

SCHOOL IMPROVEMENT PLAN
2019-2022

Fayette County School Corporation, #2395

Everton Elementary School, 1869

2440 East Everton Road
Connersville, Indiana
47331

(765) 825-5840

Principal: Bryan Jennings

Last Revision: September, 2019

Title I Schoolwide Plan Checklist and Table of Contents:

Directions: Review the Title I Schoolwide Plans to ensure that all requirements listed below have been met. Insert the page number where each component can be found in the column to the right. If a plan does not include all ten components, it is out of compliance with NCLB requirements and will need to be adjusted.

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

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

<u>Components of a Schoolwide Plan*:</u>	Found on Page #:
1. <u>A comprehensive needs assessment of the whole school</u>	7
2. <u>Implementation of schoolwide reform strategies that:</u> <input type="checkbox"/> Provide opportunities for all children to meet proficient and advanced levels of student academic achievement <input type="checkbox"/> Use effective methods and instructional strategies that are based on scientifically based research that: <input type="checkbox"/> Strengthens the core academic program <input type="checkbox"/> Increases the amount of learning time <input type="checkbox"/> Includes strategies for serving underserved populations <input type="checkbox"/> Includes strategies to address the needs of all children in the school, but particularly low achieving children and those at risk of not meeting state standards <input type="checkbox"/> Address how the school will determine if those needs of the children have been met <input type="checkbox"/> Are consistent with and are designed to implement state and local improvement plans, if any	8
3. <u>Highly qualified teachers in all core content area classes</u>	20
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	20
5. Strategies to attract high-quality, highly qualified teachers to this school	5
6. Strategies to increase parental involvement, such as literary services	10
6 a. Description how the school will provide individual academic assessment results to parents	18
6 b. Strategies to involve parents in the planning, review, and improvement of the schoolwide plan	10
7. Plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program. For middle or high schools, include plans for assisting incoming students and families by coordinating with local elementary/middle schools	18
8. Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement	8
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	8
10. Coordination and integration of federal, state and local funds; and resources such as in-kind services and program components *Include a statement similar to “While the school has chosen to coordinate the program efforts, it will not consolidate program funds at this time.”	18
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1. INTRODUCTION

a. Narrative Description of the school

Everton Elementary School is one of six (6) elementary schools in the Fayette County School Corporation. It is located at 2440 East Everton Road, in the small community of Everton. This is a rural, pastoral setting located on State Road 1 approximately five (5) miles south of Connersville.

The main school building is a one story, well-equipped facility constructed in 1980. The interior structural design features a gymnasium, a full service cafeteria with movable walls, a computer lab, a learning disabilities classroom, and a faculty lounge surrounded on three sides by classrooms, and a main office (principal's office, secretarial station, nurse's station, and faculty work room).

The school library is housed in a portable classroom unit located on the east side of the main school building. The portable unit was installed at the close of the 2010-2011 school year to enable the main school structure to house two sections of each grade level from kindergarten through grade six.

The certified staff includes the principal, thirteen (13) full-time regular education teachers, one full-time and one part-time teacher of students with special education needs, a part-time counselor, a part-time social worker and four (4) part-time itinerate teachers in the areas of art, music, physical education, and speech/hearing. The support staff includes one full-time secretary, one media assistant, two (2) special education assistants, three (3) Title I aides, one (1) classroom assistant, two (2) custodians, and a part-time health assistant.

Students may enter Everton Elementary in kindergarten and remain through sixth grade. While at Everton students have opportunities to participate in numerous enrichment programs. These enrichment activities provide students with higher-level thinking and problem solving opportunities through practice sessions and competitions. Additional enrichment opportunities are provided through Mentoring, Student Council, DAR Essay Contest, Math Team, Science Team, Choir, Band, and Boy Scouts. Incentive Programs for reading, attendance, academic achievement, and character are also provided. In addition students enjoy special assemblies throughout the school year.

