School Improvement Plan - 2012-2013

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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-Marking

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

- Eric Crowder - Teacher
- 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 - Community Representative

Strategy Chairs

- Eric Crowder
- Marla Hasbrouck
- Diana Martin
- Jill Moore
- Ashley Organ
- Mary Ann Relford
- Rhonda Sudduth
- Anna Virostko

Community Council

- Roger Boillard - Parent
- Tina Boillard - Parent
- Oldham Christie - parent
- Dana Cooksey - parent
- Karen Gallagher - youth services
- Shannon Gordon - Business/Community
- Randy Kneeland - parent
- Rachelle Koch - parent
- Clint Oldham - parent
- Amber Sampson - parent
- Casey Sampson - Business/Community
- Sherri Sauer - community
- 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 meaningful 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 and ready to be accountable for their own learning. 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 in grades 5 & 6 perform in high and typical Growth Model categories in Eng/LA on ISTEP: 100%
- % of students who at the end of 2nd grade pass DIBELS Retell Fluency with a score of 27 or mor words: 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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
78	70	72	85	75		78		81		82		100

All students at the end of 2nd grade - Percent passing DIBELS Retell Fluency with a score of 27 or more words.

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			70%	73%		76%		79%		81%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
31	51	51	48	52		56		60		63		100

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	73	76	80	81		82		83		84		100

All students in grades 5 & 6 - Percent performing in high and typical Growth Model categories in Eng/LA on ISTEP

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			75%	77%		79%		81%		82%		100%

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

2009-2010		2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	61	66	88	75		77		79		81		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 intereres 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

G. Attendance

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 the second year of the bully prevention/character education curriculum for Preschool through Grade 6 students. They will use the "Second Step" program by Committee for Children. Staff members will facilitate bi-weekly, 30 minute classroom lessons that will focus on positive behavior and making good choices.
Impact Level: High Impact - Inside
Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Differentiation of Learning

To prepare for implementation of differentiation of learning, all teachers will be provided Learning Communities' professional development time and release time to research, develop, and plan strategies for instruction and assessment. Teachers will implement differentiation strategies each nine weeks in the subject areas they teach.
Impact Level: High Impact - Inside
Focus: Specific

F. Encourage Rigorous Curriculum: Improve Writing Instruction

Teachers of grades K-6 will research and develop a curriculum and assessment plan based on best practices for writing instruction. They will use Learning Communities' professional development time to practice scoring writing to better understand and systemize the scoring for all students, to develop a K-6 scope and sequence, and to plan how to implement writing into the curriculum.
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. We will continue to look for innovative and new ways to recognize students with good attendance. Current strategies include: 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: High Impact - Inside
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 Next benchmarks 3 times a year. Each nine weeks, teachers will report and share progress with the other teachers during Professional Learning Community time.
Impact Level: High Impact - Inside
Focus: Specific

U. Focused Student Group: Building Background Knowledge

During our reading block, social studies, and science, classroom teachers will provide free/reduced students in grades 4-6 with immersion activities to help build background knowledge to improve reading comprehension of nonfiction/informational text.
Impact Level: High Impact - Inside
Focus: Specific

U. Focused Student Group: Math Computation for Females

Using pre-test and post-test 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: Low Impact
Focus: Specific

X. Graduation Plan: 6th Grade

Rosedale Elementary's Guidance Counselor will facilitate the completion fo 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 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80	90		100	

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
63	80		90	

Required Strategies

F. Encourage Rigorous Curriculum: Differentiation of Learning

Percent of teachers implementing a new differentiation strategy each grading period.

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80	90		100	

F. Encourage Rigorous Curriculum: Improve Writing Instruction

Number of teachers who incorporated revised writing plan into their instruction.

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
60	80		90	

I. Focused Academic Area: K-2 Retell Fluency

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

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80	90		100	

U. Focused Student Group: Building Background Knowledge

Percent of teachers implementing background knowledge building stratgeties and/or activities

Baseline 11-12	Follow Up 12-13 1st Semester / 1st Trimester		Follow Up 12-13 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
80	90		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 strategyâs "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

