

## **Greenfield-Central Community School Corporation**

**School** Eden Elementary School  
**Address** 8185 North State Road 9  
**City / State / Zip** Greenfield, Indiana 46140  
**Phone** (317) 326-3117  
**Corporation #** 3125  
**Grades** Kindergarten - 3  
**Enrollment** 200

### **School Improvement Plan**

**2014 – 2017**

**2014-2015 / 2015-2016 / 2016-2017**

**School Improvement Committee**  
**2014-2015 School Year**

Committee Members	A	T	SS	P
<b>Amy Stevens</b>		<b>X</b>		
<b>Lyndsay Ortwein</b>		<b>X</b>		<b>X</b>
<b>Carmen DeFusco</b>		<b>X</b>		
<b>Chris Stokes</b>		<b>X</b>		
<b>Debbie Hon</b>		<b>X</b>		
<b>Leslie Miller</b>			<b>X</b>	
<b>Devon Marine</b>	<b>X</b>			

**Legend:**

- A = Administrator
- T = Teacher
- SS = Support Staff
- S = Student
- P = Parent

**1. Introduction, including the following:**

**A. Narrative Description of the school, the community, and the educational programs.**

## Eden Elementary School

Greenfield-Central Community School Corporation  
Greenfield, Indiana

Eden Elementary is a K-3 school in a rural setting eight miles north of Greenfield Indiana, on the northeast corner of State Road 9 and State Road 234. The building has an enrollment of approximately 200 students and houses two or three sections per grade level. The student population of Eden is 92% Caucasian. The school staff is made up of ten grade level teachers in grades K-3. Additionally, the school has one full-time special education resource teacher. Eden has many part-time professionals in the building including the following: a speech/language pathologist, an art teacher, a music teacher, a physical education teacher, a literacy coach, a math coach, and a social worker. We have a dedicated and experienced teaching staff. Non-certified staff members in the building include six full-time instructional assistants, three kitchen staff members, two custodians, one health assistant, one library assistant, one secretary, and one principal.

Eden Elementary is one of four Greenfield-Central elementary schools, and is situated on a 10-acre campus. In addition to a large playground area with grass, trees and playground equipment, the school has an outdoor lab including a greenhouse and a gravel track for the benefit and use of students, staff, and the community.

The building was most recently renovated in 1997, 2002, 2003 and 2012. The 1997 renovation included an updated library, a computer lab, a music lab, a speech / hearing room, and central air conditioning. In 2002 some classrooms received lowered ceilings, improved lighting, and energy-efficient windows. In 2003, the existing rooms from the last renovation received updated cabinetry to match the rest of the building. In the summer of 2008, the building received a new HVAC system which improved the learning environment, as it is much quieter than the previous system. In the fall of 2009, additional parking and a new drive to increase safety of entrance and exit were added. The parking gives us an additional 35 spots which helps alleviate major parking issues during school-wide events. In this same project, we increased lighting which helps with safety issues as well. In the summer of 2012, a classroom near the front entrance was converted to a new school office area. This new office will act as a safe entrance where visitors must pass through the office to enter the building.

In the fall of 2013, the school acquired an iPad Cart containing 30 student iPads to enhance the technology curriculum. Also at this time, Apple TVs were installed in all classrooms. During the summer of 2012, a new voice over IP phone system was installed. This system allows us to directly call any extension in the corporation with a five-digit number.

All Eden students are provided bus transportation to and from school. The school day currently begins at 7:40 AM and concludes at 2:00 PM. Students in Full Day Kindergarten and in Grades 1 through 3 have a 30-minute lunch period. Eden students in Full Day Kindergarten and in Grades 1 through 3 participate in four related arts classes. These include the following:

physical education, art, music, and library. This year, we have three full day kindergarten classes. The focal point of all curriculum taught at Eden Elementary is the College and Career Readiness Standards that are written for each subject area and each grade level.

The enrollment includes students with diverse learning needs. Resource students receive many levels of service from inclusion, pullout instruction, use of personal assistants, to consultation only. All special education students are “mainstreamed” into the related arts classes. Resource students are also “mainstreamed” into the regular education classroom for a majority of the school day with a transition toward full inclusion using collaborative teaching.

The constituency that sends their students to Eden Elementary is fairly well educated, and most students live in middle-income homes. The number of students qualifying for free or reduced lunch in the 2013-2014 school year was around 24%.

Greenfield-Central Community School Corporation and the Greenfield community provide additional extra-curricular opportunities for our students that include the following activities: football, basketball, volleyball, soccer, dance, guard and wrestling. These programs do not meet on the Eden campus, but they are open to all students (6-12) enrolled in the Greenfield-Central Schools.

Eden is fortunate to have an active Parent Teacher Organization (P.T.O.) that sponsors many student activities and is supportive of the staff. Some of the projects they sponsor include Grandparents’ Day, the yearly fund-raiser in the fall, a Christmas breakfast, and Educators’ Appreciation Week. Their funds are used to provide student and staff with supplies that otherwise could not be purchased. In addition to P.T.O., Eden also has an active volunteer group that is visible in the school on a daily basis, helping to provide students with learning opportunities.

The staff is very proud of the students they serve at Eden Elementary School. The school typically ranks among the top 20% of all elementary schools in the state of Indiana (over 1300 schools) on the annual standardized testing of mathematics and English/Language Arts skills. In the fall of 2001 testing, Eden actually ranked among the top 10% of all elementary schools in the state in terms of total battery scores. The school has been awarded Four Star status three times in the last decade with the last being for the 2012-2013 school year. The school was also listed as an exemplary school on the AYP designation for the 2005-06 school year.

Greenfield-Central Schools recently began a character education program that awards students for displaying the specific character attribute of the month. A large percentage of Eden students regularly display the character trait that is the theme of the month. Some of these traits include the following: initiative, self-control, and responsibility.

Motivated learners (supported by nurturing parents) educated by knowledgeable and caring professionals is an equation that generally equals success for students in the school setting. The Eden Elementary staff believes that this equation is apparent at Eden Elementary School.

**1. Introduction, including the following:**  
**B. Description and location of curriculum.**

A copy of the curriculum used at Eden Elementary School may be viewed on site in either the front office or the library.

The curriculum has a direct link to the College and Career Readiness Standards in all content areas. These standards in and of themselves are not the curriculum, but they do comprise a large percentage of our academic focus.

The outline of the Greenfield-Central Community School Corporation curriculum includes the following:

- Mission, vision and belief statements for each content area; reading, language arts, social studies, etc.
- Grade level standards (prioritized into Power and Core standards where applicable)
- Curriculum articulation / pacing maps for each content area (a work in progress)

**1. Introduction, including the following:**

**C. Titles and descriptions of assessment instruments to be used in addition to ISTEP +**

*Kindergarten:* mClass Reading & Math

*1<sup>st</sup> Grade:* mClass Reading & Math

*2<sup>nd</sup> Grade:* Test of Cognitive Skills; mClass Reading & Math

*3<sup>rd</sup> Grade:* ISTEP+; Acuity; IREAD 3

InView testing at grade two provides us information about the individual learner. It gives national percentiles by age in the areas of sequences and analogies which make up non-verbal reasoning. It also gives us information regarding memory and verbal reasoning as well as each child's cognitive skills index.

We were selected to implement mClass and Acuity testing, and we have done this for several years now. mClass is made up of both math and reading assessments which consist of three benchmark tests and multiple progress monitoring opportunities based on student need. The tests are given in grades K-2. Acuity assesses students in ELA and math in the 3<sup>rd</sup> grade. These tests share both strengths and weaknesses that our students are showing. We will also be participating in DIBELS Next.

Formalized reading assessments are given to all children throughout the school year as well. These assessments are given to students four to six times per year. They measure the following skills: reading comprehension, vocabulary, study skills, listening comprehension, and writing.