100% of the teachers at Everton Elementary School in the Indiana Core Academic Subject areas are Highly Qualified teachers. All teachers are certified through the Indiana Professional Standards Board and meet the requirements of a highly qualified teacher as defined under NCLB 2001. All paraprofessionals meet the requirements of NCLB. Praxis scores or college transcripts are available for all paraprofessionals in the district Title I office. All new teachers attend the district New Teacher Academy to acclimate new teachers to the expectations of all teachers. A two-year professional development program is provided for all new teachers.

b. Title and purpose of major assessments other than ISTEP

NWEA

NWEA is a norm referenced assessment which calculates the amount of academic growth for each individual student from the beginning of a school year to the end of a school year for math and reading based upon fall NWEA.

Marie Clay's Observation Survey (OS): Grades K

Marie Clay's observation survey evaluates student literacy skills including letter recognition, sight word recognition, Concepts About Print, writing vocabulary, hearing and recording sounds in words and text level reading.

Fountas and Pinnell Benchmark Assessment: Grades K-6

The Fountas and Pinnell Benchmark Assessment is designed to help teachers systematically observe, record, and evaluate change in student reading performance and to plan for and teach what each student needs to learn next. Assessments are conducted during one-on-one reading conferences as children read specially selected assessment texts. The Fountas and Pinnell Benchmark Assessment is currently used three times a year by all kindergarten through sixth grade teachers to document change over time in each student's reading. During the Fountas and Pinnell Benchmark Assessment, teachers note observable reading behaviors such as pausing, rereading, searching the pictures, appealing for help, sounding out clusters of letters, make connections to life, determine engagement in reading, and self-correcting. Teachers are asked to analyze the students' miscues on the running record or record of oral reading. The Fountas and Pinnell Benchmark Assessment is also used by teachers to evaluate comprehension.

2. MISSION STATEMENT

Everton Elementary School, with the support of a community that values education, effectively utilizes all resources to insure a safe, harmonious atmosphere where all students learn essential skills, are challenged to reach their potential, and are motivated to become creative, lifelong learners and healthy, responsible citizens.

a. Vision

Everton Elementary School will provide a safe and respectful learning environment which prepares students to be productive and responsible citizens.

b. Core Beliefs

- Every student can learn no matter what socio-economic, ethnic, or racial background.
- Students and staff have a right to a safe learning environment.
- Students learn better when they go to school with the basic necessities of life being met.
- The relationship between a teacher and a student is the largest predictor of a student's progress.
- Students must be able to navigate technology media to be productive citizens.
- Students must be able to think critically to solve "real world" problems.
- Students must have the skills to cope both independently and collaboratively in society.

3. SUMMARY OF CRITICAL DATA

a. Annual Performance Report

Everton Elementary School, Connersville 1869							
INDICATOR	School Results						18-19 State Results
	18-19						
Student Enrollment	238						
Grade 3 Percent Proficient ILEARN Math Standard	46						58
Grade 3 Percent Proficient ILEARN Language Arts Standard	37						46
Grade 3 Percent Passing IREAD-3	88.5						
Grade 4 Percent Proficient ILEARN Math Standard	50						53
Grade 4 Percent Proficient ILEARN Language Arts Standard	28						45
Grade 4 Percent Proficient ILEARN Science Standard	63						46
Grade 5 Percent Proficient ILEARN Math Standard	49						47
Grade 5 Percent Proficient ILEARN Language Arts Standard	46						47
Grade 5 Percent Proficient ILEARN Social Studies Standard	44						46
Grade 6 Percent Proficient ILEARN Math Standard	63						46
Grade 6 Percent Proficient ILEARN Language Arts Standard	42						47
Grade 6 Percent Proficient ILEARN Science Standard	55						48
Average Class Size	18						
Attendance Rate	96						
Number of Students with More Than 10 Unexcused Days Absent	8						
Number of Students with 10 or More Days Absent for any Reason	67						

Number of Students Suspended	8					
Number of Students Expelled	0					
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	0					

b. Other Related Data

The staff at Everton believes that attendance contributes to the success of a student’s performance. The school improvement team has expressed frustration with the number of students who have a high number of absences.

