

SCHOOL IMPROVEMENT PLAN
2016-2019

Fayette County School Corporation, #2395

Eastview Elementary School, 1897

401 South Fountain Street

Connersville, Indiana

47331

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Last Revision: November 2016

Title I Schoolwide Plan Checklist and Table of Contents:

Schoolwide Plan: [Section 1114 (b) (2)] Any school that operates a schoolwide program shall first develop (or amend a plan for such a program that was in existence on the day before the date of enactment of the NCLB Act of 2001), in consultation with the LEA and its school support team or other technical assistance provider under section 1117, a comprehensive plan for reforming the total instructional program in the school that:

- i. Describes how the school will implement the components described below
- ii. Describes how the school will use resources under this part and other sources to implement the components
- iii. Includes a list of SEA programs and other federal programs that will be consolidated in the schoolwide program
- iv. Describes how the school will provide individual student academic assessment results in a language the parents can understand, including an interpretation of those results, to the parents of a child who participates in the academic assessments required by the SEA plan.

<u>Components of a Schoolwide Plan*:</u>	Found on Page #:
1. <u>A comprehensive needs assessment of the whole school</u>	7
2. <u>Implementation of schoolwide reform strategies that:</u> <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that: <input type="checkbox"/> Strengthens the core academic program <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any	9
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10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components *Include a statement similar to “While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.”	18
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1. INTRODUCTION

A. Narrative Description of the School

Eastview Elementary is part of the Fayette County School Corporation, serving the city of Connersville. Eastview Elementary serves an at-risk population that continues to grow. Families receiving assistance has grown from 35% in 2005 to 64.1% in 2015-2016. The attendance rate was 96% for the 2015-2016 school year. In 2015-2016, our school enrollment was 312 students in preschool through Grade 6. The ethnic breakdown was 92.6% white, 1.6% Hispanic, 5.1% Multiracial, 0.4 % Black, 0.3% Asian.

The majority of Eastview students live in poor-to-moderate, single-family dwellings. Some families reside in small apartment buildings that are HUD subsidized. The culture of the community has changed due, in part, to high unemployment rates. The school population is more mobile and transient.

The staff at Eastview Elementary consists of a principal, classroom teachers, library media assistant, art, music, and physical education teachers, special education teachers, literacy teachers, a shared guidance counselor, Instructional Coach, school nursing assistant, instructional assistants, custodians, cafeteria, and office personnel. Special services for our students include: a speech and language teacher, a shared occupational therapist, a shared social worker, and a shared behavior consultant. A majority of the staff resides within the immediate county area.

The faculty is networked and utilizes e-mail, a computerized grading program, one computer lab of thirty computers each, one mobile lab of 30 netbook computers, 2 mobile iPad carts with 30 iPads each, a designated teacher computer station in each room, five iPads in each classroom, and five student computers in each classroom. Each classroom also has an electronic whiteboard and document camera used by teachers and students. Various other pieces of technology are also used.

Eastview Elementary qualifies for Title 1 assistance. Because of our lower socio-economic status, additional programs have been instituted from sources outside of the school to help our students.

B. Assessments-Used in Addition to ISTEP+

Eastview teachers and staff use a number of assessment tools to inform instruction. The purpose of testing at Eastview Elementary is primarily formative in nature. This allows Eastview teachers and staff members to evaluate and support instruction and to provide an ongoing analysis that supports the cycle of learning.

Pivot Inspect Formative Assessments are based on Indiana Academic Standards. Pivot Inspect Formative Assessments are given three times per school year to benchmark student progress in ELA and for grades 2-6. Marie Clay's Observation Survey is a tool utilized with students in grades K-1 to determine concepts about print and reading readiness. Additionally, NWEA is used to assess reading and math strengths and needs for students in grades K-1. Fountas and Pinnell Benchmark Assessments for Reading are utilized in all grade levels to determine students' developmental levels and inform instruction. Additionally, Words Their Way benchmark assessments are administered three times a year to assess students word knowledge and spelling skills.

Other formal and informal assessments are utilized to evaluate student progress and needs. Some of those assessments include:

- Writing and reading conferences
- Teacher observations
- Writing rubrics
- Anecdotal records
- Checklists
- Running records
- Textbook curriculum tests
- Applied skills benchmark assessments
- District Created Acuity Formative Assessments
- Lexia Core 5
- COGAT is used for identification of our high ability students.

