and will use this data to help drive instruction and to provide students with exposure and practice to the new test format. Grade level teams will make instructional decisions based on the data.

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<p>Research/Best Practice Sources</p>	<p>http://www.nctm.org (National Council of Teachers of Mathematics) http://www.internet4classrooms.com (Instructional resource) Dweck, C. <i>Mindset: The New Psychology of Success</i>. New York: Ballantine, 2006. Ricci, M. C. <i>Mindsets in the Classroom: Building a Culture of Success and Student Achievement in Schools</i>. Waco, TX: Prufrock Press, 2013. <i>My Math</i>, McGraw-Hill Hoogeboom, S. & Goodnow, J. <i>The Problem Solver 1</i>. Chicago:Wright Group/McGraw-Hill, 1987. MobyMax on-line interventions ILEARN prep materials released from IDOE <i>Principles to Actions: Ensuring Mathematical Success for All</i> National Council of Teachers of Mathematics, www.nctm.org 2014.</p>
<p>Assessments</p>	<p>ILEARN tests Grade level performance tests based on the curriculum maps I-Ready Kindergarten Standards and 1st grade checklists <i>My Math</i> math formative and benchmark assessments</p>

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IX: Component #3: Highly Qualified Staff (Documentation - Principal, Teachers, Paraprofessionals)

Highly Qualified Principal for School Year 2018-2019

Principal Name:	Assignment:	Indicator of HQ status on Verification Form: <input type="checkbox"/> Bachelor’s Degree earned? <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? Plus one of the following: <input type="checkbox"/> Passed Praxis II “Elementary Education: Curriculum, Instruction and Assessment”? <input type="checkbox"/> Passed the NTE (National Teacher Exam) “Education in the Elementary School”? <input type="checkbox"/> Considered HQ in another state? <input type="checkbox"/> NBPTS Certification? <input type="checkbox"/> *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Location of Verification Form and supporting documentation:
Sharon Abts	Elementary Principal	Bachelor’s Degree – Special Education Master’s Degree Special Education – LD, MIMH, MOMH, Severe & Profound, EH -valid teaching license-LIFE Post Grad – Building Level Administrator Licensure Passed – School Leaders Licensure Assessment (ETS), January 2005 Building Level Administration Licensure, completed July 2005. HOUSSE 100 points Rules 2002	Central Office- HR files

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Highly Qualified Teachers for School Year 2018-2019:

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form: <input type="checkbox"/> Bachelor’s Degree earned? <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? Plus one of the following: <input type="checkbox"/> Passed Praxis II “Elementary Education: Curriculum, Instruction and Assessment”? <input type="checkbox"/> Passed the NTE (National Teacher Exam) “Education in the Elementary School”? <input type="checkbox"/> Considered HQ in another state? <input type="checkbox"/> NBPTS Certification? <input type="checkbox"/> *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Location of Verification Form and supporting documentation:
Rachel Reitan	Special Needs Preschool	Bachelor’s Degree Valid Original teaching licenses Early Childhood Education P-3 Elementary Generalist K-6 Mild Intervention K-6 REPA Indiana CORE assessment	Central Office – HR Files
Chris Clouse	Kindergarten	Master’s Degree General Elementary Education valid teaching license K-6 with 7/8 non departmentalized Reading Endorsement K-12 100 points HOUSSE	Central Office – HR Files
Michelle Vincent	Kindergarten	Bachelor's Degree General Elementary 1-6 with Kindergarten endorsement Early Childhood Pre-Kindergarten Rules 46-47	Central Office – HR Files
Alison Jankowski	Kindergarten	Bachelor’s Degree Elementary Generalist Teaching License K-6 Mild Intervention K-6 REPA	Central Office – HR Files