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

The Everton School Improvement Team has set a goal of improving the attendance rate by .1% each year. The Everton PTO provides incentives for students with good attendance.

Attendance Rate during 2018-2019: 96.06%

Student misbehavior can interrupt the educational process. Everton Elementary uses a school wide Positive Behavior Intervention System. Suspensions and expulsions are for the most extreme student misconducts. Suspensions do not happen regularly, nor do they happen frequently.

Suspensions during 2018-2019: 8
 Expulsions during 2018-2019: 0

c. Key Components of the Educational Program

Teachers at Everton Elementary School use curriculum maps based on the Indiana Academic Standards to pace instruction. Teachers also use data to inform instructional decisions for students. Teachers at each grade level are provided with common planning time each day. This time is used for professional collaboration and planning of instruction. Reading instruction is provided under a balanced literacy framework. Teachers use differentiated methods of grouping to reach each student at his/her instructional level. Struggling students are provided Tier II and Tier III instruction according to the school’s Multi-Tiered Support System (MTSS) Plan. Professional development opportunities happen at least monthly through grade level meetings and staff meetings. Teachers are integrating technology into classrooms with the use of electronic tablets, computers, and interactive whiteboards.

4. CONCLUSIONS ABOUT THE EDUCATIONAL PROGRAMMING

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

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

b. Evidence that instruction supports *Indiana's College and Career Readiness Standards*

In addition to differentiated instruction, the staff continues to explore and develop other instructional strategies that support the mastery of the standards. Everton teachers have received in-service training on how to effectively use NWEA test data to improve instruction and student learning.

Members of the Everton faculty have attended the following professional growth sessions: Houghton Mifflin Harcourt Into Reading, Question Answer Relationship (QAR), Six + Traits of Writing, Go Math Implementation, and Indiana Science Initiative. Teachers have received professional development for the implementation of technology into instruction from the technology facilitator. Teachers have also received regularly scheduled training from educational consultants, and implement strategies for reading and writing within a balanced literacy framework.

Everton's special education teachers collaborate with general education teachers for inclusionary instruction. Teachers use strategies such as differentiated instruction, co-teaching, parallel teaching, and flexible grouping for instruction.

c. Conclusions about overall student achievement

Proficiency on ILEARN

The percentage of Everton students demonstrating proficiency in both English Language Arts and Math sections of ILEARN fell below the state average on the 2019 testing cycle. Everton students demonstrating proficiency in both ELA and Math are now 1.7 percentage points below the state average.

Everton students continued a trend that was also true for testing on ISTEP+ by students performing better on the math portion than the ELA portion. The proficiency rate for math was 13.6 percentage points higher than the proficiency rate for ELA. Everton's math proficiency on ILEARN is above the state average. However, Everton's proficiency in ELA on ILEARN is below the state average.

Girls had a better proficiency rate for English Language Arts than did the boys, but only by a difference of six percentage points. Math, however, indicated the largest gap. Boys had a better proficiency rate than the girls for math with a difference of over eight percentage points.

Passing IREAD-3

The data indicates that students had the most difficulty with Non-fiction text on IREAD-3. Also, all of the students who did not pass IREAD-3 were students who receive special education services, and had the most

difficulty with non-fiction/informational text. Instructional strategies will need to be developed to increase familiarity and understanding of non-fiction text; especially with special education students. The pass rate for students passing IREAD-3 is currently 88.5%. The pass rate is a 9.8 percentage point increase from 2018.

