



**East Allen
University**



School Improvement Plan

2018-19

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September 14, 2018

East Allen University

2018-19 School Improvement Team Members

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Table of Contents

Vision, Mission and Belief Statements	4
Narrative / School Profile.....	5 - 7
Highly Qualified Teachers.....	8- 9
Student Data.....	10 - 11
Safe and Disciplined Learning Environment.....	11
Parent Involvement.....	12
Instructional Data / Curriculum.....	13-16
Student Assessments and Support Systems.....	17-18
School Improvement Goals.....	19, 21, 23
Results-Based Staff Development Plan.....	20, 22, 24
School Improvement Plan – PL221 Check List.....	25-27

Vision Statement

“Building a Foundation for Success.”

Mission Statement

East Allen University is committed to building relationships with students and engaging them in a relevant, rigorous and supportive early college high school environment that will prepare students to be lifelong learners and engaged citizens.

Belief Statements

- Students are unique individuals with special talents, strengths and needs and should be challenged to reach their maximum potential.
- Students should be prepared as productive and contributing members in a diverse, global society.
- Students should have the opportunity to prepare for college and / or career readiness.
- Students have a shared responsibility for learning with family, school, and community.
- Staff members, as mentors and facilitators, should strive for continual improvement and diversification of student-driven strategies.
- Decisions affecting education stakeholders should be informative and data-based.
- Schools should advocate responsible citizenship, ethical behavior and diversity.
- Schools should encourage stakeholder involvement as a positive contribution and necessary component in the education process.

Narrative Description / School Profile

Description of School

East Allen University (EAU) is a relatively new magnet school that opened in August 2012 and is one of five high schools in the East Allen County Schools Corporation. EAU is an Early College High School that is in full partnership with Vincennes University. The school offers students a minimum Core 40 diploma as well as the opportunity to receive 60 or more college credits for an Associate's Degree through Vincennes. East Allen University is located in the old Paul Harding High School building, which was closed in June 2011. It is located on the southeast side of Fort Wayne. Surrounding communities include New Haven, Hoagland, and Monroeville. EAU was created to provide continuing high school educational services to the Paul Harding attendance community as well as be another option for students at other high schools in the EACS district as well as outside the district. Whereas the other high schools in EACS are on a traditional schedule, East Allen University is on Block 8 schedule. CELL (Excellence in Leadership and Learning) endorsed EAU as an early college high school in 2015.

East Allen University Staff

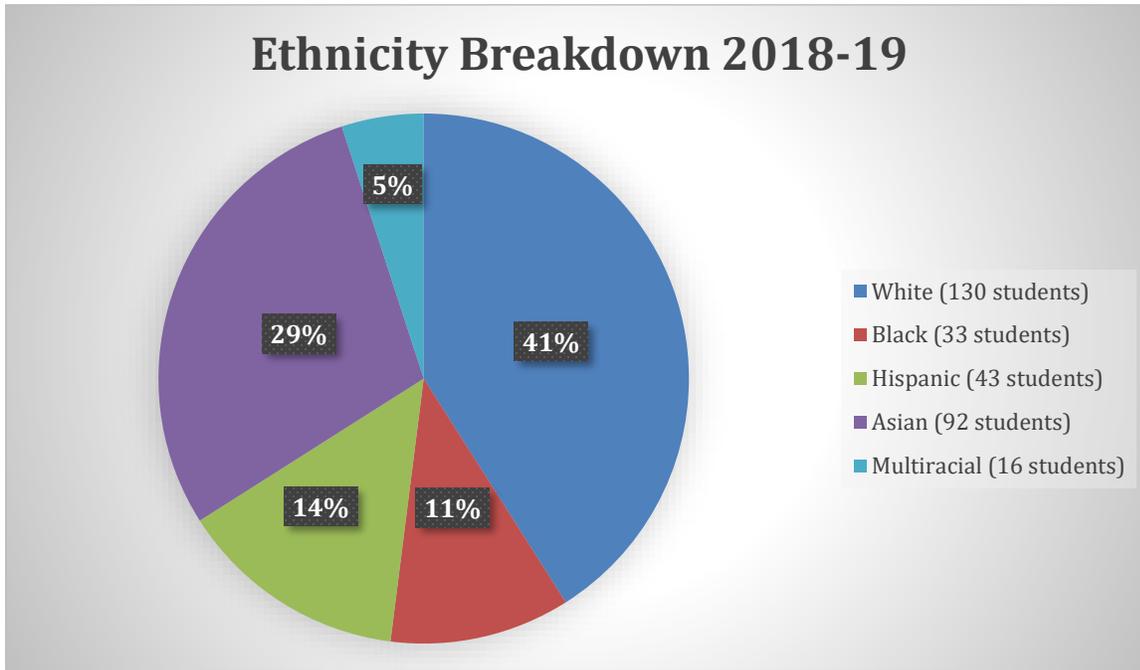
East Allen University currently employs one full-time administrator (school principal), one part-time administrator (assistant principal), one full-time school counselor, one part-time instructional coach, eleven full-time teachers, five part-time teachers and one paraprofessional for study hall. Vincennes University has provided a full-time Assistant Dean of Instruction to oversee the dual credit courses and help supervise teachers who are instructing at the collegiate level to ensure that the college rigor standards are being met. VU provides a part-time assistant to the Assistant Dean of Instruction, a part-time Early College Coordinator, one part-time Math tutor, and one part-time English tutor both from Vincennes University. Two seniors are hired as tutors for the before and after school tutoring program. These positions are at no cost to East Allen County Schools.