Of course, regular assessments are given to students on a daily basis to measure student-learning specific to the Indiana Academic Standards in all content areas.

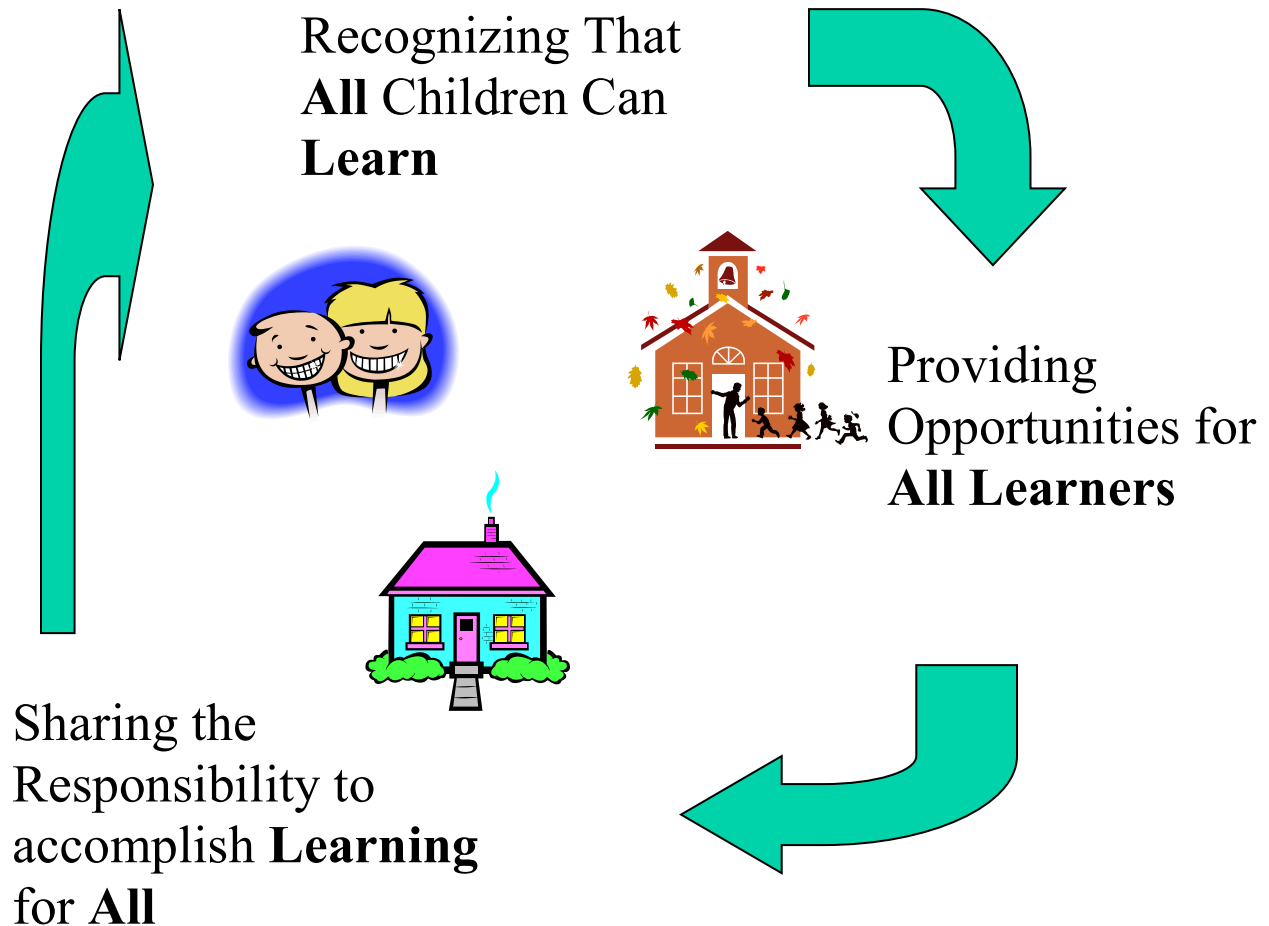
2. Statement of mission, vision, or beliefs

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Greenfield-Central Community School Corporation's Mission:  
"Learning for All, All for Learning"

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## Eden Elementary School's Mission Fulfillment



**Eden's "Top 10" Values and Beliefs That Support Our Mission:**

1. Teachers, support staff, administrators, students, and parents share the responsibility for educational success and meeting the basic needs of all students.
2. Trust, support, confidence, and meaningful communication between and among students, staff, parents, and patrons is the cornerstone of a healthy educational environment.
3. All children can learn given appropriate resources, time, and opportunity.
4. Learning is maximized in a safe, secure, caring and compassionate environment.
5. Student well-being and learning are the first priorities in educational decision-making.
6. Students should experience a variety of teaching methods and educational experiences in the classroom.
7. Learning should be a life-long process for all school constituents: students, staff, and parents.
8. All students and staff have value and should be treated with respect and dignity.
9. An understanding of differences and tolerance for the differences in people is essential to the educational environment.
10. Instructional and planning time must be a high priority with few interruptions to enable student learning to be maximized.



3. **Summary of data, derived from an assessment of the current status of education programming, including the following:**

**A. Data, including graphs, from the annual performance report**

In meeting academic standards under ISTEP+ in 2013-2014, 92% of third grade students at Eden Elementary School passed the Language Arts section of the assessment and 95% of students passed the math portion. The overall attendance rate for Eden Elementary School in 2013-2014 was at 97.5%. Eden Elementary School had 15 students who missed 10 or more days of school during the 2013-2014 school year.

**Eden Elementary – Grade 3**

Spring 2014

Percent Passing ELA	92
Percent Passing Math	95
Percent Passing Both	90.2

ELA		MATH		
Pass Percent	77.97%		45.76%	Pass Percent
Pass+ Percent	13.56%		49.15%	Pass+ Percent
DNP Percent	8.47%		5.08%	DNP Percent

3. **Summary of data, derived from an assessment of the current status of education programming, including the following:**  
**B. Data related to performance indicators other than those included in annual performance report**

Eden Elementary School - #2581  
 Greenfield-Central Community School Corporation  
 ATTENDANCE RATE COMPARISON

	State Average	Eden Elementary
2013-2014	Not available	97.5
2012-2013	96.1	97.3
2011-2012	96.0	97.3
2010-2011	95.9	97.0
2009-2010	95.9	96.5
2008-2009	96.1	97.0
2007-2008	95.9	96.8
2006-2007	95.8	97.3
2005-2006	96.0	97.4
2004-2005	95.9	97.0
2003-2004	96.0	97.0
2002-2003	95.8	96.7
2001-2002	95.9	96.7
2000-2001	95.7	96.2
1999-2000	95.9	96.4
1998-1999	95.7	96.5

- 3. Summary of data derived from an assessment of the current status of education programming, including the following:**  
**C. Other information about educational programming and the learning environment.**

#### Discipline Policy/Practices

The teachers and staff at Eden Elementary use common language to communicate easily about behavior. Teachers also use written and verbal praise, choice, conduct grades, and our school-wide PBIS plan to promote good decision-making. At Eden Elementary School, our students follow the “Eagle Expectations” of being respectful, being responsible, and being ready to learn.

A vast majority of the discipline is handled by classroom teachers. When needed, the principal investigates allegations of wrongdoing and makes a determination as to what or if consequences are deemed necessary. Due process is given to every student every time a discipline referral is made to the office. Each student has the opportunity to hear:

1. an oral statement of charges against him/her
2. a summary of evidence against him/her
3. an opportunity to explain his/her conduct

When repetitive behaviors impede a student’s ability to be successful in school, the Grade Level Team may be asked to intervene. In the case of a student with special needs, this same process is done through a case conference and is called a Functional Behavior Assessment. A Behavior Intervention Plan may be developed from this process.

