



Eastern Greene Elementary School - Wide Improvement and Title I Plan 2017-2018

Updated September 2017

Eastern Greene Elementary School -Wide Improvement and Title I Plan 2017-2018

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
Martha Marmouze	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, 2017
September 12 and September 26, 2017
October 17, 2017
November 14 and November 28, 2017
December 12, 2017
January 9 and 23, 2018
February 13 and 27, 2018
March 6 and March 27, 2018
April 10 and April 24, 2018
May 8, 2018

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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. According to an article published in the Herald-Times, Greene County had the state's highest unemployment rate in December 2015 (H-T: Indiana, *Area Counties Continue to See Drop in Unemployment Rate*, 1-27-16)

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, 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.

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- Our administration consists of a full-time principal.
- 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, with half day option.
- 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. Paraprofessionals assist with instructional support.
- 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 eight part-time paraprofessionals.
- All full day 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.
- 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.
- Kids Zone program provides before and after-school programming. Over 75 students are registered in this program.

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 and Davies Counties. All teachers are highly-qualified with 39% of the

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teachers having earned Master's Degrees. All paraprofessionals are 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 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 is experiencing 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 the highest unemployment rate in Indiana in August 2016 (www.heraldtimesonline.com 8-22-16).

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.

The workforce of the Eastern Greene School District 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 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

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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 system, SchoolMessenger for mass voicemail, parent-teacher conferences, and weekly school newsletters, 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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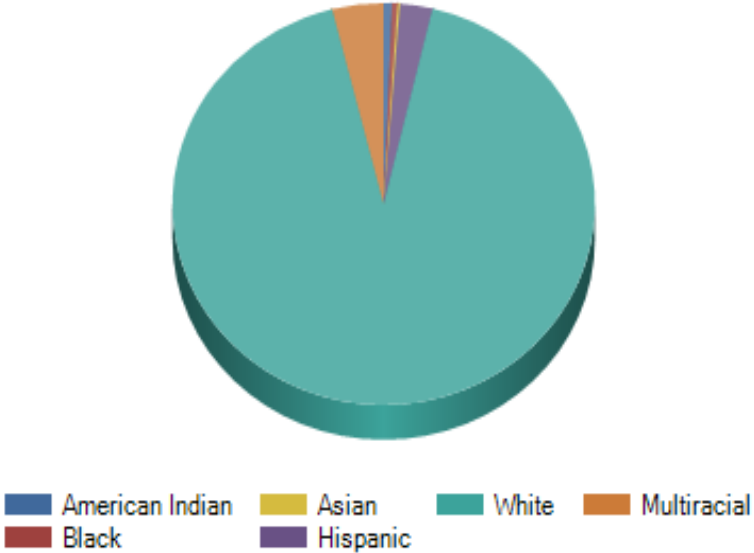
VI: Eastern Greene Elementary School – Demographic

Enrollment by grade-source: Harmony records as of September 1, 2017

Grade	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018
Pre-Kindergarten	49	52	62	60	52
Kindergarten	85	84	89	73	85
Grade 1	109	85	100	98	70
Grade 2	90	98	79	86	98
Grade 3	81	89	97	78	83
Grade 4	90	75	93	87	78
Total Enrollment	504	483	520	482	466

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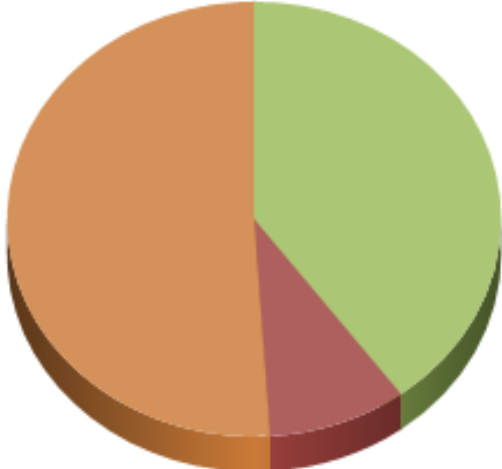
Enrollment 2016-17 by Ethnicity



Our 2016-2017 student population is 3.9 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

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Enrollment 2016-17 by Free/Reduced Price Meals

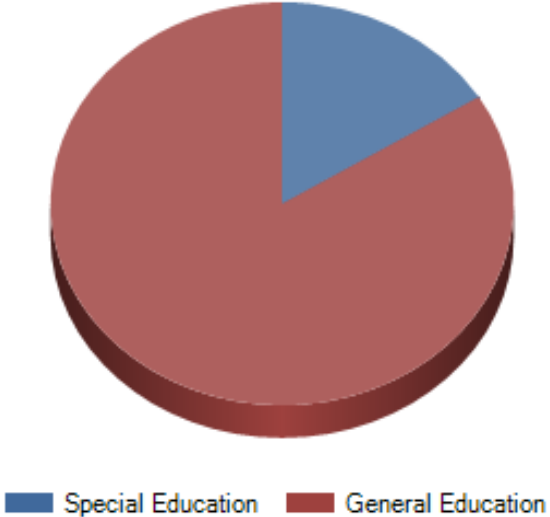


Free meals Reduced price meals Paid meals

39.9% of students are eligible for free meals, 9.1% are eligible for Reduced, and 51% are designated as Paid. Source: Compass.doe.in.gov