East Allen University shares several staff members with Paul Harding Jr. High including the Assistant Principal, Instructional Coach, receptionist, registrar, nurse, media specialist, and school resource officer.

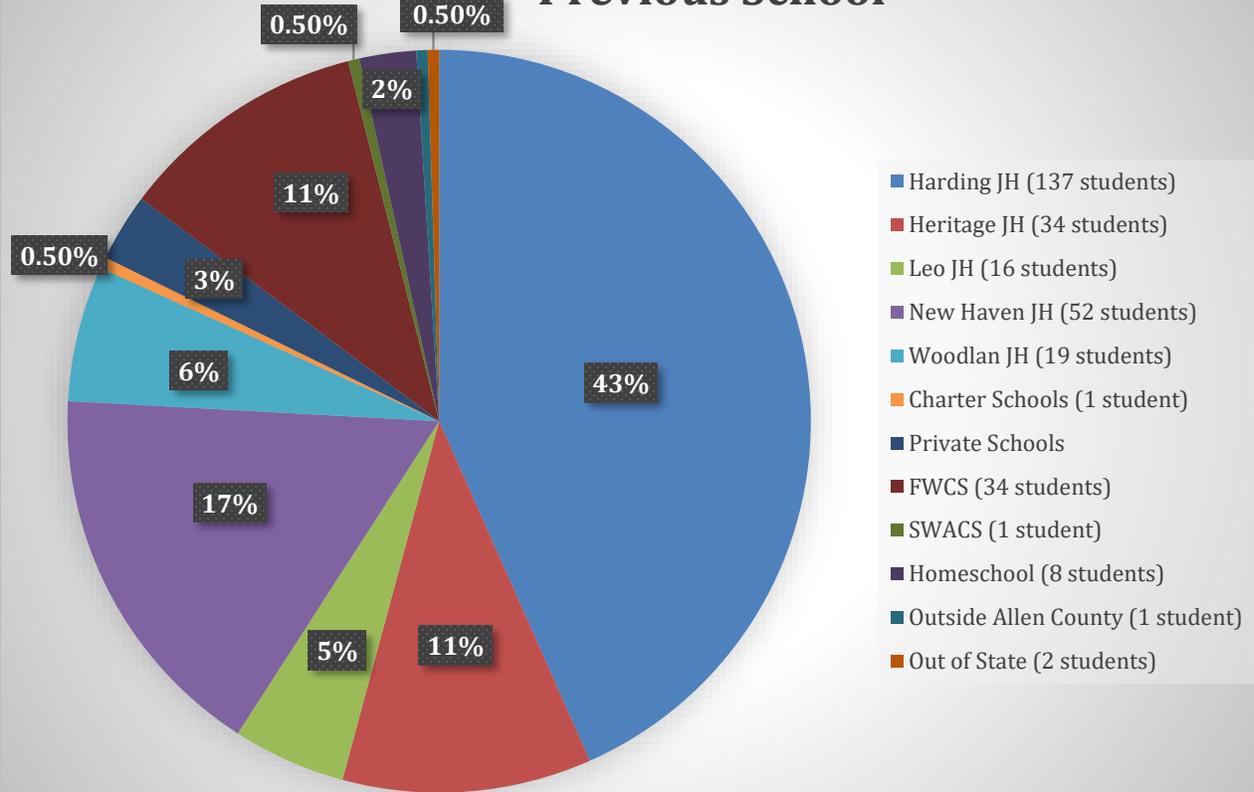
East Allen University Students

Effective September 14, 2018 EAU has 87 students in 9th grade, 83 students in 10th grade, 68 students in 11th grade, and 75 students in 12th grade (including 1 returning senior) for a total of 314 students. Due to the rigorous college-going culture and curriculum, only 9th grade students are admitted, and students must enroll at the beginning of the school year. Interested students and parents attend an informational meeting in the winter and are required to attend an interview with the school principal, school counselor, and Vincennes Dean in the spring. Students come from all five EACS attendance areas as well as outside the district boundaries, which creates a unique environment (see diagram on page 7).

There are currently 189 students (60%) on free/reduced lunch and 125 students (40%) that are full pay. The ethnicity breakdown is similar to that of the East Allen County Schools district as a whole (see diagram on page 6). East Allen University has 114 (36%) identified ESL/ENL students: 84- FNA (27%), 3-Level 5.0-6.0 (1%), and 3-Level 4.0-4.9 (1%). In addition, the school has identified four students who are currently eligible for special education services.



Previous School



Instruction by Highly Qualified Teachers

All East Allen University instructors are Highly Qualified as evidenced below.