Aug 13, 2012: Paraprofessional & administrative staff will be paired with teachers for "Second Step" implementation. **Person**: Adrienne Gideon
Aug 16, 2012: Staff members will review with students: what it means to bully. what to do if they see bullying in action, and the consequences of bullying. **Person**: Jill Moore
Aug 17, 2012: Staff members will review with students: what it means to bully. what to do if they see bullying in action, and the consequences of bullying. **Person**: Jill Moore
Aug 21, 2012: "Inspector Iwannano" anti-bullying/character education program will lead to classroom discussion. **Person**: Adrienne Gideon
Aug 24, 2012: Staff members will review with students: what it means to bully. what to do if they see bullying in action, and the consequences of bullying. **Person**: Jill Moore
Aug 31, 2012: Staff members will review with students: what it means to bully. what to do if they see bullying in action, and the consequences of bullying. **Person**: Adrienne Gideon
Sep 7, 2012: Teachers will implement "Second Step" a character education/bully prevention program. **Person**: Mary Ellen Thurow
Oct 5, 2012: Teachers will implement "Second Step" a character education/bully prevention program. **Person**: Mary Ellen Thurow
Oct 24, 2012: Staff Members will be provided PLC-Professional Development time to discuss progress of "Second Step" program by grade level or cross grade levels. **Person**: Adrienne Gideon
Nov 2, 2012: Teachers will implement "Second Step" a character education/bully prevention program. **Person**: Mary Ellen Thurow
Nov 24, 2012: Staff Members will be provided PLC-Professional Development time to discuss progress of "Second Step" program by grade level or cross grade levels. **Person**: Adrienne Gideon
Nov 30, 2012: Collect fall data: Percent of staff that implement revised curriculum **Person**: Bill Livers
Nov 30, 2012: 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 7, 2012: Teachers will implement "Second Step" a character education/bully prevention program. **Person**: Mary Ellen Thurow
Jan 4, 2013: Teachers will implement "Second Step" a character education/bully prevention program. **Person**: Mary Ellen Thurow
Jan 26, 2013: Staff Members will be provided PLC-Professional Development time to discuss progress of "Second Step" program by grade level or cross grade levels. **Person**: Adrienne Gideon
Feb 1, 2013: Teachers will implement "Second Step" a character education/bully prevention program. **Person**: Mary Ellen Thurow
Mar 1, 2013: Teachers will implement "Second Step" a character education/bully prevention program. **Person**: Mary Ellen Thurow
Mar 19, 2013: Staff Members will be provided PLC-Professional Development time to discuss progress of "Second Step" program by grade level or cross grade levels. **Person**: Adrienne Gideon
Apr 5, 2013: Teachers will implement "Second Step" a character education/bully prevention program. **Person**: Mary Ellen Thurow
Apr 23, 2013: Staff Members will be provided PLC-Professional Development time to discuss progress of "Second Step" program by grade level or cross grade levels. **Person**: Adrienne Gideon
May 3, 2013: Teachers will implement "Second Step" a character education/bully prevention program. **Person**: Mary Ellen Thurow
Jun 30, 2013: Collect spring data: Percent of staff that implement revised curriculum **Person**: Bill Livers
Jun 30, 2013: 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, 2012: Collect baseline data: Number of teachers who incorporated revised writing plan into their instruction. **Person**:
Jul 26, 2012: Teachers will attend training about Acheive 3000. **Person**: Adrienne Gideon
Sep 1, 2012: Staff members will have students use digital devices for accomplishing learning according to individualized plans. **Person**: Rachel Loomis

