

# **School Improvement Plan - 2010-2011**

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## **Rosedale Elementary School (6621)**

**Southwest Parke Com Sch Corp**

**Rosedale, IN**

This plan will be revised annually. Updates may be found each June at <http://www.asainstitute.org/publicsip>. The plan was developed with assistance from the:



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# Table of Contents

- School Improvement Plan Introduction . . . . . 3
- Who Wrote this School Improvement Plan? . . . . . 4
- Vision Statement . . . . . 6
- Academic Goals . . . . . 7
- Needs Assessment / Areas of Concern . . . . . 10
- Strategies . . . . . 12
- Strategy Data . . . . . 14
- To-Do List . . . . . 15
- Professional Development Summary . . . . . 18
- Relationship Report: Areas of Concern / Strategies / Achievement Goals . . . . . 23
- Force Field Excerpt . . . . . 26
- Continuous Improvement Timeline . . . . . 27

# School Improvement Plan Introduction

Rosedale Elementary School

This school improvement plan was developed using a vision-based and data-driven process called *Vision-to-Action* that was developed by the Indiana Student Achievement Institute. In addition to containing the strategies our school and community identified as key to raising student achievement and closing achievement gaps in our school, this plan contains strategies that meet the expectations of:

- Indiana Student Achievement Institute
- PL221
- NCA

## **Participation**

The following people were involved in developing this School Improvement Plan

- Teachers
- Students
- Parent representatives
- Community representatives

## **Process**

Those involved in developing this School Improvement Plan participated in a series of discussions related to the *Vision-to-Action* steps:

1. Establish a local culture of high expectations
2. Create a common vision for student success
3. Analyze achievement data and set realistic data targets for each of the next three years
4. Analyze force field data and identify concerns within the following areas.
  - Academic expectations
  - Curriculum content
  - Instructional practices
  - Classroom assessment
  - Extra help
  - Student guidance
  - Learning environment
5. Research strategies to address our concerns and select high-leverage strategies to implement
6. Develop a to-do list for each strategy

## **Using Data for Decision-Making**

The Vision-to-Action process relies heavily on data as a foundation for decision-making.

1. Achievement Data – To what degree are students prepared for success at the next educational level, and ultimately for success in postsecondary education and a global economy?
2. Force Field Data – What conditions in the school and community interfere with high student achievement?
3. Strategy Data – Is the strategy having the desired impact on adults and students?

## **Implementation Next Year**

Our work next year will be guided by the to-do list that we have developed for each strategy.

Questions about the School Improvement Plan should be directed to the building principal.

# Who Wrote this School Improvement Plan?

Many individuals were involved in the creation of this school improvement plan.

## Groups and Roles

The **Steering Team** is comprised of educators, a parent, and a business representative. The Steering Team's role is to help the Full Faculty and Community Council 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus in decisions related to school improvement.

The **Full Faculty** is made up of all educators. The role of the Full Faculty is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Community Council for decisions related to school improvement.

The **Community Council** is comprised of parents and representatives of community stakeholder groups. All parents were invited to be part of the Community Council and any interested parent was welcome to join the Council. The role of the Community Council is to 1) analyze data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) reach consensus with each other and the Full Faculty in decisions related to school improvement.

The **Student Body** includes every student enrolled in the school. The role of the Student Body is to 1) review data, 2) discuss key questions related to school improvement planning in an open and honest manner, and 3) provide input for the Full Faculty and Community Council.

## Discussion Topics

The Full Faculty, Community Council and Student Body participated in guided discussions about the following topics. Written summaries of all discussions were developed and are on file at the school.

- Discussion 1: Global Economics
- Discussion 2: Vision for Student Success
- Discussion 3: Achievement Data Analysis and Achievement Goals
- Discussion 4: Force Field Data Analysis (student needs) and Areas of Concern
- Discussion 5: Strategy Selection

## Steering Team

- Adrienne Gideon - Administrator
- Lisa Kneeland - Teacher
- Randy Kneeland - Parent/Guardian
- William Livers - School Counselor
- Mary Ellen Sandusky - Teacher
- Sherri Sauer - Community Representative (Business)
- Esther Yeargin - Teacher

## Strategy Chairs

- Eric Crowder
- Rachel Loomis
- Diana Martin
- Jill Moore
- Mary Ann Relford
- Rhonda Sudduth
- Mary Ellen Thurow
- Susie Welch

## Community Council

- Oldham Christie - parent
- Bryan Cooksey - parent
- Dana Cooksey - parent

- Karen Gallagher - youth services
- Randy Kneeland - parent
- Michelle McFall - parent
- Clint Oldham - parent
- Sherri Sauer - community
- Lester Saurer - community
- Jerry Stahl - parent
- Rhonda Stahl - parent
- Rob Virostko - parent
- Jason Winn - community

# Vision Statement

The Vision Statement was developed by all educators, all students, and members of the community and is reviewed and updated annually. The foundation of the statement identifies the core convictions upon which this school improvement plan is built and answers the question, "What do our students deserve in order to be successful learners, responsible citizens, and productive members of a global economy?" The second part of the vision statement describes ideal adults who are striving to provide students with the things they deserve in order to achieve at a rigorous level. The third part of the vision statement describes ideal students in a school and community where adults live by their convictions. The last part of the vision statement includes ideal data that represent the community's dreams. This lofty data serves as the focal point for the remainder of the school improvement plan and requires the school and community to work toward every student succeeding at a high level.

## **We believe all students deserve:**

to attend school in a learning rich environment surrounded by caring and supportive adults. This is an environment that is conducive to learning, where there are high expectations for success and opportunities to learn with a curriculum that is challenging, incorporates real-life experiences, and uses a wide range of resources. Students deserve to feel safe at school, have a comfort level that allows them to take risks without the fear of failure, be respected for who they are, appreciated for how they learn, and evaluated on their own merit.