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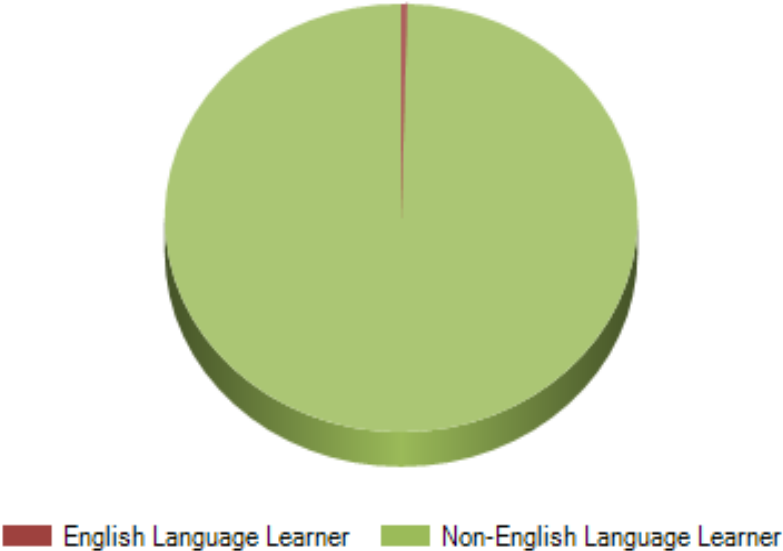
Enrollment 2016-17 by Special Education



For the 2016-2017 school year, 16.1% of the students received special education services. The majority of the students received only speech/language therapy. Source: Compass.doe.in.gov

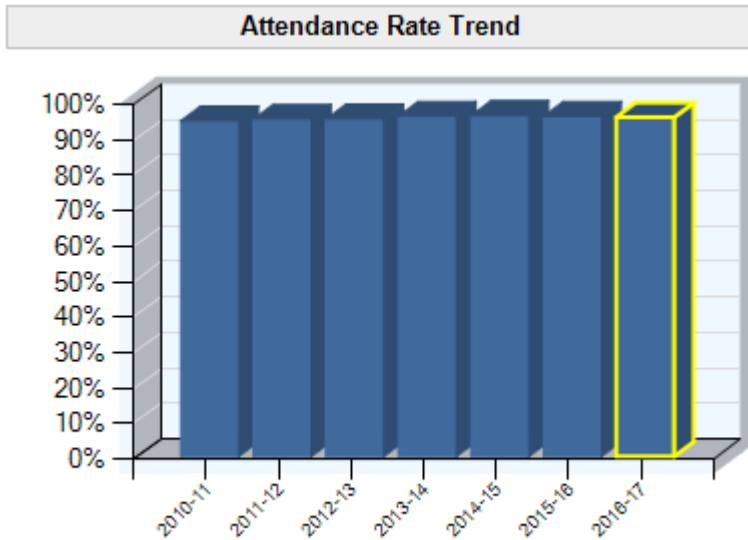
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Enrollment 2016-17 by English Language Learners



Two children receive ELL support .4%. Source: Compass.doe.in.gov

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IDOE Compass data, attendance rate 2016-17 was 95.6%. This is a slight decline from 96.0% from the 2015-16 school year.
Enrollment & Attendance Data Source: <http://compass.doe.in.gov/dashboard/enrollment.aspx?type=school&id=2433>

