

School Improvement Plan - 2014-2015

Generated on May 29, 2014 at 4:12 PM

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:



American Student Achievement Institute
3925 E. Hagan St. Suite 105
Bloomington, IN 47401
Phone: 812-349-4142
Email: asai@asainstitute.org
Website: <http://www.asainstitute.org>

Table of Contents

- School Improvement Plan Introduction 3
- Who Wrote this School Improvement Plan? 4
- Vision Statement 6
- Academic Goals 7
- Comprehensive Needs Assessment / Areas of Concern 9
- Strategies 11
- Strategy Data 13
- To-Do List 15
- Professional Development Summary 22
- Relationship Report: Areas of Concern / Strategies / Achievement Goals 28
- Force Field Excerpt 30
- Continuous Improvement Timeline 31

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 American 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:

- American 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
- Diana Martin - Teacher
- Mary Ellen Sandusky - Teacher
- Sherri Sauer - Parent/Guardian
- Esther Yeargin - Community Representative

Strategy Chairs

- Abby Cleghorn
- Rachel Loomis
- Jamie Mager
- Jill Moore
- Tami Rutan
- Anna Virostko

Community Council

- Lynn McCammon - parent
- Roger Boillard - parent
- Karen Gallagher - youth services
- Randy Kneeland - parent

- Amanda Pharris - parent
- Sherri Sauer - community
- Rhonda Stahl - parent
- Angela Virostko - 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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
75%	79.4%	86%	79.7%	82%		83%		84%		85%		100

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
73%	79%	80%	83%	84%		85%		86%		87%		100%

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

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
52%	51%	55%	48%	55%		62%		65%				100

High Performing Students (those with score of 500+ on ISTEP) with Low Growth in grades 5 & 6 - achieving high and typical ratings on the Growth Model in English/Language Arts

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			59%	66%		73%		78%		83%		100%

High Performing Students (those with score of 500+ on ISTEP) with Low Growth in grades 5 & 6 - percent performing in the high and typical Growth Model in Mathematics

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			65%	70%		76%		81%		86%		100%

Special Education students in Grade 6 - percent performing in the high and typical Growth Model in Mathematics

2011-2012		2012-2013		2013-2014		2014-2015		2015-2016		2016-2017		Vision Data
Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	Target	Actual	
			55%	64%		73%		82%		91%		100%

Comprehensive 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.

Areas of Concern

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

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

We are concerned that... Encourage Rigorous Curriculum

We want our school to continue provide a rigorous curriculum and our teachers to continue to engage all students in learning. Writing Applications Mastery (Applied Scores) for students in 4-6 taking ISTEP with scores of 4, 5, or 6 have been low: 2011 48%, 2012 51%, 2013 48%.

We are concerned that... Attendance

Attendance Rate is 96% for the school year for the last 3 years. However, we have 10-15 students pushing our policy to the end or going beyond it each of the last 3 years.

We are concerned that... Focused Academic Area

We want to review and make sure that our teachers use effective instructional practices daily in English/language arts, writing, and math for Low Growth/High Performing Students. Data from 2013 indicates that only 59% of students in grades 5 & 6 who are high performing students had high or typical growth in E/LA and 65% in math. Also, we have only had 79% & 83% make the score of 27 on DIBELS Retell Fluency the last two years.

We are concerned that... Focused Student Group

We identified IEP students needing additional support according to their ISTEP scores in mathematics. 9 of 33 students in grade 5 were in the bottom 25 on the Growth Model. Of that 9, 5 of them have IEP's.

We are concerned that... Graduation Plan

We want to promote a love of learning, recognize the importance of doing well in school and to continue learning, and develop a plan for learning as it relates to their interests. Our high school's graduation rate from 2010-2013 has been 80%, 81%, 84%, 85%.

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:

Strategies

Attendance Recognition & Improvement

To improve student attendance, teachers and administrators will continue to monitor those students and classrooms with perfect attendance and individuals who need to improve their attendance. Adding to our current strategies this year, will be a point system in which classes will get points for perfect attendance and for no one being tardy with a variety of rewards for cumulative points earned at the end of each grading period. Individuals will also be recognized at the end of each grading period.

Impact Level: High Impact - Outside

Focus: General

Bully Prevention/Character Education Development

This team will collect data, analyze it, and research successful curriculum & instructional strategies to prevent bullying and promote positive character first semester. Second semester, a primary and an intermediate class will pilot some of the strategies to be considered. The results of the pilot will also be considered in revising our current plan or to develop a new one to be implemented in 2015-2016.

Impact Level: High Impact - Outside

Focus: General

Encourage Rigorous Curriculum

K-2 teachers will develop a scope & sequence for the writing process after being provided time first semester to research current best practices. Teachers will implement identified best practices' writing strategies within their language arts curriculum, some of which will be tested during the second grading period. Additional implementation will continue second semester, with K-2 staff analyzing progress with strategies & student performance throughout the school year.

Impact Level: High Impact - Inside

Focus: Specific

Encourage Rigorous Curriculum - Improve Writing Instruction

Third and fourth grade language arts teachers will begin the alignment process of writing curriculum from primary to intermediate during the 2014 summer. Grade level criteria for writing will be determined. Implementation of the writing curriculum will be accomplished with extended time built into instruction schedule during the 2014-2015 school year. Assessment of the curriculum development and instructional implementation will be utilized to determine effectiveness of the program and needs for grades 5 & 6 writing development.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - 4-6 Language Arts, Low Growth/High Performing Students

Language Arts teachers in grades 4-6 will develop and implement instructional plans that will diversify the learning activities for high performing/low growth students. Emphasis will be placed on providing strategies and a more rigorous curriculum that will meet their needs as high achieving students. As the strategies are implemented throughout the school year, they will be reviewed, revised as needed, and shared among the Language Arts teachers.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - 4-6 Math

Teachers will analyze and revise the math curriculum in order to meet the various levels of math abilities within their classrooms. For high achieving students, emphasis will be placed on providing a rigorous curriculum that will give them the opportunity to stretch their knowledge in math. First semester, math teachers will review Indiana Standards and plan for implementation second semester.