With the information obtained from the various assessments, a data wall is created to aid the staff in helping to identify students that need interventions. In addition, students have the opportunity to track their own data and set goals for themselves. This helps to create a sense of ownership and motivation.

2. MISSION STATEMENT

A. Mission of Eastview Elementary School

The mission of the Fayette County School Corporation is to provide quality educational programs in an environment, which is safe, harmonious, and conducive to learning, enabling a diverse population of all ages to become independent, productive citizens and lifelong learners.

B. Vision for Eastview Elementary

The vision of Eastview Elementary is to embrace Integrity, Achievement and Service for all.

C. Beliefs

We believe:

- Integrity is essential to creating and sustaining positive relationships.
- Embracing diversity contributes to the strength of a community.
- The pursuit of learning as a life-long endeavor is essential to individual and organizational success.
- Cooperation and collaboration are essential to success.
- People are responsible for their choices.
- An environment of high expectations results in higher achievement.
- Great communities are built on mutual respect and dignity for all people

3. SUMMARY OF CRITICAL DATA

A. Annual Performance Report

Eastview Elementary School, Connerville 1897						
INDICATOR	School Results					State Results
	11-12	12-13	13-14	14-15	15-16	14-15
Student Enrollment	355	362	334	338	312	1,046,026
Grade 3 Percent Passing ISTEP+ Math Standard	86.5	83	81	61.1	63.3	62.6
Grade 3 Percent Passing ISTEP+ Language Arts Standard	80.8	84.8	76.7	52.8	63.3	73.2
Grade 4 Percent Passing ISTEP+ Math Standard	76.1	76.5	79.5	54.3	66.6	65.2
Grade 4 Percent Passing ISTEP+ Language Arts Standard	80.4	66.7	86.4	62.9	50.0	70.4
Grade 4 Percent Passing ISTEP+ Science Standard	78.3	70.6	70.4	68.6	41.6	71.4
Grade 5 Percent Passing ISTEP+ Math Standard	91.1	90.7	93.8	76.1	86.8	68.4
Grade 5 Percent Passing ISTEP+ Language Arts Standard	83	79.1	66.7	69.6	65.7	66.7
Grade 5 Percent Passing ISTEP+ Social Studies Standard	75	58.1	60.4	63	68.4	70.9
Grade 6 Percent Passing ISTEP+ Math Standard	92.7	93.8	100	74.1	81.4	61.9
Grade 6 Percent Passing ISTEP+ Language Arts Standard	87.8	85.7	85.1	66.7	83.3	65.8
Grade 6 Percent Passing ISTEP+ Science Standard	80.5	78.4	74.4	85.2	88.8	66.9
IREAD 3 Pass Rate	88.9	85.4	92.5	97.2	90	92.4
Average Class Size	25	25	21	21	20	28.1
Attendance Rate	96.6	96.6	96.4	96.0	96.0	95.8
Number of Students with More Than 10 Unexcused Absences	10	9	11	9	9	62,934
Number of Students with 10% or More Days Absent for any Reason	1	0	4	4	7	22,524
Number of Students Suspended	20	10	13	12	9	67,079
Number of Students Expelled	2	0	1	1	0	3,862
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	2	1	1	1	0	6,036

B. Other related data

Eastview’s faculty and staff work hard to maintain a high attendance rate. They call home, write notes home, and implement incentives to encourage students to maintain a positive attendance record. The principal follows the Fayette County School Corporation attendance policy. Charges are filed with the Fayette County Prosecutor against parents who violate the attendance policy and the state attendance laws.

Suspensions are used as infrequently as possible. Behavior problems disrupt instruction for all students. Eastview has worked hard to cultivate a positive learning environment for everyone. To help with this effort Eastview has developed and follows a school-wide positive behavior and interventions support plan.

Data shows that Eastview's implementation of Positive Behavior interventions and supports (PBIS) with fidelity has increased attendance, created a more positive and calm environment, reduced behavioral disruptions, increased academic time & student achievement. Specifically, since 2012, detentions, suspensions and expulsions have all been reduced dramatically. Additionally, our attendance rate has remained at or above 96% for the past five years.