Teacher	Subject Area	HQ by:	Degree	Years of Experience
Bassett, Meghann	Language Arts	PRAXIS	Master's	1
Bennett, Deakin	Language Arts	PRAXIS	Master's	4
Bethay, Derek	Social Studies	PRAXIS	Bachelor's	7
Bonelli, Bonnie	Health / P.E.	Not required	Master's	28
Carey, Lance	Health / P.E.	Not required	Bachelor's	4
DeBruce, Geri	Business	Not required	Master's	2
Decker, Nichole	Language Arts	PRAXIS	Bachelor's	6
Eichenauer, Shannon	Language Arts	PRAXIS	Master's	6
Grubbs, Amy	Spanish	24 credit hours	Master's	3
Hines, Anthony	Business	Not required	Bachelor's	2
Holt, Jeffrey	Social Studies	CASA	Master's	0
Johnson, Brian	Mathematics	24 credit hours	Master's	20
Lichtsinn, Stefanie	Art	PRAXIS	Bachelor's	4
Magner, Joyce	Science	PRAXIS	Bachelor's	1
Pautz, Cathy	Mathematics	24 credit hours	Bachelor's	25
Stouder, Amber	Instructional Coach	PRAXIS	Master's	21
Wagner, Amber	Science	CASA	Master's	3

Attracting Highly Qualified Teachers

As an early college high school, East Allen University is in a unique position to attract high quality and highly qualified instructors. Our goal is to employ teachers who already have or are willing to attain their Master's Degree in their subject area. This is necessary to teach the dual credit courses through Vincennes University. All teachers interview with the school Principal, Director of School Counseling, and the Academic Dean from VU. There are also usually one or two teachers in the interview process. We get many resumes from teachers who are interested in teaching at a school like ours. We also get quite a few recommendations from parents and current teachers.

Student Data

Below are the Math ISTEP+ 10 results, English ISTEP+ 10 results, and attendance information from last school year. ISTEP+ 10 is the current graduation requirement and school accountability test.

ISTEP+ Grade 10:

#Current 11th graders who have received a score of Pass on the English Portion of the ISTEP+ Grade 10: 68 / 82 (83%)

#Current 11th graders who have received a score of Did Not Pass on the English Portion of the ISTEP+ Grade 10: 14/ 82 (17%)

(These students will have the opportunity to re-test in December 2018 and May 2019)

#Current 11th graders who have received a score of Pass on the Math Portion of the ISTEP+ Grade 10: 31 / 82 (38%)

#Current 11th graders who have received a score of Did Not Pass on the Math Portion of the ISTEP+ Grade 10: 51/ 83 (62%)

(These students will have the opportunity to re-test in December 2018 and May 2019)

Attendance:

The average attendance rate at the end of the 2017-18 school year was 97%.

Conclusions About Student Achievement:

The Math ISTEP+ 10 passing rate for current 12th graders is 95%. Student rate for passing the English ISTEP+10 for the current 12th grade class is 95%. Students have shown a great strength in being able to pass these knowledge-based tests.

In order to increase the percent passing on ISTEP+ 10, especially in the area of Math, EAU will continue to use NWEA, Accuplacer, and teacher input to identify and strengthen the areas of most need for our students. Students can receive extra help from VU Tutors, EAU teachers during SRT, or before and after school.

EAU had their third graduating class of seniors last school year. The actual graduation rate for the first class was 100%, the graduation rate for the second class was 97%, and the graduation rate for the third class was 97%. For the first senior class (2016), 56% graduated with Academic Honors, 40% of the students graduated with a Core 40 high school diploma, and 85% of the graduating class earned 60 or more credit hours from Vincennes University. For the third senior class (2018), 42% graduated with Academic Honors, 50% graduated with Core 40, and of the graduating class 52 students (79%) earned the Associate Degree with 60 or more credit hours from VU. Also, many students graduated with a high school diploma and with an additional 15-30 credits from Vincennes University.

We recognize that there are several students who still need extra support in both the math and Language Arts areas, mainly our 4 ESL students, special education students, and our low-level readers. We also have students that are still trying to learn basic organizational skills and time management. Our teachers work with students during class and SRT (Student Resource Time) to help these students work on their areas of improvement.

Specific Areas for Immediate Improvement:

The most immediate need this year is to increase the academic skills, especially in math, of the current 9th and 10th graders. As a result of the ISTEP+ scores from our 10th graders in math last year, some of the lowest students have been placed in the Math ISTEP+10 remediation class if they have not passed the Math ISTEP+10 exam. Most of the students who received a grade of an F in a math or English class are re-taking that class again this school year. Struggling students are also involved in mandatory tutoring and goal setting strategies. Grades are checked on a weekly basis at a minimum.

Safe and Disciplined Learning Environment:

EAU maintains a safe and disciplined learning environment in several ways. The school has a secure front entrance for the building. The school has a keyless entry system and video cameras are located outside and inside the building for additional security. All exterior doors are locked during the day. Visitors are required to check in at the main office and display a visitor's badge at all times. All EAU staff and substitute teachers are required to display identification badges at all times during normal school hours.

Students are given access to a student handbook which includes school policies and procedures. Teachers review the rules and affirm expectations with the students. A comprehensive crisis plan includes procedures for emergency situations. Each teacher retains a copy of the plan, along with safe guards maintaining accountability of all students in a crisis. All teachers have attended Alice Training. A full-time Allen County School Resource Officer is located at the school to provide additional support. Students and teachers participate in monthly safety drills which include fire, tornado, and lockdown. A registered nurse provides health and clinical assistance to students during school hours.

EACS has adopted anti-bullying and sexual harassment training and initiatives which EAU fully supports and follows.

East Allen University is involved with the PBIS (Positive Behavior Interventions & Supports) program. The motto that we follow is an acronym of the school name: Excellence, Attitude, and Unity. Signs are posted around the building and teachers have been sharing what the EAU way means to all students during the first two weeks of school and will continue to remind them about expected behaviors in school throughout the year.

Discipline data: There were 11 referrals during the 2017-18 school year which involved a total of 14 students. A total of 22 students were sent to the office for an intervention of some kind. Although it was hoped that discipline would not be a big issue, this low number has continued to exceed the school's expectations.