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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 2016-2017 68 out of 76 3rd grade students passed IREAD-3 for a 90% pass rate. All of the eight students who did not pass qualified for Good Cause exemptions. The current pass rate stays well above 2011-2012 pass rate of 85.5%.</p> <p>2017 ISTEP+ According to the raw ISTEP+ data released in August 2017 on the newly formatted and aligned test, 74% of 3rd grade students passed the E/LA portion. The 3rd grade math pass rate is 69%. Both of these percentages are well above state average. According to the raw 2017 ISTEP+ data, 65% of the 4th grade students passed the E/LA portion. 4th grade Math</p>	<p>Instructional focus for 2017-2018: 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.</p> <p>A new interactive science program is being initiated during the 2017-18 school year.</p> <p>Grade level collaboration is</p>	<p>Strengths: Professional development at EGES is a collaborative model so that teachers can learn and apply research-based programs or activities. Teachers are encouraged to attend PD and be compensated for 2 hours/month.</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. Open House for grades 1-4 was held on August 10 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 scheduled at the end of the first nine week periods October 25-26,</p>	<p>Strengths: 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>pass rate is 61%. Both of these percentages are slightly above state average. These scores are of course critically lower than we want to achieve. 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>EGES will administer formative assessment tools (quick check, chapter, and benchmark) that align with the math program, <i>My Math</i>, reading comprehension/fluency levels, and process writing to all K-4 students quarterly. 3rd and 4th grade students will chart their</p>	<p>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, 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</p>	<p>Mid-year and 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>2017.</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 2018 for third grade parents to learn about IREAD-3 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</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>own math assessment data and create short-term goals to address their performance strengths and weaknesses. When schools receive ISTEP+ data from the IDOE which includes performance levels on specific standards, identified areas of weakness will be instructional addressed.</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 assess progress toward meeting the established grade level goals and reported to parents via report cards.</p> <p>2017 School-wide average meeting EOY reading goal: End of Year BAS data: 65% of Kindergarten students met or exceeded EOY goal of Level C; 73%</p>	<p>System (BAS) is being administered quarterly. Interventions are provided based on student assessment and performance data.</p> <p>Two researched-based intervention programs are being implemented: Fountas and Pinnell’s Leveled Literacy Interventions kits and web-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</p>	<p>Faculty members may 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: Math/High Ability/Writing Team, Science and Technology Team, RtI Team, and Team Leaders/School climate.</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-</p>	<p>Day, and chaperone on field trips.</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 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</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>of 1st graders met or exceeded EOY goal of Level J; 82% of 2nd graders met or exceeded goal of Level M; 77% of 3rd graders met or exceeded EOY goal of Level P; and 79% of 4th graders met or exceeded Level S.</p> <p>Attendance: Attendance rate showed a slight decline in attendance rate between 2015-2016 to 2016-2017 of 96% to 95.6%, based on the DOE-AT report. Perfect attendance is recognized quarterly and at the end of the school year.</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.</p> <p>Challenges: Continuing to improve attendance rate and for parents to follow attendance policy</p>	<p>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 ISTEP+.</p> <p>To continue to work on identifying gaps in expectations within and across grade levels for the writing process.</p> <p>Maintaining 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</p>	<p>led" professional development opportunities difficult to afford. With current budget restraints, the corporation is unable to assist with such costs. EGS may send a teacher or small group to a low cost PD session. 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, faculty meetings, and professional committee meetings to focus on instructional needs and data analysis.</p>	<p>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 / monthly contact between school and home.</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>	<p>understandable by all stakeholders-Teachers at EGES, Jt. Services, and teachers at receiving schools has been implemented.</p>
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<p>protocol.</p> <p>2016 and 2017 ISTEP+ scores showed that both 3rd and 4th grade students' math scores dropped significantly in math, based on the performance on these two tests. 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 continue 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</p>	<p>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 performance data analysis. Curriculum maps aligned with IAS were developed Spring 2014. Maps are adjusted, as needed, as the curriculum is taught, which will include the addition of writing process 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</p>	<p>Strategy #2: Include the following topics to the 2017-2018 Professional Development Plan: 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>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, school climate via Responsive Classroom language and concepts, the value of Growth Mindset, and other important issues facing our elementary staff.</p>		
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<p>genres/settings to build capacity, independence, and perseverance.</p> <p>To provide students on-going feedback on their academic performance.</p> <p>To prepare 3rd and 4th grade students for the new ISTEP+ 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. 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. Class-level Perfect and Excellent attendance is</p>	<p>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#4: Providing continuous information to parents and community on the ever-changing educational issues such as: Indiana Academic Standards, the changes in ISTEP+, BAS, RISE, IREAD-3, RtI, Standards-based report cards, and other imperative educational concerns.</p>			
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<p>recognized quarterly via announcements, displayed on a centrally-located bulletin board, and via special class treats. Perfect attendance and excellent attendance will be recognized each grading period.</p> <ul style="list-style-type: none">•Parents will be encouraged to support good attendance through notes, phone calls, newsletters, and conferences.• The attendance policy is clearly described in the Student Handbook and on the school web page via the handbook.•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.				
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<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 provide classroom support for students who are not meeting quarterly established reading benchmark levels and to meet IEP objectives.</p> <p>Strategy #3: Math program-based (<i>My Math</i>) formative assessments will be administered to identify areas needing interventions and to adjust instruction. 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.</p>				
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Teachers may use such tools as *Pearson Experience* 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 students to use a variety of strategies without giving up.

Strategy #4: Maintain continuous open communication between school and home which is critical for the academic success of our students.

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 ISTEP+. Themed, pep sessions, effort incentives, special T-shirts, celebration activities are well received by the students and parents and will be continued.