C. Key components of the educational programming

Eastview Elementary School's curriculum reflects the Indiana Academic Standards. Each curricular standard is defined and much effort is given to ensure the standards are understood by teachers and used as the basis for instruction. Regular assessments, both formal and informal, are used to determine student needs and to guide daily instruction.

Language arts instruction is centered on the balanced literacy framework which is founded on researched based practices. The math program emphasizes conceptual understanding while building a mastery of basic skills. Teachers nurture higher-order and critical thinking skills with authentic applications in all subject areas.

A system of school-wide expectations has been established through our Positive Behavior Supports initiative. Our staff has identified student and adult school wide expectations for each area of our building. Those expectations are regularly taught and modeled.

Teachers at Eastview know that technology enhances learning opportunities for students and positively affects student achievement, attitude, and engagement. Technology is integrated throughout the curriculum, enhancing basic skills and content knowledge. Each classroom has computer stations, iPads, an electronic whiteboard, and document camera for student and teacher use.

Teachers use differentiated methods of grouping to reach each student at his/her instructional level. Struggling students are provided Tier II and Tier III instruction according to the school's Response to Instruction (RTI) Plan. Eastview also has an instructional coach that works to monitor and enhance student learning in all areas. The instructional coach follows a professional development format of modeling, observing, and reflecting on instruction with classroom teachers. She works with the staff to facilitate systemic changes in the school, allowing teachers access to the research, resources, and the support they need so they can best address the needs of their students. The instructional coach, along with the principal, also provides targeted professional development to individual teachers.

To further enhance our instructional programs, our school schedule has been designed to accommodate professional learning communities. Each grade level has a common planning time each day. This time is used with a specific goals in mind aimed at improving instruction and student learning. We have used this time to develop common formative assessments, review student data, plan instruction, and monitor progress.

4. CONCLUSIONS ABOUT THE EDUCATIONAL PROGRAMMING

A. Evidence that curriculum supports *Indiana's College and Career Readiness Standards*

FCSC teachers base instruction on the Indiana Academic Standards. Curriculum maps have been developed for each grade level for the language arts and math standards. Curriculum maps list standards to complete for each quarter to insure that instructional pacing includes all grade level standards within the school year. Common formative assessments for each grade level have been developed in alignment with the curriculum maps. Each teacher has access to copies of the curriculum maps and the common assessments. This insures that standards, curriculum, and assessment are all aligned.

B. Evidence that instruction supports *Indiana's College and Career Readiness Standard*

Eastview Elementary School's curriculum is based on the Indiana Academic Standards. Teachers and administrators have developed the curriculum, which is based upon the state standards. Curriculum mapping is constantly revised and accessed on Atlas, our curriculum mapping software. Common formative assessments for each grade level have been developed in alignment with the curriculum maps. Each teacher has access to copies of the curriculum maps and the common assessments. This insures that standards, curriculum, and assessment are all aligned.

C. Conclusions about overall student achievement

Teachers have explored many ways to help strengthen our students' Mathematics achievement. We have realigned our instruction to focus more closely on specific areas of weakness. In the area of Mathematics, our passing rate on the 2014-2015 ISTEP was 67.8%, which is 6.8% above the state average. Our pass rate on the 2015-2016 math portion of ISTEP was 75.9%, which is an increase of 8.1% from the previous year. Number Sense and Computation are the most pronounced concern across all grade levels. Our improvement interventions will address these areas

Overall, our students have scored lower in the area of Language Arts than in mathematics over the last few testing cycles. This trend held with the implementation of the new academic standards and format of ISTEP. After analyzing ISTEP+ and IREAD3 data, teachers have explored many ways to help strengthen our students' English/Language Arts performance. We have realigned our instruction to focus more closely on specific areas of weakness. In the area of English Language Arts, our passing rate on the 2014-2015 ISTEP was 63.7%, which is 3.6% below the state average. Our pass rate on the 2015-2016 English Language Arts portion of ISTEP was 67.7%, which is an increase of 4% from the previous year. Comprehension of Literary, Non-Fiction, and Informational Text are areas of concern across grade levels. Our improvement strategies will address these areas.

