

School Improvement Plan - 2011-2012

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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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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
- Indiana Rules and Regulations

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
- Marla Hasbrouck
- Rachel Loomis
- Diana Martin
- Jill Moore
- Ashley Organ
- Rhonda Sudduth
- Anna Virostko

Community Council

- Roger Boillard - Parent
- Tina Boillard - Parent
- Oldham Christie - parent

- Bryan Cooksey - parent
- Dana Cooksey - parent
- Karen Gallagher - youth services
- Randy Kneeland - parent
- Natalie Montgomery - Parent
- Clint Oldham - parent
- Sherri Sauer - community
- Lester Saurer - community
- Gina Sharps - Parent
- Jerry Stahl - parent
- Rhonda Stahl - parent

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 with a Writing Applications score of 4, 5, or 6: 100%
- % of students who pass ISTEP+ subtest: Problem Solving in grades 3-6: 100%
- % of students who pass DIBELS Retell Fluency in the classes of 2021 and 2022: 100%
- % of students who pass ISTEP+ subtest: Nonfiction/Informational Text in grades 3-6 who are eligible for free/reduced assistance: 100%
- % of students who pass ISTEP+ Mathematics subtest: Computation who are females in classes of 2018 and 2019: 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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
77	76	78	70	72		74		76		78		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	21	31	51	51	48	55		60		65		100

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

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
79	78	79	82	83	91	84		85		85		100

All students in grades 4-6 eligible for free/reduced assistance - Percent passing ISTEP+ subtest: Nonfiction/Informational Text

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			73	76	80	78		80		81		100

All students in the classes of 2021 & 2022 - Percent passing DIBELS Retell Fluency (RF equals 25% or more of the Oral Reading Fluency score)

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			72	75	86	78		80		82		100

Females in the classes of 2018 and 2019 - Percent passing ISTEP+ subtest Mathematics Computation

2008-2009		2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			61	66	88	71		74		76		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... 49% of our students' writing scores on ISTEP are in the 1, 2, and 3 categories.

Our writing applications scores of 4, 5, 6 went from 21% in 2009 to 51% in 2010. We saw tremendous growth, but realize that we need to continue with our writing program as we want more than 51% of our students improving their writing scores.

We are concerned that... we still have approximately 18% of our students not passing the math problem solving ISTEP+ subtest.

Our data target from ISTEP+ Problem Solving has been improving, in 2010 we had 82 percent of our students pass, which surpassed our target of 79%. Thus, we want to continue our Math Monday prompts to further increase our students' success with mathematics problem solving.

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

Only 63% of students in grades 4-6 who, when surveyed, respond that they are not being bullied or picked on at school.

Required Areas of Concern

F. Encourage Rigorous Curriculum

I. Focused Academic Area

U. Focused Student Group

X. Graduation Plan

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

Bully Prevention/Character Education Development

Rosedale staff will implement a revised bully prevention/character education curriculum for Preschool through Grade 6 students. Staff members will facilitate bi-weekly, 30 minute classroom lessons that will focus on positive behavior.

Impact Level: High Impact - Inside

Focus: Specific

Improve Writing Instruction for Grades 3-6

Teachers will continue to provide opportunities for students to write on a weekly basis. These writing opportunities will be in response to grade level required curriculum and literature.

Impact Level: High Impact - Inside

Focus: General

Math Multi-step Problem Solving

Classroom math teachers of Grades K-6 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. The final Monday of the month, the prompt will be scored so the teacher can assess progress and plan according to students' identified needs.

Impact Level: High Impact - Inside

Focus: Specific

Required Strategies

F. Encourage Rigorous Curriculum: Building Background Knowledge in Grades 3-6

During our 90 minute reading block, classroom teachers will provide students with immersion activities to help build students' background knowledge to improve reading comprehension of nonfiction/informational text.

Impact Level: High Impact - Inside

Focus: Specific

G. Attendance: Attendance Recognition

To improve student attendance, we have identified several opportunities in which Rosedale School can recognize students who have good or perfect attendance and classrooms that have perfect attendance days. Individual students will track daily attendance in their data binders, while classroom daily attendance will be kept on calendars posted outside doors. Recognition will be given to students with good or perfect attendance at the end of each grading period and at the end-of-the-year. Classroom's with the highest number of days with perfect attendance will be recognized at the end of each month.

Impact Level: Low Impact

Focus: General

I. Focused Academic Area: K-2 Retell Fluency

Teachers will implement varying reading strategies to improve K-2 students' retell fluency as assessed by DIBELS benchmarks 3 times a year. The students of 2021 and 2022 will be tracked through fifth grade.