**4. Conclusions about the current educational programming, derived from an assessment of the current status of education programming including the following:**

**A. Information about how the school's curriculum supports the achievement of Indiana academic standards.**

- There is an increased awareness of the College and Career Readiness Standards on the part of all constituents: administrators, teachers, instructional assistants, parents, and students.
- The Gifted Program was rewritten to align with the English / Language Arts academic standards. Math has also been completed.
- We adopted a new Reading program and are committed (as a corporation) to providing the best tools for meeting the Indiana Academic Standards.
- Our Reading series provides overlays related to the standards for teacher lesson planning.
- Many grade level "teams" are planning their lesson collaboratively to ensure that all academic standards are addressed at appropriate times throughout the year.
- Implementation of PLCs have aided in the ability to disaggregate data.
- There is a cooperative effort among schools in the Greenfield –Central Community School Corporation to share ideas and methods of teaching the academic standards in ways that promote student learning.
- Many teachers have participated in classes that focus on coordinating standards with the curriculum.
- A variety of computer programs and websites are used to support the achievement of the CCR Standards.
- Increasing use of technology for remediation/enrichment activities through web-based programs offered by Acuity, Scott Foresman, and McGraw-Hill.

**4. Conclusions about the current educational programming, derived from an assessment of the current status of education programming including the following:**

**B. Information about how the school's instructional strategies support the achievement of Indiana academic standards.**

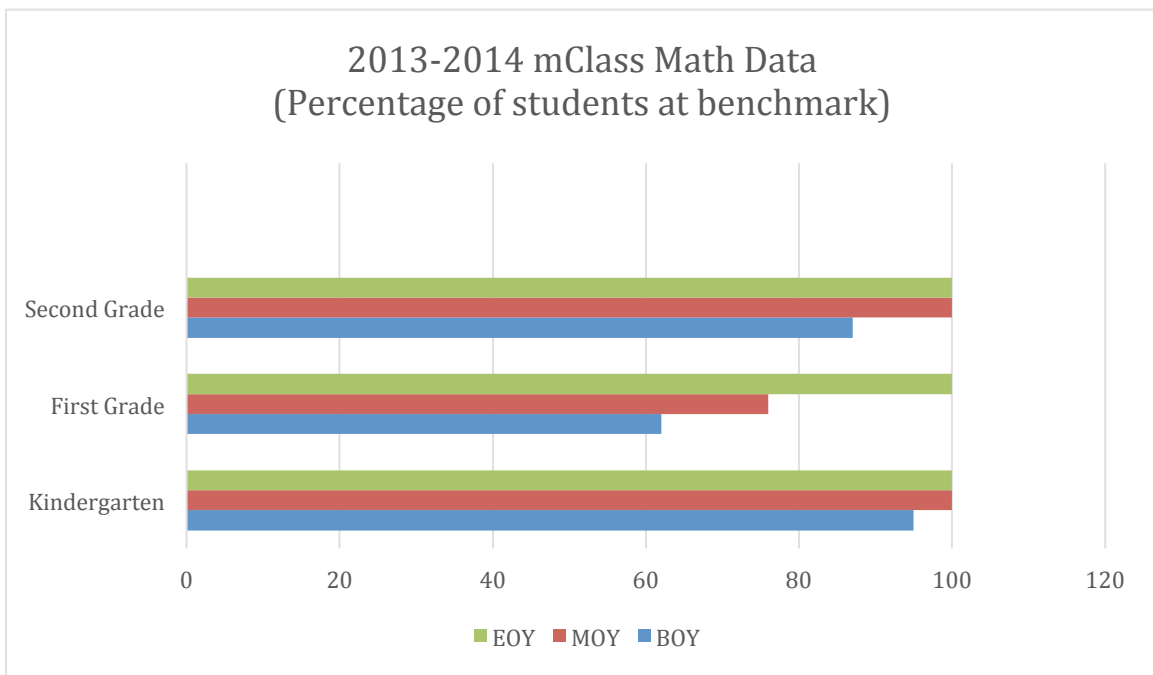
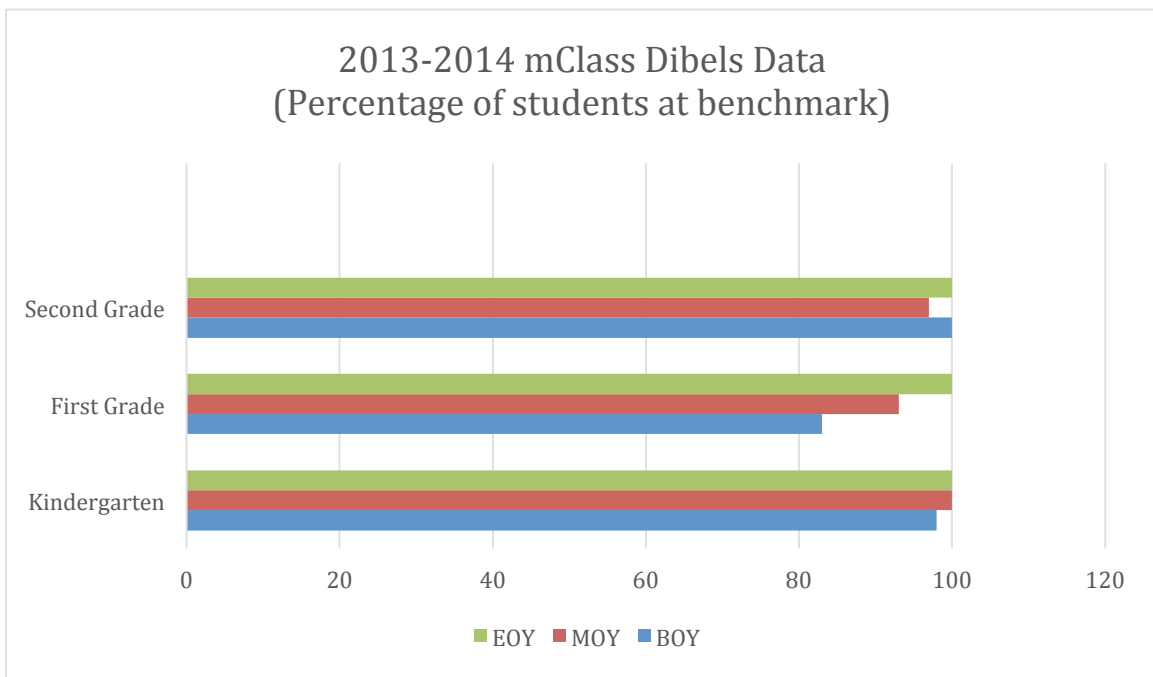
Eden Elementary provides instructional strategies supporting the achievement of Indiana Academic Standards. This list reflects an overview of many instructional strategies currently used in our classrooms. These strategies can be used as a springboard to further student learning and achievement.