D. Parent participation reflection

Eastview Elementary continues to offer many opportunities for parent participation in order to strengthen the school and family partnership. Parents and guardians have the opportunity to actively participate in classroom activities, school organizations, conferences, serve on a variety of committees, including the the school improvement planning committee, and events outside of the typical school day. All of which are aimed at improving the quality of educational services provided for each student.

E. Technology as a learning tool reflection

Eastview Elementary views technology as an important part of our school culture. Staff members use technology for instructional purposes and assessment of student achievement. Each classroom is equipped with up to 5 student computer stations, 1 teacher station, 5 iPads, an interactive electronic whiteboard, and document camera. Lexia Core 5 has been used in all classrooms in an effort to reach all levels of learners through adaptive computer software. Additionally, technology is used to analyze data and deepen the understanding of concepts and standards through a variety of resources.

F. Safe and disciplined learning environment reflection

A variety of prevention and intervention strategies, programs, and activities must be in place to ensure students and staff welfare. A comprehensive crisis management plan has been established and is followed by each staff member. Eastview's principal receives advanced training through the Indiana School Safety Specialist Academy.

The following are some key components of this plan:

- All doors remain locked throughout the day, requiring all visitors to enter and sign in through the office.
- A surveillance system monitors and records activities outside of the building and front entrance.
- Emergency evacuation plans are revised and updated yearly.
- All fire and emergency drills are conducted on a regular basis.
- All rooms have a two-way radio that can be used for interschool communication.
- Student internet use is monitored closely through software purchased by the school corporation.

G. Professional development reflection

We support the following beliefs.

Professional development at Eastview Elementary School should:

- Improve student achievement (shown through data) as the ultimate goal.
- Keep current with instructional strategies, curriculum, and technology.
- Support teacher development and retention by providing individualized, specific, ongoing and grade-level appropriate activities.
- Raise district and individual expectations by aligning with FCSC district goals.

5. STUDENT ACHIEVEMENT GOALS

A. Mathematics

Currently, Eastview Elementary School has a pass rate of 75.9% on the Mathematics portion of ISTEP+. This is 14.9 percentage points above the 2014-2015 state average for passing math.

Goal 1: The pass rate for Eastview Elementary School on the Mathematics portion of ISTEP+ will remain at least 10 percentage points above the state average.

B. English Language Arts

Currently, Eastview Elementary School has a pass rate of 67.7% on the English Language Arts portion of ISTEP+. This is 0.4 percentage points above the 2014-2015 state average for passing English Language Arts.

Goal 2: The pass rate for Eastview Elementary School on the English Language Arts portion of ISTEP+ will remain at or above the state average.

C. Attendance

Eastview's 2015-2016 attendance rate was 96.0%.

Goal 3: Eastview's school wide attendance rate will increase by at least 0.1% each year.

6. SPECIFIC AREAS OF FOCUS

Based on the comprehensive analysis, the Eastview School Improvement Team has identified the following areas of focus:

- Development of instructional strategies for writing application and responding to literature (both non-fiction and fiction).
- Implement and monitor six traits of writing assessment strategies.
- Implement and monitor close reading strategies for grades 2-6.
- Audit and monitoring of the implementation of balanced literacy framework.
- Train all new teachers, and those in need of a refresher, on the balanced literacy framework.
- Seek math resources with technology enhanced format of assessment.
- Provide all teachers with training on implementing the adopted math program.
- Professional development is needed to help teachers understand and incorporate the Eight Mathematical Practices into daily instruction
- Seek new incentives to promote good attendance.
- Identify students with chronic school attendance, and provide intervention with the school counselor and social worker.

- Researching and implementing effective practices for meeting the needs of lower socioeconomic status students is also a need for Eastview.
- Provide training to new teachers in assessing students with local assessment tools.
- Additional, targeted intervention focused on students below targeted benchmarks on local and state assessments.

In March 2015, Eastview Elementary School was notified that the school did not meet the requirements for subgroups of the student population based on ethnicity (white) in ELA and was categorized as a Focus-Targeted school. Additional strategies that have been put in place for the students include:

- Response to Instruction
- Differentiating instruction to meet student need using a variety of software applications
- Using student assessment data to track progress
- Providing opportunities for remedial instruction within the context of the school day.