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		Indiana CORE Assessment	
Stacey Deckard	Kindergarten	Bachelor's Degree General Elementary Education valid teaching license Kindergarten Praxis II Rules 2002	Central Office – HR Files
Juli Adams	1 st	Bachelor's Degree Primary and Intermediate Elementary Education valid teaching license Primary and Intermediate Reading Praxis II Rules 2002	Central Office – HR Files
Robin Bush	1 st	Bachelor's Degree Elementary Generalist K-6 REPA	
Katelyn Berns	1 st	Bachelor's Degree General Elementary Education valid teaching license-Reading Specialist Praxis II	Central Office – HR Files
Avery James	1 st	Bachelor's Degree Elementary Education Initial Practitioner's License Praxis II-REPA-3	Central Office – HR Files
Faith Ransford	2 nd	Bachelor's Degree General Elementary Education valid teaching license NTE	Central Office – HR Files
Kim James	2 nd	Master's Degree General Elementary Education valid teaching license NTE 100 points HOUSSE	Central Office – HR Files
Linda Crowe	2 nd	Master's Degree General Elementary Education valid teaching license - Life Reading Endorsement	Central Office – HR Files

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		100 points HOUSSE	
Hali Murray	2 nd	Bachelor's Degree Early Childhood Education P-3 Initial Practitioner REPA	Central Office – HR Files
Tammy Spradlin	3 rd	Bachelor's Degree General Elementary Education valid Teaching License NTE	Central Office – HR Files
Kindra Roberts	3 rd	Master's Degree General Elementary Education valid teaching license Kindergarten Endorsement Praxis II	Central Office – HR Files
Bridget Jeskewich	3 rd	Bachelor's Degree Elementary/Primary Generalist Elementary/Intermediate Generalist Praxis II Rules 2002	Central Office – HR Files
Sarah Winstead	3 rd	Bachelor's Degree Grades 1-6 General Elementary Education , 7-8 non-departmentalized Rules 46-47 Highly Qualified in another state – Washington DC	Central Office – HR Files
Judy Milnes	4 th	Bachelor's Degree General Elementary Education valid teaching license Special Education minor K-12 100 points HOUSSE	Central Office – HR Files
Amanda Buskirk	4 th	Bachelor's Degree General Elementary Education valid teaching license General Elementary 1-6 7/8 Non-Departmentalized Rules 46-47 Praxis II	Central Office – HR Files
Amanda Kloss	4 th	Bachelor's Degree Elementary Generalist K-6 valid teaching license Mild Intervention K-6	Central Office – HR Files

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		REPA Indiana CORE Assessment	
Jaicee Blais	4 th	Bachelor's Degree Elementary Generalist K-6 valid teaching license REPA Indiana CORE Assessment	Central Office – HR Files
Kimberly Hill	Title I Coordinator	Master's Degree General Elementary Education valid teaching license Learning Disabled minor – Special Education Kindergarten Endorsement AS in Early Childhood Praxis II	Central Office – HR Files
Kaitlin Price	Special Education	Bachelor's Degree Elementary/Intermediate Generalist valid teaching license Elementary/Primary Generalist Mild Interventions Elementary/Intermediate Mild Interventions Elementary/Primary Praxis II Rules 2002	Central Office – HR Files
Keisha Blais	Primary special education	Master's Degree General Elementary Education valid teaching license Learning Disable minor - Special Education Praxis II	Central Office – HR Files
Kristen Sayler	Speech Language Pathologist	Master's Degree Preschool-12 grades Valid Indiana license SLP	Central Office – HR Files
Erika Drummond	Music	Master's Degree K-12 Music Praxis II NTE	Central Office – HR Files
Dawn Sullivan	Guidance Counselor	Master's Degree General Elementary 1-6 7/8 Non. Dept School Counselor School Services Personnel	Central Office – HR Files

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		Rules 46-47 Praxis II	
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Paraprofessional/Noncertified Highly Qualified Status for School Year: 2017-2018

Paraprofessional's Name:	Assignment:	Indicator of HQ status:	Location of documentation of HQ status:
Samantha Cummings	K-2 nd grade Special Education Paraprofessional	<input type="checkbox"/> Associate's Degree <input type="checkbox"/> Transcripts showing at least two years of college or more <input checked="" type="checkbox"/> Passed the Praxis ParaPro Exam	Central Office – HR Files
Melissa Avooske	Special Education 3 rd / 4 th grade Paraprofessional	<input type="checkbox"/> Associate's Degree <input type="checkbox"/> Transcripts showing at least two years of college or more <input checked="" type="checkbox"/> Passed the Praxis ParaPro Exam	Central Office – HR Files
Judy Childers	Special Education Pre / 2 nd grade Paraprofessional	<input type="checkbox"/> Associate's Degree <input type="checkbox"/> Transcripts showing at least two years of college or more <input checked="" type="checkbox"/> Passed the Praxis ParaPro Exam	Central Office – HR Files
Allison Blocher	Title 1 Kindergarten Paraprofessional	<input type="checkbox"/> Associate's Degree <input type="checkbox"/> Transcripts showing at least two years of college or more <input checked="" type="checkbox"/> Passed the Praxis ParaPro Exam	Central Office – HR Files
Shanda Brown	Title 1 Primary grades Paraprofessional	100+ college credit hours earned. Transcripts on record	Central Office – HR Files