Parent Involvement

East Allen University has a very strong relationship with its parents as evidenced by their attendance at events and communication with staff members.

Some events that our parents have been actively involved in:

- Donating pictures and decorations for student lounge area and hallways
- Registration
- Back-to-School Bash
- Parent Council Meetings (meets monthly)
- Student Handbook Committee
- Multiple Fundraisers
- Parent-Teacher Conferences
- Chaperones for after-school events (dances, lock-in, etc.)
- Working the concession stand

There are several ways that EAU staff maintains contact with parents including:

- Newsletters from Principal / Counselor / VU Dean
- School Website
- Intermediate e-mails / mailings regarding upcoming events
- Mid-term report cards and various assessment results are sent home through the students or by mail
- School-wide Messenger System
- Staff phone calls home regarding student progress (including phone logs)
- E-mails to parents who prefer this level of communication regarding student progress
- RDS Parent Access system to retrieve information on grades, attendance and behavior
- Canvas – learning management and communication system
- School Facebook page- updates about upcoming events, school delays and cancellations

Instructional Data / Curriculum

EAU – EACS High School Curriculum / Instructional Strategies

All teachers at East Allen University who are instructing the high school curriculum follow the standards set forth by the College and Career Ready Indiana Academic Standards, K-12 Core Curriculum, Indiana CORE 40 diploma requirements, and the Academic Honors Diploma requirements.

The Core Curriculum for language arts and math is located on the EACS Share Drive and Canvas. The curriculum supports the teaching of Indiana State Standards as well as the College and Career Readiness Indiana Academic Standards (CCRIAS). The curriculum includes a planned sequence of learning experiences of adequate breadth and depth so that all students can learn to high standards and acquire skills to succeed in life after high school. EAU Core Curriculum identifies the skills and concepts to be taught in courses required for all students. It is coordinated across the content areas and articulated between the various grade levels. East Allen County Schools has identified research-based teaching practices. These strategies serve as a framework of instruction and identify the educational practices that are expected in EACS classrooms.

All students are encouraged to strive for the Core 40 with Academic Honors Diploma. The Core 40 Diploma is also available for students who do not meet the Academic Honors requirements.

EAU – Vincennes University Dual Credit Curriculum / Instructional Strategies

All teachers at East Allen University who are instructing at the collegiate level for Vincennes follow the Vincennes University curricular procedures. VU courses for the 2018-19 school year are listed in the chart.



EAST ALLEN UNIVERSITY

Student Courses:

<u>9th Grade</u>	<u>Required</u>	<u>Electives</u>
	VU Computer Applications (1 sem)	Critical Reading (1 sem)
	VU Health (1 sem)	VU Study Skills (1 sem)
	VU P.E. I (1 sem)	VU Success Strategies (1 sem)
	English 9 or English 9 Honors (yr)	
	Algebra I or Geometry (yr)	
	World History (yr)	
	Biology I (yr)	
	Careers (1 sem)	
	P.E. II (1 sem)	
	Total of 8-10 college credits possible	

<u>10th Grade</u>	<u>Required</u>	<u>Electives (1 sem unless noted)</u>
	VU Spanish I (yr)	VU Intro to Business
	English 10 or English 10 Hon (yr)	VU Web Design
	Geometry or Algebra II (yr)	VU Intro to Health Careers
	Chemistry (yr)	VU Accounting

	U.S. History (yr)	Advanced Health
		Dramatic Literature
		Film Literature
		Intro to Art (sem/yr)
		Mass Media
		Advanced P.E.
	Total of 6-12 college credits possible	

<u>11th Grade</u>	<u>Required</u>	<u>Electives (1 sem unless noted)</u>
	VU Spanish II (yr)	VU Accounting (yr)
	VU English 101 (yr)	VU Intro to Business
	Algebra II (yr) or	VU Web Design
	VU College Algebra / Trig (sem/yr)	VU Intro to Health Careers
	VU Advanced Biology (yr) or	VU Medical Terminology
	VU Plant/Animal Science (yr)	VU Intro to Marketing
	VU Speech (1 sem)	VU Intro to Criminology
	VU Psychology (1 sem) and/or	VU Intro to World Literature
	VU Sociology (1 sem)	VU Intro to Social Problems
		Advanced Art (yr)
		Advanced Health
		Advanced P.E. (sem/yr)
		Weight Training (sem/yr)
		ISTEP+ Remediation
		Dramatic Literature
		Film Literature
		Intro to Art (sem/yr)
		Mass Media

		SAT Prep
	Total of 26-36 college credits possible	Business/Personal Law

****X-Mester: VU Summer program where students can take one course for 3 college credit hours and get on-campus college experience.**

<u>12th Grade</u>	<u>Required</u>	<u>Electives (1 sem unless noted)</u>
	VU Spanish III (yr)	VU Accounting (yr)
	VU English 102 (sem)	VU Intro to Business
	VU World Literature (sem)	VU Web Design
	VU College Algebra / Trig (sem/yr) or	VU Intro to Marketing
	AP Calculus (yr) or	VU Intro to Health Careers
	Finite Math (yr)	VU Medical Terminology
	Physics (yr) or	VU First Aid
	Earth/Space Science (yr)	VU Internship (out-of-school)
	VU Personal Finance (1 sem)	VU Psychology or Sociology
	VU Cultural Diversity (1 sem)	VU Social Problems
	Government (1 sem)	VU Intro to Criminology
	Economics (1 sem)	Advanced Art
		Advanced Health
		Advanced P.E. (sem/yr)
		Weight Training (sem/yr)
		ISTEP+ Remediation
		Dramatic Literature
		Film Literature
		Mass Media
		Business/Personal Law
	Total of 19-25 college credits possible	