- Large Group Instruction
- Small Group Instruction
- Interdisciplinary Instruction
- Teacher Directed Instruction
  - Teacher Directed Questioning
- Student Centered Instruction
  - Student Directed Questioning
- Peer editing/collaboration
- Learning Centers
- Reading and Writing Across the Curriculum
  - DIBELS/mClass/Acuity
    - Assessment/Progress Monitoring
    - Intervention/Enrichment
- Teacher and Student modeling the writing process
  - 6+1 Writing Traits
- Teacher-Student Conferencing/Individualized remediation
- Math Practice on School Website
- Timed Tests/Daily Math Drills
- Use of technology as a teaching tool
  - Microsoft Word/Writing composition & Grammar
  - Internet Accessing/Research
  - Excel/Creating Graphs
  - Power Point/Presentation & Communication Skills
  - Use of Digital Camera
  - Student iPad use
  - Mobi use
  - Acuity
  - Integration of Apple TVs into classroom lessons
- Use of Visual Aids/Manipulatives/Hands on Activities in all content areas
- Instructional Assistant/Parent Volunteers used for one-on-one and small group remediation & enrichment
- Daily Oral Language System
- Journal writing

- Peer writing buddies
- Drop everything and write
- Inside/Outside Circles
- Time for independent Reading
- Silent Reading followed by discussion
- Grouping by interests or book choice
- Response To Intervention Tiers

4. Conclusions about the current educational programming, derived from an assessment of the current status of educational programming, including the following:
- c. Assessment of student achievement based on ISTEP+ and other assessment strategies.

**2013 – 2014 mClass**



**4. Conclusions about the current educational programming, derived from an assessment of the current status of education programming including the following:**  
**c. Assessment of student achievement based on ISTEP+ and other assessment strategies**

ACUITY GRADE 3 ELA (Assessment C Spring 2014)

Grade 3						
Standard 1 READING: Word Recognition, Fluency, and Vocabulary Development						
3.1.4 Determine the meanings of words using knowledge of synonyms (words with the same meaning), antonyms (words with opposite meanings), homophones (words that sound the same but have different meanings and spellings), and homographs (words that are spelled the same but have different meanings). Example: Understand that words, such as fair and fare, are said the same way but have different meanings. Know the difference between two meanings of the word lead when used in sentences, such as 'The pencil has lead in it' and 'I will lead the way'						
5	Choose an antonym for a level-appropriate word - 2176	0%	66%	0%	23%	11%
3.1.6 Use sentence and word context to find the meaning of unknown words.						
22	Use context clues to determine the meaning of unknown words - 89844	0%	10%	80%	8%	2%
3.1.7 Use a dictionary to learn the meaning and pronunciation of unknown words.						
25	Use a dictionary and context clues to choose the proper meaning of a multiple-meaning word in a sentence - 88518	0%	16%	11%	64%	8%
3.1.8 Use knowledge of prefixes (word parts added at the beginning of words such as un-, pre-) and suffixes (word parts added at the end of words such as -er, -ful, -less) to determine the meaning of words.						
16	Understand how a prefix affects the meaning of a root word - 32534	0%	85%	0%	8%	7%
Standard 2 READING: Comprehension						
3.2.1 Use titles, tables of contents, chapter headings, a glossary, or an index to locate information in text.						
10	Identify the main point of a section with a heading - 41439	0%	8%	5%	74%	13%
21	Use an index to locate information - 88768	0%	8%	3%	79%	10%
3.2.3 Show understanding by identifying answers in the text. Example: After generating a question about information in a text, skim and scan the remaining text to find the answer to the question.						
12	Identify processes, trends and life cycles--explicitly stated in text - 4033	0%	3%	0%	11%	85%
23	Identify a detail--explicitly stated in text - 21149	0%	72%	15%	3%	10%
3.2.4 Recall major points in the text and make and revise predictions about what is read. Example: Listen and view Steve Jenkins book Actual Size; discuss his examples representing the physical dimensions of various animals and their habitats. Also discuss the artistic methods Jenkins used to represent the animals .						
11	Make predictions--what will happen next based upon a sequence of events - 51517	0%	2%	7%	80%	11%
3.2.5 Distinguish the main idea and supporting details in expository (informational) text. Example: Read an informational text, such as Volcano: The Eruption and Healing of Mount St. Helen's by Patricia Lauber, and make a chart listing the main ideas from the text and the details that support them.						
13	Identify details that support the main idea - 44553	0%	3%	77%	5%	15%



3.2.6 Locate appropriate and significant information from the text, including problems and solutions. Example: Identify the problem faced by a character in a book, such as A Gift for Tia Rosa by Karen T. Taha, and explain how the character solved his or her problem. Identify how problems can form the motivations for new discoveries or inventions by reading informational texts about famous inventors, scientists, or explorers, such as Thomas Edison or Jonas Salk.

12	Identify processes, trends and life cycles-- explicitly stated in text - 4033	0%	<u>3%</u>	0%	<u>11%</u>	<b>85%</b>
24	Identify a detail--a problem or a solution - 40399	0%	<b>67%</b>	<u>18%</u>	<u>8%</u>	<u>7%</u>

Standard 3 READING: Comprehension and Analysis of Literary Text

3.3.2 Comprehend basic plots of classic fairy tales, myths, folktales, legends, and fables from around the world. Example: Read and discuss the plots of the folktales from around the world that explain why animals are the way they are, such as Why Mosquitoes Buzz in People's Ears retold by Verna Aardema or How the Leopard Got Its Spots by Justine and Ron Fontes. Plot each story onto a story map.

27	Determine the cause or effect of a situation or something that happened--explicit - 5534	0%	<u>3%</u>	<u>15%</u>	<u>2%</u>	<b>80%</b>
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3.3.3 Determine what characters are like by what they say or do and by how the author or illustrator portrays them. Example: Discuss and write about the comical aspects of the motorcycle-riding mouse, Ralph S. Mouse, the main character in Beverly Cleary's book by the same name.

4	Determine a character's or person's traits-- based on his or her actions--inferred from text - 51478	0%	<u>11%</u>	<b>84%</b>	<u>2%</u>	<u>3%</u>
26	Determine a character's or person's traits-- based on his or her actions--inferred from text - 31422	0%	<b>80%</b>	<u>5%</u>	<u>10%</u>	<u>5%</u>

3.3.4 Determine the theme or author's message in fiction and nonfiction text. Example: Look at the admirable qualities in Abraham Lincoln as shown in both the fictional story, More than Halfway There by Janet Halliday Ervin, and the nonfiction biography, Abe Lincoln's Hat by Martha Brenner.

2	Determine the moral or universal theme-- explicit - 35838	0%	<u>16%</u>	<u>13%</u>	<u>3%</u>	<b>67%</b>
17	Determine the moral or universal theme-- inferred - 13300	0%	<u>5%</u>	<u>3%</u>	<u>3%</u>	<b>89%</b>

3.3.6 Identify the speaker or narrator in a selection. Example: Read a book, such as Class Clown by Johanna Hurwitz or Dinner at Aunt Connie's House by Faith Ringgold, and identify who is telling the story. Share examples from the story for how the reader can tell that it is told by that character.

3	Identify the narrator--inferred - 83990	0%	<u>7%</u>	<u>5%</u>	0%	<b>89%</b>
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3.3.8 Identify the problem and solutions in a story.

1	Identify how a problem or a solution affects what happens in text--explicitly stated in text - 9125	0%	<u>30%</u>	0%	<b>54%</b>	<u>16%</u>
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Standard 4 WRITING: Process

3.4.3 Create single paragraphs with topic sentences and simple supporting facts and details.

20	Determine the best topic sentence for a paragraph - 80852	0%	0%	<b>80%</b>	<u>8%</u>	<u>11%</u>
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3.4.6 Review, evaluate, and revise writing for meaning and clarity.

18	Revise writing--for meaning and clarity - 5052	0%	<u>13%</u>	<u>11%</u>	<b>44%</b>	<u>31%</u>
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3.4.9 Organize related ideas together within a paragraph to maintain a consistent focus.