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Ronda Dobson	Title I 1 st Grade Paraprofessional	Passed the Praxis ParaPro Exam	Central Office – HR Files
Nancy Hacker	Special education Paraprofessional	Passed the Praxis ParaPro Exam	Central Office – HR Files
Peggy Fitch	2 nd Grade Paraprofessional	Passed the Praxis ParaPro Exam	Central Office – HR Files
Linda Lavender	Title I Paraprofessional	Master Degree General Elementary Life License K-6 7/8 Non-departmentalized Bulletin 400	Central Office – HR Files
Liz Lindsey	Title I 2 nd Grade Paraprofessional	Passed the Praxis ParaPro Exam	Central Office – HR Files
Leona Robinson	Title I 3 rd /4 th grade Paraprofessional	B.S. in Psychology	Central Office – HR Files
Diana Kinser	Title I 4 th Grade Paraprofessional	Bachelor’s Degree in French	Central Office – HR Files
Megan Bailey	Title I Kindergarten Paraprofessional	Bachelor’s Degree Elementary Education	Central Office – HR Files
Courtney Burris	Title I Kindergarten Paraprofessional	Passed Praxis ParaPro	Central Office – HR Files
Ben Hutcherson	Elementary Physical Education Facilitator	Three years college completed Courses completed toward teaching license	Central Office – HR Files
Susan Dare	Elementary Library Assistant	Passed the Praxis ParaPro Exam Associate Degree – Nursing	Central Office – HR Files
Donna McNutt	Technology Paraprofessional	Passed the Praxis ParaPro Exam	Central Office – HR Files

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X. Component #4: Professional Development

Current Professional Development strengths:

- Corporation-wide belief that Professional Development is a critical element of student achievement.
- Most of the PD experiences are collaborative for teams to learn concepts and strategies in order to provide consistency
- The professional development program is a collaborative model so that teachers can learn and apply research-based programs or activities.
- The school-wide professional development focus is on writing, reading interventions, new science standards, and math.
- Teachers are compensated for up to 20 hours of PD on- and off-site via Title II grant. This avenue provides the flexibility for teachers and principal to implement small group and whole staff PD to meet instructional needs as they arise throughout the year.
- Faculty members may attend an individual professional workshop with the stipulation that concepts are shared with faculty as is appropriate.

Strategies for Improvement:

- **Strategy #1:** At the corporation level, for the 2018-2019 school year teachers are encouraged and will be rewarded with pay for leading/participating in up to 20 hours PD. Teachers will lead 1-hour PD sessions on topics that are important to either small groups or school-wide, i.e. sharing information gained from Smekens Literacy workshops, Social thinking, safety issues, student social/emotional health, school climate, Growth Mindset, High Ability differentiation, science standards.
- **Strategy #2:** The following topics are included in the 2018-2019 Professional Development Plan: Integration of CCR 2014 IAC Math process standards, concentration on the writing process and text-based written responses, how best to implement the new science standards and program, to continue to identify and implement effective literacy instruction strategies, and to continue to implement strategies from Responsive Classrooms to improve overall school climate.
- **Strategy #3:** Include the following topics to the monthly faculty meetings, Literacy Team, STEM Team and grade level collaboration meetings: Consistency in process writing instructional/assessment/rubric expectations across each grade level, written response strategies (i.e., Yes Ma'am, VIP, OREO), and an instructional focus on the math process standards in order to increase student independence and flexible thinking in order to solve multi-step math problems. Growth Mindset strategies will continue to be implemented.

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- **Strategy #4:** Provide opportunities for small group study and research on needs identified by individual teams, teachers and via RISE observations.