7. BENCHMARKS FOR PROGRESS

- NWEA Growth Reports for kindergarten through first grade students indicate a 3% increase in the number of students at/above the grade level RIT score on the math test in spring compared to the fall math test for each year of the plan.
- NWEA Growth Reports for kindergarten through first grade students indicate a 3% increase in the number of students at/above the grade level RIT score on the Reading test in spring compared to the fall Reading test for each year of the plan.
- When comparing fall to spring reading levels, there will be at least a 10% increase in the number of students reading on or above grade level.
- Results from Pivot Inspect Benchmark Assessments will be at or above the district average in all tested grade levels.

8. ACADEMIC HONORS DIPLOMA AND CORE 40

This section is not applicable.

9. PROPOSED INTERVENTIONS

English Language Arts:

- Instruction will be delivered using a balanced literacy framework K-6
- Literacy instruction will be based on Indiana Academic Standards
- Expand current literacy knowledge that reflects best practice in reading and writing instruction to build capacity for ALL learners
- Improve teachers' collaborative skills to create more cohesive and effective professional learning communities.
- Learn more about assessing the needs of readers and writers through student conferencing
- Schedule a daily independent reading time that includes the teacher conferencing with students, teaching mini-lessons that support the reader, and providing opportunities for students to write in response to reading
- Provide students with vocabulary instruction that develops word knowledge
- Provide language arts remediation for all students not passing ISTEP+ with additional instruction on fluency and comprehension strategies
- Utilize Lexia Core 5 and Moby Max to address specific needs.

- Evaluate students' growth using both formal and informal assessments such as OS, Fountas and Pinnell Benchmark Assessments for Reading, Pivot, and NWEA.
- Students with low-growth, regardless to whether or not they passed ISTEP+, will be specifically targeted for additional support.
- Relevant learning targets will be displayed in all classrooms daily
- Continue to adapt curriculum to reflect cultural diversity and provide for differentiation
- More teachers will utilize appropriate technologies, such as computers, electronic whiteboards, iPads, and document cameras during instruction.
- Analyze data to identify discrepancies between subgroups in order to make informed instructional decisions
- Literacy events will be planned to inform parents on strategies to use to help their children's progress in reading and writing.
- Five students in grades 4-6 scoring within 10 points of ISTEP+ cut score in ELA will be identified for targeted instruction four times a week for 30 minutes a day. In addition, they will receive after school remediation.

Mathematics:

- Mathematics instruction will be based on Indiana Academic Standards
- Improve teachers' collaborative skills to create more cohesive and effective professional learning communities
- Train teachers to use Pivot Inspect Formative Assessments
- New teachers will be trained to utilize the adopted math program.
- Train teachers on how to incorporate the Eight Mathematical Practices into daily instruction and support and monitor regular application.
- Provide math remediation for all students not passing ISTEP+ with additional instruction on Computation, Problem Solving, Algebraic Thinking and Data Analysis.
- Students with low-growth, regardless to whether or not they passed ISTEP+, will be specifically targeted for additional support.
- Relevant learning targets will be displayed in all classrooms daily
- Continue to adapt curriculum to reflect cultural diversity and provide for differentiation
- More teachers will utilize appropriate technologies, such as computers, electronic whiteboards, iPads, and document cameras during instruction.
- Analyze data to identify discrepancies between subgroups in order to make informed instructional decisions
- Math events will be planned to inform parents on strategies they can use to help their children improve their math skills.
- Five students in grades 4-6 scoring within 10 points of ISTEP+ cut score in mathematics will be identified for targeted instruction four times a week for 30 minutes a day. In addition, they will receive after school remediation.

Attendance:

- Staff will implement the current attendance policy with regards to absenteeism and tardies. This includes teachers contacting parents when students have excessive absences or tardies.
- Perfect and good attendance will be recognized during awards programs.
- Develop new incentives for student attendance.

10. PROFESSIONAL DEVELOPMENT

- A. Please refer to page 15.

