

## **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 2016 – 2019**

**2016-2017 / 2017-2018 / 2018-2019**

# School Improvement Committee

## 2015-2016 School Year

Committee Members	A	T	SS	P
<b>Michelle Takach</b>		<b>X</b>		<b>X</b>
<b>Lyndsay Ortwein</b>		<b>X</b>		<b>X</b>
<b>Marcus Redick</b>		<b>X</b>		
<b>Valerie Richardson</b>		<b>X</b>		<b>X</b>
<b>Debbie Hon</b>		<b>X</b>		
<b>Lisa Richardson</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 93% Caucasian. The school staff is made up of nine 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 seven 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 acts 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. We received a Chromebook Cart containing 30 student Chromebooks in the fall of 2015. Apple TVs are 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 two 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 at the start of the 2016-2017 school year was around 28%.

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 fundraiser 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 five times in the last decade with the last being for the 2014-2015 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
- 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:* Test of Cognitive Skills; mClass Reading

*1<sup>st</sup> Grade:* mClass Reading, NWEA Map

*2<sup>nd</sup> Grade:* Test of Cognitive Skills; NWEA Map

*3<sup>rd</sup> Grade:* ISTEP+; IREAD-3; NWEA Map

CogAT testing at kindergarten and second grade 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 have implemented mClass testing for several years now. mClass is made up of reading assessments which consist of three benchmark tests and multiple progress monitoring opportunities based on student need. The tests are given in grades K-1. NWEA assesses students in ELA and math in 1<sup>st</sup>, 2<sup>nd</sup>, and 3<sup>rd</sup> grades. These tests share both strengths and weaknesses that our students are showing, as well as provide trends in individual student learning.

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 College and Career Academic Standards in all content areas.

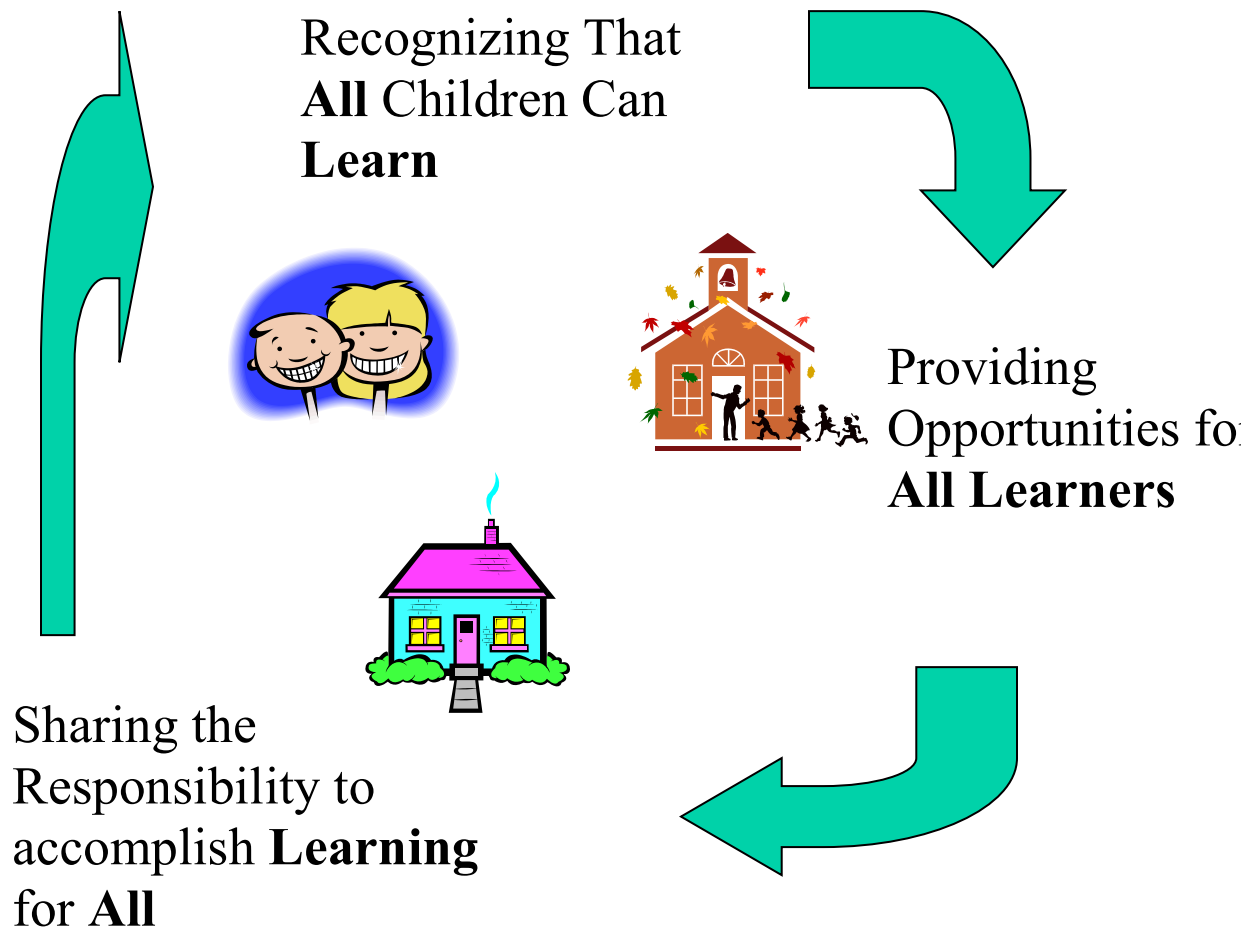
2. Statement of mission, vision, or beliefs