Impact Level: High Impact - Inside

Focus: Specific

U. Focused Student Group: Math Computation for Females

Using pre-tests and post-tests data based on grade-specific computation skills, teachers will design and implement lessons that will be based on identified needs of females as well as females' interests. These lessons will be integrated into the daily classroom curriculum.

Impact Level: High Impact - Inside

Focus: Specific

X. Graduation Plan: 6th Grade

Rosedale Elementary's Guidance Counselor will facilitate the completion for the 6th grade students' portion of the of the required graduation plan form. This will be completed by the end of the first semester during classroom guidance lessons. The Graduation Plan includes a statement of the student's intent to graduate from high school and an acknowledgment of the importance of good citizenship, school attendance, and diligent study habits. It becomes part of the student's permanent school record.

Impact Level: Low Impact

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.

Local Strategies

Bully Prevention/Character Education Development

Percent of staff that implement revised curriculum

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	80%		90%	

Percent of students in grades 4, 5, 6 who, when surveyed, will respond that they are not being bullied at school.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
63%	67%		71%	

Required Strategies

F. Encourage Rigorous Curriculum: Building Background Knowledge in Grades 3-6

Percent of teachers implementing immersion experiences, guest speakers, & virtual & off-site study trips.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

I. Focused Academic Area: K-2 Retell Fluency

The number of teachers using new or revised retell fluency instructional strategies.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	100%		100%	

U. Focused Student Group: Math Computation for Females

The number of classroom math teachers who implement the strategies developed for teaching computation to females.

Baseline 10-11	Follow Up 11-12 1st Semester / 1st Trimester		Follow Up 11-12 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	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.

Bully Prevention/Character Education Development

- Apr 1, 2011:** Collect baseline data: Percent of staff that implement revised curriculum **Person:** Adrienne Gideon
- Apr 1, 2011:** Collect baseline data: Percent of students in grades 4, 5, 6 who, when surveyed, will respond that they are not being bullied at school. **Person:** Bill Livers
- Jun 14, 2011:** Strategy Team will meet to develop and organize Bully Prevention/Character Education lesson plans **Person:** Adrienne Gideon
- Jun 14, 2011:** Strategy team will meet to discuss Bully Discipline Plan **Person:** Jill Moore
- Aug 8, 2011:** Strategy Team will meet to develop and organize Bully Prevention/Character Education lesson plans **Person:** Adrienne Gideon
- Aug 15, 2011:** Strategy team will display Character education and Bully prevention materials throughout the school **Person:** Jeanne Dellmo
- Aug 16, 2011:** Implement a Bullying Discipline Plan **Person:** Adrienne Gideon
- Aug 16, 2011:** Staff will present a program about Bully Prevention and Character Education to staff **Person:** Bill Livers
- Aug 17, 2011:** Lessons and related resources will be provided to the staff by the strategy team **Person:** Cherri Rutan
- Aug 19, 2011:** Staff will facilitate weekly lessons to introduce Bully Prevention/Character Education **Person:** Jill Moore
- Aug 22, 2011:** There will be a kick-off program, "Stronger Than A Bully" for all students. **Person:** Adrienne Gideon
- Aug 23, 2011:** Inform Parents at Back to Class Night about Bully Prevention and Character Education Program **Person:** Bill Livers
- Aug 26, 2011:** Staff will facilitate weekly lessons to introduce Bully Prevention/Character Education **Person:** Jill Moore
- Aug 26, 2011:** Strategy team will provide comment boxes for grades 2 - 6 rooms and specials areas **Person:** Tina Boillard
- Sep 1, 2011:** Send home newsletter, "Firm, Fair, Consistent-Guiding Students for School Success" with behavior/character education information for parents. **Person:** Adrienne Gideon
- Sep 2, 2011:** Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon
- Sep 2, 2011:** Staff will facilitate weekly lessons to introduce Bully Prevention/Character Education **Person:** Jill Moore
- Sep 9, 2011:** Staff will facilitate weekly lessons to introduce Bully Prevention/Character Education **Person:** Jill Moore
- Sep 16, 2011:** Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon
- Sep 16, 2011:** Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore
- Sep 20, 2011:** Inform PTO and Community Council about Bully Prevention and Character Education program **Person:** Tina Hills-Livers
- Sep 30, 2011:** Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon
- Sep 30, 2011:** Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore
- Oct 1, 2011:** Send home newsletter, "Firm, Fair, Consistent" with behavior/character education information for parents. **Person:** Adrienne Gideon
- Oct 10, 2011:** Staff will administer Olweus Bully Prevention Program Survey **Person:** Bill Livers
- Oct 14, 2011:** Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon
- Oct 14, 2011:** Guidance Counselor will train students to be peer leaders **Person:** Tina Hills-Livers
- Oct 14, 2011:** Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore
- Oct 17, 2011:** Strategy team will display Character education and Bully prevention materials throughout the school **Person:** Jeanne Dellmo
- Oct 28, 2011:** Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon
- Oct 28, 2011:** Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