Strategy #6: PD to

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improve HA services will be offered.				
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VIII. Component #2: Implementation of School Wide Strategies:

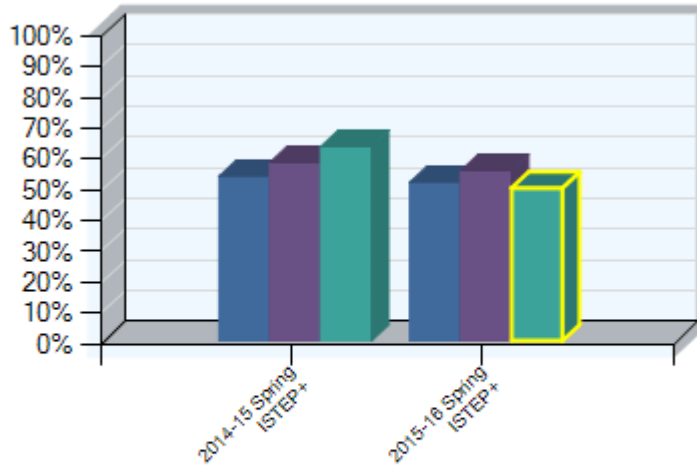
Analysis of the Comprehensive Needs Assessment indicates that our programming and instruction are moving in an effective direction. Our focus must be to provide teach with the new CCR 2014 Standards, consistently effective instruction, assessment, and decision making across all classes and across all 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

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Student Achievement: ISTEP+ data & analysis

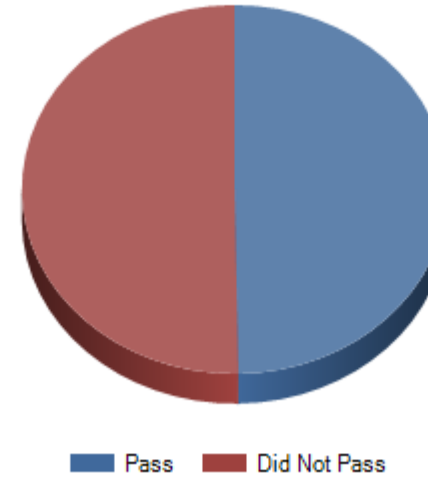
3rd and 4th Grades Passing Both E/LA and Math 2015-2016

ISTEP+ Percent Passing Trend



■ Indiana ■ Corporation ■ School

ISTEP+ 2015-16



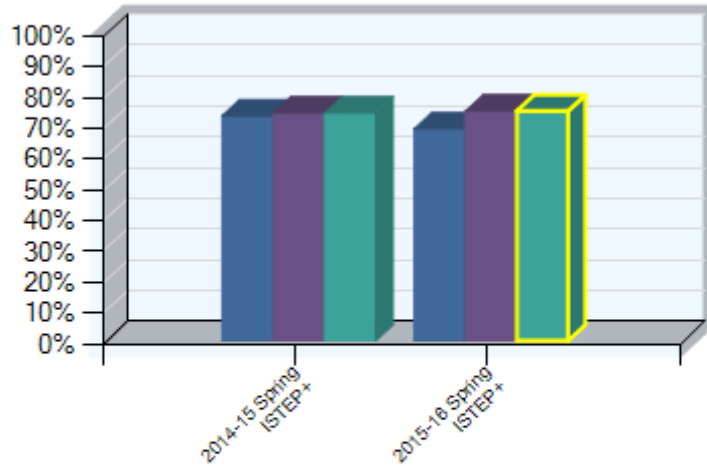
2015-2016 Analysis (2016-2017 Compass data is not yet available): This data describes the student performance with the new IAS 2014 standards and the new ISTEP+ testing format. As predicted by then State Superintendent Ritz, there was a significant drop in the test scores. In 2014-15 Indiana transitioned to new, more rigorous college-and-career ready standards and a new statewide assessment to measure these standards. Therefore, results are not comparable to previous data. According to IDOE Compass data, 54.7% of our students passed the math portion, 71.8% passed the ELA portion, and 49.7% passed both sections. Our students' scores from 2015-2016 were slightly below the state average in math, but above the state average in ELA.

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3rd Grade English/Language Arts 74.1 % Passing

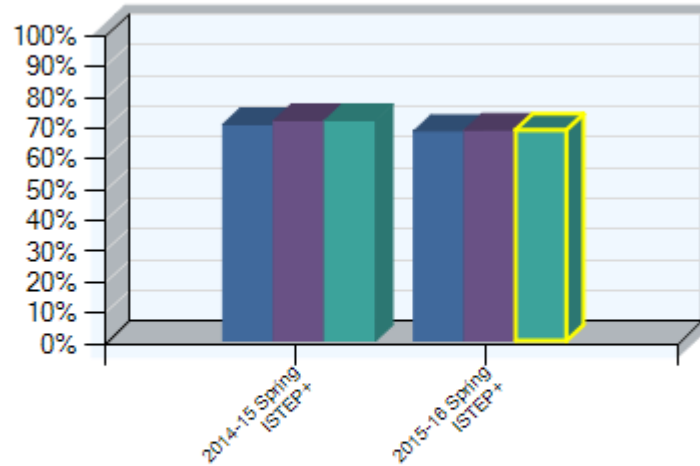
4th Grade English/Language Arts 68.6% Passing