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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 2015-2016, \_\_\_\_% of third grade students at Eden Elementary School passed the Language Arts section of the assessment and \_\_\_\_% of students passed the math portion. The overall attendance rate for Eden Elementary School in 2015-2016 was 97.8%. Eden Elementary School had 7 students who missed 10 or more days of school during the 2015-2016 school year.

**Eden Elementary – Grade 3**

Spring 2015

Percent Passing ELA	93.6%
Percent Passing Math	93.6%
Percent Passing Both	87.2%

	ELA		MATH
Pass Percent	66%		43%
Pass+ Percent	28%		51%
DNP Percent	6%		6%

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
2015-2016	Not Available	97.8
2014-2015	95.8	97.5
2013-2014	96.1	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 High Ability Program was rewritten to align with the English / Language Arts academic standards. Math has also been completed.
- We implement our Reading program with fidelity and are committed (as a corporation) to providing the best tools for meeting the CCR Standards.
- Our Reading series provides overlays related to the standards for teacher lesson planning.
- Many grade level "teams" are planning their lessons 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 NWEA, 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.**

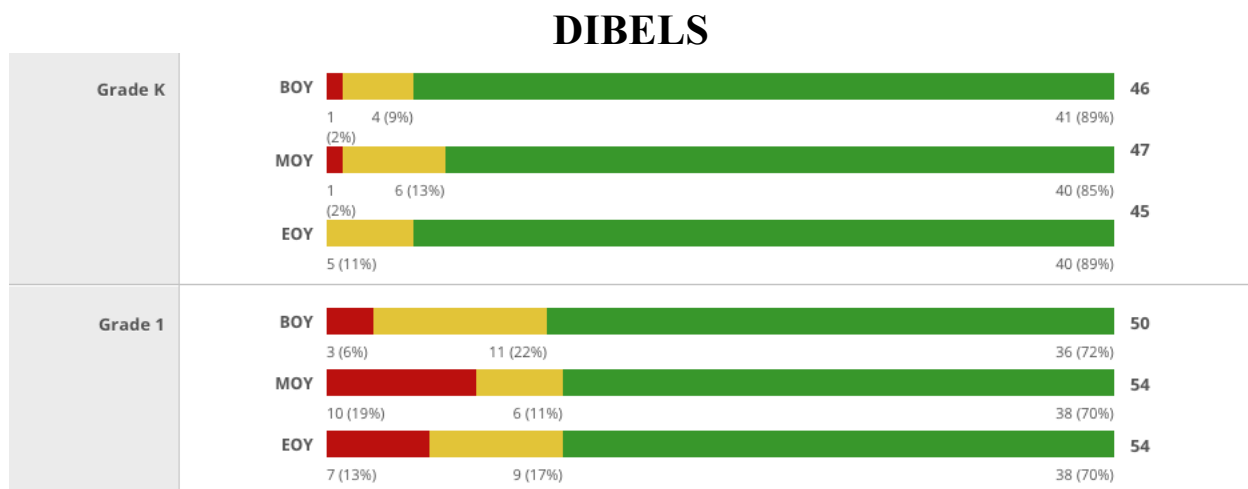
Eden Elementary provides instructional strategies supporting the achievement of the CCR Standards. This list reflects an overview of many instructional strategies currently used in our classrooms. These strategies can be used as a springboard to further student learning and achievement.

- 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/NWEA
    - 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
  - Student Chromebook use
  - Integration of Apple TVs into classroom lessons