Nov 1, 2011: Send home newsletter, "Firm, Fair, Consistent" with behavior/character education information for parents. **Person:** Adrienne Gideon

Nov 11, 2011: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon

Nov 11, 2011: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

Nov 23, 2011: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon

Nov 23, 2011: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

Nov 30, 2011: Collect fall data: Percent of staff that implement revised curriculum **Person:** Adrienne Gideon

Nov 30, 2011: Collect fall data: Percent of students in grades 4, 5, 6 who, when surveyed, will respond that they are not being bullied at school. **Person:** Bill Livers

Dec 1, 2011: Send home newsletter, "Firm, Fair, Consistent" with behavior/character education information for parents. **Person:** Adrienne Gideon

Dec 9, 2011: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon

Dec 9, 2011: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

Dec 19, 2011: Strategy team will display Character education and Bully prevention materials throughout the school **Person:** Jeanne Dellmo

Jan 1, 2012: Send home newsletter, "Firm, Fair, Consistent" with behavior/character education information for parents. **Person:** Adrienne Gideon

Jan 6, 2012: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon

Jan 6, 2012: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

Jan 20, 2012: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon

Jan 20, 2012: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

Jan 20, 2012: Strategy team will implement a creative writing prompt/contest on a bully story **Person:** Mary Ellem Thurow

Feb 1, 2012: Send home newsletter, "Firm, Fair, Consistent" with behavior/character education information for parents. **Person:** Adrienne Gideon

Feb 3, 2012: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon

Feb 3, 2012: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

Feb 17, 2012: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon

Feb 17, 2012: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

Feb 20, 2012: Strategy team will display Character education and Bully prevention materials throughout the school **Person:** Jeanne Dellmo

Mar 1, 2012: Send home newsletter, "Firm, Fair, Consistent" with behavior/character education information for parents. **Person:** Adrienne Gideon

Mar 2, 2012: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon

Mar 2, 2012: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

Mar 16, 2012: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon

Mar 16, 2012: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

Apr 1, 2012: Send home newsletter, "Firm, Fair, Consistent" with behavior/character education information for parents. **Person:** Adrienne Gideon

Apr 5, 2012: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon

Apr 5, 2012: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

Apr 19, 2012: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon

Apr 19, 2012: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

Apr 23, 2012: Strategy team will display Character education and Bully prevention materials throughout the school **Person:** Jeanne Dellmo

May 1, 2012: Send home newsletter, "Firm, Fair, Consistent" with behavior/character education information for parents. **Person:** Adrienne Gideon

May 4, 2012: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon

May 4, 2012: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore

May 18, 2012: Grades 2 - 6 and Specials teachers will review and address identified issues from the comment boxes **Person:** Adrienne Gideon
May 18, 2012: Staff will facilitate bi-weekly Bully Prevention/Character Education lesson plans **Person:** Jill Moore
Jun 30, 2012: Collect spring data: Percent of staff that implement revised curriculum **Person:** Adrienne Gideon
Jun 30, 2012: Collect spring data: Percent of students in grades 4, 5, 6 who, when surveyed, will respond that they are not being bullied at school. **Person:** Bill Livers