Impact Level: High Impact - Inside

Focus: Specific

Focused Academic Area - K-2 Reading

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

Focused Student Group - 6th Grade Math Support for Identified Students

6th grade math and resource teachers will modify instruction and provide additional support for identified IEP students in grade 6 who are performing in the bottom 25% of Indiana's Growth Model in Math. This support will be provided within and outside the classroom throughout the school year with weekly collaboration between math teacher and special education teachers to plan interventions as needed.

Impact Level: High Impact - Inside

Focus: Specific

Graduation Plan

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

Impact Level: Low Impact

Focus: General

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.

Attendance Recognition & Improvement

Percent of teachers who complete tracking information sheets.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	100		100	

Bully Prevention/Character Education Development

Percent of teachers involved in the program evaluation & planning.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	25%		75%	

Encourage Rigorous Curriculum

Percent of teachers developing writing process scope & sequence.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
	Target	Actual	Target	Actual
0	66%		100%	

Encourage Rigorous Curriculum - Improve Writing Instruction

Percent of teachers developing and implement writing process curriculum & instruction.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	50%		100%	

Focused Academic Area - 4-6 Language Arts, Low Growth/High Performing Students

Number of LA teachers who have modified instruction for low growth students.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	66%		100%	

Focused Academic Area - 4-6 Math

Percent of math teachers providing revised instruction as demonstrated by questionnaire.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	50%		100%	

Focused Student Group - 6th Grade Math Support for Identified Students

Instructional plans for IEP students developed by teachers.

Baseline 13-14	Follow Up 14-15 1st Semester / 1st Trimester		Follow Up 14-15 2nd Semester / Last Trimester	
Actual	Target	Actual	Target	Actual
0	33%		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.

Attendance Recognition & Improvement

Apr 1, 2014: Collect baseline data: Percent of teachers who complete tracking information sheets. **Person:** Jamie Mager

Aug 5, 2014: Tracking calendars will be provided teachers for monthly attendance. **Person:** Diana Robertson

Aug 12, 2014: Attendance positive intervention professional development. **Person:** Bill Livers

Aug 12, 2014: Tracking forms will be provided for individual point system record keeping. **Person:** Jamie Mager

Aug 15, 2014: Provide rewards for classrooms with best number of perfect attendance weekly and monthly. **Person:** Diana Spence

Aug 19, 2014: Positive attendance tips for parents. **Person:** Bill Livers

Sep 1, 2014: Monthly monitoring of attendance of students who are chronically absent from or tardy to school. **Person:** Diana Spence

Sep 1, 2014: Monthly monitoring of classroom attendance. **Person:** Jamie Mager

Sep 2, 2014: All staff will be given names of students whose attendance is a concern in order to recognize (praise) them when attendance is good. **Person:** Diana Spence

Sep 4, 2014: Homeroom teachers will track points for students who are present and do not have tardies. **Person:** Mary Ellen Thurow

Sep 15, 2014: Provide rewards for classrooms with best number of perfect attendance weekly and monthly. **Person:** Diana Spence

Oct 1, 2014: Monthly monitoring of attendance of students who are chronically absent from or tardy to school. **Person:** Diana Spence

Oct 1, 2014: Monthly monitoring of classroom attendance. **Person:** Jamie Mager

Oct 4, 2014: Homeroom teachers will track points for students who are present and do not have tardies. **Person:** Mary Ellen Thurow

Oct 7, 2014: All staff will be given names of students whose attendance is a concern in order to recognize (praise) them when attendance is good. **Person:** Diana Spence

Oct 9, 2014: Individual students will be recognized for perfect & excellent attendance at the end of each grading period. **Person:** Bill Livers

Oct 15, 2014: Provide rewards for classrooms with best number of perfect attendance weekly and monthly. **Person:** Diana Spence

Nov 1, 2014: Monthly monitoring of attendance of students who are chronically absent from or tardy to school. **Person:** Diana Spence

Nov 1, 2014: Monthly monitoring of classroom attendance. **Person:** Jamie Mager

Nov 4, 2014: All staff will be given names of students whose attendance is a concern in order to recognize (praise) them when attendance is good. **Person:** Diana Spence

Nov 4, 2014: Homeroom teachers will track points for students who are present and do not have tardies. **Person:** Mary Ellen Thurow

Nov 15, 2014: Provide rewards for classrooms with best number of perfect attendance weekly and monthly. **Person:** Diana Spence

Nov 30, 2014: Collect fall data: Percent of teachers who complete tracking information sheets. **Person:** Jamie Mager

Dec 1, 2014: Monthly monitoring of attendance of students who are chronically absent from or tardy to school. **Person:** Diana Spence

Dec 1, 2014: Monthly monitoring of classroom attendance. **Person:** Jamie Mager

Dec 2, 2014: All staff will be given names of students whose attendance is a concern in order to recognize (praise) them when attendance is good. **Person:** Diana Spence

Dec 4, 2014: Homeroom teachers will track points for students who are present and do not have tardies. **Person:** Mary Ellen Thurow

Dec 15, 2014: Provide rewards for classrooms with best number of perfect attendance weekly and monthly. **Person:** Diana Spence

Jan 4, 2015: Homeroom teachers will track points for students who are present and do not have tardies. **Person:** Mary Ellen Thurow