11. CULTURAL COMPETENCY COMPONENT

- A. Please refer to the narrative description of the school on page 5.
- B. Eastview strives to create an environment where multiple perspectives are valued. Students have the opportunity to participate in a variety of educational opportunities that provide experiences that build the back ground knowledge for all of our students, including our students of low socioeconomic status. Our students attend field trips to locations such as the National Underground Railroad Museum, that support this mission. We offer afterschool clubs and activities that provide both remediation and enrichment for our students. Additionally, guest speakers are brought into the classrooms to share learning experiences with our students.

Eastview also facilitates an inclusive learning environment. Students with special needs participate in the general education classes. Classroom and special education teachers, the school counselor, behavior specialists, medical professionals, paraprofessionals, and occupational therapist work together to develop academic programs for all students.

- C. The Eastview school improvement team has identified areas for professional development to increase cultural competency. Eastview students are increasingly coming to school from an impoverished background. Eastview teachers have been trained using the work of Ruby Payne. The training allows teachers who were not raised in poverty; learn about the differences in the culture of poverty. Further current research needs to be explored and utilized by our teachers and staff.

12. STATUTES AND RULES TO BE WAIVED

Not applicable.

13. THREE YEAR TIME LINE FOR IMPLEMENTATION, REVIEW, AND REVISION

#13 SCHOOL IMPROVEMENT ACTION PLAN	Aligned to Goal(s)	Attendee(s)	Resource or Facilitator	3 year Timeline						
				2016-2017		completed	2017-2018	completed	2018-2019	completed
				Semester 1	Semester 2					
Annual Review of SIP	All	All Staff	Principal	x	x	√	x		x	
Annual Revision of SIP	All	SIP Committee	Principal	x			x		x	
CURRICULUM & INSTRUCTION										
Instruction based on Indiana Academic Standards	1, 2	All general education teachers	Principal and Instructional Coach	x	x		x		x	
Analyze data to identify discrepancies between subgroups in order to make informed instructional decisions	1, 2	All general education teachers	Principal and Instructional Coach	x			x		x	
Teachers will use student assessment data to develop flexible instructional groups for differentiation	1, 2	All general education teachers	Principal	x	x		x		x	
Training aimed at utilizing technology in the classroom (iPads, Electronic Whiteboards, Document Cameras, online instructional resources.)	1,2	New Teachers	Principal and Teachers	x	x		x		x	
Teachers will be trained in implementation of Total School Cluster Grouping	1,2	All Teachers	Purdue University Consultants.	x	x		x		x	
Teachers will be trained and utilize software applications (such as Lexia and MobyMax) to differentiate instruction.	1,2	All Teachers	Principal	x	x		x		x	
ENGLISH LANGUAGE ARTS										

"Close" Reading methodology training, modeling, co-teaching, and support	2	All grade 2-12 classroom teachers	Principal, Instructional Coach	x	x		x		x	
Balanced Literacy Training	2	New Teachers	Instructional Coach	x	x		x		x	
Learn more about assessing the needs of readers and writers through student conferencing	2	All general education teachers	Principal and Instructional Coach		x		x		x	
Provide students with vocabulary instruction that develops word knowledge	2	All general education teachers	Instructional Coach	x	x		X			
Teachers will be trained to implement Lexia Core 5	2	All Teachers	Principal, Lead Teachers	x	x		x			
Six Traits of Writing Training	2	All teachers	Principal, Instructional Coach	x	x		x		x	
MATHEMATICS										
Teachers will be trained on instructional strategies of solving multi-step word problems.	1	All general education teachers	Principal and Lead Math Teachers		x		x		x	
GoMath Program Training	1	All teachers	Principal, Lead Teachers, Instructional Coach	x	x		x		x	
The GoMath program will be implemented with fidelity	1	All Teachers	Principal, Lead Teachers, Instructional Coach	x	x		x		x	
ATTENDANCE										
PBIS Plan Training	All	All	Principal	x			x		x	
Monitor student attendance on a weekly basis.	3	All general education teachers	Principal	x	x		x		x	
Communicate the importance of good school attendance in school newsletters.	3	Principal	Principal		x		x		x	
Involve the district social worker or school counselor with students who are chronically absent from school.	3	Principal	Principal	x	x		x		x	

14. SCHOOLWIDE TITLE I TEN COMPONENTS

The ten components required of school wide Title I schools are embedded in Eastview’s school improvement plan. The location of the ten components can be found by referring to the Title I Ten Components table of Contents on page 3 of this document.

