

2017-2018

East Side Elementary School (3452)

810 East Main Cross, Edinburgh, Indiana 46124

[SCHOOL IMPROVEMENT PLAN]

2016-2017 Leadership Team

Andrew Scholl, Principal

Brooke Meyer, Kindergarten

Laura Adkins, 1st Grade

Ashley Myers, 2nd Grade

Jennifer Garrett, 3rd Grade

Nancy Garrett, 4th Grade

Devin Burton, 5th Grade

Holly Miller, Physical Education

Allison Knoy, Special Education

Kim Hobdy, Interventionist

2016-2017 PRIDE Booster Committee

Chrissy Riley, Parent

Stephanie Belt, Parent

Misty Miller, Parent

Ambur Long, Parent

Jason Schoettmer, Parent

Sandy Riley, Grandparent

Tiffany Schoettmer, Parent

Olivia Ralston, Parent Involvement Coordinator

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East Side Elementary School Mission:

East Side Elementary School, with the support of the school and community, seeks to provide all students the resources to gain knowledge and become lifelong learners in an environment, which encourages a positive self-concept and promotes excellence.

Edinburgh Community School Corporation Mission:

The mission of the Edinburgh Community School Corporation is to provide a learning environment that challenges every student’s intellectual potential; nurtures personal development through the teaching of the arts, sportsmanship and community values; and prepares all students to pursue their goals, to live a healthy life and be responsible, involved citizens.

East Side Elementary School Vision & Core Beliefs:

East Side students display PRIDE.

“I am positive, respectful, improving, disciplined, and engaged.”

Edinburgh Community School Corporation Vision:

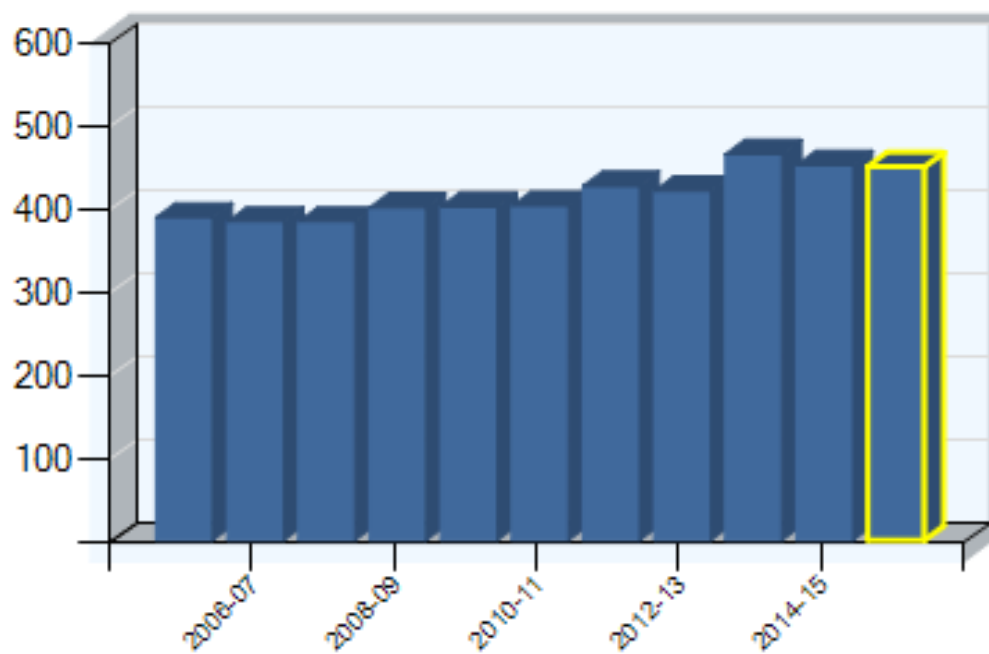
Our commitment to excellence today promotes excellence tomorrow!

Student Enrollment:

Enrollment By Grade

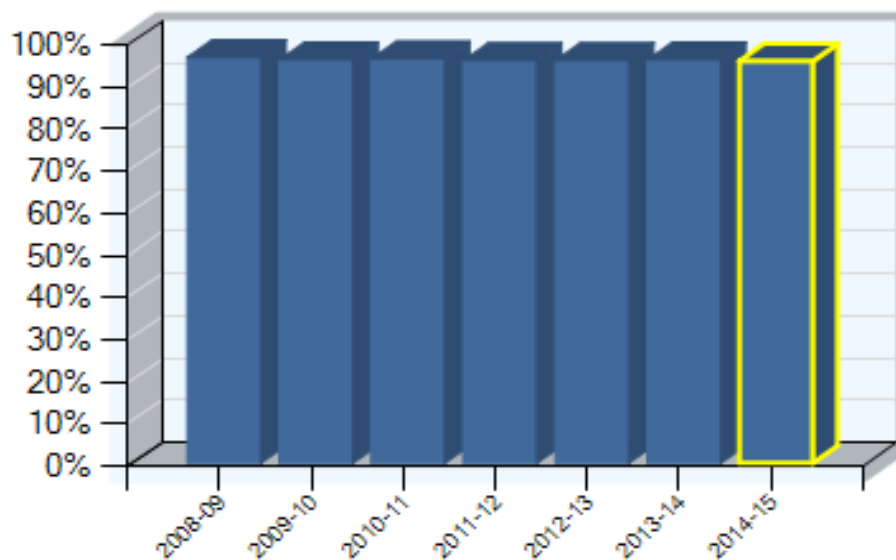
| Grade | 2011-12 | 2012-13 | 2013-14 | 2014-15 | 2015-16 |
|-------------------------|------------|------------|------------|------------|------------|
| Pre-Kindergarten | 20 | 25 | 40 | 40 | 31 |
| Kindergarten | 74 | 72 | 74 | 68 | 75 |
| Grade 1 | 67 | 69 | 77 | 74 | 68 |
| Grade 2 | 62 | 65 | 72 | 73 | 72 |
| Grade 3 | 73 | 61 | 74 | 68 | 68 |
| Grade 4 | 59 | 66 | 60 | 67 | 66 |
| Grade 5 | 71 | 62 | 67 | 61 | 69 |
| Total Enrollment | 426 | 420 | 464 | 451 | 449 |

