

School Improvement Plan - 2013-2014

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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

- Eric Crowder - Teacher
- Adrienne Gideon - Administrator
- Lisa Kneeland - Teacher
- William Livers - School Counselor
- Mary Ellen Sandusky - Teacher
- Sherri Sauer - Parent/Guardian
- Esther Yeargin - Community Representative

Strategy Chairs

- Abby Cleghorn
- Marla Hasbrouck
- Jill Moore
- Mary Ann Relford
- Rhonda Sudduth
- Anna Virostko

Community Council

- Lynn McCammon - parent
- Oldham Christie - parent
- Melanie Dove - parent
- Karen Gallagher - youth services
- Randy Kneeland - parent

- Clint Oldham - parent
- Sherri Sauer - community
- Amy Shouse - parent
- Rhonda Stahl - parent
- Sharon Whitford - parent
- Esther Yeargin - Community Member

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 4, 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 more 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: Problem Solving: 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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
72%	85%	75%	86%	86%		87%		88%		89%		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	70%	73%	79%	80%		81%		82%		83%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
83%	91%	84%	86%	87%		88%		89%		90%		100

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
51%	48%	52%	51%	55%		59%		62%		65%		100

All students in grades 4, 5 & 6 - Percent performing in high and typical Growth Model categories in Eng/LA on ISTEP

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
	75%	77%	70%	72%		74%		76%		78%		100%

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

2010-2011		2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
76%	80%	81%	83%	83%		84%		85%		86%		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 interfere 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

It is the third year of the "Second Step" character education program, however, the teaching staff identified a need to place more emphasis on the implementation of the units: Skills for Learning, Empathy, Emotional Management, and Problem Solving. The teaching staff will begin the lessons the first Friday of school and they will be implemented on a bi-weekly basis. These lessons take 30-45 minutes to complete. With each unit, there will be school-wide activities that align with the purpose of the unit.

Impact Level: High Impact - Outside

Focus: General

Required Strategies

F. Encourage Rigorous Curriculum: Differentiation of Learning

We will continue to encourage rigorous curriculum through implementation of differentiation of learning. Every two months during Professional Development sessions, we will provide teachers with additional strategies to use to differentiate instruction, student learning, and student assessment. These strategies will be integrated into our "Build Your Own Curriculum" online planning, which includes specific quarterly instructional plans.

Impact Level: High Impact - Inside

Focus: Specific

F. Encourage Rigorous Curriculum: Improve Writing Instruction

Using Build Your Own Curriculum software, Rosedale teachers will do curriculum mapping of writing applications' skills and related language conventions' skills first semester. Second semester, also on the BYOC software, teachers will develop focus units with activities that will be aligned and sequenced across grade levels K-6.

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 share progress with the other teachers during Professional Learning Community time.

Impact Level: High Impact - Inside

Focus: Specific

I. Focused Academic Area: Multi-step Problem Solving with Common Core Rigor

First semester, teachers will develop weekly multi-step math prompts with Common Core Standards. These prompts will be implemented in each K-6 classroom second semester, then reviewed at the end-of-the year for effectiveness.

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

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: High Impact - Inside

Focus: Specific

Strategy Data

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

Local Strategies

Bully Prevention/Character Education Development

Number of teachers who revised their "Second Step" Character Ed instruction.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100%		100%	

Required Strategies

F. Encourage Rigorous Curriculum: Improve Writing Instruction

Number of teachers who will use BYOC software to map writing applications and language conventions curriculum.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0%	50%		100%	

I. Focused Academic Area: K-2 Retell Fluency

Number of teachers who implement reading strategies to improve K-2 students' retell fluency.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
80%	100%		100%	

I. Focused Academic Area: Multi-step Problem Solving with Common Core Rigor

Number of math teachers who have completed the development and implementation of these aligned math prompts.