Mastery of Indiana Academic Standards

English language arts standards requiring reading comprehension of nonfiction/informational text tend to have the least percent of students demonstrating mastery. The data analysis also indicates that that students struggle with writing application standards and vocabulary standards. In math, a trend exists for Everton students to be less likely to demonstrate mastery of number sense and computation standards in the context of word problems or problems also requiring problem solving skills.

d. Parent participation reflection

We look to our teachers, families and community to help us prepare our students for the future. The Everton Parent Teacher Organization (PTO) meets monthly to discuss student and school-related issues. We have parent volunteers on a daily basis helping as Room Parents, small group tutors for enrichment and remediation, and assisting teachers in preparation of instructional materials. Parents also work with teachers and administrators on planning, reviewing and revising of the school improvement plan. They also assist in other committees; such as the calendar committee and the textbook adoption committee.

e. Technology as a learning tool reflection

Technology is integrated into the curriculum in a number of ways. Teachers integrate word processing skills into writing projects. Digital photography/video is incorporated into student projects throughout the year. Students are strengthening their writing and technology skills by completing various media projects. The internet is used as a research tool by students and teachers. Multimedia software is used for student presentations of projects and research inquiries. Students use technology as a learning tool with online learning programs such as MobyMax. The adopted Go Math series offers several technology resources. These resources will support differentiated instruction with the online Personal Math Trainer program, remedial and enrichment opportunities, and resources for MTSS in addition to daily math instruction. Many efforts have been made to address student learning needs with technology. Each classroom is equipped with at least seven iPad tablets, four student computer stations, a teacher computer station, and an interactive white board. A one-to-one initiative with iPad tablets will continue this school year with Everton's sixth grade students. Efforts toward blended learning have included the use of a station rotation structure during math and reading instruction with the use of online programs.

f. Safe and disciplined learning environment reflection

Everton Elementary School has installed a surveillance system which monitors and records activities on the inside and outside of the school building. Building access security has been improved by the implementation of a door badge entry system. The office area of the school has been remodeled for passive security to require guests check in before access is permitted to enter the school. Everton's principal continues to receive advanced training through the district security team. The Everton staff has been trained in the use of the ALICE protocols.

Everton is a PBIS school. School-wide Positive Behavior Intervention Supports (PBIS) is a proactive, team-based framework for creating and sustaining safe and effective schools. Emphasis is placed on prevention of problem behavior, development of pro-social skills, and the use of data-based problem solving for addressing existing behavior concerns.

As part of a systemic effort with the research and strategies of Robert Marzano's Highly Reliable Schools, the staff has embarked on efforts to ensure a safe and collaborative environment. All staff participated in eleven sessions of mandatory safety training. Everton also has a part-time student resource officer (SRO) for safety.

g. Professional development reflection

Teachers have several opportunities for professional development. Classroom teachers have received training on balanced literacy strategies of guided reading, interactive and shared reading strategies, and interactive and shared writing strategies. Teachers have received balanced literacy training from the instructional consultants. They have also visited classrooms to observe reading and writing strategies. Kindergarten and special education teachers have been trained with intensive phonics through Ortin Gillingham. The instructional consultants also provided professional development by modeling literacy strategies within the teachers' classrooms with Six Traits of Writing. Each classroom teacher has received training on the implementation of Go Math! Teachers and the principal participate in quarterly instructional rounds.

5. STUDENT ACHIEVEMENT GOALS

a. Percent Proficient on ILEARN Mathematics

Currently, Everton Elementary School has a proficiency rate of 53.6% on the Mathematics portion of the 2019 ILEARN compared to the state average of 47.8%.

Goal 1: The proficiency rate for Everton Elementary School on the Mathematics portion of ILEARN will increase to be 10 percentage points above the state average.

b. Percent Proficient on ILEARN English Language Arts

Currently, Everton Elementary School has a proficiency rate of 40% on the English Language Arts portion of the 2019 ILEARN compared to the state average of 47.9%.

Goal 2: The proficiency rate for Everton Elementary School on the English Language Arts portion of ILEARN will increase to be at or above the state average.

c. Attendance rate

Currently, Everton Elementary School has a student attendance rate of 96.06%.

Goal 3: The attendance rate for Everton Elementary School will increase by .1%.

d. Percent passing IREAD-3

Currently, Everton Elementary School has a pass rate of 88.5% on IREAD-3

Goal 4: The pass rate for Everton Elementary School on IREAD-3 will be at or above the district average.

