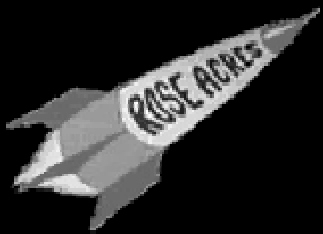


Pattonville School District

Rose Acres Elementary  
School Improvement Plan

*2008-2011*



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## Introduction

The Rose Acres School Improvement Team (SIT) was established in October of 1998. Since that time, membership on the team has changed; however, the focus on improving student achievement and supporting the Pattonville Comprehensive School Improvement Plan (CSIP) by addressing the goals and targets identified in the plan has remained the same. Modifications to the plan have been implemented based on needs identified by the Rose Acres school community, staff, students, and the School Improvement Team. Monthly school improvement team meetings have been used to discuss Rose Acres student achievement, review educational research, identify best practices, review student assessment data, and discuss ways to implement and support the various strategies identified in the plan. School Improvement Team recommendations have been developed through consensus of the team with the support of the school community.

## Rose Acres Vision Statement

The Rose Acres faculty created a school Mission Statement that was approved in December of 1997. Core concepts from the original school improvement plan were used as a springboard in the writing of the Rose Acres Vision Statement.

We are committed to fostering an exciting learning atmosphere that encourages the healthy development of each student, academically as well as socially. Through a cooperative partnership of students, parents, community, and staff in a climate of acceptance, we believe children will become productive citizens who:

- love learning,
- possess a respect for self, others, the environment,
- and demonstrate service to the community.

## Planning Process

The Rose Acres School Improvement Team for the 2007-2008 school year consists of the following staff and community members:

<b>Staff</b>	<b>Parents</b>
Amy Christensen	Krista Campbell
Amy Fitch	Kristi Gamache
Christine Kent	Candance Halpin
Rhonda McAfee	Gretchen Moser
Barry Nelson	Sara Jane Rybarczyk
Christine Young	Debbie Stricker
Kim Zuccarello	Ann Yarnell

Former members of the Rose Acres School Improvement Team are as follows:

<b>Staff</b>	<b>Parents</b>
Sue Atkinson	Stephanie Bassman
Mary Jo Beaulieu	Deborah Breier
Dawn Botkin	Ken Clark
Amy Christensen	Judie Collier
Diane Devine	Tricia Davis
Donna Hughes	Andrea & Carl Glenn
Brendan Kearney	Brenda Hass
Ginny Larson	Stacey Holmstrom
Julie Leighton	Carol Hulse
Janice Majka	Sarah Iberg
Judy Rice	Diane Lee
Beth Rives	Karen McFarling
Nancy Sebastian	Connie O'Dell
Mary Spitzmiller	Tina Oliver-Welker
Dixie Tipton	Angie Riese
Pam Valentine	Toni Wilhelm
Laurie Wenzel	Allen Perel
	Sheryl Silverberg
	Cheryl Sprengel
	Gail Studt
	David Zambruski
	Nina Zoltanski

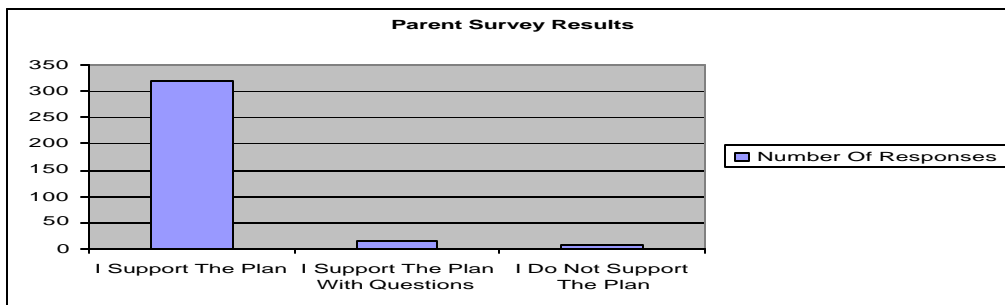
The following plan represents an ongoing school improvement team focus. The updated plan contains updated targets and indicators supporting the original goal “students will demonstrate significant improvement in their understanding and application of the Show-Me Standards.” The philosophy of the team has been to continue implementing and modifying strategies from the three previous plans that have proven successful and to develop new strategies based on data and best practice to improve student achievement.

To ensure vertical agreement, the plan has been shared and is supported by Laurie Wenzel, Pattonville Director of Early Childhood, and Jim Schwab, Principal of Holman Middle School.

A summary of the School Improvement Plan was sent home to each Rose Acres family. Each family was asked to complete and return a brief survey to the school.