Jan 5, 2015: Monthly monitoring of attendance of students who are chronically absent from or tardy to school. **Person:** Diana Spence

Jan 6, 2015: All staff will be given names of students whose attendance is a concern in order to recognize (praise) them when attendance is good. **Person:** Diana Spence

Jan 9, 2015: Individual students will be recognized for perfect & excellent attendance at the end of each grading period. **Person:** Bill Livers

Jan 15, 2015: Provide rewards for classrooms with best number of perfect attendance weekly and monthly. **Person:** Diana Spence

Feb 1, 2015: Monthly monitoring of attendance of students who are chronically absent from or tardy to school. **Person:** Diana Spence

Feb 1, 2015: Monthly monitoring of classroom attendance. **Person:** Jamie Mager

Feb 3, 2015: All staff will be given names of students whose attendance is a concern in order to recognize (praise) them when attendance is good. **Person:** Diana Spence

Feb 4, 2015: Homeroom teachers will track points for students who are present and do not have tardies. **Person:** Mary Ellen Thurow

Feb 15, 2015: Provide rewards for classrooms with best number of perfect attendance weekly and monthly. **Person:** Diana Spence

Mar 1, 2015: Monthly monitoring of attendance of students who are chronically absent from or tardy to school. **Person:** Diana Spence

Mar 1, 2015: Monthly monitoring of classroom attendance. **Person:** Jamie Mager

Mar 3, 2015: All staff will be given names of students whose attendance is a concern in order to recognize (praise) them when attendance is good. **Person:** Jamie Mager

Mar 4, 2015: Homeroom teachers will track points for students who are present and do not have tardies. **Person:** Mary Ellen Thurow

Mar 13, 2015: Individual students will be recognized for perfect & excellent attendance at the end of each grading period. **Person:** Bill Livers

Mar 15, 2015: Provide rewards for classrooms with best number of perfect attendance weekly and monthly. **Person:** Diana Spence

Apr 1, 2015: Monthly monitoring of attendance of students who are chronically absent from or tardy to school. **Person:** Diana Spence

Apr 1, 2015: Monthly monitoring of classroom attendance. **Person:** Jamie Mager

Apr 4, 2015: Homeroom teachers will track points for students who are present and do not have tardies. **Person:** Mary Ellen Thurow

Apr 7, 2015: All staff will be given names of students whose attendance is a concern in order to recognize (praise) them when attendance is good. **Person:** Diana Spence

Apr 15, 2015: Provide rewards for classrooms with best number of perfect attendance weekly and monthly. **Person:** Diana Spence

May 1, 2015: Monthly monitoring of attendance of students who are chronically absent from or tardy to school. **Person:** Diana Spence

May 1, 2015: Monthly monitoring of classroom attendance. **Person:** Jamie Mager

May 4, 2015: Homeroom teachers will track points for students who are present and do not have tardies. **Person:** Mary Ellen Thurow

May 15, 2015: Provide rewards for classrooms with best number of perfect attendance weekly and monthly. **Person:** Diana Spence

May 20, 2015: Individual students will be recognized for perfect & excellent attendance at the end of each grading period. **Person:** Bill Livers

Jun 30, 2015: Collect spring data: Percent of teachers who complete tracking information sheets. **Person:** Jamie Mager

Bully Prevention/Character Education Development

Apr 1, 2014: Collect baseline data: Percent of teachers involved in the program evaluation & planning. **Person:** Jill Moore

Sep 19, 2014: Administer student, staff, & parent input surveys. **Person:** Bill Livers

Oct 7, 2014: Meet with PTO to discuss results of surveys and identify priorities. **Person:** Bill Livers

Oct 28, 2014: Analyze current data. **Person:** Bill Livers

Nov 11, 2014: Allow staff to select priority behavior needs to be addressed. **Person:** Cherri Rutan

Nov 11, 2014: Meet with faculty to discuss results of surveys and identify priorities. **Person:** Bill Livers

Nov 18, 2014: Research best practices. **Person:** Jill Moore

Nov 30, 2014: Collect fall data: Percent of teachers involved in the program evaluation & planning. **Person:** Jill Moore

Jan 20, 2015: Select grade level(s) to pilot strategies selected for identified behavior issues. **Person:** Jill Moore

Feb 1, 2015: Pilot strategies. **Person:** Mary Ellen Thurow

Apr 21, 2015: Allow staff input on proposed strategies for 2015-2016. **Person:** Cherri Rutan

May 5, 2015: Evaluate pilot. **Person:** Jill Moore

Jun 30, 2015: Collect spring data: Percent of teachers involved in the program evaluation & planning. **Person:** Jill Moore

Encourage Rigorous Curriculum

Apr 1, 2014: Collect baseline data: Percent of teachers developing writing process scope & sequence. **Person:** Anna Virostko

Aug 6, 2014: Students will be provided word journals to use to enter new or unfamiliar vocabulary. **Person:** Lori Shew

Aug 25, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Sep 1, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Sep 1, 2014: Students will engage in functional writing. **Person:** Betsi Case

Sep 1, 2014: Students will proof read & edit teacher created writings. **Person:** Brandy Peterson

Sep 6, 2014: Teachers will model writing class stories/anthologies. **Person:** Mary Ellen Thurow

Sep 8, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Sep 13, 2014: Teachers will model writing class stories/anthologies. **Person:** Mary Ellen Thurow

Sep 14, 2014: Teachers will be given release time for research & development of the writing scope & sequence. **Person:** Diana Spence

Sep 15, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Sep 20, 2014: Teachers will model writing class stories/anthologies. **Person:** Mary Ellen Thurow

Sep 22, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Sep 27, 2014: Teachers will model writing class stories/anthologies. **Person:** Mary Ellen Thurow