Encourage Rigorous Curriculum

Apr 1, 2011: Collect baseline data: Percent of teachers implementing immersion experiences, guest speakers, & virtual & off-site study trips. **Person:** Diana Martin
Aug 2, 2011: Integrate reading & writing with science & social studies. **Person:** Lisa Kneeland
Aug 24, 2011: Meet during Professional Learning Communities' Professional Development time. **Person:** Diana Martin
Aug 24, 2011: Teachers will arrange guest speakers to visit classrooms to enhance study topics. **Person:** Eric Crowder
Aug 24, 2011: Teachers will arrange off-site field trips to enhance study topics. **Person:** Ashley Organ
Aug 24, 2011: Teachers will arrange virtual field trips to enhance study topics. **Person:** Eric Crowder
Aug 24, 2011: Teachers will be given time to plan the integration of reading & writing with science & social studies **Person:** Diana Martin
Aug 24, 2011: Teachers will implement immersion experiences to enhance study topics. **Person:** Lisa Kneeland
Sep 28, 2011: Meet during Professional Learning Communities' Professional Development time. **Person:** Diana Martin
Sep 28, 2011: Teachers will be given time to plan the integration of reading & writing with science & social studies **Person:** Diana Martin
Oct 25, 2011: Meet during Professional Learning Communities' Professional Development time. **Person:** Diana Martin
Oct 25, 2011: Teachers will arrange guest speakers to visit classrooms to enhance study topics. **Person:** Eric Crowder
Oct 25, 2011: Teachers will arrange off-site field trips to enhance study topics. **Person:** Ashley Organ
Oct 25, 2011: Teachers will arrange virtual field trips to enhance study topics. **Person:** Eric Crowder
Oct 25, 2011: Teachers will be given time to plan the integration of reading & writing with science & social studies **Person:** Diana Martin
Oct 25, 2011: Teachers will implement immersion experiences to enhance study topics. **Person:** Lisa Kneeland
Nov 29, 2011: Meet during Professional Learning Communities' Professional Development time. **Person:** Diana Martin
Nov 29, 2011: Teachers will be given time to plan the integration of reading & writing with science & social studies **Person:** Diana Martin
Nov 30, 2011: Collect fall data: Percent of teachers implementing immersion experiences, guest speakers, & virtual & off-site study trips. **Person:** Diana Martin
Dec 28, 2011: Meet during Professional Learning Communities' Professional Development time. **Person:** Diana Martin
Jan 20, 2012: Teachers will implement immersion experiences to enhance study topics. **Person:** Lisa Kneeland
Jan 25, 2012: Meet during Professional Learning Communities' Professional Development time. **Person:** Diana Martin
Jan 25, 2012: Teachers will arrange guest speakers to visit classrooms to enhance study topics. **Person:** Eric Crowder
Jan 25, 2012: Teachers will arrange off-site field trips to enhance study topics. **Person:** Ashley Organ
Jan 25, 2012: Teachers will arrange virtual field trips to enhance study topics. **Person:** Eric Crowder
Jan 25, 2012: Teachers will be given time to plan the integration of reading & writing with science & social studies **Person:** Diana Martin
Jan 25, 2012: Teachers will plan immersion experiences to enhance study topics. **Person:** Lisa Kneeland
Feb 22, 2012: Meet during Professional Learning Communities' Professional Development time. **Person:** Diana Martin
Feb 22, 2012: Teachers will be given time to plan the integration of reading & writing with science & social studies **Person:** Diana Martin
Feb 22, 2012: Teachers will implement immersion experiences to enhance study topics. **Person:** Lisa Kneeland
Mar 20, 2012: Meet during Professional Learning Communities' Professional Development time. **Person:** Diana Martin
Mar 20, 2012: Teachers will arrange guest speakers to visit classrooms to enhance study topics. **Person:** Eric Crowder
Mar 20, 2012: Teachers will arrange off-site field trips to enhance study topics. **Person:** Ashley Organ
Mar 20, 2012: Teachers will arrange virtual field trips to enhance study topics. **Person:** Eric Crowder
Mar 20, 2012: Teachers will be given time to plan the integration of reading & writing with science & social studies **Person:** Diana Martin
Mar 20, 2012: Teachers will implement immersion experiences to enhance study topics. **Person:** Lisa Kneeland
Apr 24, 2012: Teachers will be given time to plan the integration of reading & writing with science & social studies **Person:** Diana Martin
Jun 30, 2012: Collect spring data: Percent of teachers implementing immersion experiences, guest speakers, & virtual & off-site study trips. **Person:** Diana Martin

Focused Academic Area

Jun 1, 2011: Collect baseline data: The number of teachers using new or revised retell fluency instructional strategies. **Person:** Brandy Peterson

Aug 16, 2011: K-1 students will draw and tell about their favorite part of a story. **Person:** Esther Yeargin

Aug 16, 2011: Students will be taught several activities to sequence a story. **Person:** Mary Ellen Thurow

Aug 22, 2011: Teachers will model asking questions as they read. **Person:** Betsi Case

Aug 29, 2011: Students will be taught how to use story maps and diagrams to recall story elements. **Person:** Brandy Peterson

Aug 29, 2011: Students will read and retell stories. **Person:** Anna Virostko

Aug 29, 2011: Teachers will provide time for students to read independently with a set purpose. **Person:** Lori Shew

Sep 13, 2011: Teachers will be given time during Professional Learning Community time to share ideas, results, etc. of using the new or revised strategies. **Person:** Adrienne Gideon

Sep 14, 2011: Teachers will receive reading instruction in-service. **Person:** Susie Welch

Sep 20, 2011: K-1 students will draw and tell about their favorite part of a story. **Person:** Esther Yeargin

Sep 20, 2011: Students will be taught several activities to sequence a story. **Person:** Mary Ellen Thurow

Sep 26, 2011: Teachers will model asking questions as they read. **Person:** Betsi Case