GOAL: Associate's Degree – 60+ college credit hours or Core Certificate – 30+ college credit hours

Assessments

Current 12th grade students will take the ISTEP+ 10 Math and ELA if they have not passed the test in a previous year. Any 11th grade students who did not pass the ISTEP+ 10 Math or English, will retest during this school year. Freshman enrolled in Biology will take the ISTEP+ 10 Science test this year. The current 10th graders will also take the ISTEP+ 10 in English and math this school year. All students in grades 9-12 will take NWEA to measure Math and Reading levels in the fall, winter, and spring. Students will also take an Accuplacer test toward the end of the 1st semester of their 10th grade year to determine which Vincennes dual credit classes they will be able to take in their junior and senior years. All 10th and 11th grade students will participate in the PSAT in October. In addition, all students are strongly encouraged to take the SAT and/or ACT test in their 11th and/or 12th grade year. Students who take Advanced Placement courses will be strongly encouraged to take the corresponding AP exams. All EL students will take the WIDA Access test each year until they have obtained a level 5 or higher.

Student Support Systems

The following support systems are in place to help students successfully complete the high school and Vincennes dual credit coursework:

- SRT (Student Resource Time) is a 35-minute mandatory study hall between 2nd and 3rd periods for ALL students to work quietly on assignments or get tutoring support.
- Study Hall is offered daily for 70 minutes to support students who are in need of time to study/ prepare for classes.
- VU has hired a part-time English tutor and a part-time math tutor (20 hours per week) to work with students who are struggling in primarily the VU English and Math courses. They are also available to help students during SRT, Study Hall and after school.
- VU Senior Audits are held with students and parents to inform them of where they stand for the Associate's Degree or Core 30 Certificate and if they are missing any required courses.
- High School letters are given to students and parents detailing credit evaluation and notification if student is on track for their desired diploma (AHD or Core 40).
- Teachers are provided senior graduation data showing where they stand with graduation requirements and if they are on track for graduation.
- Math ISTEP+ 10 and English ISTEP+ 10 is a one-semester remediation class that is designed to help students who have not passed the exam by working on their areas of improvement.
- Grade Checks – The principal conducts grade checks every Tuesday morning to let students and staff know who is eligible to attend clubs during SRT on Wednesdays and Fridays, as well as those students who are required to attend tutoring during SRT time.

We have also implemented checks on attendance and the number of zeroes that a student received in their classes from the previous week.

- Technology – Smart boards equipped with Apple TV are located in most classrooms for teacher and student use. All students in EACS high schools have an iPad and access to e-books through Pearson. This has helped students be able to track their assignments and grades more efficiently as teachers post assignments to a program called Canvas. Parents have access to Canvas as well and also have continued access to the RDS Parent Access link through the EACS website that allows them to check their child's grades, behavior, and attendance. Classes are also using Google Docs to have students complete and turn in assignments to teachers.
- Parent Communication – Teachers and administrators keep in constant contact with parents/guardians to keep them informed of their child's progress as well as current events going on at East Allen University.

EAU Action Plan

Goal #1: Students will have an 80% or higher passing rate on the Math ISTEP+ 10 by the end of the 10 th grade year, an 85% or higher passing rate by the end of 11 th grade, and a 90% passing rate by the end of 12 th grade.						
Support Data (List sources from profile used in selecting the goal): 7 th Grade ISTEP 8 th Grade ISTEP		Standardized Assessments: ISTEP+ 10 Accuplacer Test			Local Assessments: Bundle Performance Tasks Daily Math Review (DMR) NWEA	
Intervention # 1: Students will receive effective instruction aligned with the Math ISTEP+ 10 standards.				Research/Best Practice: Five Easy Steps to a Balance Math Program – Jan Christinson Algebra I Common Core		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Students will participate in daily math review and RMT activities during math class that focuses on Algebra-related and computation skills.	Math Teachers Students Administration	August 2017	May 2020	Paper Pencil Rigorous Mathematics Thinking	Administration Walk-throughs
2	Students who are re-taking the Math ISTEP+ 10 will participate in an intense remediation program that focuses on the student's areas of improvement.	Math Teachers Administration	August 2017	May 2020	Edulastic.com Teacher-generated worksheets	Administration Walk-throughs
3	Students who have not passed the Math ISTEP+ 10 may participate in a one-semester remediation course offered in the fall.	Math Teachers Administration	August 2017	May 2020	Book: <i>Algebra I Common Core</i> Book: <i>All in One Teaching Resources</i>	Administration / Guidance Monitoring
4	Students will write a goal of what score they hope to attain on the Math ISTEP+ 10 this year.	All Teachers Students Guidance Administration	August 2017	May 2020	Goal Sheet Pencil	Teacher Monitoring Administration Walk-throughs

Results-Based Staff Development Plan *East Allen University*

Intervention: Students will receive effective instruction aligned with the Math ISTEP+ 10 standards.

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Teachers will provide effective cross-curricular instruction using mental models, computer based programming, and other activities.	Increased Math ISTEP+ 10 scores	Students will increase their math computation and problem-skills which will improve Math ISTEP+ 10 scores.