Sep 29, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Oct 4, 2014: Teachers will model writing class stories/anthologies. **Person:** Mary Ellen Thurow

Oct 6, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Oct 6, 2014: Students will engage in functional writing. **Person:** Betsi Case

Oct 13, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Oct 20, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Oct 27, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Nov 3, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Nov 3, 2014: Students will engage in functional writing. **Person:** Betsi Case

Nov 10, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Nov 12, 2014: Develop Writing Scope & Sequence **Person:** Diana Martin

Nov 12, 2014: Teachers will be given release time for research & development of the writing scope & sequence. **Person:** Diana Spence

Nov 17, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Nov 21, 2014: Trying new writing teaching strategies. **Person:** Anna Virostko

Nov 24, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Dec 1, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Dec 1, 2014: Students will engage in functional writing. **Person:** Betsi Case

Dec 8, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Dec 15, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Dec 22, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Dec 29, 2014: Students will be provided time for "free writing." **Person:** Anna Virostko

Jan 5, 2015: Collect fall data: Percent of teachers developing writing process scope & sequence. **Person:** Anna Virostko

Jan 5, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko

Jan 5, 2015: Students will engage in functional writing. **Person:** Betsi Case

Jan 6, 2015: Identified newly developed writing strategies will be implemented. **Person:** Diana Martin

Jan 10, 2015: Develop Writing Instructional Plans **Person:** Anna Virostko

Jan 12, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko

Jan 19, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko

Jan 20, 2015: Teachers will be given release time for research & development of the writing scope & sequence. **Person:** Diana Spence

Jan 26, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko

Feb 2, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko

Feb 2, 2015: Students will engage in functional writing. **Person:** Betsi Case

Feb 6, 2015: Identified newly developed writing strategies will be implemented. **Person:** Diana Martin

Feb 9, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko

Feb 16, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko

Feb 23, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko

Mar 2, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko

Mar 2, 2015: Students will engage in functional writing. **Person:** Betsi Case

Mar 6, 2015: Identified newly developed writing strategies will be implemented. **Person:** Diana Martin

Mar 9, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko

Mar 16, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko

Mar 23, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko
Mar 30, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko
Apr 6, 2015: Identified newly developed writing strategies will be implemented. **Person:** Diana Martin
Apr 6, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko
Apr 6, 2015: Students will engage in functional writing. **Person:** Betsi Case
Apr 13, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko
Apr 20, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko
Apr 27, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko
May 4, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko
May 4, 2015: Students will engage in functional writing. **Person:** Betsi Case
May 6, 2015: Identified newly developed writing strategies will be implemented. **Person:** Diana Martin
May 11, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko
May 15, 2015: Collect spring data: Percent of teachers developing writing process scope & sequence. **Person:** Anna Virostko
May 18, 2015: Students will be provided time for "free writing." **Person:** Anna Virostko
Jun 1, 2015: Students will engage in functional writing. **Person:** Betsi Case

Encourage Rigorous Curriculum - Improve Writing Instruction

Apr 1, 2014: Collect baseline data: Percent of teachers developing and implement writing process curriculum & instruction. **Person:**
Jul 1, 2014: Develop writing curriculum maps. **Person:** Lisa Kneeland
Aug 1, 2014: LA teachers will set grade level criteria for writing process. **Person:** Abby Cleghorn
Aug 6, 2014: Appropriate resources will be provided for writing instruction. **Person:** Diana Spence
Aug 12, 2014: Teachers will establish a set weekly time for writing instruction. **Person:** Abby Cleghorn
Aug 12, 2014: Teachers will implement the developed writing curriculum. **Person:** Lisa Kneeland
Aug 12, 2014: Teachers will require students to write using different genres. **Person:** Lisa Kneeland
Oct 14, 2014: Teachers will require students to write using different genres. **Person:** Lisa Kneeland
Nov 30, 2014: Collect fall data: Percent of teachers developing and implement writing process curriculum & instruction. **Person:**
Dec 16, 2014: Teachers will require students to write using different genres. **Person:** Lisa Kneeland
Jan 10, 2015: Align writing curriculum K-4. **Person:** Lisa Kneeland
Jan 10, 2015: Time will be provided for LA teachers to align writing curriculum. **Person:** Diana Spence
Feb 17, 2015: Teachers will require students to write using different genres. **Person:** Lisa Kneeland
Apr 21, 2015: Teachers will require students to write using different genres. **Person:** Lisa Kneeland
Jun 30, 2015: Collect spring data: Percent of teachers developing and implement writing process curriculum & instruction. **Person:**

Focused Academic Area - 4-6 Language Arts, Low Growth/High Performing Students

Jan 5, 2014: Collect fall data: Number of LA teachers who have modified instruction for low growth students. **Person:** Diana Spence
Aug 5, 2014: Collect baseline data: Number of LA teachers who have modified instruction for low growth students. **Person:** Diana Spence
Aug 5, 2014: Grades 4 - 6 classrooms will be divided into Dependent & Independent groups for Reading/Language Arts instruction. **Person:** Abby Cleghorn
Aug 15, 2014: Teachers will use existing assessments to determine academic needs of low growth students to plan instruction accordingly. **Person:** Abby Cleghorn
Aug 19, 2014: Forms will be provided for Reading Logs. **Person:** Joanie Lunsford
Aug 25, 2014: Appropriate resources needed will be provided. **Person:** Diana Spence
Aug 25, 2014: Language Arts Teachers develop "Choice Boards." **Person:** Diana Spence
Sep 1, 2014: Teachers will require reading logs. **Person:** Abby Cleghorn
Sep 1, 2014: Teachers will require weekly independent reading with book selection based on Lexile scores & interests. **Person:** Eric Crowder
Sep 9, 2014: Reading/Language Arts sharing of differentiated strategies. **Person:** Abby Cleghorn
Sep 15, 2014: Time will be provided for teachers to research strategies. **Person:** Diana Spence
Sep 25, 2014: Teachers will use "Choice Boards" to differentiate assessment. **Person:** Eric Crowder
Oct 1, 2014: Teachers will implement an author study. **Person:** Abby Cleghorn
Oct 1, 2014: Teachers will require weekly independent reading with book selection based on Lexile scores & interests. **Person:** Eric Crowder
Oct 17, 2014: Teachers will use existing assessments to determine academic needs of low growth students to plan instruction accordingly. **Person:** Abby Cleghorn
Nov 1, 2014: Teachers will require weekly independent reading with book selection based on Lexile scores & interests. **Person:** Eric Crowder