Enrollment Trend



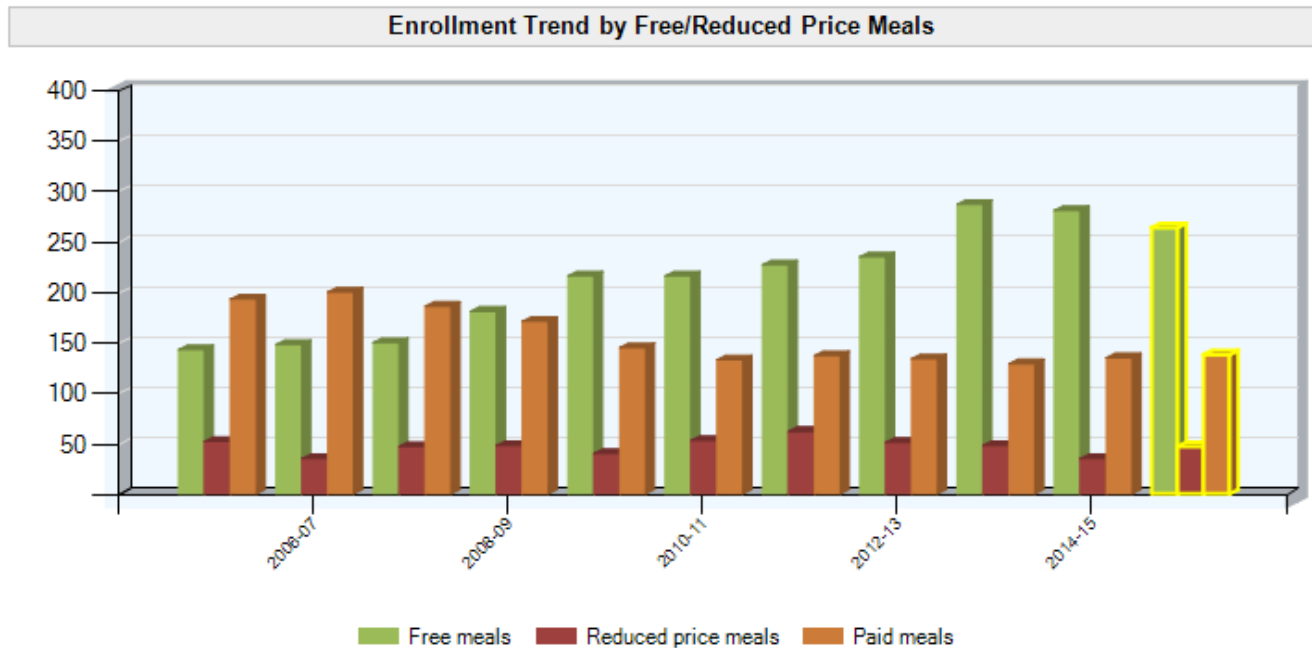
Student Attendance:**Attendance by Grade**

| Grade | 2008-09 | 2009-10 | 2010-11 | 2011-12 | 2012-13 | 2013-14 | 2014-15 |
|------------------|---------|---------|---------|---------|---------|---------|---------|
| Pre-Kindergarten | | *** | | | | | |
| Kindergarten | 94.7% | 94.4% | 93.9% | 94.8% | 94.8% | 95.4% | 94.1% |
| Grade 1 | 96.1% | 95.8% | 96.0% | 94.7% | 95.6% | 94.9% | 95.4% |
| Grade 2 | 96.7% | 95.6% | 96.1% | 95.7% | 95.4% | 96.0% | 95.5% |
| Grade 3 | 97.0% | 96.3% | 96.8% | 95.4% | 96.5% | 95.6% | 96.0% |
| Grade 4 | 96.0% | 96.8% | 96.6% | 96.8% | 95.4% | 96.1% | 95.1% |
| Grade 5 | 96.9% | 95.6% | 96.7% | 96.3% | 96.1% | 96.3% | 96.4% |
| All Grades | 96.3% | 95.7% | 96.0% | 95.6% | 95.6% | 95.7% | 95.4% |
| *** suppressed | | | | | | | |