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	Math teachers will continue participating in activities like DMR offered through the book <i>Five Easy Steps to a Balanced Math Program</i> .	All Teachers Administration	DMR assignments	Content material, <i>Five Easy Steps to a Balanced Math Program</i>	August 2017 – May 2020
Model/ Demonstration	Teachers will model sample mental models and other activities that will enhance learning in Algebra I as well as across the curriculum.	All Teachers Administration	Collaboration Notes	Sample Models & Activities (circle maps, bubble maps, brace map, tree map, etc.)	August 2017– May 2020
Low-risk Practice	Teachers will create a data analysis activity.	All Teachers Administration	Shared Activity	Computer Data sheet	August 2017 – May 2020
On-the Job Practice	Administration will conduct walk-throughs and share feedback with staff.	All Teachers Administration	Feedback Notes	IPADs	August 2017 – May 2020
Follow Up	Staff will review Algebra I ECA test scores each semester at a minimum and update the data wall in the War Room.	All Teachers Guidance Administration	Collaboration Notes	Math ISTEP+ 10 test scores	August 2017– May 2020
Long Term Maintenance	Annual review to see if any changes need to be made.	All Teachers Administration	Meeting Notes	Data sheet	August 2017 – May 2020

EAU Action Plan

Goal #1a: Students will have an 85% or higher passing rate on the English ISTEP+ 10 by the end of the 10 th grade year, 90% passing rate by the end of 11 th grade, and 95% passing rate by the end of 12 th grade.						
Support Data (List sources from profile used in selecting the goal): 7 th Grade ISTEP 8 th Grade ISTEP English 9/10 Grades			Standardized Assessments: ISTEP+ 10 Accuplacer Test		Local Assessments: SRI Scores from 8 th grade NWEA	
Intervention # 1: Students will receive effective instruction aligned with the English ISTEP+ 10 standards.				Research/Best Practice: <i>Strategies that Work</i>		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Students will review and practice the writing process. Teachers will explain the purpose, process, and expectation for various types of writing prompts.	LA Teachers Students Administration	August 2017	May 2020	iPads Paper Pencil	Administration Walk-throughs
2	Students will use thinking maps and graphic organizers to support the writing process.	LA Teachers Students Administration	August 2017	May 2020	Mental Models	Administration Walk-throughs
3	Students will read a wide variety of texts (especially non-fiction) and use specific reading comprehension strategies when reading all types of texts across the curriculum.	All Teachers Students Administration	August 2017	May 2020	Various Texts Reading Comprehension Strategies	Administration Walk-throughs Teacher Observations
4	Students will complete written performance tasks that focus on reading comprehension skills and incorporate the writing process and English language conventions.	LA Teachers Students Administration	August 2017	May 2020	iPads Paper Pencil	Administration / Guidance Monitoring
5	Sophomore students will participate in an online diagnostic and predictive testing program and write a goal of what score they hope to attain on the English ISTEP+ 10 this year.	All Teachers Students Guidance Administration	August 2017	May 2020	Commonlit.org Edulastic.com Goal Sheet Pencil	Teacher Monitoring Administration Walk-throughs

Results-Based Staff Development Plan *East Allen University*

Intervention: Students will receive effective instruction aligned with the English ISTEP+ 10 standards.

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Teachers will provide effective instruction and use various teaching methods in all courses. All staff will monitor student grades.	Weekly Grade Reports Quarter and Semester Grade Reports	Students will increase their reading and writing skills which will improve the English ISTEP+ scores.

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	LA teachers will train the staff in reading and writing strategies that can be used across the curriculum (SQ3R, KWL, QAR, Thinking Maps).	All Teachers Administration	Collaboration and/or PD Notes	IDOE L/A Standards <i>Strategies that Work</i>	August 2017– May 2020
Model/ Demonstration	Teachers will share and demonstrate with one another how they incorporate various iPad apps (Showbie, Nearpod, Keynote, etc.) into their classes.	All Teachers Administration	Collaboration and/or PD Notes	iPads	August 2017– May 2020
Low-risk Practice	Teachers will have the opportunity to practice the strategies and iPad apps during collaboration or PD time.	All Teachers	Collaboration and/or PD Notes	iPads	August 2017 – May 2020
On-the Job Practice	Administration will conduct walk-throughs and share feedback with staff.	All Teachers Administrators	Walk-through Dates/Feedback	iPad Evaluation Form	August 2017 – May 2020
Follow Up	Staff will conduct weekly checks of student grades and review the Accuplacer test and English ISTEP+ 10 test results at the end of each semester.	All Teachers Administration Guidance	Weekly Grade Reports Test Results Meeting Notes	Weekly Grades Accuplacer Reports English ISTEP+ 10 Test Reports	August 2017 – May 2020
Long Term Maintenance	Staff will review the strategies and activities to see if any changes need to be made for the following year.	All Teachers Administration	Meeting Notes	Notes from previous meetings	August 2017 – May 2020