Sep 5, 2012: Teachers will teach the writing process. **Person**: Eric Crowder
Sep 5, 2012: Teachers will utilize digital curriculum to enhance writing assignments. **Person**: Abby Cleghorn
Sep 5, 2012: Teachers will write across the curriculum. **Person**: Abby Cleghorn
Sep 11, 2012: Staff will be provided with professional development on using digital curriculum to differentiate instruction. **Person**: Rachel Porter
Sep 12, 2012: On-site Differentiation of Learning trained teacher will provide strategy instruction. **Person**: Rachel Loomis
Sep 26, 2012: Staff members will research possible strategies for integrating differentiation of learning into the classroom instruction. **Person**: Mary Ann Relford
Sep 26, 2012: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Lisa Kneeland
Oct 1, 2012: Staff members will have students use digital devices for accomplishing learning according to individualized plans. **Person**: Rachel Loomis
Oct 1, 2012: Teachers will be given release time to review and plan using the Common Core Standards for writing. **Person**: Adrienne Gideon
Oct 1, 2012: Teachers will be given time to review and revise the current writing continuum. **Person**: Adrienne Gideon
Oct 1, 2012: Teachers will develop a list of appropriate graphic organizers for genres of writing. **Person**: Lisa Kneeland
Oct 1, 2012: Teachers will given time to review scoring rubrics and practice using them. **Person**: Adrienne Gideon
Oct 1, 2012: Teachers will utilize Achieve 3000 (Internet-based program) for providing written response to non-fiction. **Person**: Kendy Steiger
Oct 5, 2012: Teachers will teach the writing process. **Person**: Eric Crowder
Oct 5, 2012: Teachers will write across the curriculum. **Person**: Abby Cleghorn
Oct 12, 2012: Teachers will implement a minimum of one new differentiation strategy each grading period for the subjects taught. **Person**: Mary Ellen Sandusky
Oct 17, 2012: Staff members will have time to network and share progress with different/new strategies. **Person**: Mary Ellen Sandusky
Oct 23, 2012: Staff members will research, and share alternative assessments to use with differentiated instruction. **Person**: Rhonda Sudduth
Oct 23, 2012: Staff will be provided with professional development on using digital curriculum to differentiate instruction. **Person**: Rachel Porter
Oct 24, 2012: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Lisa Kneeland
Nov 1, 2012: Staff members will have students use digital devices for accomplishing learning according to individualized plans. **Person**: Rachel Loomis
Nov 5, 2012: Teachers will teach the writing process. **Person**: Eric Crowder
Nov 5, 2012: Teachers will write across the curriculum. **Person**: Abby Cleghorn
Nov 14, 2012: On-site Differentiation of Learning trained teacher will provide strategy instruction. **Person**: Rachel Loomis
Nov 14, 2012: Staff members will pilot the use of alternative assessment measures for differentiated learning. **Person**: Rhonda Sudduth
Nov 28, 2012: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Lisa Kneeland
Nov 30, 2012: Collect fall data: Number of teachers who incorporated revised writing plan into their instruction. **Person**:
Nov 30, 2012: Collect fall data: Percent of teachers implementing a new differentiation strategy each grading period. **Person**: Mary Ann Relford
Dec 1, 2012: Staff members will have students use digital devices for accomplishing learning according to individualized plans. **Person**: Rachel Loomis
Dec 3, 2012: Teachers will be given time to review and revise the current writing continuum. **Person**: Adrienne Gideon
Dec 3, 2012: Teachers will be given time to review scoring rubrics and practice using them. **Person**: Adrienne Gideon
Dec 3, 2012: Teachers will utilize Achieve 3000 (Internet-based program) for providing written response to non-fiction. **Person**: Kendy Steiger
Dec 4, 2012: Staff will be provided with professional development on using digital curriculum to differentiate instruction. **Person**: Rachel Porter
Dec 5, 2012: Teachers will teach the writing process. **Person**: Eric Crowder
Dec 5, 2012: Teachers will write across the curriculum. **Person**: Abby Cleghorn
Dec 14, 2012: Teachers will implement a minimum of one new differentiation strategy each grading period for the subjects taught. **Person**: Mary Ellen Sandusky
Dec 19, 2012: Staff members will have time to network and share progress with different/new strategies. **Person**: Mary Ellen Sandusky
Dec 25, 2012: Staff members will research, pilot, and share alternative assessments to use with differentiated instruction. **Person**: Rhonda Sudduth
Jan 1, 2013: Staff members will have students use digital devices for accomplishing learning according to individualized plans. **Person**: Rachel Loomis