ISTEP+ Percent Passing Trend



■ Indiana ■ Corporation ■ School

ISTEP+ Percent Passing Trend



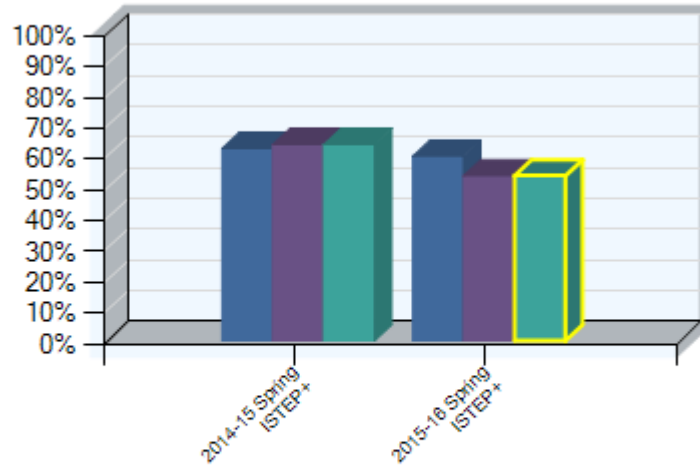
■ Indiana ■ Corporation ■ School

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3rd Grade Math
53.7 % Passing

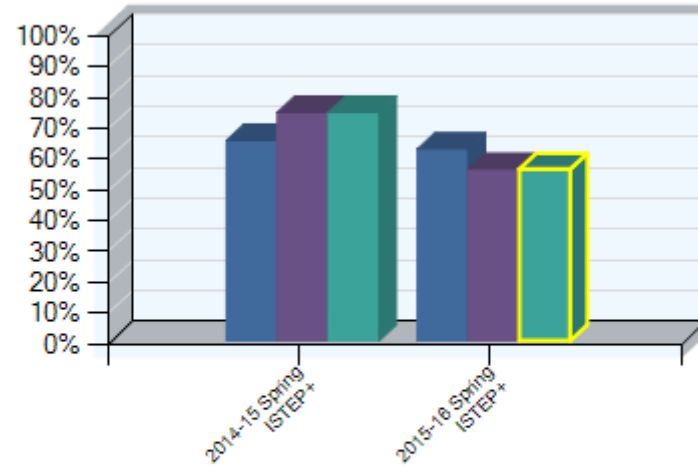
4th Grade Math
55.8 % Passing

ISTEP+ Percent Passing Trend



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ISTEP+ Percent Passing Trend



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Benchmark Assessment Systems (BAS)

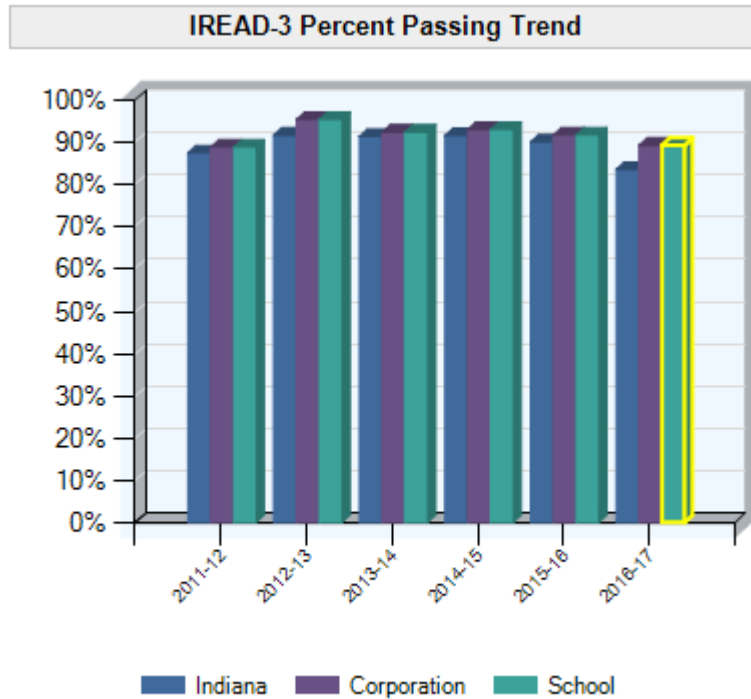
EGES adopted the Fountas and Pinnell Guided Reading leveling system school-wide. End-of-year grade level goals were set for each grade level. The BAS was administered to students K-2 quarterly to assess progress toward meeting the established grade level goals. 97% of **Kindergarten** students were assessed at performing Level B, with 87% able to read at Level C. The BAS results for **1st graders** indicated 87% reading at Level J or above. BAS results for **2nd graders** indicated 83% were assessed at Level M. 100% made gains of at least 2 reading levels.