Baseline 12-13	Follow Up 13-14 1st Semester / 1st Trimester		Follow Up 13-14 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	75%		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, 2013: Collect baseline data: Number of teachers who revised their "Second Step" Character Ed instruction. **Person:**

Nov 30, 2013: Collect fall data: Number of teachers who revised their "Second Step" Character Ed instruction. **Person:**

Jun 30, 2014: Collect spring data: Number of teachers who revised their "Second Step" Character Ed instruction. **Person:**

Encourage Rigorous Curriculum

Apr 1, 2013: Collect baseline data: Number of teachers who will use BYOC software to map writing applications and language conventions curriculum. **Person:** Abby Cleghorn

Aug 29, 2013: Teachers will implement the writing scope and sequence developed in 2012-2013. **Person:** Lisa Kneeland

Sep 3, 2013: Using BYOC software, teachers will develop monthly units/focus skills activities. **Person:** Lisa Kneeland

Sep 10, 2013: Time will be provided for completing professional development tasks. **Person:** Adrienne Gideon

Sep 16, 2013: Teachers will implement word work stations and/or activities. **Person:** Lisa Kneeland/Abby Cleghorn

Sep 23, 2013: Using BYOC software, teachers will complete writing curriculum mapping within their Language Arts plan. **Person:** Abby Cleghorn

Sep 24, 2013: Teachers will implement monthly units/focus skills activities. **Person:** Lisa Kneeland

Nov 4, 2013: Teachers will implement the use of consistent editing marks across the grade levels. **Person:** Kendy Steiger

Nov 5, 2013: Using BYOC software, teachers will develop monthly units/focus skills activities **Person:** Lisa Kneeland

Nov 12, 2013: Time will be provided for completing professional development tasks. **Person:** Adrienne Gideon

Nov 18, 2013: Teachers will implement word work stations and/or activities. **Person:** Lisa Kneeland/Abby Cleghorn

Nov 19, 2013: Teachers will identify skills taught at each grade level. **Person:** Gina Richey

Nov 26, 2013: Teachers will implement monthly units/focus skills activities. **Person:** Lisa Kneeland

Nov 30, 2013: Collect fall data: Number of teachers who will use BYOC software to map writing applications and language conventions curriculum. **Person:** Abby Cleghorn

Jan 7, 2014: Using BYOC software, teachers will develop monthly units/focus skills activities **Person:** Lisa Kneeland

Jan 14, 2014: Time will be provided for completing professional development tasks. **Person:** Adrienne Gideon

Jan 20, 2014: Teachers will implement word work stations and/or activities. **Person:** Lisa Kneeland/Abby Cleghorn

Jan 28, 2014: Teachers will implement monthly units/focus skills activities. **Person:** Lisa Kneeland

Mar 4, 2014: Teachers will develop a consistent writing process, practices, and language across the grade levels. **Person:** Eric Crowder

Mar 11, 2014: Using BYOC software, teachers will develop monthly units/focus skills activities **Person:** Lisa Kneeland

Mar 18, 2014: Language Arts teaching staff will reach consensus about process, practices, and language. **Person:** Abby Cleghorn

Mar 18, 2014: Time will be provided for completing professional development tasks. **Person:** Adrienne Gideon

Mar 24, 2014: Teachers will implement word work stations and/or activities. **Person:** Lisa Kneeland/Abby Cleghorn

Apr 1, 2014: Teachers will implement monthly units/focus skills activities. **Person:** Lisa Kneeland

Jun 30, 2014: Collect spring data: Number of teachers who will use BYOC software to map writing applications and language conventions curriculum. **Person:** Abby Cleghorn

Focused Academic Area

Apr 1, 2013: Collect baseline data: Number of math teachers who have completed the development and implementation of these aligned math prompts. **Person:** Rhonda Sudduth

Apr 1, 2013: Collect baseline data: Number of teachers who implement reading strategies to improve K-2 students' retell fluency.