## **All adults in our community are living by these core convictions daily and as a result, show the following attitudes and actions:**

are active in the educational process by participating in school leadership and functions. Parents support their children by making sure that homework is a priority, by assuring that their children are at school daily and that their basic needs (sleep, food, clothing, health) are met. The adults take the responsibility of being a role model seriously and engage in behavior that warrants being modeled. All adults in the community show that they value education by talking positively about the school, providing resources, and volunteering. When working with children, the adults hold high expectations regarding academic performance and behavior. All adults feel comfortable at school and are willing to voice praise, as well as concerns.

## **In this environment where all adults are living by their core convictions, all students:**

respect self, others, and property. They demonstrate good citizenship by using life skills and taking responsibility for their own actions. They strive for excellence in every job and understand the value of hard work. They are self-motivated, energetic, and willing to take on challenges. Students come to school prepared to learn. They are well rested, clean, and have healthy diets. Students perform at grade level or higher in all academic areas. They attend school daily, behave appropriately, and are highly engaged in learning.

## **As a result of these efforts, our school's student achievement data is as follows:**

- % of students who pass ISTEP+ in grades 3-6: 100%
- % of students who pass ISTEP+ Eng/LA in grades 3-6 who receive meal/text assistance: 100%
- % of students who pass ISTEP+ subtest: Problem Solving: 100%
- % of students who pass ISTEP+ subtest: Reading Comprehension: 100%
- % of students who pass ISTEP+ Mathematics in grades 3-6 who receive meal/text assistance: 100%
- % of students who pass ISTEP+ Eng/LA who are males in grades 3-6: 100%
- % of students who pass ISTEP+ Eng/LA & Mathematics by students with IEP's in grades 3-6: 100%

# Academic Goals

The academic goals were established after a thorough analysis of multiple achievement data assessments including the state math assessment, state English / language arts assessment, student mastery of each Indiana Academic Standard, and report card grades. A full list of academic assessments is found in the "Force Field Excerpts" section of this plan. Other types of data are discussed in the Needs Assessment section of this plan.

The Full Faculty, Community Council (including parent representatives), and Student Body were involved in the analysis of the achievement data. The following questions were addressed during the data analysis.

- How does this data compare to our vision (ideal) data?
- What specific data fields disturb us?
- What specific data fields please us?
- Where do we observe achievement gaps?

Using a consensus based decision-making model, the Full Faculty and Community Council (including parents) first identified a small number of broad academic areas on which the school and community agreed to focus their energy next year. Then, the teachers and Community Council members "drilled down" the data within those areas and identified specific courses or academic standards that, if improved, would impact the broader academic areas. Both the broad academic areas and the specific academic areas are included as goals below. Data targets that the educators and community members felt most strongly about were then provided to the students for their input. Finally, the educators and community members agreed to numerical goals that the school would strive to reach by the end of next school year. These goals fall between the current student data and the vision (ideal) data.

When reading the data tables below, please note that the title of each table includes:

- The group of students targeted to meet the goal
- The benchmark that those students will reach

The numbers in the tables reflect baseline data for past years and the target data for future years. The vision data represents our ideal data. It is the mission of our school to work toward this ideal.

## All Students (126 days) - ISTEP PL221 Category Placement Performance

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	76	77	76	78	75	76		77		78		

## All students in grades 3 - 6 with meal/text assistance taking ISTEP+ - Percent passing English/Language Arts

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
64	67	69	66	68		70		71		72		

## All students in grades 3-6 - percent achieving scores of 4, 5, or 6 on ISTEP+ Writing Applications

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			21	31		38		45		50		

**All students in grades 3-6 - percent passing ISTEP+ subtest: Computation**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			75	76		77		78		79		100

**All students in grades 3-6 taking ISTEP+ - Percent passing ISTEP+ subtest: Problem Solving**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
80	78	79	78	79		80		81		82		100

**All students in grades 3-6 taking ISTEP+ - Percent passing ISTEP+ subtest: Reading Comprehension**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	74	75	74	75		76		77		78		100

**All students in grades 3-6 with meal/text assistance taking ISTEP+ - Percent passing Mathematics**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74	69	70	70	71		72		73		74		100

**Males in grades 3 - 6 taking ISTEP+ - Percent passing English/Language Arts**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
74	70	71	70	71		72		73		74		100

**Students with IEP's in grades 3-6 taking ISTEP+ - Percent passing Eng/LA**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			46	50		55		60		64		100

**Students with IEP's in grades 3-6 taking ISTEP+ - Percent passing Mathematics**

2007-2008		2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			68	70		71		72		73		100

## Needs Assessment / Areas of Concern

The Areas of Concern were established after a comprehensive needs assessment that included a survey of all educators, all students, parents and community members. Survey data for students and parents were disaggregated by ethnicity and economic level. The needs assessment also included a collection of data that reflected specific student needs (e.g. attendance rate), and a summary of discussion responses to inquiry questions about areas that might be interfering with learning in the school and community. The collection of data provided information about the school's expectations for student achievement, curriculum, instruction, classroom assessment, extra help, student guidance and the learning environment.

All educators and the Community Council (including parent representatives) were involved in the analysis of the student needs data. Specific attention was given to areas within the classroom that are interfering with learning. The following questions were addressed during the data analysis.

- What data indicate an area that is interfering with achievement in our targeted academic areas for improvement?
- What data indicate an area that is interfering with achievement for the student group we have targeted for improvement?

The student body was asked to respond to an open ended question, "What is interfering with learning at our school?"