XI. Component #5: Attracting Highly Qualified Staff for Eastern Greene Elementary

Current Implementation / Strategies: Eastern Greene Elementary is a warm community of professionals. Our staff believes our school is the center of the Eastern Greene Community. We look for ways to serve our families beyond the classroom and academics.

- Eastern Greene Schools advertise new positions on our school website (www.egreene.k12.in.us), the Indiana Department of Education Job Bank website (<https://dc.doe.state.in.us/doingonline/jobbank/search.aspx>), through 10-12 Universities, and newspapers.
- Eastern Greene Elementary teachers are encouraged to participate in Professional Development opportunities. Teachers are compensated through the Professional Development stipends.
- Current hiring process: Step 1—building level team interview, Step 2—second interview at building level with performance tasks – writing standards and create lesson plans integrating technology, Step 3—third interview with school superintendent, and Step 4—school board approval and hire.
- Eastern Greene Elementary partners all new staff members with an experienced staff member as a peer mentor.
- Eastern Greene Elementary grade level team members collaborate twice weekly, monthly during collaborative staff meetings. New teachers have ample opportunities to work and learn within their grade level team. Teachers participate on school academic committees, i.e. Reading team, Math committee, Team Leaders committee, and RtI Team.
- Eastern Greene Elementary is dedicated to creating a positive environment for both our students and staff.
- Eastern Greene Elementary PTO’s goal is for strong communication and collaboration between staff and parents.
 - The PTO’s primary focus areas are:
 - Planning & implementing student and family centered social and educational activities
 - Promoting support of classroom activities and school programs through various types of parent volunteerism
 - Parent support via classes based on interest
 - Implementing strategies to welcome new families to our school community
- Eastern Greene Elementary teachers participate in occasional pitch-ins, get well packages to staff off for medical reasons, Teacher and Staff Appreciation days, Holiday get-togethers: Angel Tree (for community families), baby showers for our staff expecting new additions, special occasions (retirement luncheons, honorary moments), Card & Gift committee, and special meals.
- Several of the Eastern Greene Elementary staff are former students and live within the community. Due to limited staff turnover, our staff is consistent, because of their commitment to the students and the community.
- The parents appreciate the individual attention given to their students in our rural setting.

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Strategies for Improvement of Attracting and Retaining Highly Qualified Staff:

- **Strategy #1:** Continuing with the strategy of implementation of performance tasks at second level of the interview process.
- **Strategy #2:** Continue to support new teachers with mentoring and introduction in our collaborative process.
- **Strategy #3:** Continue to encourage and support teachers when taking on new challenges and leadership roles.
- **Strategy #4:** Recognize teacher contributions, either publicly or privately as deemed most effective and appropriate

XII. Component #6: Parental Involvement

Current Parental Involvement Opportunities:

Parental involvement is supported and encouraged via the implementation of a variety of strategies.

- School-Wide weekly newsletter sent home via email or hard copy
- Meet and Greet Open House early in the school year
- Parent-Teacher Conferences in mid-October
- Parents have on-line access to Harmony
- Information and celebrations are shared with parents and the community via the Eastern Greene Schools Facebook page and through individual teacher's FB pages. Positive interactions occur via social media.
- Assignment Books provided and used with students in grades 2-4
- Student Handbooks provided to students in K-4 (Grades 2-4 in assignment book form)
- Parent Volunteers in the classroom, special events, and chaperone field trips
- On-Line access to Harmony assignment completion and progress for grades 3-4
- Standards-based Report Cards, with easy-to-understand Marzano grading scale
- Mid-term reports
- Graded assignments
- Musical programs and concerts
- Community Veterans Day program is well attended by family and community members.
- Weekly e-mail(s)
- Eastern Greene Elementary page on the EGS web site www.egreene.k12.in.us
- Teacher web pages linked from the Elementary page

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- Title I information and forms listed on EGS website http://www.egreene.k12.in.us/our_schools/elementary_school/title_i/
- Family Literacy & Math events
- STEM Night scheduled for Nov. 14, 2018.
- Title I Open Door during Parent-Teacher conferences October 24-25, 2018.
- IREAD-3 Parent informational meeting in January
- Kindergarten Round-Up in April at which in-coming children complete a readiness screening and parents meet with the principal to learn about expectations and procedures in kindergarten. Enrollment is completed at this time.
- The PTO facilitates family events and encourages parent involvement in their child's educational life (easterngreeneelementaryPTO)
- Field Day for students and parents
- EGES is the hub for community athletics, faith-based, and scouting activities. Parents are frequently in the building for a wide variety of activities.