Jan 5, 2013: Teachers will teach the writing process. **Person**: Eric Crowder
Jan 5, 2013: Teachers will write across the curriculum. **Person**: Abby Cleghorn
Jan 15, 2013: Staff will be provided with professional development on using digital curriculum to differentiate instruction. **Person**: Rachel Porter
Jan 16, 2013: On-site Differentiation of Learning trained teacher will provide strategy instruction. **Person**: Rachel Loomis
Jan 23, 2013: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Lisa Kneeland
Feb 1, 2013: Staff members will have students use digital devices for accomplishing learning according to individualized plans. **Person**: Rachel Loomis
Feb 4, 2013: Teachers will be given time to review and revise the current writing continuum. **Person**: Adrienne Gideon
Feb 4, 2013: Teachers will be given time to review scoring rubrics and practice using them. **Person**: Adrienne Gideon
Feb 4, 2013: Teachers will utilize Achieve 3000 (Internet-based program) for providing written response to non-fiction. **Person**: Kendy Steiger
Feb 5, 2013: Teachers will teach the writing process. **Person**: Eric Crowder
Feb 5, 2013: Teachers will write across the curriculum. **Person**: Abby Cleghorn
Feb 13, 2013: Staff members will pilot the use of alternative assessment measures for differentiated learning. **Person**: Rhonda Sudduth
Feb 15, 2013: Teachers will implement a minimum of one new differentiation strategy each grading period for the subjects taught. **Person**: Mary Ellen Sandusky
Feb 20, 2013: Staff members will have time to network and share progress with different/new strategies. **Person**: Mary Ellen Sandusky
Feb 26, 2013: Staff members will research, pilot, and share alternative assessments to use with differentiated instruction. **Person**: Rhonda Sudduth
Feb 26, 2013: Staff will be provided with professional development on using digital curriculum to differentiate instruction. **Person**: Rachel Porter
Feb 27, 2013: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Lisa Kneeland
Mar 1, 2013: Staff members will have students use digital devices for accomplishing learning according to individualized plans. **Person**: Rachel Loomis
Mar 5, 2013: Teachers will teach the writing process. **Person**: Eric Crowder
Mar 5, 2013: Teachers will write across the curriculum. **Person**: Abby Cleghorn
Mar 20, 2013: On-site Differentiation of Learning trained teacher will provide strategy instruction. **Person**: Rachel Loomis
Mar 30, 2013: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Lisa Kneeland
Apr 1, 2013: Staff members will have students use digital devices for accomplishing learning according to individualized plans. **Person**: Rachel Loomis
Apr 1, 2013: Teachers will be given time to review and revise the current writing continuum. **Person**: Adrienne Gideon
Apr 1, 2013: Teachers will be given time to review scoring rubrics and practice using them. **Person**: Adrienne Gideon
Apr 1, 2013: Teachers will utilize Achieve 3000 (Internet-based program) for providing written response to non-fiction. **Person**: Kendy Steiger
Apr 5, 2013: Teachers will teach the writing process. **Person**: Eric Crowder
Apr 5, 2013: Teachers will write across the curriculum. **Person**: Abby Cleghorn
Apr 9, 2013: Staff will be provided with professional development on using digital curriculum to differentiate instruction. **Person**: Rachel Porter
Apr 19, 2013: Teachers will implement a minimum of one new differentiation strategy each grading period for the subjects taught. **Person**: Mary Ellen Sandusky
Apr 24, 2013: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Lisa Kneeland
Apr 30, 2013: Staff members will research, pilot, and share alternative assessments to use with differentiated instruction. **Person**: Rhonda Sudduth
May 1, 2013: Staff members will have students use digital devices for accomplishing learning according to individualized plans. **Person**: Rachel Loomis
May 5, 2013: Teachers will teach the writing process. **Person**: Eric Crowder
May 5, 2013: Teachers will write across the curriculum. **Person**: Abby Cleghorn
Jun 30, 2013: Collect spring data: Number of teachers who incorporated revised writing plan into their instruction. **Person**:
Jun 30, 2013: Collect spring data: Percent of teachers implementing a new differentiation strategy each grading period. **Person**: Mary Ann Relford