Nov 11, 2014: Reading/Language Arts sharing of differentiated strategies. **Person:** Abby Cleghorn

Nov 15, 2014: Time will be provided for teachers to research strategies. **Person:** Diana Spence

Nov 27, 2014: Teachers will use "Choice Boards" to differentiate assessment. **Person:** Eric Crowder

Dec 1, 2014: Teachers will require weekly independent reading with book selection based on Lexile scores & interests. **Person:** Eric Crowder

Dec 19, 2014: Teachers will use existing assessments to determine academic needs of low growth students to plan instruction accordingly. **Person:** Abby Cleghorn

Jan 1, 2015: Teachers will require weekly independent reading with book selection based on Lexile scores & interests. **Person:** Eric Crowder

Jan 13, 2015: Reading/Language Arts sharing of differentiated strategies. **Person:** Abby Cleghorn

Jan 25, 2015: Language Arts Teachers develop "Choice Boards." **Person:** Diana Spence

Jan 29, 2015: Teachers will use "Choice Boards" to differentiate assessment. **Person:** Eric Crowder

Feb 1, 2015: Teachers will require weekly independent reading with book selection based on Lexile scores & interests. **Person:** Eric Crowder

Feb 15, 2015: Time will be provided for teachers to research strategies. **Person:** Diana Spence

Feb 20, 2015: Teachers will use existing assessments to determine academic needs of low growth students to plan instruction accordingly. **Person:** Abby Cleghorn

Mar 1, 2015: Teachers will require weekly independent reading with book selection based on Lexile scores & interests. **Person:** Eric Crowder

Apr 1, 2015: Teachers will require weekly independent reading with book selection based on Lexile scores & interests. **Person:** Eric Crowder

Apr 2, 2015: Teachers will use "Choice Boards" to differentiate assessment. **Person:** Eric Crowder

Apr 24, 2015: Teachers will use existing assessments to determine academic needs of low growth students to plan instruction accordingly. **Person:** Abby Cleghorn

May 1, 2015: Teachers will require weekly independent reading with book selection based on Lexile scores & interests. **Person:** Eric Crowder

May 5, 2015: Collect spring data: Number of LA teachers who have modified instruction for low growth students. **Person:** Diana Spence

Focused Academic Area - 4-6 Math

Aug 6, 2014: High performing students will be cluster grouped in grades 4, 5, & 6. **Person:** Mary Ann Relford

Aug 12, 2014: Use online math program, ALEKS, to differentiate math instruction and practice. **Person:** Tami Rutan

Sep 1, 2014: Implement strategies that enrich math instruction for high performing students. **Person:** Rachel Loomis

Sep 9, 2014: Provide release time to analyze Indiana Standards, complete curriculum mapping & instructional plans. **Person:** Diana Spence

Sep 9, 2014: Use online math program, ALEKS, to differentiate math instruction and practice. **Person:** Tami Rutan

Sep 25, 2014: Implement use of realigned with Standards math problem solving/critical thinking prompts. **Person:** Mary Ann Relford

Oct 1, 2014: Align math instruction with Indiana Standards. **Person:** Rachel Loomis

Oct 6, 2014: Implement strategies that enrich math instruction for high performing students. **Person:** Rachel Loomis

Oct 9, 2014: Collect baseline data: Percent of math teachers providing revised instruction as demonstrated by questionnaire. **Person:** Rachel Loomis

Oct 14, 2014: Use online math program, ALEKS, to differentiate math instruction and practice. **Person:** Tami Rutan

Nov 3, 2014: Implement strategies that enrich math instruction for high performing students. **Person:** Rachel Loomis

Nov 11, 2014: Provide release time to analyze Indiana Standards, complete curriculum mapping & instructional plans. **Person:** Diana Spence

Nov 11, 2014: Use online math program, ALEKS, to differentiate math instruction and practice. **Person:** Tami Rutan

Nov 20, 2014: Math prompt development. **Person:** Mary Ann Relford

Nov 27, 2014: Implement use of realigned with Standards math problem solving/critical thinking prompts. **Person:** Mary Ann Relford

Dec 1, 2014: Implement strategies that enrich math instruction for high performing students. **Person:** Rachel Loomis

Dec 9, 2014: Use online math program, ALEKS, to differentiate math instruction and practice. **Person:** Tami Rutan

Jan 5, 2015: Implement strategies that enrich math instruction for high performing students. **Person:** Rachel Loomis

Jan 9, 2015: Collect fall data: Percent of math teachers providing revised instruction as demonstrated by questionnaire. **Person:** Rachel Loomis

Jan 13, 2015: Provide release time to analyze Indiana Standards, complete curriculum mapping & instructional plans. **Person:** Diana Spence

Jan 13, 2015: Use online math program, ALEKS, to differentiate math instruction and practice. **Person:** Tami Rutan