EAU Action Plan

Goal #1b: EL students who are at a Level 4 based on WIDA test results will become a Level 5 or higher and be on track to pass the English 10 ISTEP+ by the end of the 11 th grade year.						
Support Data (List sources from profile used in selecting the goal): 7 th Grade ISTEP 8 th Grade ISTEP English 9/10 Grades			Standardized Assessments: ISTEP+ 10 Accuplacer Test WIDA Access Test		Local Assessments: SRI Scores from 8 th grade Accuplacer Test NWEA	
Intervention # 1: Students will receive effective instruction aligned with the English 10 ECA and ISTEP+ 10 standards.				Research/Best Practice: <i>Strategies that Work</i>		
	Activity	Person(s) Responsible	Timeline		Resources	Monitoring Activities
			Beginning	End		
1	Students will read a wide variety of supplemental texts and use specific reading comprehension strategies when reading all types of texts across the curriculum.	All Teachers Students Administration	August 2017	May 2020	Various Texts Reading Comprehension Strategies	Administration Walk-throughs Teacher Observations
2	Students will complete written performance tasks that focus on reading comprehension skills and incorporate the writing process and English language conventions.	LA Teachers Students Administration	August 2017	May 2020	iPads Paper Pencil	Administration / Guidance Monitoring
3	Students will meet with teachers and VU tutors to discuss specific strategies they can use to improve their performance in reading comprehension skills.	LA Teachers VU Tutors Students Administration	August 2017	May 2020	iPads Paper Pencil	Administration / Guidance Monitoring
4	Sophomore students will participate in an online diagnostic and predictive testing program and write a goal of what score they hope to attain on the English ISTEP+ 10 this year.	All Teachers Students Guidance Administration	August 2017	May 2020	Commonlit.org Edulastic.com Goal Sheet Pencil	Teacher Monitoring Administration Walk-throughs

Results-Based Staff Development Plan East Allen University

Intervention: EL students will receive effective instruction aligned with the English ISTEP+ 10 standards.

Staff Development Outcome	Measure of Effectiveness	Student Outcome
Teachers will receive professional development and effective strategies in how to work effectively with EL students and provide effective instruction and use various teaching methods in all courses.	Weekly Grade Reports Quarter and Semester Grade Reports NWEA ECA Test Results WIDA Access Test	Students will increase their reading and writing skills which will improve the English 10 ISTEP+ scores.

Level	Activity	Person Responsible	Evidence of Attainment	Resources	Timeline
Knowledge	The EL staff/Instructional Coach will train one or more teachers in effective teaching strategies for EL learners. This teacher will then train the rest of the EAU staff in these strategies.	All Teachers Instructional Coach Administration	Collaboration and/or PD Notes	EL District Training	August 2017 – May 2020
Model/ Demonstration	Teachers will share and demonstrate with one another how they incorporate various iPad apps (Showbie, Nearpod, Keynote, etc.) into their classes that will help EL students improve academic performance.	All Teachers Administration	Collaboration and/or PD Notes	iPads	August 2017 – May 2020
Low-risk Practice	Teachers will have the opportunity to practice the strategies and iPad apps during collaboration or PD time.	All Teachers	Collaboration and/or PD Notes	iPads	August 2017 – May 2020
On-the Job Practice	Administration will conduct walk-throughs and share feedback with staff.	All Teachers Administrators	Walk-through Dates/Feedback	iPad Evaluation Form	August 2017 – May 2020
Follow Up	Staff will conduct weekly checks of student grades and review the Accuplacer test, USA Test Prep results, and English 10 ECA/ISTEP+ 10 test results at the end of each semester.	All Teachers Administration Guidance	Weekly Grade Reports Test Results Meeting Notes	Weekly Grades Accuplacer Reports NWEA English ISTEP+ 10 Test Reports	August 2017 – May 2020
Long Term Maintenance	Staff will review the strategies and activities to see if any changes need to be made for the following year.	All Teachers Administration	Meeting Notes	Notes from previous meetings	August 2017 – May 2020

**2018-19 School Improvement Plan - PL 221 Checklist
(School Name)**

Black = PL 221 Blue=District Components Green=School wide Components

*Use the following list to identify the location of the required, implied, and suggested items within your school improvement plan.

Present	Item	Page #
	<p>Narrative description of the school, the community, and the educational programs (Read and update the information as necessary) # 1 Comprehensive needs assessment</p>	5-7
	<p>Description and location of curriculum (Core Curriculum for grades K- 12 language arts and K-11 for math is located on the District Website under the Curriculum Tab in Canvas. All other curriculum descriptions should reflect a school's specific guidelines. "The curriculum supports the teaching of the Indiana State Standards as well as the Common Core Standards") College and Career Ready Indiana Academic Standards.</p>	14-17
	<p>Titles and descriptions of assessment instruments to be used in addition to ISTEP+</p>	18
	<p>Statement of mission, vision, or beliefs (Review with students, parents, and staff on a regular basis and make changes as necessary. Also, make sure that a copy is posted in all rooms in the school.)</p>	4
	<p>Summary of data derived from an assessment of the current status of educational programming, including the following:</p> <ul style="list-style-type: none"> • Data, including graphs, from the annual performance report • Data related to performance indicators other than those included in the annual performance report • Other information about educational programming and the learning environment <p>Utilize the Indiana Turnleaf (INORS) site for the most current ISTEP+ data. Each school should have at least one focus goal in math and language arts (must have at least two goals – one in each area.)</p>	10-12
	<p>Information about how the school's curriculum supports the achievement of Indiana Academic Standards (In grades K – 12 language arts and K – 11 math, the Indiana Academic Standards College and Career Ready Indiana Academic Standards (CCRIAS) are bundled together to provide a seamless curriculum for all students including interventions and extensions. Grades/Subjects outside of the new core curriculum will need to review their plans for necessary changes.)</p>	14
	<p>Information about how the school's instructional strategies support the achievement of Indiana Academic Standards (The instructional practices that are implemented with the core curriculum are research-based and support the achievement of Indiana Academic Standards along with Common Core Standards (CCRIAS) . This should include the required 90 minute reading block for K-6. Grades/Subjects outside of the new core curriculum will need to review their plans for necessary changes. All instructional strategies are based on the analysis of universal screeners. #2 Implementation of school wide reform strategies that ...</p>	14
	<p>Conclusions about student achievement, based on information from ISTEP+ and other assessment strategies (Upon review of data, schools will need to form conclusions regarding student strengths and weaknesses in the areas of language arts and math. Utilize the Indiana Turnleaf (INORS) site for the most current ISTEP+ data. #8 Opportunities and expectations for teachers to be included in the decision making related to the use of academic assessment results leading to the improvement of student achievement.</p>	11