XIII. Component #7: Transitioning of students

Strategies for assisting preschool children in the transition from early childhood programs such as Early Learning Center/ Special Education Developmental preschool, and other community-based preschool programs:

- Preschoolers (Early Learning Center/Special Education Developmental Preschool) come to Kindergarten Round-Up. During this opportunity, parents are given information about Kindergarten.
- Jt. Services Preschool Coordinator facilitates transitional conferences for students in First Steps and facilitates the next level of appropriate programming for 2.5-3 year old children.
- Developmental Preschool/ Early Learning Center students do a “Kindergarten Walk-Through” in the spring to familiarize incoming kindergarten students with classrooms and teachers. They also attend Kindergarten Round-Up.
- Annual incoming kindergarten parent meeting prior to the first day of school.
- Early Learning Center holds an Open House prior to the start of the school year.
- When programs are developmentally appropriate, preschoolers participate in school based activities and convocations.
- Currently Early Learning Center preschool students eat lunch in the Multi-purpose room with other elementary students. This allows the preschoolers an opportunity to be familiar with the lunch room setting, procedures, and cafeteria environment.
- They use the Elementary gym for gross motor time daily.
- The ELC students use the computer labs at least weekly.

Strategies for assisting fourth grade students in the transition from elementary to middle school:

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- Fourth grade students have a Middle School orientation at the end of the fourth grade or prior to the start of the 5th grade school year. They use practice lockers to familiarize themselves with using lockers in Middle School. The structure of 4th grade and 5th grade are similar to ease the transition into Middle School.
- Middle School Open House at the beginning of new school year.

XIV. Component #8: Teacher involvement in decision making, assessment data analysis, and improvement of student achievement

Current implementations:

- Teachers are expected to actively collaborate within their grade level teams on effective curriculum, strategies to meet the individual needs of our students, cross curricular planning, and formative and summative data analysis, therefore enabling teams to make effective group decisions. The four main committees are focused on curriculum, instruction, assessment, and interventions: Team Leaders/High Ability, STEM, Literacy, and Response to Interventions Team. Each grade level is represented on the committees to provide deliberate discussion, problem-solving and clear communication back to each grade level team. The teams meet concurrently to enable the groups to work on overlapping tasks and to share group progress after each work session.
- Using Fountas and Pinnell Benchmark Assessment, Fountas and Pinnell fluency running records, i-Ready, and *My Math* quarterly standards based Math benchmark assessments, and standards based report cards to drive and update our curriculum, general instruction, and flexible interventions groupings.
- Teachers have critical involvement with hiring new staff by assisting the principal with conducting interviews and sharing views based on established interview questions/rubrics.
- Teacher leadership within grade level teams and on the four critical curricular committees.
- Teachers have an active role and responsibility to plan effective professional development that meet their classroom needs as the needs arise.
- Teachers utilize student performance data to create their End-of-Year goals for RISE 1.2.

Strategies for improvement:

Strategy #1: Continuing to organize and manage formative assessment data to better meet the individual needs of our students.

Strategy #2: Continuing to increase teacher capacity to consistently apply data analysis skills across all grades and all classes at a high level of effectiveness.

Strategy #3: Continuing to prioritizing time for teachers to have time and attention to work with data (during after school PD, maintaining the blocks of collaboration time within the master schedule, etc.)

Strategy #4: To continue to use the structure of academic committee and faculty meetings to focus on student data and instruction and school climate.

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XV. Component #9: Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.

Overall Curriculum Description / Current Educational Programming

Eastern Greene Elementary School's curriculum is based on the College and Career Readiness 2014 Indiana Academic Standards:

- Kindergarten-4th Grade teachers utilize standards-based instruction, assessment, and report cards.
- The Elementary Reading Plan with 90 minute guided reading blocks was initially implemented in 2011-2012.
- An additional 35-45 minute FOCUS block is provided to all elementary students. FOCUS is an intense, specific and explicit block designed to provide interventions based on the students' academic needs and abilities, whether the student is at-, below-, or above-grade level.
- Benchmark assessments are based on Fountas and Pinnell's Benchmark Assessment Systems (BAS). Reading levels are reported to parents based on the F&P leveling system and the grade-level targets quarterly via report cards.
- Interventions are aligned with F&P through the implementation of Leveled Literacy Interventions
- Formative math assessment i-Ready and reading (*Wonders*) assessment data drives 3rd and 4th grade interventions, along with the BAS.
- Writing is assessed quarterly to determine growth toward meeting grade level expectations.
- Instruction is leveled in the primary grades and interventions provided via Focus for the ISTEP+ grades.