Oct 3, 2011: Students will be taught how to use story maps and diagrams to recall story elements. **Person:** Brandy Peterson

Oct 3, 2011: Students will read and retell stories. **Person:** Lori Shew

Oct 3, 2011: Teachers will provide time for students to read independently with a set purpose. **Person:** Lori Shew

Oct 11, 2011: Teachers will be given time during Professional Learning Community time to share ideas, results, etc. of using the new or revised strategies. **Person:** Adrienne Gideon

Oct 14, 2011: Teachers will keep an activity check list to be collected each grading period. **Person:** Brandy Peterson

Oct 18, 2011: K-1 students will draw and tell about their favorite part of a story. **Person:** Esther Yeargin

Oct 18, 2011: Students will be taught several activities to sequence a story. **Person:** Mary Ellen Thurow

Oct 24, 2011: Teachers will model asking questions as they read. **Person:** Betsi Case

Oct 31, 2011: Students will be taught how to use story maps and diagrams to recall story elements. **Person:** Brandy Peterson

Oct 31, 2011: Students will read and retell stories. **Person:** Lori Shew

Oct 31, 2011: Teachers will provide time for students to read independently with a set purpose. **Person:** Lori Shew

Nov 8, 2011: Teachers will be given time during Professional Learning Community time to share ideas, results, etc. of using the new or revised strategies. **Person:** Adrienne Gideon

Nov 15, 2011: K-1 students will draw and tell about their favorite part of a story. **Person:** Esther Yeargin

Nov 15, 2011: Students will be taught several activities to sequence a story. **Person:** Mary Ellen Thurow

Nov 16, 2011: Teachers will receive reading instruction in-service. **Person:** Susie Welch

Nov 21, 2011: Teachers will provide time for independent reading. **Person:** Anna Virostko

Nov 28, 2011: Teachers will model asking questions as they read. **Person:** Betsi Case

Nov 30, 2011: Collect fall data: The number of teachers using new or revised retell fluency instructional strategies. **Person:** Brandy Peterson

Dec 5, 2011: Students will be taught how to use story maps and diagrams to recall story elements. **Person:** Brandy Peterson

Dec 5, 2011: Students will read and retell stories. **Person:** Lori Shew

Dec 5, 2011: Teachers will provide time for students to read independently with a set purpose. **Person:** Lori Shew

Dec 13, 2011: Teachers will be given time during Professional Learning Community time to share ideas, results, etc. of using the new or revised strategies. **Person:** Adrienne Gideon

Dec 20, 2011: K-1 students will draw and tell about their favorite part of a story. **Person:** Esther Yeargin

Dec 20, 2011: Students will be taught several activities to sequence a story. **Person:** Mary Ellen Thurow

Dec 21, 2011: Teachers will keep an activity check list to be collected each grading period. **Person:** Brandy Peterson

Dec 26, 2011: Teachers will model asking questions as they read. **Person:** Betsi Case

Jan 2, 2012: Students will be taught how to use story maps and diagrams to recall story elements. **Person:** Brandy Peterson

Jan 2, 2012: Students will read and retell stories. **Person:** Lori Shew

Jan 2, 2012: Teachers will provide time for students to read independently with a set purpose. **Person:** Lori Shew

Jan 10, 2012: Teachers will be given time during Professional Learning Community time to share ideas, results, etc. of using the new or revised strategies. **Person:** Adrienne Gideon

Jan 17, 2012: K-1 students will draw and tell about their favorite part of a story. **Person:** Esther Yeargin

Jan 17, 2012: Students will be taught several activities to sequence a story. **Person:** Mary Ellen Thurow

Jan 18, 2012: Teachers will receive reading instruction in-service. **Person:** Susie Welch

Jan 23, 2012: Teachers will model asking questions as they read. **Person:** Betsi Case

Jan 30, 2012: Students will be taught how to use story maps and diagrams to recall story elements. **Person:** Brandy Peterson

Jan 30, 2012: Students will read and retell stories. **Person:** Lori Shew

Jan 30, 2012: Teachers will provide time for students to read independently with a set purpose. **Person:** Lori Shew

Feb 14, 2012: Teachers will be given time during Professional Learning Community time to share ideas, results, etc. of using the new or revised strategies. **Person:** Adrienne Gideon

Feb 21, 2012: K-1 students will draw and tell about their favorite part of a story. **Person:** Esther Yeargin

Feb 21, 2012: Students will be taught several activities to sequence a story. **Person:** Mary Ellen Thurow

Feb 27, 2012: Teachers will model asking questions as they read. **Person:** Betsi Case

Mar 5, 2012: Students will be taught how to use story maps and diagrams to recall story elements. **Person:** Brandy Peterson