Using a consensus based decision-making model, the Full Faculty and Community Council identified key areas that concerned them because they were interfering with students' ability to reach the established academic goals and more specifically, were interfering with the achievement of the targeted student group. The Full Faculty and Community Council agreed to address these "Areas of Concern" through targeted strategies next year.

The student needs assessment will be conducted again in the future to analyze the impact of the strategies included in this plan.

The Areas of Concern identified by our Full Faculty and Community Council (including parents) are listed below.

## Local Areas of Concern

**We are concerned that... Students believe that the behavior of other students interferes with their learning.**

61% of students in grades 3-6 stated that the behavior of other students interfered with their learning. (Force Field Survey Results) 70% of faculty believes behavior of students interferes with the other students' ability to learn. (Force Field Survey Results)

**We are concerned that... Teachers don't expect males to do as well in language arts as females.**

ISTEP data for 2008 & 2009 indicating that males are not performing as well in Eng/LA as the females.

**We are concerned that... Teachers need to provide more consistent and extensive instruction in multi-step problem solving.**

Current curriculum does not include enough emphasis on multi-step problem solving. (Force Field Study) Data from Math Monday prompts indicate that students are improving their understanding of how to do multi-step math problems as seen with an increase in number of students receiving 4's on the rubric of the monthly scored prompt.

**We are concerned that... Teachers need to provide reading materials and activities that capture the interest of male students.**

Currently, reading curriculum does not take into account gender differences.

**We are concerned that... Teachers need to provide students more opportunities to communicate in writing.**

Current curriculum & instruction does not include consistent instructional practice in writing.

**We are concerned that... Teachers need to make regular contact with parents.**

Percent of participation in school events outside of fall conferences, Open House, and basketball games is low.  
(Participation in volunteer program, academic help sessions, family nights is low.)

## **Required Areas of Concern**

**F. Encourage Rigorous Curriculum**

**I. Focused Academic Area**

**U. Focused Student Group**

# Strategies

Strategies were established after identifying 1) Achievement Goals (see the Achievement Goals section), and 2) Areas of Concern (see the Needs Assessment & Areas of Concern section). Educators researched possible strategies for addressing each Area of Concern and then presented possible strategies to Full Faculty and Community Council for their consideration. The student body was provided with a list of Areas of Concern and asked to provide their input regarding strategies the school and community could employ to address the concerns. Using a consensus based decision-making model, the Full Faculty and Community Council (including parent representatives) agreed to several strategies to implement next year.

**Strategy Data:** Strategy data will help the Full Faculty and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the success of the strategies in meeting student needs. The strategy data tables can be found in the Strategy Data section of this plan.

**Strategy To-Do Lists:** Each strategy has been assigned a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. The strategy to-do lists can be found in the Strategy To-Do List section of this plan.

The strategy titles and descriptions are listed below:

## Local Strategies

### Parent Involvement/Family Involvement

Teachers will make positive contacts with a parent/guardian for all students with postcards or phone calls at least once each grading period.

**Impact Level:** High Impact - Outside

**Focus:** General

### Safe and Disciplined Learning Environment

Rosedale staff will implement the Olweus Bully Prevention Program. Homerooms will meet every two weeks to participate in a lesson developed by the OBP Steering team. These lessons will teach students to identify bullying behaviors, to be bystanders who intervene, and to know what is appropriate behavior.

**Impact Level:** High Impact - Outside

**Focus:** Specific

### Student Behavior Intervention

Rosedale staff will implement a schoolwide positive behavior plan during the 2010-2011 school year.

**Impact Level:** High Impact - Outside

**Focus:** General

## Required Strategies

### F. Encourage Rigorous Curriculum: Differentiation of Instruction

In the area of language arts, staff will provide differentiated instruction during an assigned block of time daily.

**Impact Level:** High Impact - Inside

**Focus:** Specific

### F. Encourage Rigorous Curriculum: Improve Writing Instruction for Grades 3 - 6

Teachers of grades 3-6 will research and develop a curriculum and assessment plan based on best practices for writing instruction during the first semester. Full implementation will begin second semester. This will give students the opportunity to be engaged in independent writing, while the teacher provides support and meets the individual learning needs of students through writing conferences.

**Impact Level:** High Impact - Inside

**Focus:** Specific

**I. Focused Academic Area: Math Multi-step Problem Solving**

Classroom math teachers will continue to develop and use a weekly mathematics multi-step problem-solving prompt for student practice each Monday. This problem will be used as an instructional tool for improving student achievement.

**Impact Level:** High Impact - Inside

**Focus:** Specific

**I. Focused Academic Area: Writing Workshop for Grades K-2**

The teachers will create and implement the writing workshop in their classrooms. This will consist of three parts: a biweekly mini-lesson based on selected read alouds, time to write independently and/or confer with the teacher, and time to share writing.

**Impact Level:** High Impact - Inside

**Focus:** Specific

**U. Focused Student Group: Teaching Nonfiction to Male Students**

During the 2010-2011 school year, Rosedale Elementary's teaching staff will learn strategies to use to teach with nonfiction text.

**Impact Level:** High Impact - Inside

**Focus:** Specific

## Strategy Data

Strategy data will help the teachers and Community Council determine the degree to which the strategy has changed adult practices. Baseline data was collected this year. Follow-up data will be analyzed at the end of each semester next year. Combined with the needs assessment data (including student surveys) and the achievement data, our school will have a good understanding of the strategy's success in meeting student needs. The strategy data tables below indicate 1) the group of adults or students that are expected to change as a result of this strategy, 2) the desired practice(s), and 3) what the school will count to determine the degree to which the practice(s) changed.

## Required Strategies

### F. Encourage Rigorous Curriculum: Differentiation of Instruction

Percent of teachers utilizing differentiated instruction.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
70%	80%		100%	

### I. Focused Academic Area: Writing Workshop for Grades K-2

Percent of K-2 teachers implementing writing workshop in their classrooms.