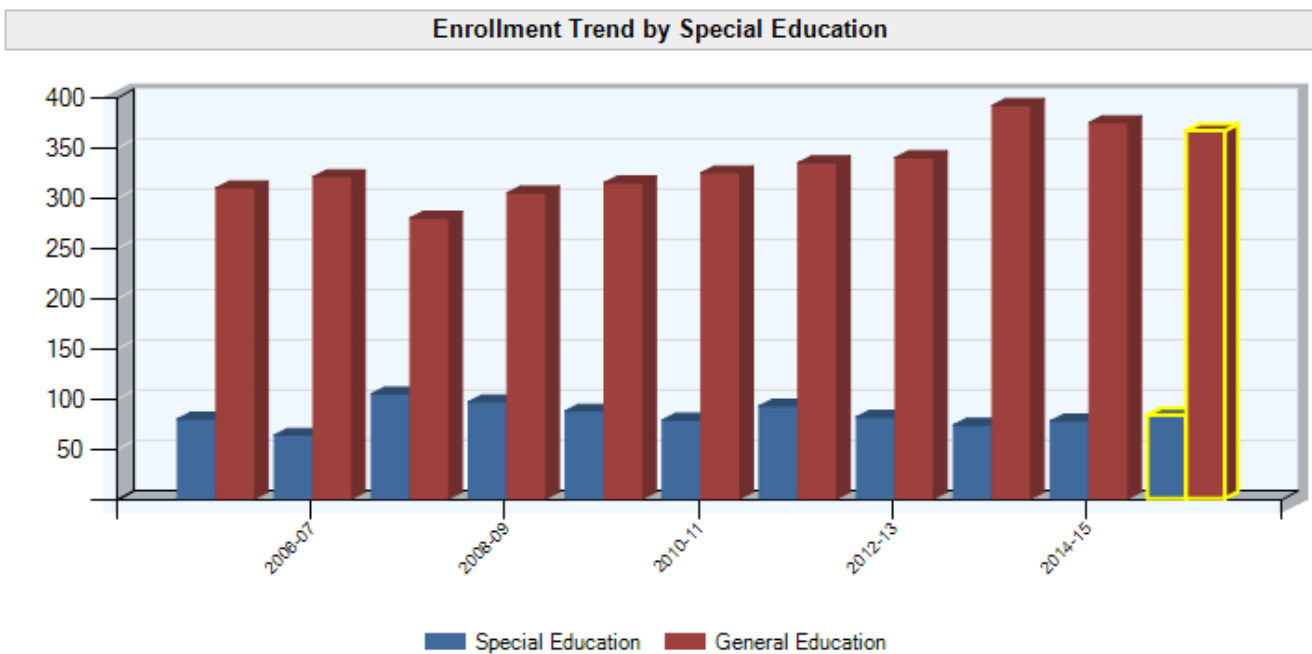
Attendance Rate Trend

* 2015-2016 Attendance data not currently available on IDOE Compass

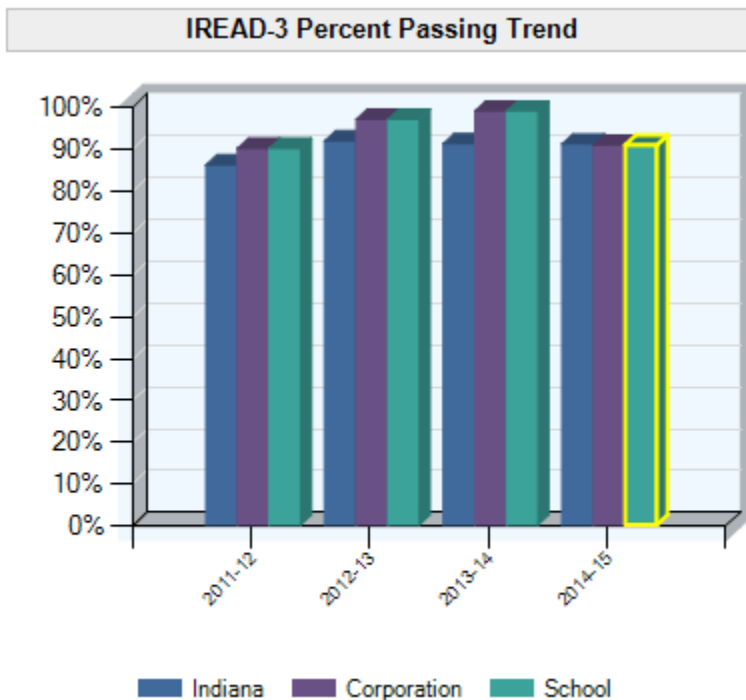
Free/Reduced: 264 students were provided free meals (58.8%). 47 students were provided with reduced meals (10.5%). The total free and reduced population was 69.3% in 2015-2016.



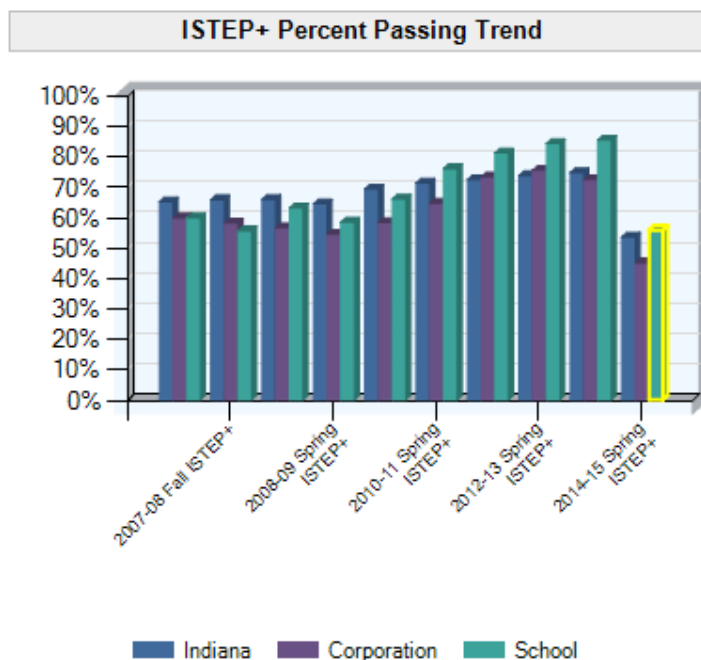
Special Education: In 2015-2016, 83 students (18.5%) received Special Education services.



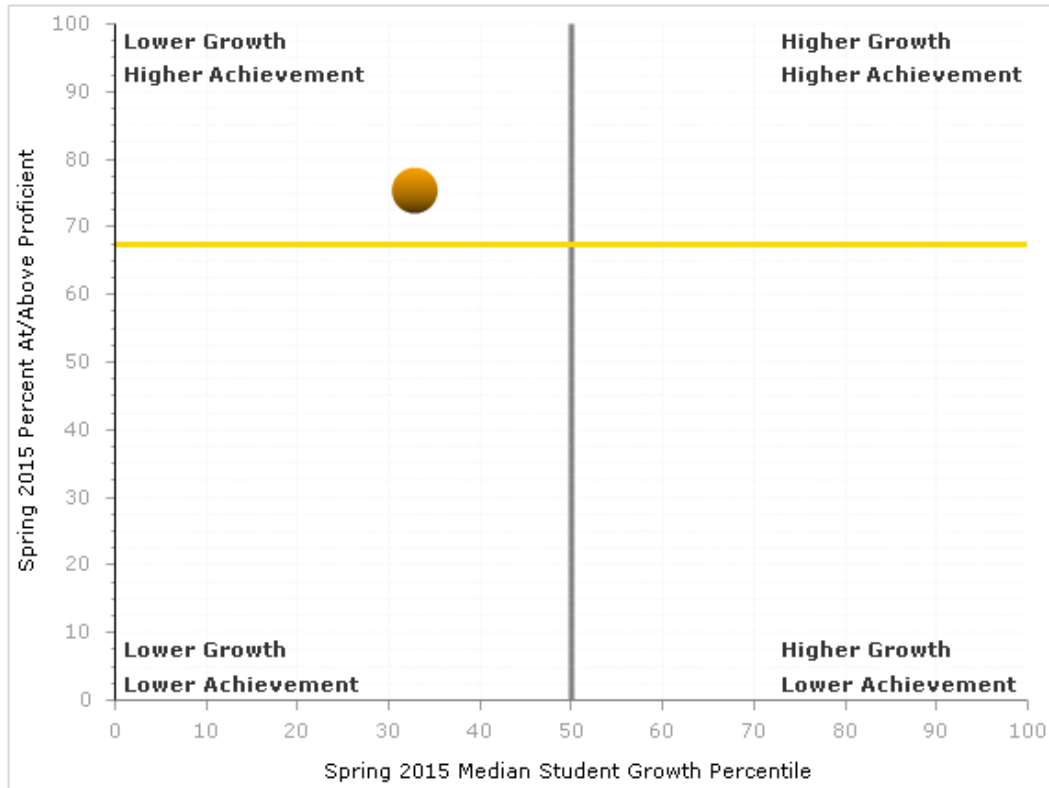
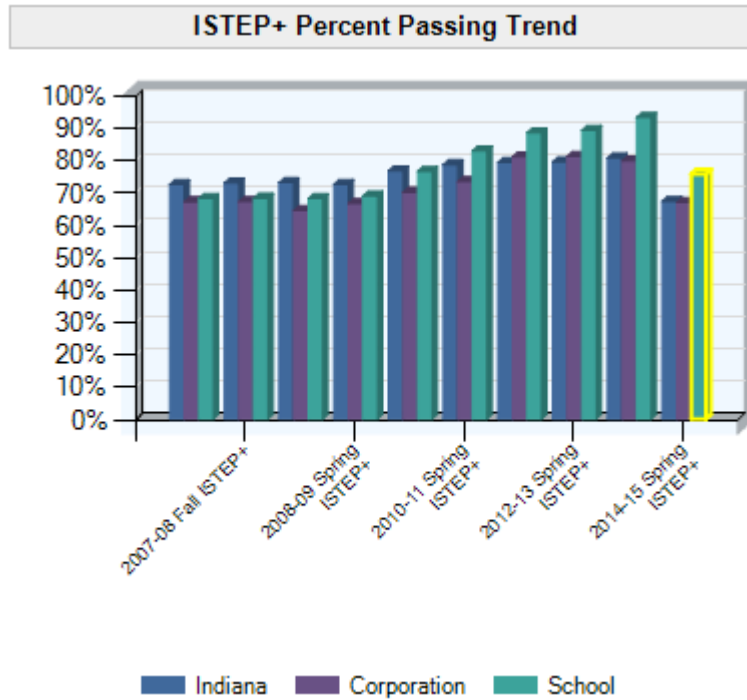
IREAD: In 2014-2015, 63 students completed the spring IREAD-3 assessment. 57 students (90.5%) received passing scores. Three students (4.8%) passed the summer IREAD-3 assessment. Three students (4.8%) did not pass and were promoted with a Good Cause Exemption.*