14	Identify a sentence that does not belong in a paragraph - 55114	0%	<u>8%</u>	<b>44%</b>	<u>43%</u>	<u>5%</u>
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Standard 5 WRITING: Applications						
3.5.4 Use varied word choices to make writing interesting. Example: Write stories using varied words, such as cried, yelled, or whispered instead of said.						
6	Use precise and vivid language in composing text-- -- -- -- Writing-- 3.2-- 2--	0%	<b>56%</b>	<u>3%</u>	<u>33%</u>	<u>8%</u>
19	Use precise and vivid language in composing text-- -- -- -- Writing-- 3.2-- 2--	0%	<b>75%</b>	<u>3%</u>	<u>10%</u>	<u>11%</u>
Standard 6 WRITING: English Language Conventions						
3.6.2 Write correctly complete sentences of statement, command, question, or exclamation, with final punctuation. "Declarative: This tastes very good. "Imperative: Please take your seats. "Interrogative: Are we there yet? "Exclamatory: It's a home run!						
7	Employ correct punctuation--question mark at the end of an interrogative sentence - 95199	0%	<b>87%</b>	<u>5%</u>	<u>7%</u>	<u>2%</u>
3.6.3 Identify and use subjects and verbs that are in agreement (we are instead of we is).						
8	Employ correct usage--subject and verb agreement - 57326	0%	<u>8%</u>	<b>85%</b>	<u>3%</u>	<u>3%</u>
3.6.4 Identify and use past (he danced), present (he dances), and future (he will dance) verb tenses properly in writing.						
9	Employ correct usage-- present tense verb-- -- -- Writing-- 3.2-- 2--	0%	<b>54%</b>	<u>23%</u>	<u>8%</u>	<u>15%</u>
3.6.5 Identify and correctly use pronouns (it, him, her), adjectives (brown eyes, two younger sisters), compound nouns (summertime, snowflakes), and articles (a, an, the) in writing.						
15	Employ correct usage--articles - 92789	0%	<u>16%</u>	<u>3%</u>	<b>75%</b>	<u>5%</u>

ACUITY GRADE 3 MATH (Assessment C Spring 2014)

Grade 3						
Standard 1: Number Sense						
3.1.1 Count, read, and write whole numbers up to 1,000. Example: Write 349 for the number three hundred forty-nine.						
5	Amount to numeral correspondence - hundreds - all digits non-zero - 99060	0%	0%	<u>2%</u>	0%	<b>98%</b>
3.1.2 Identify and interpret place value in whole numbers up to 1,000. Example: Understand that the 7 in 479 represents 7 tens or 70.						
15	Find number in ones, tens or hundreds place - 66477	0%	<b>98%</b>	0%	0%	<u>2%</u>
3.1.3 Use words, models, and expanded form to represent numbers up to 1,000. Example: Recognize that $492 = 400 + 90 + 2$ .						
5	Amount to numeral correspondence - hundreds - all digits non-zero - 99060	0%	0%	<u>2%</u>	0%	<b>98%</b>
3.1.4 Identify any number up to 1,000 in various combinations of hundreds, tens, and ones. Example: 325 can be written as 3 hundreds, 2 tens, and 5 ones, or as 2 hundreds, 12 tens, and 5 ones, etc.						
5	Amount to numeral correspondence - hundreds - all digits non-zero - 99060	0%	0%	<u>2%</u>	0%	<b>98%</b>
25	Convert a 3 digit numeral to an expanded word form - 57960	0%	<u>21%</u>	0%	<b>77%</b>	<u>2%</u>
3.1.5 Compare whole numbers up to 1,000 and arrange them in numerical order. Example: What is the smallest whole number you can make using the digits 4, 9, and 1? Use each digit exactly once.						
8	Arrange in order 4 numerals - 74747	0%	<b>93%</b>	0%	<u>3%</u>	<u>3%</u>
3.1.6 Round numbers less than 1,000 to the nearest ten and the nearest hundred. Example: Round 548 to the nearest ten.						
3	Rounds a three digit number to the tens place - 60179	0%	<b>93%</b>	<u>3%</u>	<u>3%</u>	0%
3.1.7 Identify odd and even numbers up to 1,000 and describe their characteristics. Example: Find the even number: 47, 106, 357, 629.						
23	Identify a group of even or odd numbers; all numbers are two digits; each group has 4 numbers - 41495	0%	<b>93%</b>	<u>3%</u>	0%	<u>3%</u>
3.1.8 Show equivalent fractions using equal parts. Example: Draw pictures to show that $3/5$ , $6/10$ , and $9/15$ are equivalent fractions.						
16	Choose the picture showing an equivalent fraction to B/A - 93352	0%	<u>5%</u>	<b>75%</b>	<u>16%</u>	<u>3%</u>
Standard 2: Computation						
3.2.1 Add and subtract whole numbers up to 1,000 with or without regrouping, using relevant properties of the number system. Example: $854 - 427 = ?$ . Explain your method.						
1	Addition with two three digit numbers, regrouping from the ones and the tens places - 89241	0%	<b>98%</b>	0%	0%	<u>2%</u>
3.2.2 Represent the concept of multiplication as repeated addition. Example: Lynn made 3 baskets each week for 4 weeks. Draw a picture to show how many baskets she made.						
9	Represent multiplication as repeated addition. 4th grade difficulty level - 54792	0%	0%	<u>2%</u>	0%	<b>98%</b>
3.2.4 Know and use the inverse relationship between multiplication and division facts, such as $6 \times 7 = 42$ , $42 / 7 = 6$ , $7 \times 6 = 42$ , $42 / 6 = 7$ . Example: Find other facts related to $8 \times 3 = 24$ .						

13	Given multiplication fact, determine which division fact is in the same fact family; A * B less than 10 - 55538	0%	<u>7%</u>	<b>92%</b>	0%	<u>2%</u>
3.2.5 Show mastery of multiplication facts for 2, 5, and 10. Example: Know the answer to 6 x 5.						
22	Multiplication facts - 8 times any other 1-digit number - 49229	0%	0%	<b>100%</b>	0%	0%
<b>Standard 3: Algebra and Functions</b>						
3.3.1 Represent relationships of quantities in the form of a numeric expression or equation. Example: Bills mother gave him money to buy three drinks that cost 45 cents each at the concession stand. When he returned to the bleachers, he gave 25 cents change to his mother. Write an equation to find the amount of money Bills mother originally gave him.						
24	Word problem to expression A * B + C - 47624	0%	<u>13%</u>	<u>8%</u>	<b>66%</b>	<u>13%</u>
3.3.2 Solve problems involving numeric equations. Example: Use your equation from the last example to find the amount of money that Bills mother gave him, and justify your answer.						
4	Solves one-step addition equation with box. All numbers three-digits, regrouping once - 61949	0%	<u>5%</u>	<u>3%</u>	<b>92%</b>	0%
3.3.4 Understand and use the commutative and associative properties of multiplication. Example: Multiply the numbers 7, 2, and 5 in this order. Now multiply them in the order 2, 5, and 7. Which was easier? Why?						
12	Solve for missing value using the commutative property, 1-digit multiplication - 41389	0%	<b>97%</b>	0%	<u>2%</u>	<u>2%</u>
3.3.5 Create, describe, and extend number patterns using multiplication. Example: What is the next number: 3, 6, 12, 24, ... How did you find your answer?						
20	Determines the common ratio from the given terms of number pattern and uses it to extend pattern - 99698	0%	<b>75%</b>	<u>15%</u>	0%	<u>10%</u>
3.3.7 Plot and label whole numbers on a number line up to 10. Example: Mark the position of 7 on a number line up to 10.						
17	Plot whole number on number line, up to 10 - 73137	0%	0%	<u>3%</u>	<b>70%</b>	<u>26%</u>
<b>Standard 4: Geometry</b>						
3.4.3 Identify, describe, and classify: cube, sphere, prism, pyramid, cone, and cylinder. Example: Describe the faces of a pyramid and identify its characteristics.						
6	Select two out of three of the number of edges, faces, or sides a given basic 3-d figure has - 86409	0%	<u>2%</u>	<u>2%</u>	<b>77%</b>	<u>20%</u>
3.4.5 Draw a shape that is congruent to another shape. Example: Draw a triangle that is congruent to a given triangle. You may use a ruler and pencil or the drawing program on a computer.						
2	Select pair of basic shapes that are congruent - 84404	0%	<u>5%</u>	<u>8%</u>	<b>75%</b>	<u>11%</u>
3.4.6 Use the terms point, line, and line segment in describing two-dimensional shapes. Example: Describe the way a triangle is made of points and line segments and how you know it is a triangle.						
19	Determines the number of line segments in a given figure - 79321	0%	<u>11%</u>	<u>34%</u>	<b>54%</b>	0%
3.4.8 Identify and draw lines of symmetry in geometric shapes (by hand or using technology). Example: Use pencil and paper or a drawing program to draw lines of symmetry in a square. Discuss your findings.						
14	Select the object with a line of symmetry - 74338	0%	0%	<u>2%</u>	<b>98%</b>	0%
<b>Standard 5: Measurement</b>						
3.5.1 Measure line segments to the nearest half-inch. Example: Measure the length of a side of a triangle .						