Baseline 09-10	Follow Up 10-11 1st Semester / 1st Trimester		Follow Up 10-11 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
100	100			

## To-Do List

After the strategies were selected for next year, each strategy was assigned to a Strategy Chair. In some cases, the Strategy Chair asked others to form a Strategy Task Force. For almost all strategies, the Strategy Chair developed a detailed "To-Do" list that includes activities related to 1) implementation, 2) professional development, 3) anti-resistance (helping those impacted by the strategy to embrace the strategy), and 4) strategy evaluation. At the beginning of next year, each strategy chair will go over their strategy's "To-Do" list with the entire faculty. Throughout the year, each strategy chair will check off each strategy activity as it is completed. At the end of the first semester, each strategy chair will present the percentage of completed activities to the Full Faculty and Community Council. If the strategy activities were not fully implemented, the chair will facilitate a discussion about changes that will occur during the second semester to ensure that all activities are completed.

Report by strategy. Showing completed and yet-to-be-completed action steps.

## Encourage Rigorous Curriculum

- Apr 1, 2010:** Collect baseline data: Percent of teachers utilizing differentiated instruction. **Person:** Esther Yeargin
- Jun 4, 2010:** Determine which writing genres and forms are appropriate for emphasis at each grade level. **Person:** Eric Crowder
- Jun 4, 2010:** Discuss existing strategies appropriate at each grade level **Person:** Ashley Organ
- Jun 4, 2010:** Organize existing strategy resources **Person:** Eric Crowder
- Jun 5, 2010:** Develop a scope and sequence of strategies by grade level **Person:** Lisa Kneeland
- Jun 5, 2010:** Produce an aligned curriculum of genres & forms for grades 3-6. **Person:** Diana Martin
- Aug 1, 2010:** Teachers will receive 1/2 day planning time for developing strategies for differentiation. **Person:** Adrienne Gideon
- Sep 6, 2010:** Teachers will implement differentiated instruction for a specified language arts period daily. **Person:** Mary Ann Relford
- Sep 21, 2010:** Staff will jigsaw articles or other information on differentiating instruction. **Person:** Mary Ann Relford
- Sep 23, 2010:** Staff will learn writing best practices. **Person:** Adriene Gideon
- Oct 18, 2010:** Staff will participate in teacher in-services with writing consultant Jo Seidel **Person:** Adriene Gideon
- Oct 18, 2010:** Teachers will implement differentiated instruction for a specified language arts period daily. **Person:** Mary Ann Relford
- Oct 19, 2010:** During PLC/PD share strategies & their implementation success. **Person:** Rachel Loomis
- Oct 19, 2010:** Staff will meet near the end of each grading period to plan and create lessons **Person:** Adriene Gideon
- Nov 1, 2010:** Teachers will receive 1/2 day planning time for developing strategies for differentiation. **Person:** Adrienne Gideon
- Nov 15, 2010:** Staff will share and evaluate writing research with writing consultant. **Person:** Adriene Gideon
- Nov 30, 2010:** Collect fall data: Percent of teachers utilizing differentiated instruction. **Person:** Esther Yeargin
- Dec 13, 2010:** Staff will meet near the end of each grading period to plan and create lessons **Person:** Adrienne Gideon
- Jan 4, 2011:** Teachers will implement differentiated instruction for a specified language arts period daily. **Person:** Mary Ann Relford
- Jan 18, 2011:** During PLC/PD, staff will share strategies & their implementation success. **Person:** Rachel Loomis
- Jan 26, 2011:** Staff will meet monthly to evaluate progress of writing workshop. **Person:** Eric Crowder
- Feb 1, 2011:** Teachers will receive 1/2 day planning time for developing strategies for differentiation. **Person:** Adrienne Gideon
- Feb 23, 2011:** Staff will meet monthly to evaluate progress of writing workshop. **Person:** Ashley Organ
- Feb 28, 2011:** Staff will meet with consultant to evaluate writing workshop progress and plan further professional development needs. **Person:** Adrienne Gideon
- Mar 7, 2011:** Staff will meet near the end of each grading period to plan and create lessons **Person:** Adrienne Gideon
- Mar 14, 2011:** Teachers will implement differentiated instruction for a specified language arts period daily. **Person:** Mary Ann Relford
- Mar 30, 2011:** Staff will meet monthly to evaluate progress of writing workshop. **Person:** Eric Crowder
- Apr 28, 2011:** Staff will meet monthly to evaluate progress of writing workshop. **Person:** Ashley Organ
- May 9, 2011:** Staff will meet with consultant to evaluate writing workshop progress and plan for the next school year. **Person:** Adrienne Gideon
- Jun 30, 2011:** Collect spring data: Percent of teachers utilizing differentiated instruction. **Person:** Esther Yeargin

## Focused Academic Area

- Apr 1, 2010:** Collect baseline data: Percent of K-2 teachers implementing writing workshop in their classrooms. **Person:** Lori Shew
- Jul 26, 2010:** Before school work/planning day with Literacy Coach. **Person:** Susie Welch
- Aug 8, 2010:** Literacy Coach will meet monthly with K-2 staff for on-going support and instruction as needed. **Person:** Susie Welch
- Aug 18, 2010:** K-2 teachers will begin to incorporate read alouds in prewriting activities. **Person:** Lori Shew
- Aug 18, 2010:** K-2 teachers will conduct writing conferences bi-weekly **Person:** Betsi Case
- Aug 18, 2010:** K-2 teachers will model prewriting activities with students, bi-weekly **Person:** Betsi Case
- Aug 18, 2010:** Writing materials such as folders, chart paper, markers, white out tape will be provided. **Person:** Susie Welch