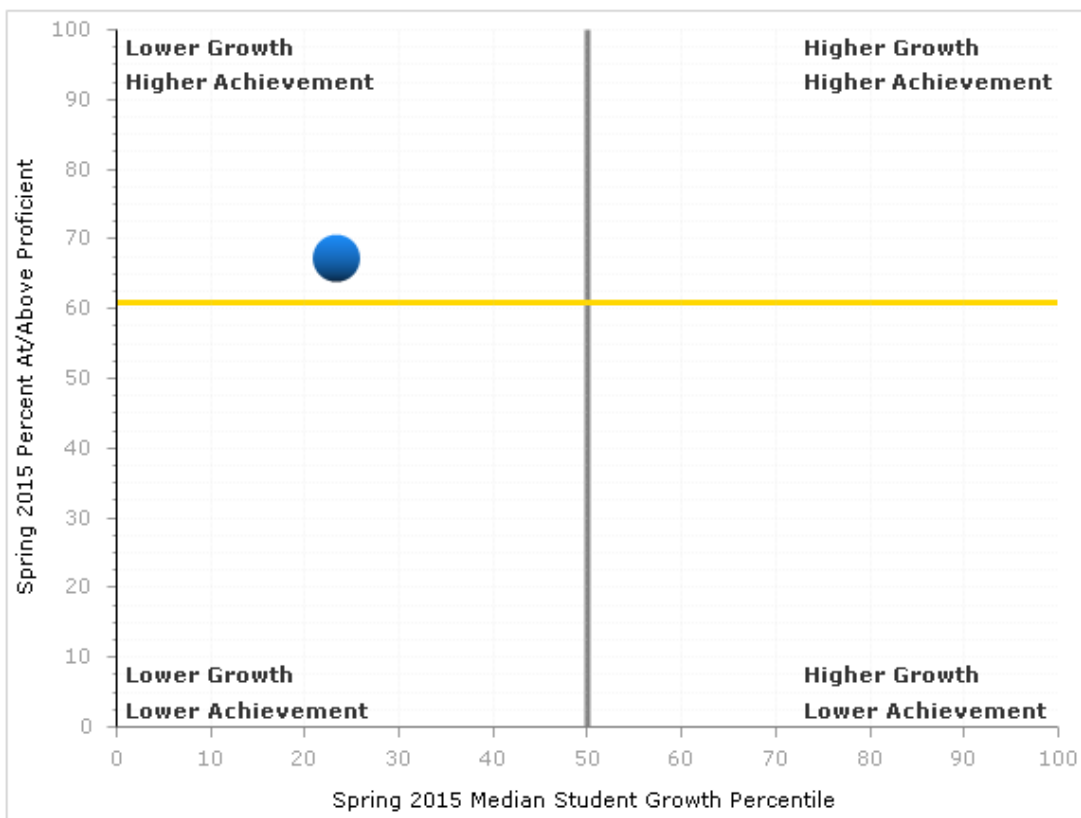
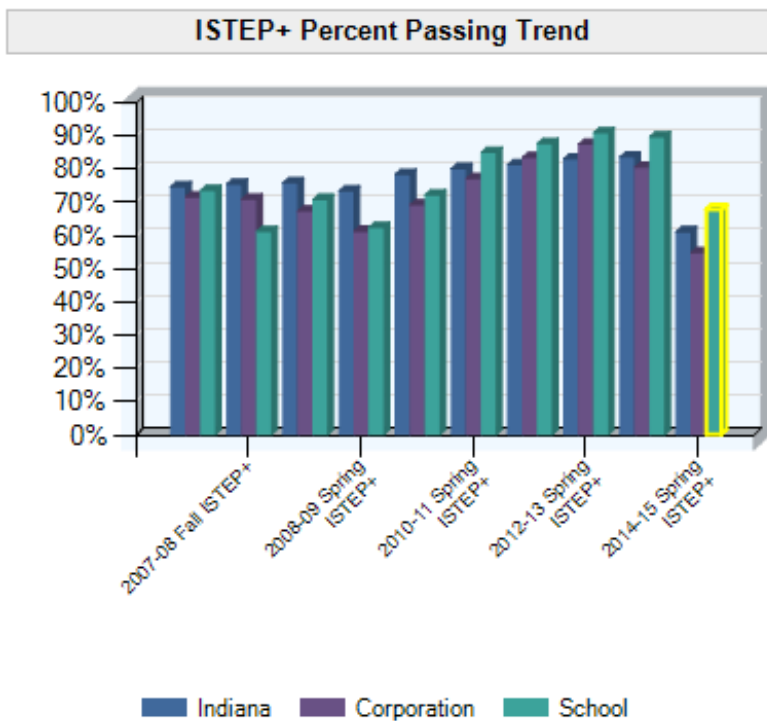
ISTEP+ Overall: In 3rd, 4th, and 5th grades, 55.9% passed both 2014-2015 assessments.*



ISTEP+ ELA: In 3rd, 4th, and 5th grade, 75.7% passed the 2014-2015 ELA assessment.*



ISTEP+ MATH: In 3rd, 4th, and 5th grade, 67.7% passed the 2014-2015 Math assessment.*



ISTEP+ Trends: *

| Spring ISTEP+ | E/LA | MATH | BOTH |
|----------------------|--------------|--------------|--------------|
| 2014-2015** | 75.8% | 67.7% | 55.9% |
| | -17.4 | -21.9 | -29.5 |
| 2014-2013 | 93.2% | 89.6% | 85.4% |
| | +3.9 | -1.8 | +1.1 |
| 2013-2012 | 89.3% | 91.4% | 84.3% |
| | +0.8 | +3.8 | +3.1 |
| 2012-2011 | 88.5% | 87.6% | 81.2% |
| | +5.6 | +2.6 | +5.2 |
| 2011-2010 | 82.9% | 85.0% | 76.0% |
| | +6.3 | +12.9 | +10.0 |
| 2010-2009 | 76.6% | 72.1% | 66.0% |
| | +7.6 | +9.7 | +7.6 |
| 2009-2008 | 69.0% | 62.4% | 58.4% |