Jan 29, 2015: Implement use of realigned with Standards math problem solving/critical thinking prompts. **Person:** Mary Ann Relford

Feb 2, 2015: Implement strategies that enrich math instruction for high performing students. **Person:** Rachel Loomis

Feb 10, 2015: Use online math program, ALEKS, to differentiate math instruction and practice. **Person:** Tami Rutan

Mar 2, 2015: Implement strategies that enrich math instruction for high performing students. **Person:** Rachel Loomis
Mar 10, 2015: Use online math program, ALEKS, to differentiate math instruction and practice. **Person:** Tami Rutan
Mar 17, 2015: Provide release time to analyze Indiana Standards, complete curriculum mapping & instructional plans. **Person:** Diana Spence
Apr 2, 2015: Implement use of realigned with Standards math problem solving/critical thinking prompts. **Person:** Mary Ann Relford
Apr 6, 2015: Implement strategies that enrich math instruction for high performing students. **Person:** Rachel Loomis
Apr 14, 2015: Use online math program, ALEKS, to differentiate math instruction and practice. **Person:** Tami Rutan
Apr 30, 2015: Evaluate progress for high achieving students. **Person:** Rachel Loomis
May 4, 2015: Implement strategies that enrich math instruction for high performing students. **Person:** Rachel Loomis
May 9, 2015: Collect spring data: Percent of math teachers providing revised instruction as demonstrated by questionnaire. **Person:** Rachel Loomis
May 12, 2015: Use online math program, ALEKS, to differentiate math instruction and practice. **Person:** Tami Rutan
Jun 1, 2015: Implement strategies that enrich math instruction for high performing students. **Person:** Rachel Loomis

Focused Student Group - 6th Grade Math Support for Identified Students

Apr 1, 2014: Collect baseline data: Instructional plans for IEP students developed by teachers. **Person:** Kendy Steiger
Aug 17, 2014: Small group instruction provided. **Person:** Tami Rutan
Aug 18, 2014: Joint instructional planning between special education teachers and math teacher. **Person:** Gina Richey
Aug 25, 2014: Support of skills/concepts having difficulty with on ALEKS (online math program). **Person:** Tina Boillard
Sep 1, 2014: Individualized instruction provided to support identified needs. **Person:** Gina Richey
Sep 6, 2014: Provide peer mentoring for math. **Person:** Tami Rutan
Sep 15, 2014: Joint instructional planning between special education teachers and math teacher. **Person:** Gina Richey
Sep 21, 2014: Small group instruction provided. **Person:** Tami Rutan
Sep 25, 2014: Digital Math Instruction **Person:** Rachel Porter
Sep 25, 2014: Support of skills/concepts having difficulty with on ALEKS (online math program). **Person:** Tina Boillard
Oct 1, 2014: Individualized instruction provided to support identified needs. **Person:** Gina Richey
Oct 9, 2014: Extra practice assigned individually through Acuity. **Person:** Tami Rutan
Oct 19, 2014: Small group instruction provided. **Person:** Tami Rutan
Oct 20, 2014: Joint instructional planning between special education teachers and math teacher. **Person:** Gina Richey
Oct 25, 2014: Support of skills/concepts having difficulty with on ALEKS (online math program). **Person:** Tina Boillard
Nov 1, 2014: Individualized instruction provided to support identified needs. **Person:** Gina Richey
Nov 8, 2014: Provide peer mentoring for math. **Person:** Tami Rutan
Nov 16, 2014: Small group instruction provided. **Person:** Tami Rutan
Nov 17, 2014: Joint instructional planning between special education teachers and math teacher. **Person:** Gina Richey
Nov 25, 2014: Support of skills/concepts having difficulty with on ALEKS (online math program). **Person:** Tina Boillard
Nov 27, 2014: Digital Math Instruction **Person:** Rachel Porter
Nov 30, 2014: Collect fall data: Instructional plans for IEP students developed by teachers. **Person:** Kendy Steiger
Dec 1, 2014: Individualized instruction provided to support identified needs. **Person:** Gina Richey
Dec 11, 2014: Extra practice assigned individually through Acuity. **Person:** Tami Rutan
Dec 15, 2014: Joint instructional planning between special education teachers and math teacher. **Person:** Gina Richey
Dec 21, 2014: Small group instruction provided. **Person:** Tami Rutan
Dec 25, 2014: Support of skills/concepts having difficulty with on ALEKS (online math program). **Person:** Tina Boillard
Jan 1, 2015: Individualized instruction provided to support identified needs. **Person:** Gina Richey
Jan 10, 2015: Provide peer mentoring for math. **Person:** Tami Rutan
Jan 18, 2015: Small group instruction provided. **Person:** Tami Rutan
Jan 19, 2015: Joint instructional planning between special education teachers and math teacher. **Person:** Gina Richey
Jan 25, 2015: Support of skills/concepts having difficulty with on ALEKS (online math program). **Person:** Tina Boillard
Jan 29, 2015: Digital Math Instruction **Person:** Rachel Porter
Feb 1, 2015: Individualized instruction provided to support identified needs. **Person:** Gina Richey
Feb 12, 2015: Extra practice assigned individually through Acuity. **Person:** Tami Rutan
Feb 15, 2015: Small group instruction provided. **Person:** Tami Rutan
Feb 16, 2015: Joint instructional planning between special education teachers and math teacher. **Person:** Gina Richey
Feb 25, 2015: Support of skills/concepts having difficulty with on ALEKS (online math program). **Person:** Tina Boillard
Mar 1, 2015: Individualized instruction provided to support identified needs. **Person:** Gina Richey
Mar 14, 2015: Provide peer mentoring for math. **Person:** Tami Rutan
Mar 15, 2015: Small group instruction provided. **Person:** Tami Rutan
Mar 16, 2015: Joint instructional planning between special education teachers and math teacher. **Person:** Gina Richey
Mar 25, 2015: Support of skills/concepts having difficulty with on ALEKS (online math program). **Person:** Tina Boillard
Apr 1, 2015: Individualized instruction provided to support identified needs. **Person:** Gina Richey