Mar 5, 2012: Students will read and retell stories. **Person:** Lori Shew

Mar 5, 2012: Teachers will provide time for students to read independently with a set purpose. **Person:** Lori Shew

Mar 9, 2012: Teachers will keep an activity check list to be collected each grading period. **Person:** Brandy Peterson

Mar 13, 2012: Teachers will be given time during Professional Learning Community time to share ideas, results, etc. of using the new or revised strategies. **Person:** Adrienne Gideon

Mar 19, 2012: Teachers will provide time for independent reading. **Person:** Anna Virostko

Mar 20, 2012: K-1 students will draw and tell about their favorite part of a story. **Person:** Esther Yeargin

Mar 20, 2012: Students will be taught several activities to sequence a story. **Person:** Mary Ellen Thurow

Mar 21, 2012: Teachers will receive reading instruction in-service. **Person:** Susie Welch

Mar 26, 2012: Teachers will model asking questions as they read. **Person:** Betsi Case

Apr 2, 2012: Students will be taught how to use story maps and diagrams to recall story elements. **Person:** Brandy Peterson

Apr 2, 2012: Students will read and retell stories. **Person:** Lori Shew

Apr 2, 2012: Teachers will provide time for students to read independently with a set purpose. **Person:** Lori Shew

Apr 10, 2012: Teachers will be given time during Professional Learning Community time to share ideas, results, etc. of using the new or revised strategies. **Person:** Adrienne Gideon

Apr 17, 2012: K-1 students will draw and tell about their favorite part of a story. **Person:** Esther Yeargin

Apr 17, 2012: Students will be taught several activities to sequence a story. **Person:** Mary Ellen Thurow

Apr 23, 2012: Teachers will model asking questions as they read. **Person:** Betsi Case

Apr 30, 2012: Students will be taught how to use story maps and diagrams to recall story elements. **Person:** Brandy Peterson

Apr 30, 2012: Students will read and retell stories. **Person:** Lori Shew

Apr 30, 2012: Teachers will provide time for students to read independently with a set purpose. **Person:** Lori Shew

May 8, 2012: Teachers will be given time during Professional Learning Community time to share ideas, results, etc. of using the new or revised strategies. **Person:** Adrienne Gideon

May 15, 2012: K-1 students will draw and tell about their favorite part of a story. **Person:** Esther Yeargin

May 25, 2012: Collect spring data: The number of teachers using new or revised retell fluency instructional strategies. **Person:** Brandy Peterson

May 25, 2012: Teachers will keep an activity check list to be collected each grading period. **Person:** Brandy Peterson

Focused Student Group

May 18, 2011: Math teachers will be given time to develop pre/post tests. **Person:** Adrienne Gideon

Jun 1, 2011: Collect baseline data: The number of classroom math teachers who implement the strategies developed for teaching computation to females. **Person:** Rhonda Sudduth

Jun 6, 2011: Math teachers will be given time to develop lessons. **Person:** Adrienne Gideon

Aug 16, 2011: Occasionally provide math materials that appeal to females. **Person:** Adrienne Gideon

Aug 29, 2011: Emphasize throughout the curriculum, examples that would appeal to females. **Person:** Mary Ann Relford

Sep 5, 2011: Group within the math class by gender for some activities. **Person:** Rachel Loomis

Sep 12, 2011: Incorporate math topics such as shopping, managing household, planning meals, adjusting recipes. **Person:** Mary Ellen Sandusky

Sep 13, 2011: Math teachers will meet to share ideas and results of making math more appealing to females. **Person:** Rachel Loomis

Sep 27, 2011: Invite female speakers that use math with their careers. **Person:** Rhonda Sudduth

Oct 3, 2011: Emphasize throughout the curriculum, examples that would appeal to females. **Person:** Mary Ann Relford

Oct 3, 2011: Group within the math class by gender for some activities. **Person:** Rachel Loomis

Oct 4, 2011: Provide morning and/or afternoon homework help for females. **Person:** Barbie Williams

Oct 10, 2011: Incorporate math topics such as shopping, managing household, planning meals, adjusting recipes. **Person:** Mary Ellen Sandusky

Oct 11, 2011: Math teachers will meet to share ideas and results of making math more appealing to females. **Person:** Rachel Loomis

Oct 17, 2011: Math Writing Prompts include topics of interest to females. **Person:** Esther Yeargin

Oct 24, 2011: Occasionally provide math materials that appeal to females. **Person:** Adrienne Gideon

Oct 31, 2011: Emphasize throughout the curriculum, examples that would appeal to females. **Person:** Mary Ann Relford

Nov 1, 2011: Provide morning and/or afternoon homework help for females. **Person:** Barbie Williams