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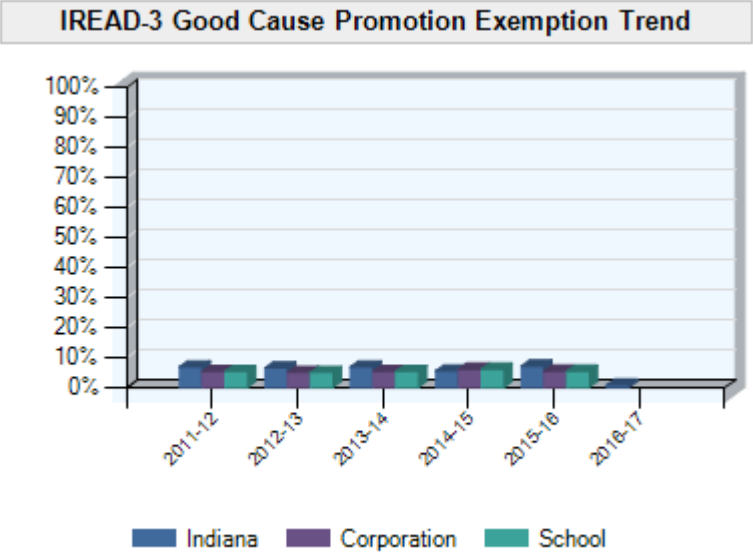
IREAD-3 Data & Analysis: 2016-2017 includes summer test re-take data

Corp ID	Corporation Name	School ID	School Name	Total Students	# Pass	% Passed IREAD
2940	Eastern Greene Schools	2433	Eastern Greene Elementary School	73	65	89.7%

source: <http://compass.doe.in.gov/dashboard/iread3perf.aspx?type=school&id=2433>



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Eight students met Good Cause Exemption for Spring/Summer 2017 IREAD-3 testing.

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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 levels 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. ISTEP+ passing rates will stay at least above state average in this period of ISTEP+ 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	Activity 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 Reading Team Title I Staff 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. Workshops sponsored by SIEC/IDOE attended by admin and teachers to better understand and implement CCR 2014 IAS.	2017-2020	Standards-based report cards. During team meetings, teachers will ensure the curriculum is being implemented as mapped. The Team Leaders and Reading Teams are responsible for guiding these discussions and verifications. Daily learning objectives are posted in developmentally appropriate formats in every classroom. Pre- and post-sessments aligned with Essential Skills are administered as the E. S. are taught. Interventions are provided for students not earning a 3 or 4 on the Marzano

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<p>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.</p>	<p>Teachers Title I Staff Reading Team Administrators</p>	<p>McGraw-Hill <i>Wonders</i> basal reading materials</p> <p>Reading A-Z</p> <p>Science and social studies text</p> <p>Fiction and non-fiction leveled reading materials</p> <p>Technology tools for individual practice and enrichment</p> <p>Literacy stations</p> <p>Reading materials from school and classroom libraries</p>	<p>Team meetings to collaborate and share instructional ideas.</p> <p>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</p> <p>Various staff members attended PD on literacy strategies, sponsored by Smekens Summer 2017 were shared with and implemented by staff.</p> <p>Various staff members attend PD 2017-2018 to increase knowledge of instructional strategies to meet high ability students' literacy needs, with an</p>	<p>2017-2020</p>	<p>Standards-based report cards</p> <p>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.</p> <p>Benchmark Assessment Systems (BAS) are administered 4x's yearly</p> <p>During team meetings, teachers will ensure that the curriculum is being implemented as mapped.</p> <p>Fluency passages are administered at least quarterly.</p> <p>Writing instruction is reviewed periodically through the school year within grade level teams.</p> <p>Implementation of <i>Wonders</i> basal program</p> <p>Classroom running records</p>
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			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 Administrators Title I coordinator	Renewed grade level curriculum maps Grade level writing rubrics for each genre 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	2017-2020	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 Administrators Title I coordinator	School/grade level newsletters Implementation of grade level family literacy events Information regarding IREAD-3 shared with parents through out the school	Weekly team and monthly staff meetings to collaborate and share ideas.	2017-2020	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, March, and early May if child is not meeting benchmarks

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		year, plus a family pizza party to share information mid-January 2018			
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.	Teachers Title I Staff Reading Team Administrator	<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 staff was trained August 30, 2017.</p> <p>Response to Instruction Team and classroom teachers collaborate and share strategy ideas.</p> <p>The RtI Team meets monthly. A team liaison checks in with referring teachers weekly to assess effectiveness of</p>	2017-2020	<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>