Apr 2, 2015: Digital Math Instruction **Person:** Rachel Porter
Apr 16, 2015: Extra practice assigned individually through Acuity. **Person:** Tami Rutan
Apr 19, 2015: Small group instruction provided. **Person:** Tami Rutan
Apr 20, 2015: Joint instructional planning between special education teachers and math teacher. **Person:** Gina Richey
Apr 25, 2015: Support of skills/concepts having difficulty with on ALEKS (online math program). **Person:** Tina Boillard
May 1, 2015: Individualized instruction provided to support identified needs. **Person:** Gina Richey
May 16, 2015: Provide peer mentoring for math. **Person:** Tami Rutan
May 18, 2015: Joint instructional planning between special education teachers and math teacher. **Person:** Gina Richey
Jun 30, 2015: Collect spring data: Instructional plans for IEP students developed by teachers. **Person:** Kendy Steiger

Professional Development Summary

Alignment with the School Improvement Plan: The Professional Development Summary 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 Summary 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.

Attendance Recognition & Improvement

Attendance positive intervention professional development.

Brief Description: During PD time, Mr. Livers will provide staff with positive interventions to increase attendance.

Intended Participants: Teachers, Counselors, Administrators

Date: Aug 12, 2014

Activity Purpose: Information

Activity Format: Talk to, Presentation

Funding: Contracted time-Corporation

Does this activity occur during the school day? Yes

Positive attendance tips for parents.

Brief Description: During PD time, Mr. Livers will provide parents with positive interventions to increase attendance.

Intended Participants: Parents, Community Members, Students

Date: Aug 19, 2014

Activity Purpose: Information

Activity Format: Talk to

Funding: none

Does this activity occur during the school day? No

Bully Prevention/Character Education Development

Analyze current data.

Brief Description: The strategy team will review student, parent, and staff surveys, discipline & counseling records, and attendance to determine needs for character education and bullying.

Intended Participants: Teachers, Counselors, Administrators, Parents, Community Members, Students

Date: Oct 28, 2014

Activity Purpose: Information

Activity Format: Talk to, Study Group

Funding: Contracted time-Corporation

Does this activity occur during the school day? Yes

Evaluate pilot.

Brief Description: Evaluate pilot & plan program for 2015-2016.

Intended Participants: Teachers, Counselors, Administrators, Parents

Date: May 5, 2015

Activity Purpose: Skill Building

Activity Format: Study Group

Funding: Contracted time-Corporation

Does this activity occur during the school day? Yes

Research best practices.

Brief Description: Research best practices for identified behavior issues.

Intended Participants: Teachers, Counselors, Administrators

Date: Nov 18, 2014

Activity Purpose: Information

Activity Format: Study Group

Funding: Contracted time-Corporation

Does this activity occur during the school day? Yes

Encourage Rigorous Curriculum

Develop Writing Instructional Plans

Brief Description: Teachers will collaborate on an instructional plan to try with students second semester.

Intended Participants: Teachers

Date: Jan 10, 2015

Activity Purpose: Feedback/Support

Activity Format: Study Group, Action Research

Funding: Contracted time-Corporation

Does this activity occur during the school day? Yes

Develop Writing Scope & Sequence

Brief Description: K-2 teachers will collaborate to develop the writing scope & sequence using results of research & experience.

Intended Participants: Teachers

Date: Nov 12, 2014

Activity Purpose: Information

Activity Format: Talk to, Study Group

Funding: Contracted time-Corporation

Does this activity occur during the school day? Yes

Trying new writing teaching strategies.

Brief Description: Writing strategies will be identified for testing during 2nd grading period

Intended Participants: Teachers

Date: Nov 21, 2014

Activity Purpose: Feedback/Support

Activity Format: Action Research

Funding: Contracted time-Corporation

Does this activity occur during the school day? Yes

Encourage Rigorous Curriculum - Improve Writing Instruction

Align writing curriculum K-4.

Brief Description: Grades 3 & 4 LA teachers will meet with primary teachers to align writing curriculum.

Intended Participants: Teachers

Date: Jan 10, 2015

Activity Purpose: Information, Feedback/Support

Activity Format: Talk to, Study Group

Funding: Contracted time-Corporation

Does this activity occur during the school day? Yes

Develop writing curriculum maps.

Brief Description: Grade 3 & 4 Language Arts teachers will develop writing curriculum maps.

Intended Participants: Teachers

Date: Jul 1, 2014

Activity Purpose: Skill Building

Activity Format: Talk to, Study Group

Funding: ISU/PDS grant funds

Does this activity occur during the school day? No

LA teachers will set grade level criteria for writing process.

Brief Description: LA teachers will meet to set grade level criteria for writing process.

Intended Participants: Teachers

Date: Aug 1, 2014

Activity Purpose: Skill Building

Activity Format: Talk to, Study Group

Funding: ISU/PDS grant funds

Does this activity occur during the school day? No

Focused Academic Area - 4-6 Language Arts, Low Growth/High Performing Students

Language Arts Teachers develop "Choice Boards."

Brief Description: LA teachers will be given release time to develop "Choice Boards" for one unit per grading period.

Intended Participants: Teachers

Date: Aug 25, 2014

Activity Purpose: Skill Building

Activity Format: Study Group, Other

Funding: ISU/PDS grant funds

Does this activity occur during the school day? Yes

Language Arts Teachers develop "Choice Boards."