  - Google Apps for Education
- 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.

**2015 – 2016 mClass**  
(Percentage of Students at Benchmark)



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

## 2015 – 2016 NWEA

### Reading

Eden Elementary School

MAP: Reading 2-5 IN 2014

IN Academic Standards English/Language Arts K-12:  
2014

						Goal Performance					
						Literature		Nonfiction		Vocabulary	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2015-2016	2	43	196.5	10.4	197	198.7	11.5	197.4	11.6	<b>193.0</b>	10.9
Winter 2015-2016	2	43	190.2	12.2	190	190.9	12.5	191.1	13.0	188.7	13.7
Fall 2015-2016	2	44	187.7	12.4	189	191.1	14.0	186.3	13.9	185.5	12.1
Spring 2015-2016	3	47	209.6	10.5	211	211.8	12.6	209.6	10.9	207.5	11.3
Winter 2015-2016	3	46	205.7	9.4	207	208.0	11.7	206.0	9.2	203.1	11.4
Fall 2015-2016	3	46	205.8	11.5	208	206.6	13.3	207.2	11.6	203.6	12.4

### Mathematics

Eden Elementary School

MAP: Math 2-5 IN 2014

IN Academic Standards Mathematics K-8, HS: 2014

						Goal Performance											
						Number Sense		Computation		Algebraic Thinking		Geometry		Measurement		Data Analysis and Statistics	
Term	Grade	Student Count	Mean RIT	Std Dev	Median	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev	Mean	Std Dev
Spring 2015-2016	2	43	200.0	9.2	201	200.2	11.8	<b>196.3</b>	12.0	202.0	11.8	201.5	10.5	202.4	9.6	197.5	13.0
Winter 2015-2016	2	44	190.4	9.7	192	191.3	12.1	<b>185.0</b>	13.7	189.2	11.0	193.4	13.0	191.3	11.2	192.1	13.6
Fall 2015-2016	2	44	187.2	9.4	188	189.4	10.8	<b>180.8</b>	13.4	186.9	13.6	189.1	11.4	188.7	13.4	187.9	10.9
Spring 2015-2016	3	47	215.2	10.5	212	214.7	12.8	211.6	10.6	215.9	13.4	<b>218.9</b>	13.8	215.0	14.1	215.3	12.1
Winter 2015-2016	3	46	210.3	9.3	209	210.9	11.4	208.2	9.5	208.5	11.7	<b>214.5</b>	14.1	209.3	10.1	210.6	10.9
Fall 2015-2016	3	46	205.6	8.8	205	205.1	10.6	203.5	11.0	205.7	13.3	207.0	13.1	206.1	12.0	205.9	11.1