11	Measure the length of a given object to the nearest half-inch - 45776	0%	<u>2%</u>	<b>98%</b>	0%	0%
3.5.10 Find the value of any collection of coins and bills. Write amounts less than a dollar using the cent symbol and write larger amounts in decimal notation using the \$ symbol. Example: You have 5 quarters and 2 dollar bills. How much money is that? Write the amount.						
10	Find coins equal to a given value - 38051	0%	<u>15%</u>	<b>80%</b>	<u>5%</u>	0%
3.5.11 Use play or real money to decide whether there is enough money to make a purchase. Example: You have \$5. Can you buy two books that cost \$2.15 each? What about three books that cost \$1.70 each? Explain how you know.						
10	Find coins equal to a given value - 38051	0%	<u>15%</u>	<b>80%</b>	<u>5%</u>	0%
3.5.12 Carry out simple unit conversions within a measurement system (e.g., centimeters to meters, hours to minutes). Example: How many minutes are in 3 hours?						
21	Convert centimeters to meters - 24787	0%	<u>21%</u>	<u>34%</u>	<u>3%</u>	<b>41%</b>
3.5.2 Add units of length that may require regrouping of inches to feet or centimeters to meters. Example: Add the lengths of three sheets of paper. Give your answer in feet and inches.						
18	Solves simple problem with one operation and converts between units in the same system of measurement - 77247	0%	<b>52%</b>	<u>8%</u>	<u>28%</u>	<u>11%</u>
3.5.3 Find the perimeter of a polygon. Example: Find the perimeter of a table in centimeters. Explain your method.						
7	Find the perimeter of a rectangle given its length and width; A, CD - 18705	0%	<u>3%</u>	<b>85%</b>	<u>10%</u>	<u>2%</u>
<b>Standard 6: Problem Solving</b>						
3.6.4 Express solutions clearly and logically by using the appropriate mathematical terms and notation. Support solutions with evidence in both verbal and symbolic work. Example: In the first example, explain what happens to all the numbers that you tried.						
24	Word problem to expression $A * B + C$ - 47624	0%	<u>13%</u>	<u>8%</u>	<b>66%</b>	<u>13%</u>

**4. Conclusions about the current educational programming, derived from an assessment of the current status of education programming including the following:**  
**D. Parental participation in the school.**

Regarding learning aids, home-study techniques, and access to school resources, Eden Elementary School is reaching out to the parents of our students in the following manners:

- **Parental Resource Materials** – We have a variety of educational literature, tools, and activities that are available to parents. They are all available upon request.
- **Email access** – All staff members can be reached via email. Most teachers have the program open on their desktops, enabling them to have immediate communication with parents in times of need.
- **Assignment Notebooks** – All Students in Grade 3 have an assignment notebook that enables students to keep a record of work assigned and completed in all classes. This notebook also has many academic resources that are helpful for all content areas.
- **Assignment Folders** - Students in grades K-3 are given an assignment folder that communicates basic policies and expectations we have of all students.
- **Writing Folders** - A writing folder is provided to all students in grades K-3. This outlines our building expectations for all writing assignments. These expectations are first and foremost for the benefit of our students. However, this tool does allow us to share our expectations with the parents as well.
- **Teacher Newsletters** - Most teachers in the building send home a weekly newsletter. This is a means of communicating with parents about upcoming assignments and specific courses of study. These newsletters are also posted on our website weekly.
- **Rubrics** - Many of our teachers send home detailed rubrics that describe learning expectations and final product expectations related to specific classroom activities, assignments, and projects. Sending these tools home allows the parents to take a more active role in the education of their children.
- **Parent-Teacher Conferences** – Teachers host parent conferences throughout the year as needed. During the 2014-2015 school year, a two week period of time has been set aside for teachers to hold Parent/Teacher conferences after school. Students with Individualized Education Plans (IEP's) have at least one conference with parents each year. Although these IEP conferences are mandated by federal legislation, they do give parents an opportunity to take an active role in the educational decisions concerning their children.
- **On-line Opportunities** - Our school purchased the rights to an on-line learning opportunity that can be accessed at school or at home. Remediation and enrichment opportunities are available in reading, vocabulary, and mathematics for students. The parents are made aware of these opportunities through the school's newsletters.
- **Websites** - Our school corporation, school, and some teachers in the building regularly update websites to communicate with our constituents. These websites include calendars, learning resources, and homework expectations.
- **Flashcards** - These learning tools are created and/or purchased by staff and students. They are utilized with students to aid them in the learning of mathematical skills.

- **Social Worker Report** - Throughout the year, our social worker writes a short article that is placed in the newsletter. Within this article, she gives parents many helpful suggestions to help them and their child work with the school in making the most of learning opportunities. She also speaks with the PTO group annually regarding topics of the PTO's choice (bullying, discipline, etc.)
- **Take-Home Packets** - Many of our primary teachers send home manipulative packets with the students so parents can see first-hand what the students are completing at school. In addition, we have created review packets and activity bags addressing standards that students need additional practice with.
- **Family Nights** – Over the years, we have offered a variety of “themed” nights for parents to come into the building.
- **Active PTO** – We have an active PTO group that brings in guest speakers to address educational topics.
- **Technology** – Many of our teachers communicate with parents via software such as Class Dojo, Remind 101, and Twitter accounts.

Parents, on an approved volunteer list, regularly volunteer in the classrooms at Eden Elementary. Most of the primary classrooms have parent assistants at least once per week, and a few classrooms have parent helpers on virtually a daily basis. The intermediate classrooms do not have volunteers quite this frequently.

On an annual basis, approximately 25% of our students have at least one of their parents volunteering in the building throughout the school year.

Some parent volunteers help with learning centers on a daily basis, and they provide remediation and enrichment opportunities under the guidance and direction of the classroom teachers. Other parents help with annual school events such as the following: musicals, field day, local field trips, picture day, grandparent's day, and kindergarten round-up. (This is by no means an exhaustive list of parent contributions, but it does begin to emphasize the prominent presence of parents in this building.)

Each fall we hold our annual parent/teacher conference event. Historically, we typically have between 97%-99% of the Eden parents attend.

Most teachers send home a weekly newsletter to the parents or have it posted on our school website. In these newsletters, teachers provide information on home study techniques that serve as catalysts to the learning process. The school social worker also sends information home on a regular basis that provides strategies for the social and emotional wellness of children. Many of the parents implement the suggestions that are given. In addition, a school-wide newsletter composed by the principal goes home with newsworthy articles and happenings in the building on a regular basis.

The building is made available to parents who sponsor co-curricular activities. These activities include girl scouts, boy scouts, girls' and boys' basketball, softball, chess club and other activities that are for the children in the community. Additionally, the outdoor lab has historically been used by parents and children in the community.