Nov 7, 2011: Group within the math class by gender for some activities. **Person:** Rachel Loomis

Nov 8, 2011: Math teachers will meet to share ideas and results of making math more appealing to females. **Person:** Rachel Loomis

Nov 14, 2011: Incorporate math topics such as shopping, managing household, planning meals, adjusting recipes. **Person:** Mary Ellen Sandusky

Nov 17, 2011: Invite female speakers that use math with their careers. **Person:** Rhonda Sudduth

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Dec 13, 2011: Math teachers will meet to share ideas and results of making math more appealing to females. **Person:** Rachel Loomis

Dec 19, 2011: Math Writing Prompts include topics of interest to females. **Person:** Esther Yeargin

Jan 2, 2012: Emphasize throughout the curriculum, examples that would appeal to females. **Person:** Mary Ann Relford

Jan 2, 2012: Group within the math class by gender for some activities. **Person:** Rachel Loomis

Jan 3, 2012: Provide morning and/or afternoon homework help for females. **Person:** Barbie Williams

Jan 4, 2012: Occassionally provide math materials that appeal to females. **Person:** Adrienne Gideon

Jan 9, 2012: Incorporate math topics such as shopping, managing household, planning meals, adjusting recipes. **Person:** Mary Ellen Sandusky

Jan 10, 2012: Math teachers will meet to share ideas and results of making math more appealing to females. **Person:** Rachel Loomis

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Jan 20, 2012: Invite female speakers that use math with their careers. **Person:** Rhonda Sudduth

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Feb 7, 2012: Provide morning and/or afternoon homework help for females. **Person:** Barbie Williams

Feb 13, 2012: Incorporate math topics such as shopping, managing household, planning meals, adjusting recipes. **Person:** Mary Ellen Sandusky

Feb 14, 2012: Math teachers will meet to share ideas and results of making math more appealing to females. **Person:** Rachel Loomis

Feb 20, 2012: Math Writing Prompts include topics of interest to females. **Person:** Esther Yeargin

Mar 5, 2012: Emphasize throughout the curriculum, examples that would appeal to females. **Person:** Mary Ann Relford

Mar 5, 2012: Group within the math class by gender for some activities. **Person:** Rachel Loomis

Mar 6, 2012: Provide morning and/or afternoon homework help for females. **Person:** Barbie Williams

Mar 12, 2012: Incorporate math topics such as shopping, managing household, planning meals, adjusting recipes. **Person:** Mary Ellen Sandusky

Mar 12, 2012: Occassionally provide math materials that appeal to females. **Person:** Adrienne Gideon

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May 8, 2012: Math teachers will meet to share ideas and results of making math more appealing to females. **Person:** Rachel Loomis

May 14, 2012: Incorporate math topics such as shopping, managing household, planning meals, adjusting recipes. **Person:** Mary Ellen Sandusky

May 21, 2012: Math Writing Prompts include topics of interest to females. **Person:** Esther Yeargin

May 25, 2012: Collect spring data: The number of classroom math teachers who implement the strategies developed for teaching computation to females. **Person:** Rhonda Sudduth

Professional Development Summary

REPORT IS NOT FINAL - NOT ALL STRATEGIES HAVE MET CRITERIA

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 to 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.

Bully Prevention/Character Education Development

Staff will present a program about Bully Prevention and Character Education to staff

Brief Description: The Strategy Team will present the revised Bully Prevention/Character Education program to the staff.

Intended Participants: Teachers, Counselors, Administrators, Other

Date: Aug 16, 2011

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: Corporation

Does this activity occur during the school day? No

Strategy Team will meet to develop and organize Bully Prevention/Character Education lesson plans

Brief Description: meeting to discuss weekly and bi-weekly lesson plans for each grade level

Intended Participants: Teachers, Counselors, Administrators

Date: Jun 14, 2011

Activity Purpose: Information

Activity Format: Action Research

Funding: ISU/PDS Professional Development funds

Does this activity occur during the school day? No

Strategy team will meet to discuss Bully Discipline Plan

Brief Description: Meet to discuss discipline plan for those students who are displaying bullying behavior

Intended Participants: Teachers, Counselors, Administrators

Date: Jun 14, 2011

Activity Purpose: Refinement

Activity Format: Collaborative Problem Solving

Funding: ISU/PDS professional development funds

Does this activity occur during the school day? No

F. Encourage Rigorous Curriculum: Building Background Knowledge in Grades 3-6

Integrate reading & writing with science & social studies.

Brief Description: Teachers will work together to incorporate reading and writing strategies into their science and social studies instruction.

