

SCHOOL IMPROVEMENT PLAN
2017-2020

Fayette County School Corporation, #2395

Everton Elementary School, 1869

2440 East Everton Road
Connersville, Indiana
47331

(765) 825-5840

Principal: Bryan Jennings

Last Revision: August, 2017

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>	19
4. High quality and on-going professional development for teachers, principals, and paraprofessionals	10
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	19
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, fourteen (14) full-time regular education teachers, a full-time teacher of students with special education needs, a part-time counselor, 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, 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, Band, 4-H, 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, reading and language based upon fall NWEA.

Marie Clay's Observation Survey (OS): Grades K-2

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				15-16 State Results
	13-14	14-15	15-16	16-17	
Student Enrollment	285	263	268	269	1,133,380
Grade 3 Percent Passing ISTEP+ Math Standard	82.1	72.7	67.5	29.2	60.1
Grade 3 Percent Passing ISTEP+ Language Arts Standard	81.6	72.7	67.5	43.9	89
Grade 3 Percent Passing IREAD-3	95	93	75.6	92.5	92.4
Grade 4 Percent Passing ISTEP+ Math Standard	85.7	50	72.0	54.4	62.4
Grade 4 Percent Passing ISTEP+ Language Arts Standard	88.6	61.9	72.0	65.1	68.2
Grade 4 Percent Passing ISTEP+ Science Standard	85.7	81	72	58.1	64.7
Grade 5 Percent Passing ISTEP+ Math Standard	96.3	81.8	62.5	80.8	65.6
Grade 5 Percent Passing ISTEP+ Language Arts Standard	88.9	72.7	62.5	68	63.4
Grade 5 Percent Passing ISTEP+ Social Studies Standard	81.5	81.8	62.5	82.9	63.8
Grade 6 Percent Passing ISTEP+ Math Standard	92.9	71.4	61.0	65.9	59.8
Grade 6 Percent Passing ISTEP+ Language Arts Standard	85.7	78.6	61.0	63.6	66.3
Grade 6 Percent Passing ISTEP+ Science Standard	83.3	89.3	61.0	79.5	65.1
Average Class Size	22	20	19	19	28.1
Attendance Rate	96.7	96.3	96.7	95.9	95.8
Number of Students with More Than 10 Unexcused Days Absent	6	14	11		
Number of Students with 10 or More Days Absent for any Reason	4	8	9		
Number of Students Suspended	7	8	2	5	67,069
Number of Students Expelled	0	0	0	0	3,862
Number of Expulsions and Suspensions Involving Drugs, Weapons, or Alcohol	0	0	0	0	6,036

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 2016-2017: 95.9%

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 2016-2017:	5
Expulsions during 2016-2017:	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 Response to Instruction (RTI) Plan. The literacy coach follows a professional development format of modeling, observing, and reflecting on instruction with classroom teachers. 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: Close Reading, Question Answer Relationship (QAR), Six + Traits of Writing, Go Math Implementation, Co-Teaching in the Inclusion Classroom, and Co-Teaching That Works. Teachers have received professional development for the implementation of math problem solving strategies and assessments from instructional coaches. Teachers have also received regularly scheduled training from the instructional coaches, and implement strategies for reading and writing within a balanced literacy framework.

Everton's special education teacher collaborates 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

Passing ISTEP+

The percentage of Everton students passing both English Language Arts and Math sections of ISTEP+ has increased by twenty-six (26) percentage points from 2005 to 2014. Everton students, in regards to passing ISTEP+, have come from 13% below the state average to 7% above the state average. The 2014-2015 school year brought new standards and a new testing format to ISTEP+. Even with the sharp decline in pass rates, Everton's pass rate for students passing both English Language Arts and Math was 7.7 percentage points above the state average.

Prior to the 2014-2015 school year, there was a positive trend for an increase in the percent of students passing the math section of ISTEP+. Everton students had a trend of obtaining a higher pass rate on the math portion of ISTEP than the English Language Arts portion. The trend was reversed on the 2015 ISTEP, but the results on the 2016 ISTEP indicate that the trend is still occurring. The pass rate for math was six percentage points higher than the pass rate for ELA.