Focused Academic Area

Aug 28, 2012: Teachers will be provided with strategy related teaching materials. **Person**: Brandy Peterson
Aug 30, 2012: Teachers will read and discuss "The Power of Retell." **Person**: Diana Martin
Sep 4, 2012: Give students the opportunity to role play parts of their stories. **Person**: Jeanne Dellmo
Sep 4, 2012: Use graphic organizers selected by team such as "Five W, 1H, Story Elements, BME. **Person**: Anna Virostko
Sep 5, 2012: Teachers will teach students how to look for details in fiction & non-fiction text. **Person**: Diana Martin
Sep 10, 2012: Teachers will teach students to focus on making predictions about what is going to happen or happen next. **Person**: Mary Ellen Thurow
Sep 11, 2012: Create graphic organizers to scan and email so can be moved to desktop and projected. **Person**: Diana Martin
Sep 20, 2012: Select and use stories for retell according to students reading levels. **Person**: Brandy Peterson
Sep 20, 2012: Teachers will use online reading resources for our core reading program. **Person**: Brandy Peterson
Sep 29, 2012: Teachers will use online Scholastic News to support retell. **Person**: Lori Shew
Oct 1, 2012: Teachers will use higher level thinking questions using Bloom's Taxonomy. **Person**: Diana Martin
Oct 3, 2012: Use graphic organizers selected by team such as "Five W, 1H, Story Elements, BME. **Person**: Anna Virostko
Oct 4, 2012: Teachers will be given time to explore online sites and apps to determine what ones would apply to this strategy. **Person**: Anna Virostko
Oct 11, 2012: Teachers will read and discuss "The Power of Retell." **Person**: Diana Martin
Oct 11, 2012: Teachers will teach students to focus on making predictions about what is going to happen or happen next. **Person**: Mary Ellen Thurow
Oct 18, 2012: Teachers will use online reading resources for our core reading program. **Person**: Brandy Peterson
Oct 30, 2012: Teachers will be provided with strategy related teaching materials. **Person**: Brandy Peterson
Nov 3, 2012: Teachers will use online Scholastic News to support retell. **Person**: Lori Shew
Nov 6, 2012: Give students the opportunity to role play parts of their stories. **Person**: Jeanne Dellmo
Nov 7, 2012: Teachers will teach students how to look for details in fiction & non-fiction text. **Person**: Diana Martin
Nov 12, 2012: Guide retelling done orally by students. **Person**: Betsi Case
Nov 13, 2012: Create graphic organizers to scan and email so can be moved to desktop and projected. **Person**: Diana Martin
Nov 15, 2012: Teachers will use online reading resources for our core reading program. **Person**: Brandy Peterson
Nov 22, 2012: Select and use stories for retell according to students reading levels. **Person**: Brandy Peterson
Nov 22, 2012: Teachers will read and discuss "The Power of Retell." **Person**: Diana Martin
Nov 30, 2012: Collect fall data: The number of teachers using new or revised retell fluency instructional strategies. **Person**:
Dec 1, 2012: Teachers will use online Scholastic News to support retell. **Person**: Lori Shew
Dec 3, 2012: Teachers will use higher level thinking questions using Bloom's Taxonomy. **Person**: Diana Martin
Dec 5, 2012: Use graphic organizers selected by team such as "Five W, 1H, Story Elements, BME. **Person**: Anna Virostko
Dec 6, 2012: Teachers will be given time to explore online sites and apps to determine what ones would apply to this strategy. **Person**: Anna Virostko
Dec 12, 2012: Focus on story map retelling. **Person**: Betsi Case
Dec 20, 2012: Teachers will use online reading resources for our core reading program. **Person**: Brandy Peterson
Dec 29, 2012: Teachers will use online Scholastic News to support retell. **Person**: Lori Shew
Jan 1, 2013: Teachers will be provided with strategy related teaching materials. **Person**: Brandy Peterson
Jan 3, 2013: Teachers will read and discuss "The Power of Retell." **Person**: Diana Martin
Jan 8, 2013: Give students the opportunity to role play parts of their stories. **Person**: Jeanne Dellmo
Jan 9, 2013: Teachers will teach students how to look for details in fiction & non-fiction text. **Person**: Diana Martin
Jan 11, 2013: Focus on preparing students to retell a story they have read independently. **Person**: Diana Martin
Jan 12, 2013: Guide retelling done orally by students. **Person**: Betsi Case
Jan 15, 2013: Create graphic organizers to scan and email so can be moved to desktop and projected. **Person**: Diana Martin
Jan 17, 2013: Teachers will use online reading resources for our core reading program. **Person**: Brandy Peterson
Jan 24, 2013: Select and use stories for retell according to students reading levels. **Person**: Brandy Peterson
Feb 2, 2013: Teachers will use online Scholastic News to support retell. **Person**: Lori Shew
Feb 4, 2013: Teachers will use higher level thinking questions using Bloom's Taxonomy. **Person**: Diana Martin
Feb 6, 2013: Use graphic organizers selected by team such as "Five W, 1H, Story Elements, BME. **Person**: Anna Virostko
Feb 7, 2013: Teachers will be given time to explore online sites and apps to determine what ones would apply to this strategy. **Person**: Anna Virostko
Feb 11, 2013: Teachers will be given time to explore online sites and apps to determine what ones would apply to this strategy. **Person**: Anna Virostko
Feb 12, 2013: Focus on story map retelling. **Person**: Betsi Case
Feb 14, 2013: Teachers will read and discuss "The Power of Retell." **Person**: Diana Martin
Feb 21, 2013: Teachers will use online reading resources for our core reading program. **Person**: Brandy Peterson
Mar 2, 2013: Teachers will use online Scholastic News to support retell. **Person**: Lori Shew
Mar 5, 2013: Teachers will be provided with strategy related teaching materials. **Person**: Brandy Peterson