**Sep 7, 2010:** K-2 teachers will provide independent writing time for students, bi-weekly **Person:** Betsi Case  
**Sep 7, 2010:** Literacy Coach will provide support as needed with classroom bi-weekly lessons. **Person:** Susie Welch  
**Sep 8, 2010:** Literacy Coach will meet monthly with K-2 staff for on-going support and instruction as needed. **Person:** Susie Welch  
**Oct 13, 2010:** Literacy Coach will meet monthly with K-2 staff for on-going support and instruction as needed. **Person:** Susie Welch  
**Nov 10, 2010:** Literacy Coach will meet monthly with K-2 staff for on-going support and instruction as needed. **Person:** Susie Welch  
**Nov 30, 2010:** Collect fall data: Percent of K-2 teachers implementing writing workshop in their classrooms. **Person:** Lori Shew  
**Dec 8, 2010:** Literacy Coach will meet monthly with K-2 staff for on-going support and instruction as needed. **Person:** Susie Welch  
**Jan 12, 2011:** Literacy Coach will meet monthly with K-2 staff for on-going support and instruction as needed. **Person:** Susie Welch  
**Feb 9, 2011:** Literacy Coach will meet monthly with K-2 staff for on-going support and instruction as needed. **Person:** Susie Welch  
**Mar 9, 2011:** Literacy Coach will meet monthly with K-2 staff for on-going support and instruction as needed. **Person:** Susie Welch  
**Apr 13, 2011:** Literacy Coach will meet monthly with K-2 staff for on-going support and instruction as needed. **Person:** Susie Welch  
**May 11, 2011:** Literacy Coach will meet monthly with K-2 staff for on-going support and instruction as needed. **Person:** Susie Welch  
**Jun 30, 2011:** Collect spring data: Percent of K-2 teachers implementing writing workshop in their classrooms. **Person:** Lori Shew

## Focused Student Group

**Jun 2, 2010:** Organize existing strategy resources. **Person:** Kendy Steiger  
**Jun 2, 2010:** Select existing grade level appropriate strategies/activities to begin the development of a scope and sequence chart. **Person:** Ashley Organ  
**Jun 2, 2010:** Staff will align existing non-fiction reading curriculum & resources. **Person:** Kendy Steiger  
**Jun 2, 2010:** Teachers will coordinate and plan beginning of year activities for nonfiction reading instruction **Person:** Diana Martin  
**Jun 3, 2010:** Develop a scope and sequence of skills by grade level **Person:** Ashley Organ  
**Aug 18, 2010:** Staff will create visuals for new nonfiction strategies to be implemented from in-services **Person:** Gina Richey  
**Aug 30, 2010:** Staff will implement strategies/activities to teach non-fiction. **Person:** Diana Martin  
**Sep 24, 2010:** Staff will learn non-fiction best practices. **Person:** Diana Martin  
**Sep 28, 2010:** Staff will be provided PLC/PD time for sharing non-fiction strategies. **Person:** Adrienne Gideon  
**Oct 1, 2010:** Staff will develop units of lessons implementing nonfiction reading strategies. **Person:** Lisa Kneeland  
**Oct 15, 2010:** Staff will implement strategies/activities to teach non-fiction. **Person:** Diana Martin  
**Nov 16, 2010:** Staff will be provided PLC/PD time for sharing non-fiction strategies. **Person:** Adrienne Gideon  
**Nov 18, 2010:** Staff will share and evaluate non-fiction reading research with reading consultant. **Person:** Diana Martin  
**Dec 1, 2010:** Staff will develop units of lessons implementing nonfiction reading strategies. **Person:** Lisa Kneeland  
**Jan 4, 2011:** Staff will implement strategies/activities to teach non-fiction. **Person:** Diana Martin  
**Jan 10, 2011:** Staff will learn non-fiction best practices **Person:** Diana Martin  
**Jan 11, 2011:** Staff will be provided PLC/PD time for sharing non-fiction strategies. **Person:** Adrienne Gideon  
**Feb 8, 2011:** Staff will be provided PLC/PD time for sharing non-fiction strategies. **Person:** Adrienne Gideon  
**Feb 17, 2011:** Staff will share and evaluate non-fiction reading research with reading consultant. **Person:** Diana Martin  
**Mar 1, 2011:** Staff will develop units of lessons implementing nonfiction reading strategies. **Person:** Lisa Kneeland  
**Mar 14, 2011:** Staff will implement strategies/activities to teach non-fiction. **Person:** Diana Martin  
**Apr 5, 2011:** Staff will be provided PLC/PD time for sharing non-fiction strategies. **Person:** Adrienne Gideon

## Student Behavior Intervention

**May 1, 2010:** Strategy team will provide training of the positive behavior plan for the 2010-2011 school year with the staff. **Person:** Bill Livers  
**May 15, 2010:** Staff will agree on the procedures that will be implemented during the 2010-2011 school year. **Person:** Jill Moore  
**May 28, 2010:** Strategy team will develop an outline of our respect and responsibility positive behavior plan. **Person:** Bill Livers  
**Aug 15, 2010:** Staff will inform parents of student positive behavior plan prior to the start of the 2010 - 2011 school year **Person:** Bill Livers  
**Aug 15, 2010:** Strategy team will provide a schedule of topic, group, situation that will be the focus of respect or responsibility first semester. **Person:** Jill Moore  
**Aug 15, 2010:** Strategy team will develop a form for teachers to document the dates and which procedures were taught, modeled or reviewed. **Person:** Jill Moore  
**Aug 15, 2010:** Strategy team will make and post the procedures throughout the school environment. **Person:** Cherri Rutan  
**Aug 15, 2010:** Strategy team will provide training of the positive behavior plan for the 2010-2011 school year with the staff. **Person:** Bill Livers  
**Aug 16, 2010:** Staff will introduce the respect and responsibility positive behavior plan for the 2010 - 2011 school year **Person:** Chrissy Samanas  
**Aug 16, 2010:** Strategy team will develop a morning announcement script stating the respect or responsibility positive role for the week. **Person:** Mary Ellen Thurow