A trend has existed within the subgroups of students who receive free or reduced lunch and those students who pay for lunch. Prior to 2015, strategies used to help close the gap between the two subgroups were effective; to the point that there was only a .5 percentage point difference in the pass rate of students who pay for lunch and students who receive free/reduced price lunch. The gap increased on the 2015 ISTEP to 12.8 percentage points. The results of the 2017 ISTEP indicate that the gap between the pass rate for students with paid lunch and those students on free or reduced lunch is consistent with 2015 and 2016 results. The difference in the ELA pass rate is 11 percentage points, and the difference in the math pass rate is 12.5 percentage points. The results may be indicative of the need for new strategies to reach students on free or reduced lunch.

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 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 92.5%.

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 RTI 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 begin 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 the Lexia Core5 online programs.

f. Safe and disciplined learning environment reflection

Everton Elementary School has installed a surveillance system which monitors and records activities on the outside of the building and also the front entrance and hallway of the school. 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 Indiana School Safety Specialist Academy each year.

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 will embark on efforts to ensure a safe and collaborative environment.

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 coaches. They have also visited classrooms to observe reading and writing strategies. The instructional coaches also provide professional development by modeling literacy strategies within the teachers' classrooms with Six Traits of Writing. Each classroom teachers has received training on the implementation of Go Math! Technology training has occurred in a train-the-trainer and school pineappleing format through a partnership with Five Star Technology with an emphasis on the Google Classroom suite. Everton has partnered with Purdue University with efforts to reach high ability learners. The partnership will be for three years with training in total school cluster grouping. Everton teachers are participating in a two-year training of the implementation of Total School Cluster Grouping.

5. STUDENT ACHIEVEMENT GOALS

a. Percent passing ISTEP+ Mathematics

Currently, Everton Elementary School has a pass rate of 58.2% on the Mathematics portion of the 2017 ISTEP+.

Goal 1: The pass rate for Everton Elementary School on the Mathematics portion of ISTEP+ will increase to be at or above the state average.

b. Percent passing ISTEP+ English Language Arts

Currently, Everton Elementary School has a pass rate of 60.5% on the English Language Arts portion of the 2017 ISTEP+.

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

c. Attendance rate

Currently, Everton Elementary School has a student attendance rate of 95.9%.

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

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 Go Math series.
- Seek new incentives to promote good attendance.

- Identify students with chronic school absences, and provide intervention with the school counselor and social worker.
- Implement and monitor Close Reading strategies for grades 2-6.
- Implement and monitor strategies from the Eight Mathematical Practices K-6.
- 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
- Utilize partnership with Five Star Technology to integrate technology into instruction
- Develop instructional and curriculum practices utilizing Marzano's research on High Reliability Schools.

In February 2015, Everton Elementary School was notified that the school did not meet NCLB requirements for subgroups of the student population based on ethnicity (white) in math and ELA and was categorized as a Focus-Targeted school. The student population is 97.8% white. Interventions are listed on page 12 and 13. Additional strategies that have been put in place for the students include:

- RTI
- Differentiating instruction to meet student need using online programs of Lexia Core5 and MobyMax
- Using student assessment data to track progress
- Providing opportunities for remedial instruction within the context of the school day.

7. BENCHMARKS FOR PROGRESS

- NWEA Growth Reports 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
- 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
- Train teachers on Close Reading strategies and support and monitor regular application
- Provide reading instruction with text dependent questioning
- Provide students with vocabulary instruction that develops word knowledge through word study
- Provide language arts remediation for all students not passing ISTEP+ with additional instruction on fluency and comprehension strategies
- 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 applied skills writing on ISTEP+
- Teachers will incorporate differentiation strategies from total School Cluster Grouping to meet individual learning needs of students
- Develop a station rotation structure to implement Lexia Core5
- Use the Instructional and Assessment Guidance 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

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 Go Math series with fidelity
- Teachers will be trained on how to provide instruction with the Go Math
- 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
- Use the Instructional and Assessment Guidance resources provided by Indiana DOE to insure instructional implementation of identified critical standards
- Provide students with experience of technology enhanced math problems
- Professional inquiry of math process standards