Instruction by highly qualified teachers.

Eastview Teachers – Highly Qualified List

Name of teacher	IN. License Number	Grade taught
Melissa Crowe	10118571	Instructional coach
Katie Swininger	1537611	Instructional coach
Mallory Wagner	1070171	2
Kandais Crenshaw	10167654	1
Allison Burgeson	1062502	5
Julie Myers	1418997	2
Jennifer Deak	15199630	Special Education
Natalie Bussell	1536295	5
Sarah Foster	1002718	1
Alisha Bennett	10000121	4
Kim Sherck	1464399	Special Education
Jennifer Hockersmith	949216	Kdg.
Christian Ary	10060824	6
Lori Schwanitz	10030782	6
Shari Phegley	914434/914433	Kdg.
Jessica Hufferd	1619647	3
Kelly Wenta	1055277	Head Start
Ashley Hrach	10144106	Head Start

Attracting high quality highly qualified.

The Fayette County School Corporation is committed to hiring the best and most qualified education professionals. To that end, Eastview partners with Indiana University East and Miami University to provide education students a realistic environment in which to practice their skills. In addition, the Director of Human Relations advertises positions to all Indiana colleges and universities and personally recruits candidates at Ball State University, Indiana University, etc. It is the practice to hire the most qualified, not necessarily the least expensive candidate. During this past year, a teacher with four years of experience was chosen based upon her skills, not her salary schedule. Quality teachers are also given support by allowing them to purchase adequate supplies and materials and making professional development activities available to them. During the interview process, candidates are asked a wide range of questions and are asked to show evidence of their instructional skills. During subsequent interviews, current teachers are involved in the process as their input is crucial in building the right team for successful, collaborative teaching.

Assist in transition from early childhood programs.

- Principal is involved in special education case conferences.
- Two classrooms of Head Start will be housed in our school. Students take part in many of our planned activities and Head Start programs are advertised in our building.
- Pre-school teachers are included in staff meetings and some professional development.
- Kindergarten teachers host a meeting for Head Start parents to explain Kindergarten program.

Other Transitions

Students Exiting Eastview for Middle School

Students and counselors from the middle school visit sixth grade classrooms at Eastview to explain what to expect at middle school. Students also visit the middle school and take a student led tour where they meet the principal and teachers. Students are also familiarized with middle school procedures and expectations.

Coordination and integration of Federal, State, and local services and programs.

Eastview has been fortunate to be the recipient of Title 1 monies as well as federal funds from the Title II Teacher Quality Improvement Grant. Having access to these funds has afforded us a Title 1 teacher and instructional assistants. Our Corporation also funds our all-day Kindergarten program.

Coordination of Funds

Fayette County School Corporation coordinates federal funds from the following areas: CFR – Part B Funds, and Head Start funds. At the state level, the schools receive technical assistance from the Indiana Department of Education and the East Central Education Service Center. Locally, FCSC provides coaching and consultation from a variety of providers chosen to inservice staff. General funds pay for regular teacher salaries and capital projects (facilities, maintenance, capital projects, etc.).

Consolidated Funds

N/A

Even though the school can consolidate the funds, it does not wish to at this time.

Providing Assessment Results

Individual assessment results are sent home to parents as soon as they are made available. Parents are offered to meet with their child's teacher or principal to further explain and clarify the assessment results. Eastview also provides a parent/teacher conference period in the fall of each school year. Eastview averages a 95% attendance rate by parents during the conference period.

15. COMMITTEE MEMBERS

The school improvement plan covers a three-year period starting during the 2015-1018 school year. A team including the building principal, school staff, parent volunteers, and community members developed this plan in compliance with the Indiana Public Law 221.

Name	Representing
Mr. James Small	Administration
Mrs. Christina Ary	Teacher
Mrs. Julie Myers	Teacher
Mrs. Mallory Wagner	Teacher
Ms. Katie Swininger	Teacher
Mrs. Melissa Crowe	Teacher
Mrs. Stacy Scott	Parent