6. SPECIFIC AREAS OF FOCUS

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

- An analysis will be completed by the team to determine why there is a discrepancy in the average growth in math and ELA.
- Development of instructional strategies for writing application and responding to literature (both non-fiction and fiction).
- Provide training to teachers in assessing students with local assessment tools.
- Provide teachers with training on implementing the new ELA maps.
- Seek new incentives to promote good attendance.
- Identify students with chronic school absences, and provide intervention with the school counselor and social worker.
- Train teachers in the utilization of Google Classroom.
- Develop teacher understanding of the SAMR model for technology integration in instruction.
- Develop teacher understanding of the math process standards.
- Seek math resources with technology enhanced format of assessment.
- Seek new ideas to promote student independent reading at home as identified on the parent survey.
- Provide instructional interventions to third grade students identified as needing basic reading foundation skills
- Develop instructional and curriculum practices utilizing Marzano's research on High Reliability Schools.

7. BENCHMARKS FOR PROGRESS

- NWEA Growth Reports indicate 3% more students at/above the grade level RIT score in the area of math than on the Fall NWEA each year of the plan for students in kindergarten through sixth grade.
- NWEA Growth Reports for kindergarten through sixth grade students indicate a 3% increase in the number of students at/above the grade level RIT score on the Reading test in spring compared to the fall Reading test for each year of the plan.
- 3% more students will be reading on grade level at the end of year than at the beginning of the year (Fountas and Pinnell).

8. ACADEMIC HONORS DIPLOMA AND CORE 40

- Not Applicable

9. PROPOSED INTERVENTIONS

English Language Arts

- Instruction will be delivered using a balanced literacy framework K-6
- Literacy instruction will be based on Indiana Academic Standards
- Expand current literacy knowledge that reflects best practice in reading and writing instruction to build capacity for ALL learners
- Improve teachers' collaborative skills to create more cohesive and effective professional learning communities based on Marzano's research on instructional rounds
- Learn more about assessing the needs of readers and writers through student conferencing
- Schedule a daily independent reading time that includes the teacher conferencing with students, teaching mini-lessons that support the reader, and providing opportunities for students to write in response to reading
- Provide reading instruction with text dependent questioning
- Provide students with vocabulary instruction that develops word knowledge through word study
- Evaluate students' growth using both formal and informal assessments such as OS, Fountas and Pinnell, NWEA, and local benchmarks
- Continue to adapt curriculum to reflect cultural diversity and provide for differentiation
- Analyze data to identify discrepancies between subgroups in order to make informed instructional decisions
- Literacy events will be planned to inform parents on strategies to use to help their children's progress in independent reading and writing
- Complete error analysis of writing process skills on ILEARN
- Use the resources provided by Indiana DOE to insure instructional implementation of identified critical standards
- Implement 6 Traits of writing within the framework of writer's workshop
- Teachers will implement the new district ELA maps with Houghton Mifflin Harcourt: Into Reading as a resource
- K-2 Teachers will implement the Houghton Mifflin Harcourt online iRead program
- Teachers will complete a professional study of Donalyn Miller's book The Book Whisperer

Mathematics

- Mathematics instruction based on the Indiana Academic Standards
- Expand current mathematics knowledge that reflects best practice in math instruction to build capacity for ALL learners
- Train teachers in using NWEA Assessment reports to make instructional decisions
- Teachers will implement the new district math maps with Go Math as a resource
- Teachers will be trained on how to provide instruction with the Go Math technology resources
- Teachers will use student assessment data to develop flexible instructional groups for differentiation of math instruction
- Teachers will be trained on instructional strategies of solving multi-step word problems
- Teachers will utilize Go Math Personal Math Trainer and MobyMax to meet individual student math needs
- New teachers will be trained in using assessment results from NWEA to make instructional decisions
- Math events will be planned to inform parents on strategies they can use to help their children improve their math skills
- Teachers will be trained on integrating technology within instruction
- Learn more about strategies requiring students to respond to math problems in written form
- Develop a station rotation structure to implement Go Math components

- Provide students with experience of technology enhanced math problems

Attendance

- Communicate the importance of good school attendance in school newsletters
- Monitor student attendance on a monthly basis
- Develop new incentives for student attendance
- Involve the school social worker or school counselor with students who are chronically absent from school

10. PROFESSIONAL DEVELOPMENT

Professional development for teachers is listed on the three year timeline beginning on page 15 of this document.