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

97.8% of the student body at Everton Elementary School is of white ethnicity. 0.7% of students are Hispanic, and 0.7% of students are black. 39.9% of the students comprise the paid lunch subgroup, and 60.1% of the student population receives free/reduced price meals. All students speak English as their native language. 12.8% 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; 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						
				2017-2018		completed	2018-2019	completed	2019-2020	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										
Train teachers in implementation of Total School Cluster Grouping	1, 2	All Teachers	Principal	x	x		x		x	
Instruction based on Indiana College and Career Readiness Standards	1, 2	All general education teachers	Principal and Instructional Coaches	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	All general education teachers	Principal and Instructional Coaches	x	x		x		x	
Train teachers in using NWEA Assessment reports to make instructional decisions.	1,2	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	All teachers	Principal and Instructional Coaches	x	x		x		x	
Teachers will use student assessment data to develop flexible instructional groups for differentiation	1, 2	All general education teachers	Principal	x	x		x		x	
Teachers will be trained in structuring math and reading instruction using a station rotation format	1, 2	All teachers	Principal, Instructional Coaches	x	x		x		x	
Teachers will utilize Lexia and MobyMax to meet individual student math needs.	1, 2	All general education teachers	Principal	x	x		x		x	

Teachers will be trained on integrating technology within instruction.	1, 2	All general education teachers	Technology Facilitator	x	x		x		x
MATH									
Teachers will implement the Go Math series with fidelity.	1	All general education teachers	Principal and Instructional Coaches	x	x		x		x
Teachers will be trained on how to provide instruction with the Go Math series.	1	New Teachers	Principal and Instructional Coaches	x			x		x
Teachers will complete a professional study of the math process standards	1	All Teachers	Principal and Instructional Coaches		X		X		x
Teachers will be trained on instructional strategies of solving multi-step word problems.	1	All general education teachers	Principal and Instructional Coaches		x		x		x
Teachers will complete an inquiry of resources and strategies for technology enhanced math assessment	1	All teachers	Principal, Instructional Coaches, 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 and Instructional Coaches		x		x		x
Learn more about strategies requiring students to respond to math problems in written form.	1	All general education teachers	Principal				x		x
Professional study on the math processing standards	1	All teachers	Principal and Instructional Coaches	x	x				
Go Math Training	1	New teachers	Instructional Coaches	x					
ENGLISH LANGUAGE ARTS									
"Close" Reading methodology training, modeling, co-teaching, and support	2	All grade 2-6 classroom teachers	Instructional Coaches	x	x		x		
Instruction will be delivered using a balanced literacy framework K-6	2	All general education teachers	Principal and Instructional Coaches	x	x		x		x
Teachers trained in the implementation of Lexia Core5	2	All teachers	Principal, Instructional Coaches	x	x		x		

Teachers trained in using text dependent questioning	2	All teachers	Principal and Instructional Coaches	x	x		x		x	
Learn more about assessing the needs of readers and writers through student conferencing	2	All general education teachers	Principal and Instructional Coaches				x		x	
Provide students with vocabulary instruction that develops word knowledge	2	All general education teachers	Instructional Coaches	x	x					
Provide language arts remediation for all students not passing ISTEP+ with additional instruction on fluency and comprehension strategies	2	All general education teachers	Principal	x	x		x		x	
Implementation of 6 Traits of writing	2	K-6 teachers, Special Needs Teacher	Principal and Instructional Coaches	x	x		x		x	
Train teachers and paraprofessionals in the administration of Fountas and Pinnell Benchmark Assessment	2	Classroom Teachers, Paraprofessionals	Instructional Coaches		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	All Staff	Principal and Instructional Coaches	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: CFR – Part B Funds, and Head Start funds. At the state level, the schools receive technical assistance from the Indiana Department of Education and the East Central Education Service Center. Locally, FCSC provides coaching and consultation from a variety of providers chosen to inservice staff. General funds pay for regular teacher salaries and capital projects (facilities, maintenance, capital projects, etc.).

Consolidated Funds

N/A

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

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 two 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 two week 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 at risk students, 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:
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
Emily Wohlfrom	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
Amy Mirlisena	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
Dee Dee Rose	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 Havlin	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"/> 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 Wohlfrom	Teacher
Jennifer Cooley	Teacher
Sarah Foster	Teacher
Kassindra Young	Teacher
Melody Evans	Parent
Megan Lambert	Parent