**Aug 16, 2010:** Strategy team will establish options for the positive reinforcers to use with the behavior plan. **Person:** Cheri Rutan

**Aug 17, 2010:** Staff will review/reteach procedures at the beginning of each quarter **Person:** Chrissy Samanas

**Sep 1, 2010:** Individual teachers will develop their own positive reinforcers plan, which could include activities from the option list. **Person:** Mary Ellen Thurow

**Sep 30, 2010:** Steering committee will review student positive behavior plan at the Community Council meeting. **Person:** Adrienne Gideon

**Oct 1, 2010:** Strategy team will provide on-going information to parents & community through technology, media, etc.. **Person:** Alicia Austin

**Oct 13, 2010:** At the end of each quarter, staff will submit documentation regarding the numbers of times the procedures have been review/retaught **Person:** Adrienne Gideon

**Oct 19, 2010:** Staff will review/reteach procedures at the beginning of each quarter **Person:** Jeanne Dellmo

**Nov 1, 2010:** Team members will discuss improvements and if any problems or concerns regarding teaching of positive behavior plan. **Person:** Jeanne Dellmo

**Dec 1, 2010:** Strategy team will provide on-going information to parents & community through technology, media, etc.. **Person:** Alicia Austin

**Dec 21, 2010:** At the end of each quarter, staff will submit documentation regarding the numbers of times the procedures have been review/retaught **Person:** Adrienne Gideon

**Dec 21, 2010:** Strategy team will provide a schedule of topic, group, situation, etc. that will be the focus of respect or responsibility for second semester. **Person:** Jill Moore

**Jan 4, 2011:** Individual teachers will develop their own positive reinforcers plan, which could include activities from the option list. **Person:** Mary Ellen Thurow

**Jan 4, 2011:** Staff will review/reteach procedures at the beginning of each quarter **Person:** Chrissy Samanas

**Jan 7, 2011:** Strategy team members will review documentation regarding the teaching, modeling and review of procedures **Person:** Bill Livers

**Jan 30, 2011:** Team members will discuss improvements and if any problems or concerns regarding teaching of positive behavior plan. **Person:** Jeanne Dellmo

**Feb 1, 2011:** Strategy team will provide on-going information to parents & community through technology, media, etc.. **Person:** Alicia Austin

**Mar 11, 2011:** At the end of each quarter, staff will submit documentation regarding the numbers of times the procedures have been review/retaught **Person:** Adrienne Gideon

**Mar 11, 2011:** Staff will review/reteach procedures at the beginning of each quarter **Person:** Jeanne Dellmo

**Apr 1, 2011:** Strategy team will provide on-going information to parents & community through technology, media, etc.. **Person:** Alicia Austin

**May 26, 2011:** At the end of each quarter, staff will submit documentation regarding the numbers of times the procedures have been review/retaught **Person:** Adrienne Gideon

**May 31, 2011:** Strategy team members will review documentation regarding the teaching, modeling and review of procedures **Person:** Bill Livers

## Professional Development Summary

**Alignment with the School Improvement Plan:** The Professional Development Plan is directly aligned with strategies found in the School Improvement Plan. Professional development activities enhance educator's knowledge within one or more of the following areas: a) expectations, b) curriculum content, c) classroom instruction, d) classroom assessment, e) extra help, f) guidance, and g) the learning environment. The amount of funding allocated for each professional development activity and the funding source is listed for each professional development activity.

**Effective Learning Process:** The Professional Development Plan was written by teacher-leaders and includes activities that will help teachers develop the knowledge and skills needed to successfully implement the strategies listed in the School Improvement Plan. The plan includes a variety of formats for professional development. Activities have been embedded in the school day as appropriate. The plan also includes activities designed to provide teachers with feedback over time. Finally, "strategy data" is collected for comprehensive strategies that identifies the degree to which the strategy has brought about a positive changes in adult practices.

**Professional Growth Environment:** Each strategy is supported by a "strategy chair." Strategy chairs are responsible for 1) writing (with support from colleagues) a strategy plan including on-going professional development activities, anti-resistance, and evaluation activities, 2) providing on-going mentoring their colleagues in the implementation of the strategy, 3) analyzing the effectiveness of the strategy, and 4) making a recommendation to the faculty with respect to whether or not the strategy should be sustained.

## Student Behavior Intervention

**Strategy team will provide training of the positive behavior plan for the 2010-2011 school year with**

**Brief Description:** The strategy team will discuss the positive behavior plan for the 2010 - 2011 school year with the full staff.

**Intended Participants:** Teachers, Counselors, Administrators, Other

**Date:** May 1, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Presentation, Collaborative Problem Solving

**Funding:** Corporation

**Does this activity occur during the school day?** No

**Strategy team will provide training of the positive behavior plan for the 2010-2011 school year with**

**Brief Description:** Strategy team will discuss the positive behavior plan with the full staff for the 2010- 2011 school year.

**Intended Participants:** Teachers, Counselors, Administrators

**Date:** Aug 15, 2010

**Activity Purpose:** Information, Skill Building

**Activity Format:** Talk to, Presentation, Collaborative Problem Solving

**Funding:** Corporation

**Does this activity occur during the school day?** Yes

## F. Encourage Rigorous Curriculum: Differentiation of Instruction

**During PLC/PD share strategies & their implementation success.**

**Brief Description:** Staff will have time to share strategies tried & discuss implementation with the entire K-6 staff.