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<p>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.</p>	<p>Special education teachers and TAs Title I Staff Regular classroom teachers Administrators</p>	<p>CCR 2014 IAS <i>Wonders</i> reading materials Wide variety of leveled language arts resources MobyMax online interventions program On-line resources</p>	<p>interventions Team meetings to collaborate and share instructional ideas.</p>	<p>2017-2020</p>	<p>Fountas & Pinnell Benchmark Assessment System (BAS) MobyMax interventions program Standards-based report cards Each student's IEP checklist. Annual case reviews</p>
<p>6) Teachers will provide activities that reflect the reading comprehension and writing ISTEP+ format, including updated tech enhanced tasks.</p>	<p>Teachers Title I Staff Reading Team Administrators</p>	<p>CCR 2104 IAS Previous ISTEP+ Tests from IDOE website Utilization of <i>My Math</i> and <i>Wonders</i> on-line assessments Experience Pearson and</p>	<p>Grade level teams 2-4 meeting to collaborate and share instructional ideas. During 90 minute block and during FOCUS, experiences with ISTEP+ testing format are provided and strategies are directly taught.</p>	<p>2017-2020</p>	<p>Reading comprehension activities /tests formatted similar to the ISTEP+ format. IDOE resources</p>

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	other tech-enhanced assessment sites			
Research/Best Practice Sources	<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 Grade s 2-3, 4-5</i>. New York: Scholastic, 2011. 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</p>			
Assessments	<p>ISTEP+ BAS LLI IREAD-3 Kindergarten checklists Grade level assessments. <i>Wonders</i> Textbook based story and benchmark assessments</p>			

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Eastern Greene Elementary SWP Implementation Goals in Math (also see Comprehensive Needs Assessment summary p. 16-22):

Goals: Eastern Greene Elementary School students demonstrate grade level in overall math performance as measured by formative aligned assessments, by ISTEP+, and by My Math textbook-based assessments. It is the goal for both 3rd and 4th grades to improve the average pass rates on the newly formatted, IAS 2014 based ISTEP+ 8% and to score at or above state average while the changes to ISTEP+ are being made. Instructional emphasis is placed on consistent utilization of the math process standards and focusing attention on building student independence who can 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	Activity Assessments
1) In all math classrooms, math instruction is aligned with the CCR 2014 IAS, and these standards are consistently and effectively taught daily. Process standards are embedded in daily lessons.	Teachers Title I Staff Inclusion Team Administrator	College and Career Ready 2014 Indiana Academic Standards (CCR 2014 IAS) Math Curriculum Map	Twice-weekly grade level team meetings to collaborate and share instructional ideas PD provided by SIEC-Sept. 2014	2017-2020	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 developmentally appropriate format on a daily basis.
2) All teachers will provide daily balanced math instruction that includes: problem solving	Teachers Title I Staff	CCR 2014 IAS Math Curriculum Map Math textbook	Twice-weekly grade level team meetings to collaborate and share instructional ideas	2017-2020	Every month at Math Team/HA meetings, teachers will review their methods of instruction, questioning techniques, etc. with the group. This team is responsible for ensuring that student performance data is analyzed to drive daily instruction and FOCUS planning.

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<p>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). Strategies to support a Growth Mindset to increase perseverance and effort in facing challenging math tasks.</p>	<p>Inclusion Team Administrator</p>	<p>series-<i>My Math</i> Variety of math teacher on-line resources</p>	<p>School-wide PD based on math problem-solving strategies and on-going examination of Growth Mindset attitudes and instructional strategies.</p> <p>SIEC professional development on increasing the level Growth Mindset. Information will be shared with all staff to enable all to implement.</p> <p>Student performance data are analyzed and used to make instructional decisions in grade level teams.</p>		<p>Students in grades 3 and 4 will maintain individual data charts of progress made on topic and benchmark assessments.</p>
<p>3) Specific instructional focus on the math process</p>	<p>Teachers Title I Staff Administrator</p>	<p>CCR 2014 IAS process standards</p>	<p>Teaching Channel mini-lesson for PD</p>	<p>2017-2020</p>	<p>Aligned formative assessments Experience ISTEP+ On-line</p>

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standards is a priority. This focus requires PD.			PD provided by SIEC Grade level team work on planning and implementing instructional experiences within each grade level		<i>My Math</i> assessments MobyMax interventions
4) Parental involvement in mathematics education is supported and encouraged.	Teachers Title I Staff Administrator Counselor	School/grade level newsletters Email addresses	Team and staff meetings to collaborate and share ideas	2017-2020	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 with E/LA) based on formative assessments. These are flexible groupings where students can be moved to more appropriate instructional support groups as needed.	Teachers Title I Staff Administrator Counselor School psychologist and RtI team	CCR 2014 IAS Math Curriculum Map <i>My Math</i> textbook series Variety of math teacher resources	Grade level team meetings to collaborate and share instructional ideas Individual teachers will receive peer coaching, as needed	2017-2020	Quarterly benchmark math assessments are given based on scope and sequence <i>My Math</i> and curriculum maps

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<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</p>	<p>Team meetings to collaborate and share instructional ideas</p>	<p>2017-2020</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 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>Teachers Title I Staff Administrator Technology Integration Specialist</p>	<p>EGES is a Certified School Digital Citizenship for the third year through Common Sense Education 4th grade has access to individual tablets Smart Boards and supporting Smart software Visual Presenters</p>	<p>Science/Technology Committee meetings to collaborate and share instructional strategies and technical tasks Grade-level team meetings to collaborate and share strategies and activities School-wide PD Faculty meetings</p>	<p>2017-2020</p>	<p>Surveys of technology usage Student performance on quarterly assessments and ISTEP+ Standards-based report cards Experience ISTEP+ On-line and other sites providing tech enhanced assessment items</p>