Person: Brandy Peterson

Aug 26, 2013: Teachers will use sight word phrases to increase reading fluency. **Person:** Brandy Peterson

Sep 2, 2013: Teachers will use the online reading resources with our core reading program. **Person:** Anna Virostko

Sep 4, 2013: Strategy related materials will be provided for teachers. **Person:** Brandy Peterson

Sep 9, 2013: Teachers will teach students how to look for details in fiction and nonfiction text. **Person:** Diana Martin

Sep 18, 2013: Teachers will do math curriculum mapping on Build Your Own Curriculum software during PD time. **Person:** Rachel Loomis

Sep 18, 2013: Teachers will have training on using Common Core Mathematics Standards. **Person:** Rachel Porter

Sep 23, 2013: Teachers will use graphic organizers such as "5W's", Story Elements, BME. **Person:** Anna Virostko

Sep 23, 2013: Teachers will use higher level thinking questions-Bloom's. **Person:** Diana Martin

Sep 25, 2013: PD time for online research of strategies to implement. **Person:** Anna Virostko

Oct 2, 2013: Teachers will enter math activities into BYOC online software during PD time. **Person:** Rachel Loomis

Oct 2, 2013: Teachers will have professional development time to use the Build Your Own Curriculum online software. **Person:** Rachel Porter

Oct 7, 2013: Teachers will research for retell fluency materials, programs, apps. online. **Person:** Diana Martin/Anna Virostko

Oct 14, 2013: Students will be given the opportunity to act parts from their stories. **Person:** Brandy Peterson

Oct 28, 2013: Teachers will use sight word phrases to increase reading fluency. **Person:** Brandy Peterson

Nov 4, 2013: Teachers will create new Math Monday problem-solving prompts. **Person:** Jeanne Dellmo

Nov 4, 2013: Teachers will have time during the school day create new math prompts. **Person:** Adrienne Gideon

Nov 4, 2013: Teachers will use the online reading resources with our core reading program. **Person:** Anna Virostko

Nov 11, 2013: Teachers will teach students how to look for details in fiction and nonfiction text. **Person:** Diana Martin

Nov 25, 2013: Teachers will use graphic organizers such as "5W's", Story Elements, BME. **Person:** Anna Virostko

Nov 25, 2013: Teachers will use higher level thinking questions-Bloom's. **Person:** Diana Martin

Nov 27, 2013: Teachers will research strategies to implement for retell fluency. **Person:** Anna Virostko

Nov 30, 2013: Collect fall data: Number of math teachers who have completed the development and implementation of these aligned math prompts. **Person:** Rhonda Sudduth

Nov 30, 2013: Collect fall data: Number of teachers who implement reading strategies to improve K-2 students' retell fluency. **Person:** Brandy Peterson

Dec 2, 2013: Teachers will create new Math Monday problem-solving prompts. **Person:** Rhonda Sudduth

Dec 3, 2013: Teachers will network with the language arts teachers to share strategies and how they work. **Person:** Lori Shew

Dec 16, 2013: Students will be given the opportunity to act parts from their stories. **Person:** Brandy Peterson

Dec 30, 2013: Teachers will use sight word phrases to increase reading fluency. **Person:** Brandy Peterson

Jan 6, 2014: Teachers will pilot use of the new Math Monday problem-solving prompts. **Person:** Rhonda Sudduth

Jan 6, 2014: Teachers will use the online reading resources with our core reading program. **Person:** Anna Virostko

Jan 13, 2014: Teachers will teach students how to look for details in fiction and nonfiction text. **Person:** Diana Martin

Jan 14, 2014: Teachers will network with the language arts teachers to share strategies and how they work. **Person:** Lori Shew

Jan 27, 2014: Teachers will use graphic organizers such as "5W's", Story Elements, BME. **Person:** Anna Virostko

Jan 27, 2014: Teachers will use higher level thinking questions-Bloom's. **Person:** Diana Martin

Jan 29, 2014: PD time for online research of strategies to implement. **Person:** Anna Virostko

Feb 3, 2014: Teachers will pilot use of the new Math Monday problem-solving prompts. **Person:** Rachel Loomis

Feb 4, 2014: Teachers will network with the language arts teachers to share strategies and how they work. **Person:** Lori Shew