	<p>Parental participation in the school (planning, reviewing the SIP) (Make sure at least two parents are on the SIP team. They should participate and be aware of the school's data and goals as well as vision, mission, and beliefs. Be sure to include a list of parent communications and a list of events that support parental involvement. A public forum will be conducted each Fall to review each school's SIP.)</p> <p>#6 Strategies to increase parental involvement, such as literacy services.</p> <p>#6a Include how the school will provide individual academic assessments to parents</p> <p>#6b Strategies to involve parents in the planning, review, and improvement of the school-wide plan.</p>	2, 13
	<p>Technology as a learning tool (Review current plan and be sure to include the following: Compass Odyssey, SmartBoards, Acelink, Waterford, Apple TV, K-12 Student and Teacher iPads (Apps) and utilization of Learning Management System (LMS) – My Big Campus</p>	19, 22
	<p>Safe and disciplined learning environment (Restorative Practices, Character Counts, Positive Behavior Intervention Strategies (PBIS), Challenging Behaviors-Bullying, "First 14 Days" –Digital Citizenship, Alternatives, and Thinking Errors)</p>	11-12
	<p>Professional development (Instructional Coaches –Book Talks, Webinars, Collaboration Meetings, Technology Coaches, Dynamic Teaching Series, Summer Workshops, Videos) Building and District level professional development initiatives.</p>	21,23,25-26
	<p>Student achievement objectives/goals, derived from an assessment of the current status of educational programming on attendance rate (Review current plan and determine if you need a goal to maintain or increase current attendance rate.)</p>	20,22,24
	<p>Student achievement objectives/goals, derived from an assessment of the current status of educational programming on percentage of students meeting academic standards under the ISTEP+ program (After analyzing data from information above, determine at least one language arts and one math goal.)</p>	20,22,24
n/a	<p>Student achievement objectives/goals, derived from an assessment of the current status of educational programming on graduation rate (for secondary schools). (Review current plan to determine if changes are necessary in order to meet State requirements.)</p>	n/a
	<p>Specific areas where improvement is needed immediately (List the goals that need immediate attention and the data sources that were used in the decision making process.)</p>	11
	<p>Benchmarks for progress that specify how and to what extent the school expects to make continuous improvement in all areas of the educational system (Action Plans must contain the benchmarks that will meet or surpass the State's average. Schools in the 95% range need to maintain levels, schools in the 90% range need to increase at least 2%, schools in the 80% range need to increase at least 5%, if you are below the State's average, you must increase 10% or more.</p>	20,22,24
n/a	<p>Graduation rate (HS only) (Review current plan for changes and updates.)</p>	n/a
	<p>Proposed interventions (strategies) based on student achievement objectives/goals ("No Surprises" Game Plan, Refer to RtI2 Pyramid, RtI Specialists/Reading Specialists, Academic and Behavioral Flow Charts, EACS assessments and definitions, Scheduling of intervention time, and collaborate with colleagues for new intervention ideas.)</p> <p>#9 Activities and programs at the school level to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance</p>	18-19

	Professional development that: <ul style="list-style-type: none"> • emphasizes improvement of student learning and performance. • supports research-based, sustainable school improvement efforts. • aligns with the core principles of professional development • includes methods to improve the cultural competency of teachers, administrators, staff, parents, and students. (Instructional Coaches, Technology Coaches, webinars, collaboration, project based learning, and book talks/articles) Professional development/ Collaboration that emphasizes that all teachers are reading/writing teachers regardless of content area. #4 High quality and on-going professional development for teachers, principals, and paraprofessionals	21,23,25 -26
n/a	Statutes and rules to be waived (Unanticipated at this time)	n/a
	Three (3) year time line for implementation, review, and revision	20,22
	Cultural Competency <ol style="list-style-type: none"> (1) identify the racial, ethnic, language-minority, cultural, exceptional learning, and socioeconomic groups that are included in the school's student population (2) incorporate culturally appropriate strategies for increasing educational opportunities and educational performance for each group in the school's plan; and (3) recommend areas in which additional professional development is necessary to increase cultural competency in the school's educational environment. (This can be written in as part of the Action Plan or Professional Development Plan. Some examples include: boy/girl, ESL, African American, Special Education, etc.)	5-7
	#3 Highly qualified teachers in all core content area classes	8
	#5 Strategies to attract high-quality, highly qualified teachers to this school.	9
n/a	#7 Plans for assisting preschool children in the transition from early childhood programs ... secondary schools – plans for transitioning new students	n/a
n/a	#10 Coordination and integration of federal, state, and local funds; and resources such as in-kind services and program components. #10a A list of programs that will be consolidated under the school wide plan (if applicable)	n/a

Note: Title I School Improvement Plans must be Peer Reviewed within 45 days of being written.

8-31-12