Eastern Greene Elementary School faculty implements instructional strategies that support the 2014 Indiana Academic Standards:

- Grade level teams meet twice a week to insure that appropriate strategies are being utilized to teach academic standards.
- School-wide professional growth activities that include teacher collaboration, workshops, and speakers.
- Grade levels use curriculum mapping to align standards, interventions, and assessments.
- Increased support and staffing to meet the specific student needs. Focusing on intensive language arts and math instruction through whole and small group instruction, interventions, and explicit lessons based on the individual needs of the students.
- Eastern Greene Elementary SWP - Title I programming provides intensive, daily language arts instruction in the Literacy Quest / FOCUS classroom. Students from each grade level receive an additional 35-45 minutes daily, in addition to their 90 minute reading block, in a FOCUS classroom working on specific and explicit lessons based on the students' academic needs. Students are assigned a flexible FOCUS group based on their BAS, PIVOT, and/or math assessment data. FOCUS classroom assignment changes according to student's progress and needs. The grade level teachers and Title I Academic Interventionists, and special education team provide direct, specific, individualized, and/or small group language arts

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- instruction. Interventions are planned based on BAS benchmark data, PIVOT assessments, and other grade level assessments.
- Staff members are trained to administer BAS assessments and provide effective, researched-based interventions Leveled Literacy Interventions, and other sources.
 - Response to Instruction documentation is completed via RtI binders in each classroom. Goals, needs, progress, continued instruction, and achievement are documented and analyzed to inform instructional and programming decisions.
 - The Response to Instruction teaching team, in collaboration with our school psychologist guides and recommends additional interventions.
 - Instructional strategies and flexible student grouping are implemented to address advanced students in specific academic areas.

Eastern Greene Elementary School faculty utilizes a variety of tools to assess student achievement:

- Brigance Readiness Screener at Kindergarten Round-Up
- Standard based Report cards in 1st -4th grades, updated to align with CCR 2014 IAS.
- Kindergarten checklists/report cards – CCR 2014-IAS
- Standards are assessed using a comprehensive rubrics in grades K-4, based on the Marzano scale
- Quarterly grade-specific writing prompts
- I-Ready math formative assessment
- School-wide quarterly administration of BAS
- IREAD-3
- NAEP for selected 4th grade students
- Accelerated Reader to assess types of text students are reading independently
- Formative assessments embedded in *Wonders* are administered throughout the school year. 2nd, 3rd and 4th grades administer the formative i-Ready math assessments. These students will chart their progress on mastering math and literacy skills via chapter and benchmark assessments. They will set personal short-term academic goals in response to their assessment data.
- WIDA for identified ELL students
- ILEARN will be implemented for the first time for Grades 3 and 4 Spring 2019.
- The CogAT, Iowa, and SIGS are assessment tools used to first screen all students, then used to pinpoint students who show high abilities in quantitative and verbal academic areas.

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Eastern Greene Elementary School utilizes technology as a learning tool to increase understanding of various skills in the classroom:

- During the spring and summer of 2010, every classroom was equipped with a Smart Board and visual document presenter. Teachers share resources via collaboration, at faculty meetings, and via electronic communications. The technology is used to enrich and deepen instructional activities on a daily basis across all curricular areas
- Student data is shared via Google Docs.
- Teachers collaborate on various programs via Google Docs.
- Harmony Computer System allows communication of grades, attendance and discipline within the school and with the parents and to maintain student records.
- Formative math assessment tool, *i-Ready*, is administered 3 times a year based on Indiana math standards.
- MobyMax is an on-line intervention program provides leveled lessons/learning activities to address below-, at-, and above grade level mastery in ELA and Math.
- Elementary Computer Labs (Lab 1 and Lab 2) allow entire classrooms to access word processing applications, as well as the on-line resources for the reading program, *Wonders* (McGraw-Hill), and for the math program *My Math* (McGraw-Hill) are utilized to support instruction and assessment.
- Each classroom has at least three iPads/Nexus tablets for instructional and assessment use.
- 4th Grades students have access to individual tablets for instructional and practice purposes.
- All K-4 classrooms have student computer stations (2-4 student computers).
- Computers and projectors are being utilized to access relevant and rich educational websites such as Scholastic Book Flix, Reading A-Z, Starfall, More Starfall, (L.A. and Math), MobyMax, World Book Online, the reading and math programs, and other age-appropriate and curriculum-based programs and apps, etc.
- Faculty utilizes a variety of other technology tools that include: Nexus 7 tablets, iPads, iPods, Samsung Galaxy Tab 4 10.1 tablets, calculators, overhead projectors, digital cameras, Flash Masters, Leap Frog Reading Systems, and various multi-media accessories.
- Programs such as Class Dojo are used to communicate with parents.
- Technology Team updated the Elementary K-4 Technology Scope and Sequence in January, 2012. It was reviewed and updated April 2014, in April 2016, and will be aligned with new science/tech CCR science standards.
- Eastern Greene Elementary is recognized as a Certified Digital Citizenship School for the fourth year.

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Response to Instruction: Eastern Greene Elementary RtI Model

Universal Screening	All elementary students (K-4) receive universal screenings: Quarterly Benchmark Assessment Systems (BAS) for reading and quarterly writing prompts. Additionally, <i>My Math</i> and <i>Wonders</i> benchmark assessments are administered to 3 rd and 4 th grade students 4X year. 2 nd , 3 rd , 4 th grades complete math formative assessment 3 times a year. A universal screener for dyslexia will be in place by Spring 2019.
Tier 1	All elementary students (K-4) receive high-quality instruction, academic progress is monitored, and universal screenings (BAS, quarterly Math and Writing, classroom-based assessments) are conducted throughout the year.
Tier 2	Students whose Tier 1 progress is not adequate will receive additional support through appropriate, data-driven research-based interventions. <ol style="list-style-type: none"> 1. The RtI team and / or the person (grade level teams, special education, and/or Title I team) delivering the interventions will make the instructional decisions based on the student's performance. 2. Individual and/or small groups of students will receive a variety of research-based interventions. 3. Interventions are individualized and delivered in a predetermined format for each student during FOCUS and/or other periods during the school day. 4. Progress is monitored and documented for all students.
Tier 3	Students whose Tier 2 progress is inadequate will receive more intensive interventions. <ol style="list-style-type: none"> 1. The RtI team and the person (grade level teams, special education, and/or Title I team) delivering the intervention will make the instructional decisions based on the student's performance. 2. Interventions will be individualized and delivered in a predetermined format for the student. 3. Progress is monitored and documented. <p>Depending on the progress of the student, the student may be referred for special education evaluation.</p>

XVI. Program Evaluation / Annual Review Process

The School Improvement Plan / School Wide Plan and Reading Plan team will meet to evaluate and review the following areas of the SIP/SWP to ensure quality and validity of student services. The teams will meet at the end of each school year to evaluate current year and plan strategies for next year's progress. The evaluation process is continuous which allows the faculty to make changes as needed.

Items the team will evaluate:

- Student Achievement: Annually evaluate the implementation of, the results achieved by, using ISTEP+ data, benchmark data, BAS, IREAD-3, process writing, and other assessment tools used by teachers

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- Curriculum & Instruction: Determine whether the program(s) were effective, particularly for low-achieving and high ability students
- Evaluate: Professional Development, Family Involvement, Organization & Management
- Revise the plan or areas as necessary
- Increase understanding of specific and improvement of current strategies
- Conduct / Analyze staff Professional Development survey to determine 2019-2020 professional development needs
- Conduct / Analyze Parent/Community survey to determine strengths and challenges for the next school year

Questions the team will ask:

- Did we meet our yearly goals and benchmarks?
- Did we implement the strategies we stated in the plan?
- Did we do it? With fidelity and validity?
- What successes & challenges were experienced? (Analysis)
- How do we improve upon these challenges and experiences? (Future Vision)

Annual Review of School Wide Plan is tentatively scheduled for May 9, 2019.