Intended Participants: Teachers

Date: Aug 2, 2011

Activity Purpose: Information, Refinement

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

Funding: ISU/Professional Development School Funds

Does this activity occur during the school day? No

Meet during Professional Learning Communities' Professional Development time.

Brief Description: Teachers will meet monthly to evaluate and refine immersion activities, speakers, virtual & off-site study trips to build students' background knowledge to enhance study topics.

Intended Participants: Teachers, Other

Dates: Aug 24, 2011; Sep 28, 2011; Oct 25, 2011; Nov 29, 2011; Dec 28, 2011; Jan 25, 2012; Feb 22, 2012; Mar 20, 2012

Activity Purpose: Information, Feedback/Support, Refinement

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

Funding: Corporation

Does this activity occur during the school day? No

I. Focused Academic Area: K-2 Retell Fluency

Teachers will receive reading instruction in-service.

Brief Description: Our Literacy Coach, Susie Welch, will provide in-service for K-2 reading teachers on strategies to use to build retell fluency.

Intended Participants: Teachers

Dates: Sep 14, 2011; Nov 16, 2011; Jan 18, 2012; Mar 21, 2012

Activity Purpose: Skill Building

Activity Format: Presentation

Funding: Corporation

Does this activity occur during the school day? Yes

U. Focused Student Group: Math Computation for Females

Math teachers will meet to share ideas and results of making math more appealing to females.

Brief Description: Teachers will discuss changes made to the curriculum based on female interests. They will share results and listen to ideas from the other grade level teachers.

Intended Participants: Teachers

Dates: Sep 13, 2011; Oct 11, 2011; Nov 8, 2011; Dec 13, 2011; Jan 10, 2012; Feb 14, 2012; Mar 13, 2012; Apr 10, 2012; May 8, 2012

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Study Group

Funding: Corporation

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... 49% of our students' writing scores on ISTEP are in the 1, 2, and 3 categories.

Data Targets Influenced by This Concern:

- All Students (126 days) -- ISTEP PL221 Category Placement Performance
- All students in grades 3-6 -- percent achieving scores of 4, 5, or 6 on ISTEP+ Writing Applications

Strategies to Impact This Concern:

- Improve Writing Instruction for Grades 3-6

We are concerned that... we still have approximately 18% of our students not passing the math problem solving ISTEP+ subtest.

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

Strategies to Impact This Concern:

- Math Multi-step Problem Solving

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

Strategies to Impact This Concern:

- Bully Prevention/Character Education Development

Required Areas of Concern

F. Encourage Rigorous Curriculum (IN Rules)

Data Targets Influenced by This Concern:

- All students in grades 4-6 eligible for free/reduced assistance -- Percent passing ISTEP+ subtest: Nonfiction/Informational Text

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Building Background Knowledge in Grades 3-6

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- All students in the classes of 2021 & 2022 -- Percent passing DIBELS Retell Fluency (RF equals 25% or more of the Oral Reading Fluency score)

Strategies to Impact This Concern:

- I. Focused Academic Area: K-2 Retell Fluency

U. Focused Student Group (IN Rules)

Data Targets Influenced by This Concern:

- Females in the classes of 2018 and 2019 -- Percent passing ISTEP+ subtest Mathematics Computation

Strategies to Impact This Concern:

- U. Focused Student Group: Math Computation for Females

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- All students in grades 4-6 eligible for free/reduced assistance -- Percent passing ISTEP+ subtest: Nonfiction/Informational Text
- Females in the classes of 2018 and 2019 -- Percent passing ISTEP+ subtest Mathematics Computation

Strategies to Impact This Concern:

- X. Graduation Plan: 6th Grade

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"> ● Identify the specific statute and and/or rule you wish to waive. ● Identify the educational strategies this waiver would allow you to implement that could not be implemented under current statute and rule. ● Explain the benefit to student achievement. ● Describe the evaluation process that would be used to measure the success of these strategies. 	none
C. Are your school's attendance rates supportive of learning? What activities will you implement next year to increase or maintain your attendance rate?	96% overall -monthly classroom recognition and prizes, perfect attendance shirts by grade levels, phone calls to those who are absent frequently by the classroom teacher, end of year recognition
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>mCLASS Math & Dibels Reading levels for grades K, 1, 2, in which all students are benchmarked three times a year.</p> <p>Dibels Reading Levels for grades 3, 4, 5, 6, in which all students are benchmarked three times a year.</p> <p>Acuity Language Arts & Math diagnostic testing four times a year for grades 3, 4, 5, 6.</p> <p>Acuity Science diagnostic testing four times a year for grades 4 & 6.</p> <p>Acuity Social Studies diagnostic testing four times a year for grade 5.</p>

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
First Year: Rationale + Organizational Structure After First Year: 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