Mar 11, 2013: Focus on written story retelling. **Person**: Lori Shew
Mar 12, 2013: Give students the opportunity to role play parts of their stories. **Person**: Jeanne Dellmo
Mar 13, 2013: Teachers will teach students how to look for details in fiction & non-fiction text. **Person**: Diana Martin
Mar 19, 2013: Create graphic organizers to scan and email so can be moved to desktop and projected. **Person**: Diana Martin
Mar 21, 2013: Teachers will use online reading resources for our core reading program. **Person**: Brandy Peterson
Mar 28, 2013: Select and use stories for retell according to students reading levels. **Person**: Brandy Peterson
Mar 28, 2013: Teachers will read and discuss "The Power of Retell." **Person**: Diana Martin
Mar 30, 2013: Teachers will use online Scholastic News to support retell. **Person**: Lori Shew
Apr 8, 2013: Teachers will use higher level thinking questions using Bloom's Taxonomy. **Person**: Diana Martin
Apr 10, 2013: Use graphic organizers selected by team such as "Five W, 1H, Story Elements, BME. **Person**: Anna Virostko
Apr 18, 2013: Teachers will use online reading resources for our core reading program. **Person**: Brandy Peterson
May 4, 2013: Teachers will use online Scholastic News to support retell. **Person**: Lori Shew
May 7, 2013: Teachers will be provided with strategy related teaching materials. **Person**: Brandy Peterson
May 9, 2013: Teachers will read and discuss "The Power of Retell." **Person**: Diana Martin
May 14, 2013: Give students the opportunity to role play parts of their stories. **Person**: Jeanne Dellmo
May 16, 2013: Teachers will use online reading resources for our core reading program. **Person**: Brandy Peterson
Jun 1, 2013: Teachers will use online Scholastic News to support retell. **Person**: Lori Shew
Jun 30, 2013: Collect spring data: The number of teachers using new or revised retell fluency instructional strategies. **Person**:

Focused Student Group

Apr 1, 2012: Collect baseline data: Percent of teachers implementing background knowledge building stratgeties and/or activities **Person**: Gina Richey
Sep 12, 2012: Teachers will be given time to plan the integration of language arts with science & social studies. **Person**: Adrienne Gideon
Sep 26, 2012: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Kendy Steiger
Oct 1, 2012: Teachers will arrange off-site study trips to enhance curriculum. **Person**: Lisa Kneeland
Oct 1, 2012: Teachers will arrange virtual field trips to ehnance study topics. **Person**: Abby Cleghorn
Oct 1, 2012: Teachers will implement immersion experiences to enhance study topics. **Person**: Lisa Kneeland
Oct 1, 2012: Teachers will schedule guest speakers to enhance study topics. **Person**: Eric Crowder
Oct 1, 2012: Teachers will utilize Achieve 3000 (Internet-based program) for building skills with nonfiction/informational text comprehension. **Person**: Abby Cleghorn
Oct 10, 2012: Teachers will be given time to analze Acuity data to guide instruction. **Person**: Diana Martin
Oct 24, 2012: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Kendy Steiger
Nov 12, 2012: Teachers will be given time to plan the integration of language arts with science & social studies. **Person**: Adrienne Gideon
Nov 28, 2012: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Kendy Steiger
Nov 30, 2012: Collect fall data: Percent of teachers implementing background knowledge building stratgeties and/or activities **Person**: Gina Richey
Dec 3, 2012: Teachers will arrange guest speakers to ehnance study topics. **Person**: Eric Crowder
Dec 3, 2012: Teachers will arrange off-site study trips to enhance curriculum. **Person**: Abby Cleghorn
Dec 3, 2012: Teachers will arrange virtual field trips to enhance study topics. **Person**: Eric Crowder
Dec 3, 2012: Teachers will implement immersion experiences to enhance study topics. **Person**: Lisa Kneeland
Dec 3, 2012: Teachers will utilize Achieve 3000 (Internet-based program) for building skills with nonfiction/informational text comprehension. **Person**: Abby Cleghorn
Jan 9, 2013: Teachers will be given time to analze Acuity data to guide instruction. **Person**: Diana Martin
Jan 14, 2013: Teachers will be given time to plan the integration of language arts with science & social studies. **Person**: Adrienne Gideon
Jan 23, 2013: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Kendy Steiger
Feb 4, 2013: Teachers will arrange off-site study trips to enhance curriculum. **Person**: Abby Cleghorn
Feb 4, 2013: Teachers will arrange virtual field trips to ehnance study topics. **Person**: Eric Crowder
Feb 4, 2013: Teachers will implement immersion experiences to enhance study topics. **Person**: Lisa Kneeland
Feb 4, 2013: Teachers will schedule guest speakers to enhance study topics. **Person**: Eric Crowder
Feb 4, 2013: Teachers will utilize Achieve 3000 (Internet-based program) for building skills with nonfiction/informational text comprehension. **Person**: Abby Cleghorn
Feb 27, 2013: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Kendy Steiger