Parent surveys have been sent home in the past providing us hundreds of comments noting things we do well, along with comments noting areas where improvement should be considered. The school improvement committee uses this information for improvement purposes. The results were also shared with each faculty member; certified and non-certified.

Partial list of services provided by Eden's Parent Teacher Organization (PTO);

- Monetary grants to staff members (reimbursement for classroom supplies) / Monetary grant for each student that is applied to field trips / Funding for additional library books / Financial support for needed technology / financial support for Red Ribbon Week activities
- Roller skating parties/"That Fun Place" parties alternating once a month
- Teacher Appreciation Day; volunteers provide kudos for teachers throughout the week
- Outdoor Lab financial support and maintenance
- Volunteer lists are compiled to provide special request services for the school
- Convocations financed and organized (such as Larry Battson's Wild Animals)
- Provision of assignment notebooks and folders for all students
- School T-shirts for all students used for field trips
- Various fundraising efforts



**4. Conclusions about the current educational programming, derived from an assessment of the current status of education programming including the following:**  
**E. Technology as a learning tool**

*The following is a list of items that help students and teachers at Eden Elementary use technology as a learning tool:*

- Ceiling mounted projector in each classroom, Apple TV in each classroom.
- Calculators for Math
- CD Listening Learning Centers
- Digital Cameras available for teacher and student use / training available during or after school hours
- Video Cameras
- Microphones & Sound Equipment for Musicals and Other Programs
- Purchased a Mobi on screen illustration device for Grades 2 and 3 classrooms.
- Computer Workstations available for teacher and student use in each classroom
- Every Certified teacher has an iPad.
- Telephones (with Voicemail & Homework Hotline) available in each classroom to encourage regular communication between teachers, parents, and students
- Microscopes available for scientific hands-on activities
- Technology Helpdesk is available for all teachers to utilize
- Portable CD stereos in each classroom
- Powerschool administrative software provides the following: grade book, attendance records, contact information, and a reservoir of teacher templates
- Computer generated Report Cards are available to parents on a continuous basis through the new parent only access to PowerSchool. There will be no paper reports printed.
- Special Technology Programs have been offered over the past few summers at the high school and middle school. These programs are taught by Greenfield-Central teachers, and they are free to any of our teachers that are interested
- Opportunities are also made available for technology training through the East Central Service Center (ECSC)
- Computer Lab with 30 computers and Internet access is available next to the library.
- New video titles are added to the media center each year that provide support for our curriculum.
- Educational links are available via our website (Scott Foresman, McGraw-Hill, Acuity, etc.)
- SMART Board Technology is being used in the majority of our classrooms. We currently have two of these that “float” throughout the building.
- iPad Cart of 30 iPads

**4. Conclusions about the current educational programming, derived from an assessment of the current status of education programming including the following:**  
**F. Safe and disciplined learning environment**

All teachers have a classroom management plan that highlights the consequences for good choices and bad choices. Teachers use written and verbal praise, free time in the classroom, choice time, treats, recess time, conduct grades, and other positive reinforcement agents to promote good decision-making. The teachers use many of these same means to encourage students to avoid poor decision-making. The Eden students want to meet their teachers' expectations, and they usually accomplish this. A vast majority of all discipline is handled by classroom teachers.

In order to ensure that Eden Elementary School is a safe environment for learning, the following precautions have been taken:

- Monthly fire drills / regular storm drills/ man-made disaster drill
- Emergency Crisis Plan revised yearly
- Visitor Sign-In, nametags (all visitors stop by the office first)
- Teachers and Assistants are on the playground for supervision and assistance
- All exterior doors are locked throughout the day. A new office renovation has created a "safe" office entry. Patrons enter through the front door and must proceed through the office reception area to sign in before entering the building
- New security cameras added in office area, interior of the building, and the exterior of the building
- Digital radios are used by the principal, health assistant, IA's and teachers to communicate with other staff members in various parts of the building
- Phones have been placed in all classrooms
- Universal Precautions training is provided on a yearly basis for all staff members
- The school has a social worker in the building on Tuesdays and Thursdays to advise children and listen to students with difficult circumstances
- Eden has a full-time trained health assistant in the building
- Medications for children are locked away until needed and administered only by our health assistant or school secretary (former health assistant)
- All teachers in the building are certified in First Aid and CPR
- All staff utilize our school-wide PBIS approach
- Additional parking, a new drive and lighting added to increase traffic safety
- Criminal background checks on all volunteers
- Staff members use a key fob to enter the building, allowing us to secure physical building keys
- Certified staff members are to be CPR certified

**4. Conclusions about the current educational programming, derived from an assessment of the current status of education programming including the following:**  
**G. Professional development.**

The staff at Eden Elementary School has taken a unified approach and addressed professional development needs as a whole staff. While many teachers take advantage of selected workshops provided throughout the corporation as well as topic-oriented workshops statewide, the staff helps to identify areas of critical need for the school. Teachers provide training to each other through the GCCSC PLC initiative and instructional coaches assist in providing professional development in this area.

5. Student achievement objectives, derived from an assessment of the current status of educational programming, including the following:

A. Attendance Rate

B. Percentage of students meeting academic standards under the ISTEP+ program.

**Greenfield-Central Community School Corporation Goals**

- >90% Graduation Rate
- >90% ISTEP+ Passing Rate (3-10)
- >50% of Graduates Receiving Honors Diplomas
  - >25% of Graduates Receiving Dual Credit
  - >97% Attendance Rate for the Corporation
    - <2% Suspension Rate

**Eden Elementary School Achievement Goals**

School Eden Elementary  
Year 2013-2014

Attendance Rate 97.5% (2013-14)  
Graduation Rate NA

Grade 3

% of Students Meeting ISTEP+ Academic Standards in Language Arts 92

% of Students Meeting ISTEP+ Academic Standards in Mathematics 95

% of Students Meeting ISTEP+ Academic Standards in Math / Language Arts 90

Achievement Objective (Goal) #1

Eden Elementary School students will demonstrate increased mastery of the **English / Language Arts** Standards of Textual Support in each of the next three school years.

Achievement Objective (Goal) #2

Eden Elementary School students will demonstrate increased mastery of the **Mathematics** Standard of Problem Solving in each of the next three school years.

## **6. Specific areas where improvements are needed immediately.**

Areas “where improvement is needed immediately” that were discussed by members of the steering committee are as follows:

- Continue to make updates in the area of technology.
- Continue to become actively involved in the implementation of the core reading program.
- Become proficient in all aspects of the College and Career Readiness Standards as we transition to their use.

We have achievement objectives for English / Language Arts, Mathematics, and Attendance Rate. We are committed to improvement in these areas, but increases will not happen immediately.

**7. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.**

**Achievement Objective (Goal) #1**

Eden Elementary School students will demonstrate increased mastery of the **English / Language Arts** concept of Textual Support in each of the next three school years.

**Benchmarks for Progress**

2014-2015:

- Eden Elementary School students will demonstrate increased mastery of the reading skills that are assessed on annual standardized testing.
- Students will demonstrate improved mastery from pre-test to post-test on the specific skills measured in the category of Textual Support.
- Eden students will express more confidence in performing reading skills.
- Teachers will observe more regular mastery of reading skills in classroom work that is reviewed.

2015-2016:

- Eden Elementary School students will demonstrate increased mastery of the reading skills that are assessed on annual standardized testing.
- Students will demonstrate improved mastery from pre-test to post-test on the specific skills measured in the category of Textual Support.
- Eden students will express more confidence in performing reading skills.
- Teachers will observe more regular mastery of reading skills in classroom work that is reviewed.