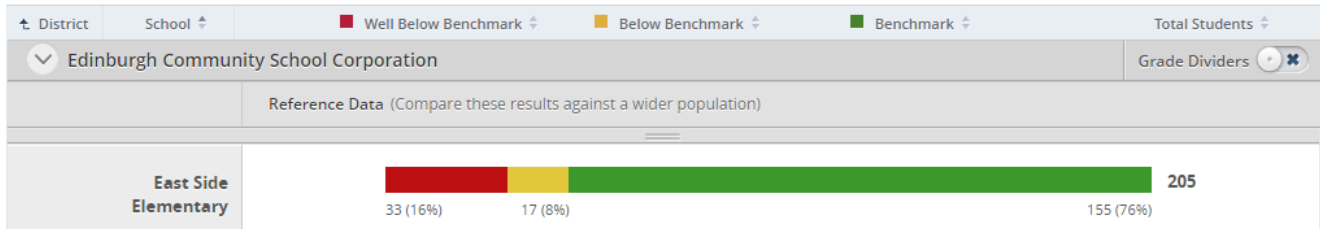
*** = IREAD and ISTEP+ data is the most recent unsuppressed information available from IDOE Compass.**

****= New ISTEP+ test based on new more rigorous standards-not comparable to previous results**

mCLASS DIBELS:

| | | | |
|--|---|--|--|
| View Segment Results by: School Report Level: District Grade Divider: Off Bar Length: Percentage | Population Grade: Grade K, Grade 1... District: Edinburgh Community School Cor... School: East Side Elementary | Time School Year: 2015-2016 Period: 15-16 EOY Show Students Enrolled: On Test Day | Measure Measure: Composite Score Performance Measurement: Levels Level Filter: All Levels |
|--|---|--|--|

Student Filters: Classed/ Unclassed: Official Class Assigned



mCLASS DIBELS Growth:

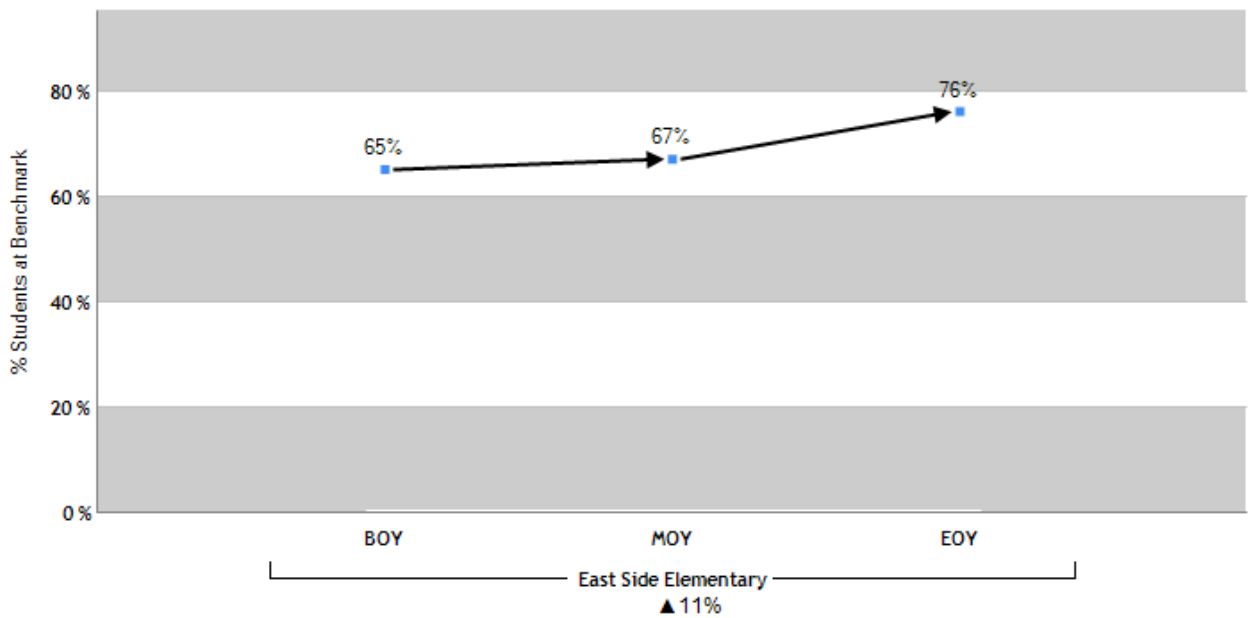
Growth on mCLASS:DIBELS

By School For **Edinburgh Community School Corporation**

Edinburgh Community ..., IN

| Student Population | Time | Measure |
|---|--|---|
| Districts: Edinburgh Community School Corporation School: East Side Elementary Grade: All Grades Subject: Official Class | Students enrolled on test day 3 Periods 2015-2016 *Refresh date: 09/09/2016 X No Results/ Restricted | mCLASS:DIBELS Composite Score → % of students at Benchmark |

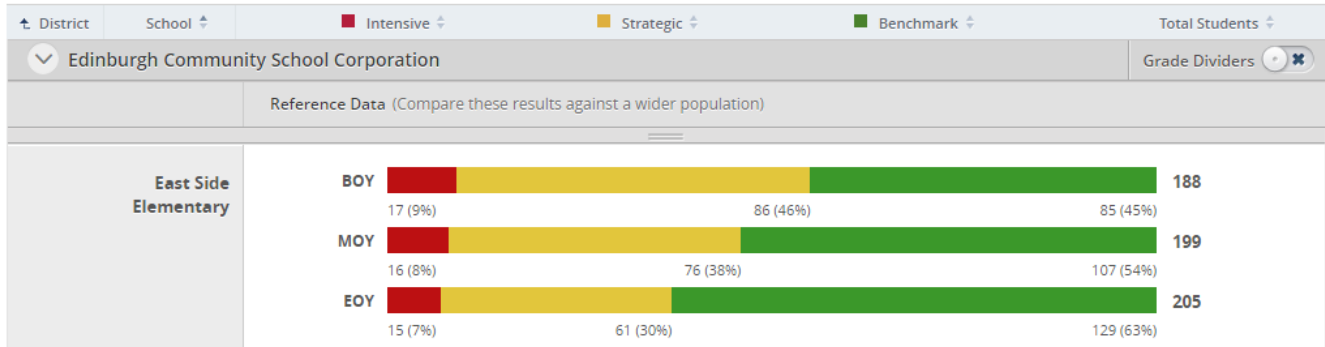
▲ To Districts
To Grade ►
To Ethnicity ►



mCLASS MATH:

| | | | |
|--|---|--|--|
| <p>View</p> <p>Segment Results by: School</p> <p>Report Level: District</p> <p>Grade Divider: Off</p> <p>Bar Length: Percentage</p> | <p>Population</p> <p>Grade: Grade K, Grade 1...</p> <p>District: Edinburgh Community School Cor...</p> <p>School: East Side Elementary</p> | <p>Time</p> <p>School Year: 2015-2016</p> <p>Period: All Periods</p> <p>Show Students Enrolled: On Test Day</p> | <p>Measure</p> <p>Measure: Overall</p> <p>Performance Measurement: Levels</p> <p>Level Filter: All Levels</p> |
|--|---|--|--|

Student Filters: Classed/ Unclassed: Official Class Assigned



mCLASS MATH Growth:

Growth on mCLASS:Math

By School For Edinburgh Community School Corporation

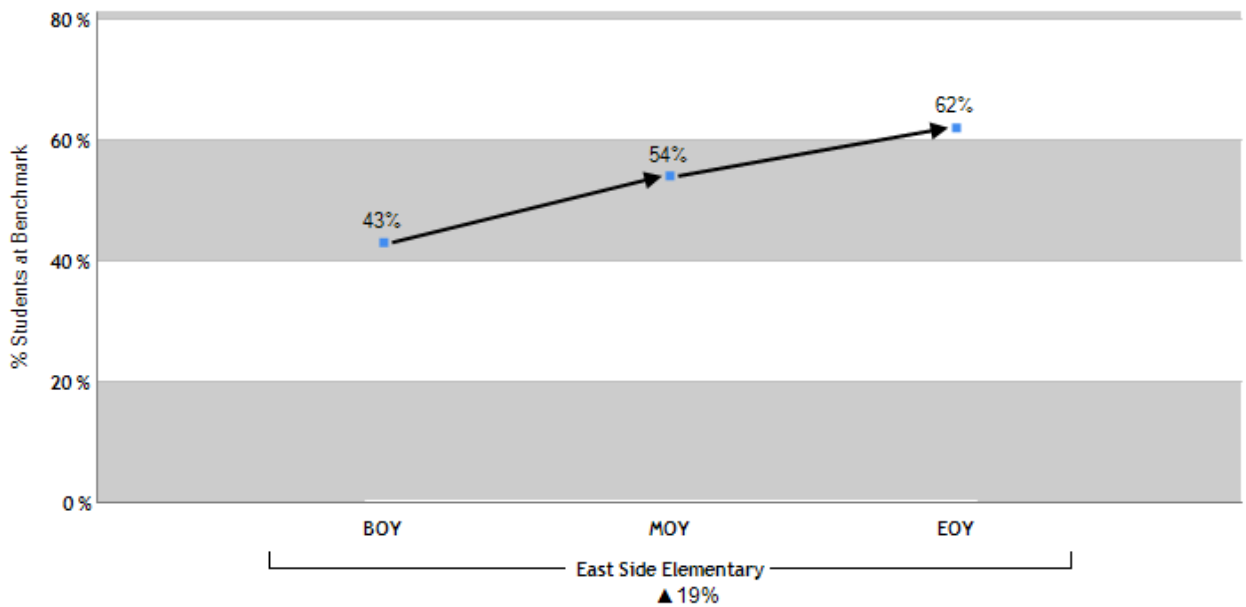
Edinburgh Community ..., IN

| Student Population | Time | Measure |
|---|--|--|
| Districts: Edinburgh Community School Corporation School: East Side Elementary Grade: All Grades Subject: Official Class | Students enrolled on test day 3 Periods 2015-2016 *Refresh date: 09/09/2016 X No Results/ Restricted | mCLASS:Math Overall → % of students at: Benchmark |

▲ To Districts

To Grade ▶

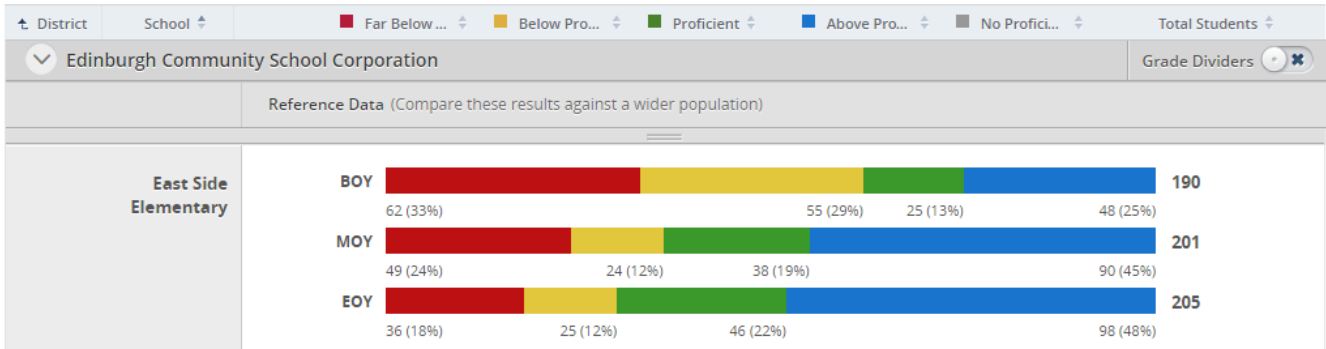
To Ethnicity ▶



mCLASS Reading 3D:

| | | | |
|--|---|--|--|
| <p>View</p> <p>Segment Results by: School</p> <p>Report Level: District</p> <p>Grade Divider: Off</p> <p>Bar Length: Percentage</p> | <p>Population</p> <p>Grade: Grade K, Grade 1...</p> <p>District: Edinburgh Community School Cor...</p> <p>School: East Side Elementary</p> | <p>Time</p> <p>School Year: 2015-2016</p> <p>Period: All Periods</p> <p>Show Students Enrolled: On Test Day</p> | <p>Measure</p> <p>Measure: TRC Proficiency Leve...</p> <p>Performance Measurement: Levels</p> <p>Level Filter: All Levels</p> |
|--|---|--|--|

Student Filters: Classed/Unclassed: Official Class Assigned



mCLASS Reading 3D Growth:

Growth on mCLASS:Reading 3D

By School For **Edinburgh Community School Corporation**

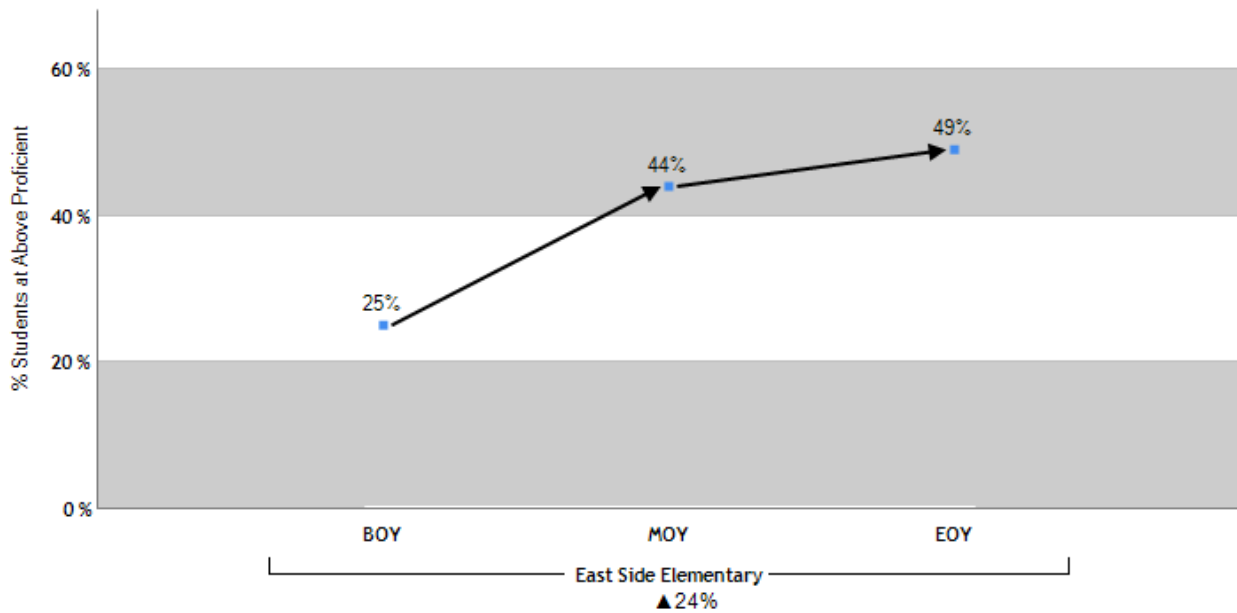
Edinburgh Community ..., IN

| Student Population | Time | Measure |
|---|--|---|
| Districts: Edinburgh Community School Corporation School: East Side Elementary Grade: All Grades Subject: Official Class | Students enrolled on test day 3 Periods 2015-2016 *Refresh date: 09/09/2016 X No Results/ Restricted | mCLASS:Reading 3D TRC Proficiency Level → % of students at: Above Proficient |

▲ To Districts

To Grade ►

To Ethnicity ►



KEY STRATEGY

GOAL: Student mastery of content as evidenced by school-wide percentages 10% or more above the state average on the English/Language Arts portion of the Spring 2017 ISTEP+, as well as 10% or more above the state average in Math. Students benchmarking on DIBELS end-of-year [EOY] assessment for grades KG-2 will increase by at least 10% over 2016 EOY data.

STRATEGIES:

1. Staff will utilize state standards and locally created curriculum maps to ensure they follow a logical sequence. Rubrics will be utilized to assure equality in grades/feedback.
2. Staff will utilize data to drive instruction and make flexible grouping decisions; specific benchmarks and goals will be utilized.
3. Staff will utilize community resources (guest speakers/field trips/etc.) to enhance learning.
4. Staff will collaborate regularly to prepare students for transitions between grade levels. Key and common terminology will be used between grade levels with regard to writing and problem-solving.
5. Staff will have access to high quality professional development conferences.
6. Staff will integrate available technology to enhance student learning.
7. Staff will participate in weekly grade level meetings to discuss student progress.

DATA: ISTEP+, DIBELS, ACUITY, and RTI progress monitoring

ACTION STEPS:

1. The principal and all teachers/paraprofessionals will continue to be highly qualified and will be provided with high quality professional development opportunities.
2. The building-wide schedule reflects our commitment to flexible grouping and larger blocks of instructional time. (90 minutes of core uninterrupted Language Arts instruction embedded within a larger literacy block – 60 minutes of core uninterrupted Math instruction daily)
3. Standards will be included in daily lesson plans, as well as displayed as learning objectives in the classroom in a student-friendly format.
4. Students will participate in DIBELS or ACUITY assessments three times a year.
5. The Data Team, along with grade level teams, will meet regularly to conduct ongoing analysis of student assessment data to inform instruction and interventions.
6. Teachers will share data and results from assessments with parents.
7. Teachers will collaborate with students to set personal academic goals.
8. Grade level teams will collaborate during common plan time and/or staff meetings.
9. Teachers will implement research-based instructional strategies.
10. Teachers will be provided in-service/refresher training on available technology (iPads, Smart Boards, etc.)

PROFESSIONAL DEVELOPMENT:

1. Technology In-services – Tech Tuesday Schedule
2. Follow-up Summer Staff Retreat, Conference or Hosted Summit – Literacy – Student Engagement – Kristina Smekens (if appropriate funding allows)

RESEARCH/RESOURCES:

1. IDOE College and Career-Ready Indiana Academic Standards for E/LA and Mathematics
2. Learning Connections

LOW ACHIEVERS

GOAL: Over the course of the next three years, the academic achievement gap between Special Education students and General Education students, as well as the gap between Free and Reduced students and paid lunch students, will continue to decrease.

STRATEGIES:

1. Staff will work to increase motivation for students to improve academic performance, discipline, and attendance/tardiness. Teachers will collaborate during common planning time.
2. Through regular data analysis, effective differentiated instruction, and appropriate interventions, low achieving students will progress academically to perform on-grade level.

DATA: formative and summative data, PowerSchool discipline and attendance records, ISTEP+, DIBELS, ACUITY, and RTI progress monitoring

ACTION STEPS:

1. Two students from each classroom will be nominated by the classroom teacher and invited at each midterm to Midterm Muffins, a muffin breakfast to celebrate academic/behavioral improvements. The principal will make phone calls home for all of these students.
2. Students and staff will celebrate quarterly successes at Honor Day celebrations.
3. Students with zero discipline referrals during each quarter will be given an incentive.
4. Staff will continue college readiness focus using the Lancer PRIDE model.
5. The principal and attendance secretary will collaborate with the Johnson County Family Resource Program to improve attendance and tardy concerns.
6. Teachers will ensure daily focus and opportunities for practice in timed facts and computation in grades 1-5, utilizing Reflex Math software until facts are mastered.
7. Formative assessments will be developed and utilized to collect evidence of daily/weekly progress and make data driven instructional decisions.
8. Teachers will provide daily authentic opportunities for language conventions practice at all grade levels and grades 3-5 will participate in monthly writing prompts.
9. Accelerated Reader and Raz Kids will be used as a motivational tool/support for reading comprehension.
10. General Education Intervention (GEI) meetings will be held to continue to analyze student information and problem-solve strategies to meet student needs.
11. Response to Instruction (RTI), a three tiered model of student instructional support, will continue to serve as the framework to support students needing additional help.
12. Scientific research-based computer interventions, such as Earobics, Mimio Sprouts, etc., will continue to be used with non-identified students whose scores fall in the strategic range.
13. Reading Interventionists will provide small group instruction with students.
14. Additional software such as, IXL and Compass Learning will be used to integrate blended learning in the traditional classroom setting.

PROFESSIONAL DEVELOPMENT:

1. Reading Interventionists will work with individual teachers to help best meet the needs of students and provide additional resources.
2. Teachers will participate in monthly data meetings to discuss individual student data, integrating technology, student engagement, etc.
3. Teachers/Instructional Assistants will be provided with training opportunities focused on best practice.

RESEARCH/RESOURCES:

1. www.smekenseducation.com
2. Reflex Math, IXL, Compass, RazKids, Accelerated Reader

HIGH ABILITY STUDENTS

GOAL: The percentage of students earning a “pass plus” on ISTEP+ will continue to increase.

STRATEGIES:

1. Through increased identification, regular data analysis, effective differentiated instruction, and appropriate enrichment opportunities, high ability students will continue to show advanced academic growth above and beyond their current level of achievement.