**Intended Participants:** Teachers, Counselors, Administrators, Other

**Date:** Oct 19, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Peer Coaching

**Funding:** Corporation

**Does this activity occur during the school day?** Yes

**During PLC/PD, staff will share strategies & their implementation success.**

**Brief Description:** Teachers will share what strategies have worked for them and teach them to the entire staff.

**Intended Participants:** Teachers, Counselors, Administrators, Other

**Date:** Jan 18, 2011

**Activity Purpose:** Skill Building

**Activity Format:** Peer Coaching

**Funding:** Corporation

**Does this activity occur during the school day?** Yes

**Staff will jigsaw articles or other information on differentiating instruction.**

**Brief Description:** Enter a brief description of the Professional Development Activity

**Intended Participants:** Teachers, Counselors, Administrators, Other

**Date:** Sep 21, 2010

**Activity Purpose:** Information

**Activity Format:** Study Group

**Funding:** Corporation

**Does this activity occur during the school day?** Yes

## **F. Encourage Rigorous Curriculum: Improve Writing Instruction for Grades 3 - 6**

**Staff will learn writing best practices.**

**Brief Description:** Language Arts staff will meet with a writing consultant to learn best practice strategies for writing.

**Intended Participants:** Teachers, Other

**Date:** Sep 23, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** Professional Development

**Does this activity occur during the school day?** No

**Staff will meet with consultant to evaluate writing workshop progress and plan for the next school y**

**Brief Description:** Staff will evaluate the implementation of the writing workshop in their classrooms with the consultant and plan for the next school year.

**Intended Participants:** Teachers, Other

**Date:** May 9, 2011

**Activity Purpose:** Feedback/Support, Refinement

**Activity Format:** Talk to, Peer Coaching, Collaborative Problem Solving

**Funding:** Professional Development

**Does this activity occur during the school day?** Yes

**Staff will meet with consultant to evaluate writing workshop progress and plan further professional**

**Brief Description:** Staff will evaluate the progress of implementation of writing workshop and determine adjustments needed and if additional professional development is needed.

**Intended Participants:** Teachers, Other

**Date:** Feb 28, 2011

**Activity Purpose:** Feedback/Support, Refinement

**Activity Format:** Talk to, Study Group, Peer Coaching

**Funding:** Corporation

**Does this activity occur during the school day?** Yes

**Staff will participate in teacher in-services with writing consultant Jo Seidel**

**Brief Description:** Language Arts staff will meet with a writing consultant to improve and plan to implement writing workshop.

**Intended Participants:** Teachers, Other

**Date:** Oct 18, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Presentation

**Funding:** Professional Development

**Does this activity occur during the school day?** Yes

**Staff will share and evaluate writing research with writing consultant.**

**Brief Description:** Staff will evaluate writing research through collaboration, and seek guidance from a writing consultant.

**Intended Participants:** Teachers, Other

**Date:** Nov 15, 2010

**Activity Purpose:** Skill Building

**Activity Format:** Professional Reading

**Funding:** Professional Development

**Does this activity occur during the school day?** No

## **I. Focused Academic Area: Writing Workshop for Grades K-2**

**Before school work/planning day with Literacy Coach.**

**Brief Description:** Teachers will meet with the Literacy Coach to plan for implementation of their writing workshop.

**Intended Participants:** Teachers, Other  
**Date:** Jul 26, 2010  
**Activity Purpose:** Skill Building, Feedback/Support  
**Activity Format:** Talk to, Peer Coaching  
**Funding:** Professional Development  
**Does this activity occur during the school day?** No

## **U. Focused Student Group: Teaching Nonfiction to Male Students**

**Staff will learn non-fiction best practices**

**Brief Description:** Staff will participate in in-services with reading consultant Jo Seidel.  
**Intended Participants:** Teachers, Other  
**Date:** Jan 10, 2011  
**Activity Purpose:** Feedback/Support, Refinement  
**Activity Format:** Presentation  
**Funding:** Professional Development  
**Does this activity occur during the school day?** Yes

**Staff will learn non-fiction best practices.**

**Brief Description:** Staff will participate in in-services with reading consultant Jo Seidel.  
**Intended Participants:** Teachers, Other  
**Date:** Sep 24, 2010  
**Activity Purpose:** Skill Building  
**Activity Format:** Presentation, Professional Reading  
**Funding:** Professional Development  
**Does this activity occur during the school day?** No

**Staff will share and evaluate non-fiction reading research with reading consultant.**

**Brief Description:** Staff will participate in in-services with reading consultant Jo Seidel.  
**Intended Participants:** Teachers, Other  
**Date:** Nov 18, 2010  
**Activity Purpose:** Information, Feedback/Support  
**Activity Format:** Peer Coaching, Professional Reading, Action Research  
**Funding:** Professional Development  
**Does this activity occur during the school day?** No

**Staff will share and evaluate non-fiction reading research with reading consultant.**

**Brief Description:** Staff will participate in in-services with reading consultant Jo Seidel.  
**Intended Participants:** Teachers, Other

**Date:** Feb 17, 2011

**Activity Purpose:** Feedback/Support, Refinement

**Activity Format:** Talk to, Peer Coaching, Professional Reading

**Funding:** Professional Development

**Does this activity occur during the school day?** No

# **Relationship Report: Areas of Concern / Strategies / Achievement Goals**

This report shows the relationship between the Areas of Concern, Strategies, and Achievement Goals. For each Area of Concern, the report shows 1) the strategies that will enable the school to successfully address the concern and 2) the achievement goals that will be positively impacted when the concern is successfully addressed.