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		Effective websites to support additional practice and skill advancement Flash Masters Desktop and mobile devices			
7) At each grade level, math teachers will administer an <i>My Math Topic</i> Tests/benchmark tests to assess student growth.	Teachers Title I Staff Administrator	Math performance test CCR2014 IAS Math Curriculum Map	Team meetings to develop tests and analyze test results Make and implement instructional decisions based on the test result	2017-2020	Math performance test 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 ISTEP+ paper/pencil and on-line format for grades 2-4	Teachers Title I Staff Administrator	CCR 2014 IAS Previous ISTEP+ assessments resource books	Team meetings to collaborate and share instructional ideas	2017-2020	Math activities formatted similar to the ISTEP+ format Experience ISTEP+ On-line

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<p>10) All teachers will be cognizant of the demands of ISTEP+ math tests, of our students' achievement on these tests, and on increasing the use of Growth Mindset attitudes and strategies.</p>	<p>Teachers Title I Staff Administrator Counselor</p>	<p>CCR 2014 IAS Previous ISTEP+ assessments Experience ISTEP+ On-line</p>	<p>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.</p>	<p>2017-2020</p>	<p>At Curriculum Committee meetings, grade level representatives will review ISTEP+ formatting and student achievement data and will use this data to help drive instruction. Grade level team will make instructional decisions based on the data.</p>
<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 <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>ISTEP+ tests Grade level performance tests based on the curriculum maps Pearson Experience ISTEP+ On-line Kindergarten Standards 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 2017-2018

Principal Name:	Assignment:	Indicator of HQ status on Verification Form:	Location of Verification Form and supporting documentation:
		<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)	
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	Central Office- HR files

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Highly Qualified Teachers for School Year 2017-2018:

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form:	Location of Verification Form and supporting documentation:
		<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)	
Melissa Mullis	Special Needs Preschool	Bachelor’s Degree Elementary/Primary Generalist Mild Intervention Elementary/Intermediate Generalist Mild Intervention Preschool Generalist PRAXIS II Rules 2002	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

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Mike Conklin	Kindergarten	Master's Degree General Elementary Education valid teaching license – Life Endorsement in Elementary Physical Education 100 points HOUSSE	Central Office – HR Files
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 General Elementary Education valid teaching license Praxis II 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-Dept Rules 46-47 Praxis II	Central Office – HR Files
Martha Marmouze	4 th	Bachelor's Degree General Elementary Education valid teaching license Praxis II	Central Office – HR Files

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Kimberly Hill	Title I Director	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 Services Personnel Rules 46-47	

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Paraprofessional/Noncertified Highly Qualified Status for School Year: 2017-2018

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

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	Paraprofessional		– 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 grade/5 th grade Paraprofessional	B.S. in Psychology	Central Office – HR Files
Kelli Gray	Title I 4 th Grade Paraprofessional	Passed the Praxis ParaPro Exam	Central Office – HR Files
Jesse French	Title I Cross-grade Paraprofessional	Associates Degree	Central Office – HR Files
Michelle Weaver	Title I Cross-grade Paraprofessional	Associates Degree	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

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.

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- Teachers are compensated for 16 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 2017-2018 school year teachers are encouraged and will be rewarded with pay for leading/participating in 2 hours/month of 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 2017-2018 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, Reading Team, Math 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 also be explored and implemented.
- **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.

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- 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.

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.

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- **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
- 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
- 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
- IREAD-3 Parent informational meeting and pizza party 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 (See Facebook page)
- 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.

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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 also holds an Open House prior to the start of the school year.
- When the schedule works and 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:

- 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.

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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/Writing/School Climate, Math/High Ability, Science/Technology, 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, 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 (1/2 day release, 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.

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.

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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 the 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
- Benchmark math (*My Math*) 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 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.

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- 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.

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
- School-wide quarterly administration of BAS
- IREAD-3
- Accelerated Reader to assess types of text students are reading independently
- Formative assessments embedded in *Wonders* and *My Math* are administered throughout the school year. 3rd and 4th grades administer the cumulative quarterly benchmark 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.
- ISTEP+ is implemented during the two spring test windows for Grades 3 and 4
- The CogAT, Iowa, and SIGS are assessment tools used to first screen all students, then pinpoint students who show high abilities in quantitative and verbal academic areas.

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.
- 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.

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- 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, 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.
- 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 third year.

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.
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	<p>Students whose Tier 1 progress is not adequate will receive additional support through appropriate, data-driven research-based interventions.</p> <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.

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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. Depending on the progress of the student, the student may be referred for special education evaluation.
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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.

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
- 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 2017-2018 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 8, 2018.