Feb 17, 2014: Students will be given the opportunity to act parts from their stories. **Person:** Brandy Peterson

Mar 3, 2014: Teachers will pilot use of the new Math Monday problem-solving prompts. **Person:** Mary Ann Relford

Mar 3, 2014: Teachers will use sight word phrases to increase reading fluency. **Person:** Brandy Peterson

Mar 10, 2014: Teachers will use the online reading resources with our core reading program. **Person:** Anna Virostko

Mar 17, 2014: Teachers will teach students how to look for details in fiction and nonfiction text. **Person:** Diana Martin

Mar 31, 2014: Teachers will use graphic organizers such as "5W's", Story Elements, BME. **Person:** Anna Virostko

Mar 31, 2014: Teachers will use higher level thinking questions-Bloom's. **Person:** Diana Martin

Apr 2, 2014: PD time for online research of strategies to implement. **Person:** Anna Virostko

Apr 7, 2014: Teachers will pilot use of the new Math Monday problem-solving prompts. **Person:** Mary Ellen Sandusky

Apr 8, 2014: Teachers will network with the language arts teachers to share strategies and how they work. **Person:** Lori Shew

Apr 21, 2014: Students will be given the opportunity to act parts from their stories. **Person:** Brandy Peterson

Apr 28, 2014: Teachers will have time during Professional Development to evaluate effectiveness of new prompts. **Person:** Adrienne Gideon

Apr 30, 2014: Teachers will evaluate the effectiveness of the piloted math prompts. **Person:** Mary Ann Relford

Jun 30, 2014: Collect spring data: Number of math teachers who have completed the development and implementation of these aligned math prompts. **Person:** Rhonda Sudduth

Jun 30, 2014: Collect spring data: Number of teachers who implement reading strategies to improve K-2 students' retell fluency. **Person:** Brandy Peterson

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.

F. Encourage Rigorous Curriculum: Improve Writing Instruction

Teachers will develop a consistent writing process, practices, and language across the grade levels.

Brief Description: Using Nov. 19 information and CCSS, teachers in grades 3-6 LA will develop a writing continuum.

Intended Participants: Teachers

Date: Mar 4, 2014

Activity Purpose: Refinement

Activity Format: Study Group, Collaborative Problem Solving

Funding: Grant from Indiana State University

Does this activity occur during the school day? Yes

Teachers will identify skills taught at each grade level.

Brief Description: Teachers in grades 3-6 Language Arts will identify writing skills for alignment from grade level to grade level.

Intended Participants: Teachers

Date: Nov 19, 2013

Activity Purpose: Feedback/Support

Activity Format: Talk to

Funding: Local

Does this activity occur during the school day? Yes

Using BYOC software, teachers will complete writing curriculum mapping within their Language Arts pl

Brief Description: LA teachers in grades 3-6 will meet to complete the writing curriculum mapping.

Intended Participants: Teachers

Date: Sep 23, 2013

Activity Purpose: Refinement

Activity Format: Study Group, Site Visit

Funding: Local

Does this activity occur during the school day? Yes

Using BYOC software, teachers will develop monthly units/focus skills activities.

Brief Description: LA teachers in grades 3-6 will meet and develop a monthly unit that includes the writing process and language conventions.

Intended Participants: Teachers

Dates: Sep 3, 2013; Nov 5, 2013; Jan 7, 2014; Mar 11, 2014

Activity Purpose: Refinement

Activity Format: Study Group, Collaborative Problem Solving

Funding: Local

Does this activity occur during the school day? Yes

I. Focused Academic Area: K-2 Retell Fluency

Teachers will network with the language arts teachers to share strategies and how they work.

Brief Description: Teachers will collaborate on the fluency strategies used in the classroom that increase or improve accuracy in words per minute.