**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 laptops, 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. 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.). Beginning January 2016, we were fortunate to add another half-day of time to our Eden social worker's schedule to better assist with the needs of our most struggling students.
- **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** – 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 and Macbook.
- 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, NWEA, etc.)
- SMART Board Technology is being used in the majority of our classrooms. We currently have two of these that “float” throughout the building.
- Two iPad Carts of 30 iPads each
- One Chromebook Cart of 30 Chromebooks

**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
- 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 2.5 days per week 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
  - >50% of Graduates Receiving Dual Credit
- >97% Attendance Rate for the Corporation
  - <2% Suspension Rate

**Eden Elementary School Achievement Goals**

School	<u>Eden Elementary</u>	Attendance Rate	<u>97.8%</u>
Year	<u>2015-2016</u>	Graduation Rate	<u>NA</u>

**Grade 3**

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

**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 and math programs.
- Become proficient in all aspects of the College and Career Readiness Standards as we become more accustomed 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**

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.

2017-2018:

- 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.

2018-2019:

- 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**

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.

2017-2018:

- 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.

2018-2019:

- 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: 2016-2017

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	2016-2017	Ongoing	All Certified Staff	Teacher Instruction Methods/ Student Work
Assessment and Analysis of mClass Data	Eden Staff/Literacy Coach	2016-2017	Ongoing	K-1 <sup>st</sup> Certified Staff	Report of classroom assessments; Teacher review
Assessment and Analysis of NWEA Reading Data	Eden Staff	2016-2017	Ongoing	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> 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: 2016-2017

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
PLC grade level meetings for collaboration regarding Math	Eden Staff	2016-2017	Ongoing	All Certified Staff	Teacher Instruction Methods/ Student Work
NWEA Training and Use of Data	Eden Staff	2016-2017	Ongoing	1 <sup>st</sup> , 2 <sup>nd</sup> , 3 <sup>rd</sup> Certified Staff	Report of classroom assessments; Teacher review
Continued In-Service on the use of Math series, Everyday Math	Math Coach	2016-2017	Ongoing	All Certified Staff	Classroom observations of successful implementation of Math program

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**

**2016-2017:**

Implementation – As a school, we will work toward the attainment of the achievement objectives addressed in this SCSIAP; 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 SCSIAP 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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**2017-2018:**

Implementation – Continue to work toward the achievement of the achievement objectives and benchmarks addressed in the 2016-2017 SCSIAP; 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 2016-2017 SCSIAP. 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 2016-2017 SCSIAP?

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**2018-2019:**

Implementation – Continue to work toward the achievement of the achievement objectives and benchmarks addressed in the 2017-2018 SCSIAP; 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 2017-2018 SCSIAP. 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 2017-2018 SCSIAP?





## IDOE School Improvement and Professional Development Corporation Level Assurance Form Superintendent / Exclusive Representative Signatures

**Only Used When Exclusive Representative Signs Each School Individually.**

DOE Building Number	2581
Building Name	Eden Elementary

As principal, I verify that the individual professional development plans for all schools within the corporation align with the overall corporation's objectives, goals and expectations. (IC 20-20-31-6)

Principal Name (Print)	Devon Marine
Principal's Signature	
Date Signed	

The exclusive representative is required to demonstrate support "only for the professional development program component of the plan."

By signing this form, I demonstrate my support for the professional development program for this school listed above as they have been reviewed, revised, and submitted as part of the Strategic and Continuous School Improvement and Achievement Plan. (511 IAC 6.2-3-3(10))

Exclusive Representative Name (Print)	
Exclusive Representative Signature	
Date Signed	

This signed form should be kept on file at the school's office.

**Beginning this year, principals will electronically sign an on-line assurance that this form is signed and on file at the school. It is NOT necessary to return this form to the Indiana Department of Education.**