Brief Description: LA teachers will be given release time to develop "Choice Boards" for one unit per grading period.

Intended Participants: Teachers

Date: Jan 25, 2015

Activity Purpose: Skill Building

Activity Format: Study Group, Other

Funding: ISU/PDS grant funds

Does this activity occur during the school day? Yes

Reading/Language Arts sharing of differentiated strategies.

Brief Description: Teachers will have Professional Development time each grading period to share strategies that are differentiated to meet the needs of the low growth students.

Intended Participants: Teachers

Dates: Sep 9, 2014; Nov 11, 2014; Jan 13, 2015

Activity Purpose: Skill Building, Feedback/Support

Activity Format: Talk to, Presentation

Funding: Contracted time-Corporation

Does this activity occur during the school day? Yes

Focused Academic Area - 4-6 Math

Align math instruction with Indiana Standards.

Brief Description: Teachers will be provided release time to align Indiana Standards with math curriculum & instruction.

Intended Participants: Teachers

Date: Oct 1, 2014

Activity Purpose: Skill Building

Activity Format: Talk to, Study Group

Funding: Contracted time-Corporation

Does this activity occur during the school day? Yes

Evaluate progress for high achieving students.

Brief Description: Collect and analyze data on providing diversified instruction.

Intended Participants: Teachers

Date: Apr 30, 2015

Activity Purpose: Skill Building

Activity Format: Talk to, Study Group

Funding: Contracted time-Corporation

Does this activity occur during the school day? Yes

Math prompt development.

Brief Description: Develop new or revised math problem-solving prompts to align with the Indiana Standards.

Intended Participants: Teachers

Date: Nov 20, 2014

Activity Purpose: Feedback/Support, Refinement

Activity Format: Talk to, Study Group

Funding: Contracted time-Corporation

Does this activity occur during the school day? Yes

Focused Student Group - 6th Grade Math Support for Identified Students

Digital Math Instruction

Brief Description: Digital Curriculum Specialist will provide guidance on appropriate online programs and digital equipment to use to support math instruction.

Intended Participants: Teachers, Other

Dates: Sep 25, 2014; Nov 27, 2014; Jan 29, 2015; Apr 2, 2015

Activity Purpose: Information, Skill Building

Activity Format: Talk to, Presentation

Funding: Contracted time-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.

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

We are concerned that... Encourage Rigorous Curriculum

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Encourage Rigorous Curriculum
- Encourage Rigorous Curriculum - Improve Writing Instruction

We are concerned that... Attendance

Data Targets Influenced by This Concern:

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

Strategies to Impact This Concern:

- Attendance Recognition & Improvement

We are concerned that... Focused Academic Area

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.
- High Performing Students (those with score of 500+ on ISTEP) with Low Growth in grades 5 & 6 -- achieving high and typical ratings on the Growth Model in English/Language Arts
- High Performing Students (those with score of 500+ on ISTEP) with Low Growth in grades 5 & 6 -- percent performing in the high and typical Growth Model in Mathematics

Strategies to Impact This Concern:

- Focused Academic Area - 4-6 Language Arts, Low Growth/High Performing Students
- Focused Academic Area - 4-6 Math
- Focused Academic Area - K-2 Reading

We are concerned that... Focused Student Group

Data Targets Influenced by This Concern:

- Special Education students in Grade 6 -- percent performing in the high and typical Growth Model in Mathematics

Strategies to Impact This Concern:

- Focused Student Group - 6th Grade Math Support for Identified Students

We are concerned that... Graduation Plan

Data Targets Influenced by This Concern:

- High Performing Students (those with score of 500+ on ISTEP) with Low Growth in grades 5 & 6 -- percent performing in the high and typical Growth Model in Mathematics

Strategies to Impact This Concern:

- Graduation Plan

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?	Current attendance rates are 97% for 2013-2014. Previous years' attendance have been 96%.
D. List the titles of the assessment instruments that are used in addition to ISTEP+ / ECA and give a brief description of each.	<p>Acuity - for grades 3-6 - this is achievement testing in language arts, mathematics, science and social studies.</p> <p>Achieve 300 for grades 3-6 - this gives us reading lexiles. Primary grades K-2 use mCLASS data for reading levels and math. Grades 3-6 use DIBELS to access reading levels and retell. Grades 3-6 use ALEK's & IXL, online math programs to access math levels. Primary grades use textbook weekly & unit assessments and fresh reads for reading/language arts achievement.</p>

Continuous Improvement Timeline

DISCUSSION TOPIC	FACILITATOR TRAINING (Steering Teams)			FACULTY AND COMMUNITY COUNCIL DISCUSSIONS
	ORIGINAL PLAN	REVIEW & REVISE		
	1st Year Schools	2nd Year Schools	Alumni Schools	
Annual Update Meeting	n/a	n/a	Session AM - Sept	n/a
New Principal and Steering Team Member Training	n/a	n/a	Session PM - Sept	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	Aug Webinar	Sept
Vision	Session 2 – Sept	n/a	Sept Webinar	Oct*
Data Targets	Session 3 - Oct	Session 1 - Aug	Oct Webinar	Nov
Areas of Concern	Session 4 - Dec	n/a	Nov Webinar	Jan*
Conference on Learning	Jan	Jan	Jan	n/a
Strategy Selection	Session 5 - Jan	Session 2 - Jan	Jan Webinar	Feb
Strategy Title & Description	Session 5 - Jan	Session 2 - Jan	Feb Webinar	Mar
Strategy Implementation Plans	Mar Strategy Chair Training	Mar Strategy Chair Training	Mar Webinar	Apr

* Our school will complete these tasks every three years
We are next scheduled to complete these tasks during the 2014-2015 school year