Intended Participants: Teachers

Dates: Jan 14, 2014; Dec 3, 2013; Feb 4, 2014; Apr 8, 2014

Activity Purpose: Feedback/Support, Refinement

Activity Format: Collaborative Problem Solving, Site Visit

Funding: Local

Does this activity occur during the school day? Yes

Teachers will research for retell fluency materials, programs, apps. online.

Brief Description: Teachers will be given time to research apps and online activities that engage students in fluency strategies.

Intended Participants: Teachers

Date: Oct 7, 2013

Activity Purpose: Information

Activity Format: Study Group, Other

Funding: Local

Does this activity occur during the school day? Yes

I. Focused Academic Area: Multi-step Problem Solving with Common Core Rigor

Teachers will create new Math Monday problem-solving prompts.

Brief Description: Teachers will have time to work together to research and develop math prompts that will reinforce Common Core Standards.

Intended Participants: Teachers

Date: Nov 4, 2013

Activity Purpose: Refinement

Activity Format: Study Group, Site Visit, Other

Funding: Grant from Indiana State University

Does this activity occur during the school day? Yes

Teachers will create new Math Monday problem-solving prompts.

Brief Description: Teachers will have time to work together to research and develop math prompts that will reinforce Common Core Standards.

Intended Participants: Teachers

Date: Dec 2, 2013

Activity Purpose: Feedback/Support, Refinement

Activity Format: Study Group, Site Visit, Other

Funding: Grant from Indiana State University

Does this activity occur during the school day? Yes

Teachers will do math curriculum mapping on Build Your Own Curriculum software during PD time.

Brief Description: Rachel Loomis will lead teachers in using the Build Your Own Curriculum software to map their math curriculum.

Intended Participants: Teachers, Administrators

Date: Sep 18, 2013

Activity Purpose: Information, Skill Building

Activity Format: Presentation, Study Group

Funding: Local

Does this activity occur during the school day? Yes

Teachers will enter math activities into BYOC online software during PD time.

Brief Description: Teachers will enter math teaching strategies & activities into the BYOC software by grade levels.

Intended Participants: Teachers

Date: Oct 2, 2013

Activity Purpose:

Activity Format:

Funding: Local

Does this activity occur during the school day? Yes

Teachers will evaluate the effectiveness of the piloted math prompts.

Brief Description: Cross grade level math teachers will evaluate the effectiveness of piloted math prompts.

Intended Participants: Teachers

Date: Apr 30, 2014

Activity Purpose:

Activity Format: Collaborative Problem Solving, Site Visit

Funding: Local

Does this activity occur during the school day? Yes

Teachers will have training on using Common Core Mathematics Standards.

Brief Description: Mrs. Porter will teach or show online where to go to learn more about teaching math as needed to address the Common Core Standards.

Intended Participants: Teachers, Administrators

Date: Sep 18, 2013

Activity Purpose: Information, Feedback/Support

Activity Format: Presentation, Study Group

Funding: Local

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 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 3- 6 -- taking ISTEP+ subtest: Problem Solving
- All students in grades 3-6 -- percent achieving scores of 4, 5, or 6 on ISTEP+ Writing Applications
- All students in grades 4, 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: Improve Writing Instruction
- F. Encourage Rigorous Curriculum: Differentiation of Learning

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: Multi-step Problem Solving with Common Core Rigor
- 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: Building Background Knowledge

X. Graduation Plan (IN Rules)

Data Targets Influenced by This Concern:

- All students in grades 4, 5 & 6 -- Percent performing in high and typical Growth Model categories in Eng/LA on ISTEP

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?	Recognition at the end of each month for classrooms, the end of each grading periods for individuals, special treats, awards, activities by grading period, semester, year, and end of year, publish perfect attendancde, make students & parents aware of the importance of good attendance
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	mCLASS K-2 reading and math DIBELS 3-6 reading levels Acuity 3-6 E/LA & Math achievement Terra Nova for Grade 2 (achievement and cognitive skills) Achieve 3000-Lexile Scores for 3-6 IREAD 3 IREAD K-2 Grade Level Math and LA pre & post assessments Teacher Generated achievement tests

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