11. CULTURAL COMPETENCY COMPONENT

a. Student Make up

97.9% of the student body at Everton Elementary School is of white ethnicity. 50% of the students comprise the paid lunch subgroup, and 50% of the student population receives free/reduced price meals. All students speak English as their native language. 16.8% of the student population receives special education services.

b. Strategies

At Everton Elementary School, we implemented the following learning activities for students and/or staff to ensure our students have an opportunity to grow in their knowledge and experiences in a quickly changing and multicultural society.

Students have participated in music concerts and art projects that focus upon heritage and other cultural fine arts programs. Visits to locations that are a part of our history and heritage allow students to experience diversity at the real world level. These include tours of Fayette County historical landmarks, the Underground Railroad Museum and the Museum of Natural History in Cincinnati, Huddleston Historic Farmhouse and the Levi Coffin House in Wayne County. The teachers at Everton Elementary School also use a variety of media and periodicals to create an awareness of real world cultural differences.

c. Professional Development

The Everton school improvement team has identified areas for professional development to increase cultural competency. Everton students are increasingly coming to school from an impoverished background. Everton teachers have been trained using the work of Ruby Payne. The training allows teachers who were not raised in poverty to learn about the differences in the culture of poverty.

12. STATUTES AND RULES TO BE WAIVED

- Not Applicable

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

School: Everton Elementary				School Improvement Plan Supplement								
#13 SCHOOL IMPROVEMENT ACTION PLAN	Aligned to Goal(s)	Attendee(s)	Resource or Facilitator	3 year Timeline								
				2019-2020		completed	2020-2021		completed	2021-2022		completed
				Sem. 1	Sem. 2							
Annual Review of SIP	All	All Staff	Principal	x		√	x		x			
Annual Revision of SIP	All	SIP Committee	Principal	x			x		x			
CURRICULUM & INSTRUCTION												
Instruction based on Indiana College and Career Readiness Standards	1, 2	All general education teachers	Principal	x	x		x		x			
Develop strategies under Marzano's framework of High Reliability Schools for Effective teaching in every classroom and a guaranteed and viable curriculum	1, 2	All teachers	Principal	x	x		x		x			
Analyze data to identify discrepancies between subgroups in order to make informed instructional decisions	1, 2, 4	All general education teachers	Principal	x	x		x		x			
Train teachers in the utilization of Google Classroom.	1, 2, 4	All teachers	Technology Facilitator	x	x		x		x			
Develop teacher understanding of the SAMR model for technology integration in instruction.	1, 2, 4	All Teachers	Technology Facilitator	x	x		x		x			
Teachers will develop instructional goals based on Everton's Instructional Vision	1, 2, 4	All teachers	Principal	x	x		x		x			
Teachers will complete a professional study of Donalyn Miller's <u>The Book Whisperer</u>	1, 2, 4	All teachers	Principal	x	x							
Train teachers in using NWEA Assessment reports to make instructional decisions.	1,2, 4	All general education teachers	Technology facilitator	x	x		x		x			
Teachers will use Depth of Knowledge (DOK) to deepen critical thinking skills of students	1, 2, 4	All teachers	Principal	x	x		x		x			