## **Local Areas of Concern**

**We are concerned that... Students believe that the behavior of other students interferes with their learning.**

### **Data Targets Influenced by This Concern:**

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Problem Solving
- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Reading Comprehension

### **Strategies to Impact This Concern:**

- Safe and Disciplined Learning Environment
- Student Behavior Intervention

**We are concerned that... Teachers don't expect males to do as well in language arts as females.**

### **Data Targets Influenced by This Concern:**

- Males in grades 3 - 6 taking ISTEP+ -- Percent passing English/Language Arts
- Students with IEP's in grades 3-6 taking ISTEP+ -- Percent passing Eng/LA

### **Strategies to Impact This Concern:**

- U. Focused Student Group: Teaching Nonfiction to Male Students

**We are concerned that... Teachers need to provide more consistent and extensive instruction in multi-step problem solving.**

### **Data Targets Influenced by This Concern:**

- All students in grades 3-6 -- percent passing ISTEP+ subtest: Computation
- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Problem Solving
- All students in grades 3-6 with meal/text assistance taking ISTEP+ -- Percent passing Mathematics
- Students with IEP's in grades 3-6 taking ISTEP+ -- Percent passing Mathematics

### **Strategies to Impact This Concern:**

- I. Focused Academic Area: Math Multi-step Problem Solving

## **We are concerned that... Teachers need to provide reading materials and activities that capture the interest of male students.**

### **Data Targets Influenced by This Concern:**

- Males in grades 3 - 6 taking ISTEP+ -- Percent passing English/Language Arts
- Students with IEP's in grades 3-6 taking ISTEP+ -- Percent passing Eng/LA

### **Strategies to Impact This Concern:**

- U. Focused Student Group: Teaching Nonfiction to Male Students

## **We are concerned that... Teachers need to provide students more opportunities to communicate in writing.**

### **Data Targets Influenced by This Concern:**

- All students in grades 3-6 -- percent achieving scores of 4, 5, or 6 on ISTEP+ Writing Applications

### **Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Improve Writing Instruction for Grades 3 - 6
- I. Focused Academic Area: Writing Workshop for Grades K-2

## **We are concerned that... Teachers need to make regular contact with parents.**

### **Data Targets Influenced by This Concern:**

- All students in grades 3 - 6 with meal/text assistance taking ISTEP+ -- Percent passing English/Language Arts
- All students in grades 3-6 with meal/text assistance taking ISTEP+ -- Percent passing Mathematics

### **Strategies to Impact This Concern:**

- Parent Involvement/Family Involvement

## **Required Areas of Concern**

### **F. Encourage Rigorous Curriculum (PL221)**

#### **Data Targets Influenced by This Concern:**

- All students in grades 3 - 6 with meal/text assistance taking ISTEP+ -- Percent passing English/Language Arts
- All students in grades 3-6 taking ISTEP+ -- Percent passing ISTEP+ subtest: Reading Comprehension
- Students with IEP's in grades 3-6 taking ISTEP+ -- Percent passing Eng/LA

#### **Strategies to Impact This Concern:**

- F. Encourage Rigorous Curriculum: Differentiation of Instruction
- F. Encourage Rigorous Curriculum: Improve Writing Instruction for Grades 3 - 6

## **I. Focused Academic Area (PL221)**

### **Data Targets Influenced by This Concern:**

- All students in grades 3-6 -- percent achieving scores of 4, 5, or 6 on ISTEP+ Writing Applications

### **Strategies to Impact This Concern:**

- I. Focused Academic Area: Writing Workshop for Grades K-2
- I. Focused Academic Area: Math Multi-step Problem Solving

## **U. Focused Student Group (PL221)**

### **Data Targets Influenced by This Concern:**

- Males in grades 3 - 6 taking ISTEP+ -- Percent passing English/Language Arts
- Students with IEP's in grades 3-6 taking ISTEP+ -- Percent passing Eng/LA

### **Strategies to Impact This Concern:**

- U. Focused Student Group: Teaching Nonfiction to Male Students

## Force Field Excerpt

The Force Field reports are lengthy data reports that help the Full Faculty and Community Council (including parents) identify Areas of Concern (student needs). The Force Field excerpt found below contains information that must be included in the School Improvement Plan to meet various requirements of Public Law 221 and if applicable, Title I Schoolwide.

A. Where is the public copy of your school's curriculum located?	Office
<p>B. What rules or statutes would you like to waive in order to promote student learning?</p> <ul style="list-style-type: none"> <li>● Identify the specific statute and and/or rule you wish to waive.</li> <li>● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule.</li> <li>● Explain the benefit to student achievement.</li> <li>● Describe the evaluation process that would be used to measure the success of these strategies.</li> </ul>	none
C. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	mCLASS for K-2 Math and Reading with Diebels Acuity for 3-6 Math and Language Arts Diebels for 3-6

## Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd and 3rd Year Schools	Alumni Schools	
New Principal and Steering Team Member Training	n/a	Aug	Aug	n/a
<b>First Year:</b> Rationale + Organizational Structure <b>After First Year:</b> Kick Off / Year End Data Review (Transcripts / ISTEP / ECA)	Session 1 - Aug	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks of Sept
Vision	Session 2 – Sept	n/a	Session 1 – Aug PM	First 2 weeks of Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Session 1 – Aug AM	First 2 weeks in Nov
Areas of Concern	Session 4 - Dec	n/a	Session 2 – Dec PM	First 2 weeks in Jan*
Strategy Selection	Session 5 - Jan	Session 2 - Dec	Session 2 – Dec AM	First 2 weeks in Feb
Conference on Learning	Jan	Jan	Jan	
Strategy Selection: Title & Description	Feb	Feb	n/a	First 2 weeks in Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Optional Strategy Chair Training	First week of Apr

\* Our school will complete these tasks every three years  
We are next scheduled to complete these tasks during the 2011-2012 school year