2016-2017:

- Eden Elementary School students will demonstrate increased mastery of the reading skills that are assessed on annual standardized testing.
- Students will demonstrate improved mastery from pre-test to post-test on the specific skills measured in the category of Textual Support.
- Eden students will express more confidence in performing reading skills.
- Teachers will observe more regular mastery of reading skills in classroom work that is reviewed.

**7. Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the education system.**

Achievement Objective (Goal) #2

Eden Elementary School students will demonstrate increased mastery of the **Mathematics Standards of Problem Solving** in each of the next three school years.

**Benchmarks for Progress**

2014-2015:

- Eden Elementary School students will demonstrate increased mastery in Problem Solving on annual standardized testing.
- Students will demonstrate improved mastery from pre-test to post-test in the area of Problem Solving (local assessment).
- Eden students will express more confidence in performing the skills of Problem Solving.
- Teachers will observe more regular mastery of the concepts of Problem Solving in classroom work that is reviewed.

2015-2016:

- Eden Elementary School students will demonstrate increased mastery in Problem Solving on annual standardized testing.
- Students will demonstrate improved mastery from pre-test to post-test in the area of Problem Solving (local assessment).
- Eden students will express more confidence in performing the skills of Problem Solving.
- Teachers will observe more regular mastery of the concepts of Problem Solving in classroom work that is reviewed.

2016-2017:

- Eden Elementary School students will demonstrate increased mastery in Problem Solving on annual standardized testing.
- Students will demonstrate improved mastery from pre-test to post-test in the area of Problem Solving (local assessment).
- Eden students will express more confidence in performing the skills of Problem Solving.
- Teachers will observe more regular mastery of the concepts of Problem Solving in classroom work that is reviewed.

**8. Academic honors diploma and Core 40, including the following:**

- A. Provisions to offer courses that allow all students to become eligible to earn the academic honors diploma**
- B. Provisions to encourage all students to earn an academic honors diploma or complete the Core 40 curriculum**

These particular provisions apply to secondary schools, not elementary schools.



## 9. Proposed Interventions Based on School Improvement Goals

### Achievement Objective (Goal) #1

Eden Elementary School students will demonstrate increased mastery of the **English / Language Arts** Standards of Textual Support in each of the next three school years.

- Monitor consistency in teaching the adopted reading curriculum with fidelity within and across all grade levels.
- Improve our understanding and impact of the new CCR academic standards.
- Learn developmentally appropriate methods of teaching the concept of textual support, along with literary analysis.
- Work with our literacy coach to improve instruction and delivery
- Use our weekly PLC meeting to analyze our data to improve our approach.

### Achievement Objective (Goal) #2

Eden Elementary School students will demonstrate increased mastery of the **Mathematics** Standard of Problem Solving in each of the next three school years.

- Monitor consistency in teaching the adopted math curriculum with fidelity within and across all grade levels.
- Improve our understanding and impact of the new CCR academic standards.
- Learn developmentally appropriate methods of teaching problem solving skills.
- Continue to improve our differentiation methods to reach all ability levels.
- Work with our math coach to improve instruction and delivery
- Use our weekly PLC meeting to analyze our data to improve our approach

**10. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.**

### School Improvement Planning

#### Achievement Objective *Staff Development Plan*

School Building: Eden Elementary

School Year: 2014-2015

Achievement Objective: Eden Elementary School students will demonstrate increased mastery of the E.L.A. area of Textual Support in each of the next three school years.

Activity	Presenter	Date	Length of Activity	Number of Participants	Documentation of Impact of Objective
PLC grade level meetings for collaboration regarding ELA	Eden Staff	2014-2015	Ongoing	All Certified Staff	Teacher Instruction Methods/ Student Work
Assessment and Analysis of mClass Data	Eden Staff/Literacy Coach	2014-2015	Ongoing	K-2 Certified Staff	Report of classroom assessments; Teacher review
Assessment and Analysis of Acuity Readiness Data	Eden Staff	Fall 2013– Spring 2014	Ongoing	Grade 3 Certified Staff	Report of classroom assessments; Teacher review

A group of educators (School Improvement Committee) assesses the needs of the students and teachers in our school, and they plan professional development activities that will promote growth in those areas. The committee has created a plan to address some of these needs over the next year. However, it should also be noted that the committee may choose to supplement or change one or more of the activities scheduled for next year’s professional growth if more appropriate opportunities become available.

**10. Professional development that is coordinated with proposed interventions and that supports sustainable school improvement efforts.**

### School Improvement Planning

#### Achievement Objective *Staff Development Plan*

School Building: Eden Elementary

School Year: 2014-2015

Achievement Objective: Eden Elementary School students will demonstrate increased mastery of the mathematics standard Problem Solving in each of the next three school years.

Activity	Presenter	Date	Length of Activity	Number of Participants	Documentation of Impact of Objective
Acuity Training/use of data	Eden Staff	2014-2015	Ongoing	Grade 3 Certified Staff	Report of classroom assessments; Teacher review
Continued In-Service on the use of Math series, Everyday Math	Math Coach	2014-2015	Ongoing	All Certified Staff	Classroom observations of successful implementation of Math program
Assessment and Analysis of mClass Data	Eden Staff	2014-2015	Ongoing	K-2 Certified Staff	Report of classroom assessments; Teacher review

A group of educators (School Improvement Committee) assesses the needs of the students and teachers in our school, and they plan professional development activities that will promote growth in those areas. The committee has created a plan to address some of these needs over the next year. However, it should also be noted that the committee may choose to supplement or change one or more of the activities scheduled for next year’s professional growth if more appropriate opportunities become available.

**11. Statutes and rules to be waived.**

The School Improvement Committee of Eden Elementary School does not wish to waive any statutes or rules that would be applicable to this Strategic and Continuous School Improvement and Achievement Plan (SCSIAP).

12. Three (3) year time line for implementation, review, and revision.

**Generalized Three Year Time Line**

**2014-2015:**

Implementation – As a school, we will work toward the attainment of the achievement objectives addressed in this SCSIAAP; improved mastery of *Textual Support* within English/ Language Arts and *Problem Solving* within mathematics.

Review – The School Improvement Committee, and the school as a whole, will check for progress in the achievement objectives throughout the school year.

Revision – We will make notes for revision of the SCSIAAP achievement objectives and benchmarks throughout the year. After a thorough analysis of the data, we may choose to modify the objectives and benchmarks, or we may choose to write objectives and benchmarks that are more appropriate for our updated needs.

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**2015-2016:**

Implementation – Continue to work toward the achievement of the achievement objectives and benchmarks addressed in the 2014-2015 SCSIAAP; improved mastery of *Textual Support and Problem Solving*

Review – The School Improvement Committee (and the school community as a whole) will review the goals from the 2014-2015 SCSIAAP. Are we achieving our goals and benchmarks? If the answer is “yes,” what does this tell us about our past and future goals and benchmarks? If the answer is “no,” what does this answer tell us?

Revision – Are our achievement objectives and benchmarks appropriate for three more years, or does the committee need to alter one or more goals or benchmarks? Are some of them no longer appropriate from the 2014-2015 SCSIAAP?

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**2016-2017:**

Implementation – Continue to work toward the achievement of the achievement objectives and benchmarks addressed in the 2015-2016 SCSIAAP; improved mastery of *Textual Support and Problem Solving*

Review – The School Improvement Committee (and the school community as a whole) will review the goals from the 2015-2016 SCSIAAP. Are we achieving our goals and benchmarks? If the answer is “yes,” what does this tell us about our past and future goals and benchmarks? If the answer is “no,” what does this answer tell us?

Revision – Are our achievement objectives and benchmarks appropriate for three more years, or does the committee need to alter one or more goals or benchmarks? Are some of them no longer appropriate from the 2015-2016 SCSIAAP?