Teachers will use student assessment data to develop flexible instructional groups for differentiation	1, 2, 4	All general education teachers	Principal	x	x		x		x	
Teachers will be trained in structuring math and reading instruction using a station rotation format	1, 2, 4	All teachers	Principal	x	x		x		x	
Teachers will utilize and MobyMax to meet individual student needs.	1, 2, 4	All general education teachers	Principal	x	x		x		x	
Teachers will be trained on integrating technology within instruction.	1, 2, 4	All general education teachers	Technology Facilitator	x	x		x		x	
Teachers will implement the new FCSC ELA maps using Houghton Mifflin Harcourt Into Reading as a resource	2, 4	All general education teachers	Principal	x	x		x		x	
MATH										
Teachers will implement the new FCSC math maps using Go Math as a resource.	1	All general education teachers	Principal	x	x		x		x	
Teachers will be trained on how to provide instruction with the Go Math series.	1	New Teachers	Principal	x			x		x	
Teachers will be trained on instructional strategies of solving multi-step word problems.	1	All general education teachers	Principal		x		x		x	
Teachers will complete an inquiry of resources and strategies for technology enhanced math assessment	1	All teachers	Principal, technology facilitator	x	x		x		x	
Math events will be planned to inform parents on strategies they can use to help their children improve their math skills.	1	All Staff	Principal		x		x		x	
Teachers will investigate strategies requiring students to respond to math problems in written form.	1	All general education teachers	Principal				x		x	
ENGLISH LANGUAGE ARTS										
Instruction will be delivered using a balanced literacy framework K-6	2, 4	All general education teachers	Principal and Consultants	x	x		x		x	
Teachers will be trained in the implementation of HMH iRead online program	2	K-2 teachers	Principal, Technology facilitator	x	x		x			

Teachers trained in using text dependent questioning	2, 4	All teachers	Principal	x	x		x		x	
Teachers will participate in a professional study on assessing the needs of readers and writers through student conferencing	2, 4	All general education teachers	Principal				x		x	
Provide language arts remediation for all students not passing ISTEP with additional instruction on fluency and comprehension strategies	2, 4	All general education teachers	Principal	x						
Implementation of 6 Traits of writing	2	K-6 teachers, Special Needs Teacher	Principal	x	x		x		x	
Train teachers and paraprofessionals in the administration of Fountas and Pinnell Benchmark Assessment	2, 4	Classroom Teachers, Paraprofessionals	Consultants		x		x		x	
Literacy events will be planned to inform parents on strategies to use to help their children's progress in independent reading and writing.	2, 4	All Staff	Principal	x			x		x	
Use data analysis to identify third grade students who are lacking basic reading foundation skills	4	Third grade teachers, special education teachers	Principal	x			x		x	
Provide small group and individual reading intervention to identified third graders lacking basic reading foundation skills	4	Third grade teachers, special education teachers	Principal, Grade Three Teachers	x	x		x		x	
Provide after school remediation to third graders identified as lacking basic reading skills	4	Third Grade teachers, special education teachers	Instructional Coaches	X	X		x		x	
ATTENDANCE										
Monitor student attendance on a monthly basis.	3	All general education teachers	Principal	x	x		x		x	
Communicate the importance of good school attendance in school newsletters.	3	Principal	Principal	x	x		x		x	
Incentives implemented to promote student attendance	3	All teachers	Principal	x	x		x		x	
Involve the district social worker or school counselor with students who are chronically absent from school.	3	Principal	Principal	x	x		x		x	

13. SCHOOLWIDE TITLE I TEN COMPONENTS

Everton Elementary School is a school wide Title I school. The ten components required of school wide Title I schools is embedded in Everton's school improvement plan. The location of the ten components can be found by referring to the Title I Ten Components table of Contents on page 3 of this document.

Coordination of Funds

Fayette County School Corporation coordinates federal funds from the following areas: CF – Part B Funds, and Head Start funds. At the state level, the schools receive technical assistance from the Indiana Department of Education and the East Central Education Service Center. Locally, FCSC provides coaching and consultation from a variety of providers chosen to inservice staff.

Consolidated Funds

N/A

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

Student Transitions

Students Entering as Kindergarteners

A transitional meeting is scheduled by Head Start teachers and Everton kindergarten teachers each spring for students entering kindergarten and their parents. Kindergarten teachers share standards and curriculum, procedures, and tour the school. Teachers also offer a time to answer questions and concerns from parents with children entering kindergarten. A week long Kindergarten Jump Start is provided for students entering kindergarten before the start of the school year. The program allows students to become acclimated to the kindergarten environment. Parent meetings are scheduled throughout the program to also help familiarize parents with kindergarten expectations and procedures. Parents are also provided with tips to help their kindergartener be successful.