Mar 6, 2013: Teachers will be given time to analze Acuity data to guide instruction. **Person**: Diana Martin
Mar 11, 2013: Teachers will be given time to plan the integration of language arts with science & social studies. **Person**: Adrienne Gideon
Mar 20, 2013: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Kendy Steiger
Apr 1, 2013: Teachers will arrange off-site study trips to enhance curriculum. **Person**: Abby Cleghorn
Apr 1, 2013: Teachers will arrange virtual field trips to ehnance study topics. **Person**: Eric Crowder
Apr 1, 2013: Teachers will implement immersion experiences to enhance study topics. **Person**: Lisa Kneeland
Apr 1, 2013: Teachers will schedule guest speakers to enhance study topics. **Person**: Eric Crowder
Apr 1, 2013: Teachers will utilize Achieve 3000 (Internet-based program) for building skills with nonfiction/informational text comprehension. **Person**: Abby Cleghorn
Apr 24, 2013: Teachers will collaborate during Professional Learning Community Staff Development sessions **Person**: Kendy Steiger
Jun 30, 2013: Collect spring data: Percent of teachers implementing background knowledge building stratgeties and/or activities **Person**: Gina Richey

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 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 Members will be provided PLC-Professional Development time to discuss progress of "Second Step

Brief Description: During PLC staff will discuss what is working, what isn't working, what needs to be modified with the "Second Step" program.

Intended Participants: Teachers, Counselors, Administrators, Other

Date: Oct 24, 2012

Activity Purpose: Feedback/Support, Refinement

Activity Format: Talk to, Collaborative Problem Solving

Funding: Corporation

Does this activity occur during the school day? Yes

Staff Members will be provided PLC-Professional Development time to discuss progress of "Second Step

Brief Description: During PLC staff will discuss what is working, what isn't working, what needs to be modified with the "Second Step" program.

Intended Participants: Teachers, Counselors, Administrators, Other

Dates: Nov 24, 2012; Jan 26, 2013; Mar 19, 2013; Apr 23, 2013

Activity Purpose: Feedback/Support, Refinement

Activity Format: Talk to, Collaborative Problem Solving

Funding: Corporation

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Differentiation of Learning

On-site Differentiation of Learning trained teacher will provide strategy instruction.

Brief Description: Rachel Loomis has been trained to do Differentiation of Learning professional development, thus she will guide us through the implementation of different/new strategies.

Intended Participants: Teachers, Administrators, Other

Dates: Sep 12, 2012; Nov 14, 2012; Jan 16, 2013; Mar 20, 2013

Activity Purpose: Skill Building, Feedback/Support, Refinement

Activity Format: Presentation, Peer Coaching

Funding: Corporation

Does this activity occur during the school day? Yes

Staff members will research possible strategies for integrating differentiation of learning into the

Brief Description: Staff members will be given time during Professional Learning Community's Professional Development session to research via Internet or other resources effective strategies to use.

Intended Participants: Teachers, Administrators, Other

Date: Sep 26, 2012

Activity Purpose: Information

Activity Format: Study Group, Professional Reading

Funding: Corporation

Does this activity occur during the school day? Yes

Staff members will research, and share alternative assessments to use with differentiated instructio

Brief Description: Staff members will have time during PLC's Professional Development sessions toresearch and develop alternative assessments, then share their progres/success with the alternative assessments.

Intended Participants: Teachers

Dates: Oct 23, 2012; Dec 25, 2012; Feb 26, 2013; Apr 30, 2013

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Talk to, Study Group, Professional Reading

Funding: Corporation

Does this activity occur during the school day? Yes

Staff will be provided with professional development on using digital curriculum to differentiate in

Brief Description: Our corporation Digital Curriculum Specialist will observe staff, meet with staff, then train them to differentiate their instruction using technology.

Intended Participants: Teachers, Administrators, Other

Dates: Sep 11, 2012; Oct 23, 2012; Dec 4, 2012; Jan 15, 2013; Feb 26, 2013; Apr 9, 2013

Activity Purpose: Skill Building

Activity Format: Talk to, Presentation

Funding: Corporation

Does this activity occur during the school day? Yes

F. Encourage Rigorous Curriculum: Improve Writing Instruction

Teachers will attend training about Acheive 3000.