DATA: graded assignments, ISTEP+, DIBELS, ACUITY, KOI, COGAT

ACTION STEPS:

1. Students will be assessed with KOI to identify specific area of giftedness.
2. High Ability teachers will meet with the counselor and/or principal to use the student profiles to determine students with high achievement and/or high ability or potential for high ability placement.
3. High Ability teachers and/or the counselor will provide parent recommendation opportunities for identification purposes.
4. Differentiated instruction will be provided in the classroom by a High Ability classroom teacher.
5. High Ability teachers will integrate units of study from IDOE.
6. High Ability teachers will meet monthly to share ideas and discuss progress with units of study from IDOE.
7. The counselor will meet the specific needs of High Ability students, specifically focusing on social and emotional needs.
8. High Ability teachers, as well as the counselor and/or principal, will continue exploring opportunities for increased enrichment outside of the classroom (i.e. mentoring program, after-school or summer enrichment program).
9. 3-5 High Ability teachers will analyze “pass plus” data to set goals for students with regard to new assessments.
10. High Ability teachers will collaborate with High Ability students to set personal academic goals.

PROFESSIONAL DEVELOPMENT:

1. The Indiana Association of the Gifted (IAG) annual conference will be made available for High Ability teachers to attend as funding is available.

RESEARCH/RESOURCES:

1. Indiana Association for the Gifted (IAG)
2. Indiana Department of Education (IDOE) – High Ability

FAMILY AND COMMUNITY INVOLVEMENT

GOAL: Utilizing continued family and community involvement, student mastery of content as evidenced by school-wide percentages 10% or more above the state average with the English/Language Arts portion of the Spring 2017 ISTEP+, as well as 10% or more above the state average in Math. Students benchmarking on DIBELS end-of-year [EOY] assessment for grades KG-2 will increase by at least 10% over 2016 EOY data.

STRATEGIES:

1. Staff will continue working to improve communication with parents.
2. Staff will increase effective parental involvement through a variety of opportunities.
3. Parent Involvement Coordinator will host Family Night opportunities to enable parents/guardians to learn best practices in assisting students at home.

DATA: formative and summative data, PowerSchool discipline and attendance records, ISTEP+, DIBELS, ACUITY, and RTI progress monitoring

ACTION STEPS:

1. During Back to School Night/Open House, classroom expectations, procedures, and goals will be discussed with parents and/or guardians.
2. At Parent-Teacher Conferences, teachers will share up-to-date data and progress.
3. For Parent-Teacher Conferences, 100% contact is the goal. With the understanding that not all parents and/or guardians will be able to attend, teachers will call and email to accommodate families and help see that these important meetings are conducted.
4. East Side will provide students and families with monthly newsletters and/or calendars to inform all stakeholders of upcoming opportunities.
5. Teachers are encouraged to have up-to-date teacher websites to communicate resources and curriculum information with students/parents/guardians.
6. Family Night topics will focus on tips and strategies to help parents/guardians assist their child's learning at home and inform parents/guardians of available community resources.
7. Teachers will encourage parents/guardians to use PowerSchool to keep informed.
8. Teachers will communicate regularly with parents to share qualitative and quantitative data, especially pertinent school-wide assessments, and discuss the overall academic achievement of each student. When appropriate, interventions will be addressed.
9. Teachers will maintain regular school-home communication via the student agenda (3-5) and weekly folders (KG-2).
10. Staff will commit to building positive lines of communication to enhance relationships with parents/guardians. (i.e. email, voicemail, post cards, etc.)
11. Teachers will communicate with ELL families through translated communication from school and have interpreters available for conferences.
12. Teachers will enlist parent volunteers to assist in the classroom.

PROFESSIONAL DEVELOPMENT:

1. Parent involvement discussions will be included in monthly staff meetings and Leadership Team meetings.

RESEARCH/RESOURCES:

1. Summer Passport to the Future
2. Edinburgh Wright-Hageman Public Library

TRANSITIONS AND COLLABORATION

GOAL: Utilizing organized transitions and collaboration among grade levels, student mastery of content as evidenced by school-wide percentages 10% or more above the state average with the English/Language Arts portion of the Spring 2017 ISTEP+, as well as 10% or more above the state average in Math. Students benchmarking on DIBELS end-of-year [EOY] assessment for grades KG-2 will increase by at least 10% over 2016 EOY data.

STRATEGIES:

1. Staff will plan collaboration and improve communication between grade levels and pivotal transitions to better meet students' academic and developmental needs.

DATA: documentation of meetings

ACTION STEPS:

1. The East Side Preschool will accommodate up to 40 students (AM (20)/PM (20) schedule.
2. The East Side Preschool teacher and Kindergarten teachers will meet in the spring regarding readiness skills and expectations to discuss and plan for incoming students.
3. The Johnson County Special Services Developmental Preschool teacher and Kindergarten teachers will meet in the spring regarding readiness skills and expectations to discuss and plan for incoming students.
4. Preschool teachers and Kindergarten teachers will have the opportunity to collaborate throughout the school year regarding readiness skills and expectations.
5. 5th and 6th grade teachers will collaborate to discuss transition strategies to align curriculum, instruction, expectations, and the continuation of our goals and strategies at least once a year via email, interoffice mail, conference, or phone conference.
6. The principal, dean, and counselor from Edinburgh Middle School meet with 5th grade students to discuss the upcoming transition to 6th grade. 5th grade students also have the opportunity to visit Edinburgh Middle School and tour the building.
7. Transition conferences are conducted for all 5th grade Special Education students to plan accordingly for middle school.
8. Grade level teams will collaborate during plan time and/or staff meetings to plan transition strategies to support all students and discuss gaps and expectations.

PROFESSIONAL DEVELOPMENT:

1. The East Side Preschool teacher will have appropriate curriculum training to support kindergarten readiness expectations.
2. Staff will have access to transition resources.

RESEARCH/RESOURCES:

1. Indiana Department of Education (IDOE), Division of Early Learning and Literacy
2. The Transition to Middle School by Donna Schumacher

RESEARCH/RESOURCES:

- [A Framework for Understanding Poverty](#) by Ruby K. Payne
- [Classroom Instruction that Works](#) by Robert J. Marzano, Debra J. Pickering, and Jane E. Polluck
- [Conscious Discipline](#) by Dr. Becky A. Bailey
- [Dealing with Difficult Parents \(and With Parents in Difficult Situations\)](#) by Todd Whitaker and Douglas J. Fiore
- [Teach Like a Champion: 49 Techniques That Put Students on the Path to College](#) by Doug Lemov
- [Teach Like a Techie](#) by Lori Elliott
- [Teach Like a PIRATE: Increase Student Engagement, Boost Your Creativity, and Transform Your Life as an Educator](#) by Dave Burgess
- [Tools for Teaching](#) by Fred Jones
- [What Great Teachers Do Differently: 17 Things That Matter Most](#) by Todd Whitaker
- [That One Kid](#) by Brian Mandler
- [What Connected Educators do Differently](#) by Todd Whitaker, Jeffery Zoul, and Jimmy Casas
- [Bringing Joy Back into the Classroom](#) by Danny Brassell