Students Exiting Everton for Middle School

Students and counselors from the middle school visit sixth grade classrooms at Everton to explain what to expect at middle school. Students also visit the middle school and take a student led tour where they meet the principal and teachers. Students are also familiarized with middle school procedures and expectations. Principals and school counselors from Everton and the Connersville Middle School collaborate in identifying students at risk of not being successful and providing strategies to meet student needs.

Providing Assessment Results

Individual assessment results are sent home to parents as soon as they are made available. Parents are offered to meet with their child's teacher or principal to further explain and clarify the assessment results.

Everton also provides a parent/teacher conference period in the fall of each school year. Everton averages a 97% attendance rate by parents during the conference period.

List of Highly Qualified Teachers

Teacher Name:	Teaching Assignment:	Indicator of HQ status on Verification Form: <input type="checkbox"/> Bachelor's Degree earned? <input type="checkbox"/> Valid Indiana Elementary Education teaching license or Special Education teaching license that includes elementary school settings? Plus one of the following: <input type="checkbox"/> Passed Praxis II "Elementary Education: Curriculum, Instruction and Assessment"? <input type="checkbox"/> Passed the NTE (National Teacher Exam) "Education in the Elementary School"? <input type="checkbox"/> Considered HQ in another state? <input type="checkbox"/> NBPTS Certification? <input type="checkbox"/> *100 Points on the HOUSSE rubric? (only for veteran teachers hired prior to 2006-2007 and have not changed teaching assignments)	Location of Verification Form and supporting documentation:
Emily Knox	Kindergarten	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> Passed Praxis II	Central Office – HR Files
Sarah Foster	Kindergarten	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> Passed Praxis II	Central Office – HR Files
Kassindra Young	Grade 1	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> Passed Praxis II	Central Office – HR Files
Dee Dee Rose	Grade 1	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> *Passed Praxis II	Central Office – HR Files
Jennifer Cooley	Grade 2	<input checked="" type="checkbox"/> Bachelor's Degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> *Passed the NTE	Central Office – HR Files
Molly White	Grade 2	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> Passed Praxis II	Central Office – HR Files
Erin Futrell	Grade 3	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> Passed Praxis II	Central Office – HR Files
Sharon Reese	Grade 4	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> *Passed the NTE	Central Office – HR Files
Grace Jefferies	Grade 4	<input checked="" type="checkbox"/> Bachelor's Degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> Passed Praxis II	Central Office – HR Files
Kathryn Schlichte	Grade 5	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> *100Points on the HOUSSE rubric	Central Office – HR Files
Tonia Edwards	Grade 5	<input checked="" type="checkbox"/> Bachelor's Degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> Passed Praxis II	Central Office – HR Files
Natalie Abernathy	Grade 6	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Special Education Teaching and Elementary Teaching License <input checked="" type="checkbox"/> Passed Praxis II	Central Office – HR Files
Donna Mathews	Grade 6	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Elementary Teaching License <input checked="" type="checkbox"/> Passed Praxis II	Central Office – HR Files
Mary Jo Clark	Special Education	<input checked="" type="checkbox"/> Bachelor's degree <input checked="" type="checkbox"/> Special Education Teaching and Elementary Teaching License <input checked="" type="checkbox"/> Passed Praxis II	Central Office- HR Files

14. COMMITTEE MEMBERS

Bryan Jennings	Principal
Donna Mathews	Teacher
Sharon Reese	Teacher
Dee Dee Rose	Teacher
Kathryn Schlichte	Teacher
Emily Knox	Teacher
Jennifer Cooley	Teacher
Erin Futrell	Teacher
Emetta Gregory	Parent
Melinda Chomel	Parent