Brief Description: Enter a brief description of the Professional Development Activity
Intended Participants: Teachers
Date: Jul 26, 2012
Activity Purpose: Skill Building
Activity Format: Presentation
Funding: Corporation
Does this activity occur during the school day? No

Teachers will collaborate during Professional Learning Community Staff Development sessions

Brief Description: Teachers will talk about the narrative writing prompts from the beginning of the year.
Intended Participants: Teachers
Date: Sep 26, 2012
Activity Purpose: Feedback/Support
Activity Format: Talk to
Funding: Corporatio
Does this activity occur during the school day? Yes

Teachers will collaborate during Professional Learning Community Staff Development sessions

Brief Description: Writing teachers will talk about how to bridge free writing compared to writing to a prompt.
Intended Participants: Teachers, Other
Date: Oct 24, 2012
Activity Purpose: Feedback/Support
Activity Format: Talk to
Funding: Corporation
Does this activity occur during the school day? Yes

Teachers will collaborate during Professional Learning Community Staff Development sessions

Brief Description: Discuss graphic organizers that have been tried.
Intended Participants: Teachers, Other
Date: Nov 28, 2012
Activity Purpose: Feedback/Support
Activity Format: Talk to
Funding: Corporation
Does this activity occur during the school day? Yes

Teachers will collaborate during Professional Learning Community Staff Development sessions

Brief Description: Review goals for writing for the last half of the year and discuss writing for the ISTEP.

Intended Participants: Teachers, Other

Date: Jan 23, 2013

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: Corporation

Does this activity occur during the school day? Yes

Teachers will collaborate during Professional Learning Community Staff Development sessions

Brief Description: Discuss changes to writing continuum.

Intended Participants: Teachers, Other

Date: Feb 27, 2013

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: Corporation

Does this activity occur during the school day? Yes

Teachers will collaborate during Professional Learning Community Staff Development sessions

Brief Description: Discuss struggles with writing on the ISTEP.

Intended Participants: Teachers, Other

Date: Mar 30, 2013

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: Corporation

Does this activity occur during the school day? Yes

Teachers will collaborate during Professional Learning Community Staff Development sessions

Brief Description: Share ideas about utilizing Achieve 3000.

Intended Participants: Teachers, Other

Date: Apr 24, 2013

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: Corporation

Does this activity occur during the school day? Yes

I. Focused Academic Area: K-2 Retell Fluency

Teachers will read and discuss "The Power of Retell."

Brief Description: K-2 staff will read "The Power of Retell: Developmental Steps for Building Comprehension" by Benson & Commins in order to refine their teaching. They will discuss this book and strategies they try from it during PLC-Professional Development Sessions.

Intended Participants: Teachers, Other

Dates: Aug 30, 2012; Oct 11, 2012; Nov 22, 2012; Jan 3, 2013; Feb 14, 2013; Mar 28, 2013; May 9, 2013

Activity Purpose: Information, Feedback/Support, Refinement

Activity Format: Study Group, Peer Coaching

Funding: Corporation

Does this activity occur during the school day? Yes

U. Focused Student Group: Building Background Knowledge

Teachers will collaborate during Professional Learning Community Staff Development sessions

Brief Description: Teachers will share strategies tried (successful or not), ideas, future plans, other teachers across grade levels.

Intended Participants: Teachers, Administrators, Other

Dates: Sep 26, 2012; Oct 24, 2012; Nov 28, 2012; Jan 23, 2013; Feb 27, 2013; Mar 20, 2013; Apr 24, 2013

Activity Purpose: Feedback/Support

Activity Format: Study Group, Peer Coaching

Funding: Corporation

Does this activity occur during the school day? Yes

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 intereres 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 3-6 -- percent achieving scores of 4, 5, or 6 on ISTEP+ Writing Applications
- All students in grades 5 & 6 -- Percent performing in high and typical Growth Model categories in Eng/LA on ISTEP

Strategies to Impact This Concern:

- F. Encourage Rigorous Curriculum: Differentiation of Learning
- F. Encourage Rigorous Curriculum: Improve Writing Instruction

G. Attendance (IN Rules)

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- G. Attendance: Attendance Recognition

I. Focused Academic Area (IN Rules)

Data Targets Influenced by This Concern:

- All students at the end of 2nd grade -- Percent passing DIBELS Retell Fluency with a score of 27 or more words.

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:

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

Strategies to Impact This Concern:

- U. Focused Student Group: Math Computation for Females
- U. Focused Student Group: Building Background Knowledge

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- All students in grades 5 & 6 -- Percent performing in high and typical Growth Model categories in Eng/LA on ISTEP
- 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
B. What rules or statutes would you like to waive in order to promote student learning? ● 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% We will recognize individuals & classrooms with excellent attendance.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	Acuity for Eng/LA, Math, Science & Social Studies grades 3-6, DIBELS Next grades K-2 DIBELS grades 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
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 2014-2015 school year