### Parent Survey Results

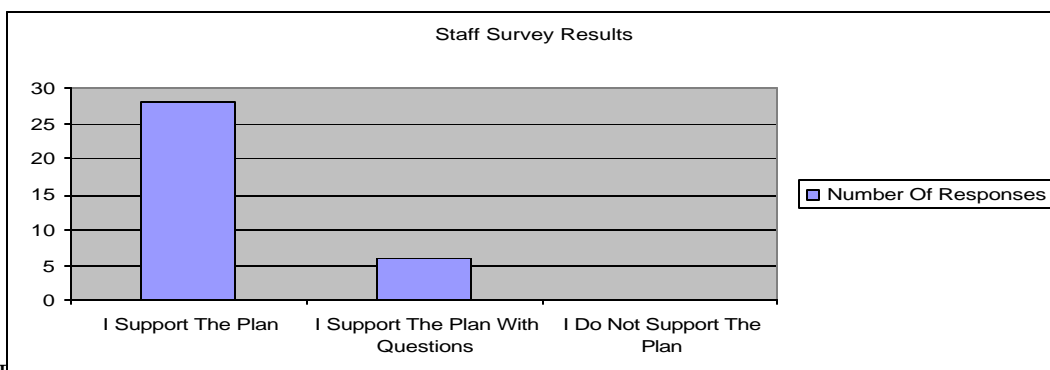
Question	Number	Percent
I support the plan	321	92%
I support the plan with questions	17	5%
I do not support the plan	8	3%



A summary of the School Improvement Plan was shared with each Rose Acres staff member. Each staff member was asked to complete and return a brief survey to Kim Zuccarello 3<sup>rd</sup> grade teacher.

### Staff Survey Results

Question	Number	Percent
I support the plan	28	82%
I support the plan with questions	6	18%
I do not support the plan	0	0%



## Rose Acres Elementary School

### Continuous Improvement Plan Guiding the Learning of Students, Parents, Staff, and Community

*Pattonville School District Mission*

**That All Will Learn...**

To be come **responsible citizens**  
in a nurturing environment where

**Diversity** means strength,

**Knowledge** means freedom and

**Commitment** means success.



**Mission:** We are committed to fostering an exciting learning atmosphere that encourages the healthy development of each student, academically as well as socially. Through a cooperative partnership of students, parents, community, and staff in a climate of acceptance, we believe children will become productive citizens who: love learning, possess a respect for self, others, the environment, and demonstrate service to the community.

**Goal: All students demonstrate significant improvement in their understanding and application of state standards**

Targets	Indicators	Action Steps Research-Based and Data Informed Levers for change that Promote Continuous Improvement.
All students are proficient in communication arts, mathematics, and science (district CSIP targets 1 & 3)	<ul style="list-style-type: none"> <li>• MAP scores of proficient/advanced increase annually and MAP scores of basic/below basic decrease annually</li> <li>• Report cards</li> <li>• NWEA</li> <li>• Classroom assessments scores will indicate proficiency towards grade level expectations</li> </ul>	<ul style="list-style-type: none"> <li>• Identify, research, and implement best practices that lead to student proficiency in communication arts, mathematics, and science (includes evaluation of structures/time for proficient learning, technology practices for student and faculty learning, as well as student evaluation, professional development (PD), and reporting practices)</li> </ul>
Rose Acres students are responsible citizens (district CSIP target 2)	<ul style="list-style-type: none"> <li>• Annually decrease negative office referrals and suspensions</li> <li>• Annually increase positive office referrals</li> </ul>	<ul style="list-style-type: none"> <li>• Provide a safe and orderly school environment through the implementation of Character Plus and positive behavioral reinforcement programs</li> </ul>
Foster high levels of parent/community involvement in academic and social activities	<ul style="list-style-type: none"> <li>• 100% of parents will attend parent/teacher conferences</li> <li>• Annual increase in parent participation in school sponsored activities</li> <li>• Parent survey data on school provided home instructional support materials</li> </ul>	<ul style="list-style-type: none"> <li>• Provide quality opportunities, seek new strategies for parents/community to be involved both during and outside of the school day, and provide support materials to parents to use at home with their children</li> </ul>



**All students are proficient in communication arts, mathematics, and science**

**Identify, research, and implement best practices that lead to student proficiency in communication arts, mathematics, and science (includes evaluation of structures/time for proficient learning, technology practices for student and faculty learning, as well as student evaluation, professional development (PD), and reporting practices)**

Activity	Who's Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Investigate research based instructional strategies that have the potential to improve student achievement in core subject areas	Instructional specialist Principal Grade level staff SIT										
Share research on the "Joplin Plan" with school improvement team and the 3rd grade team where the strategy will be piloted	Instructional specialist Principal										
Develop letter to communicate pilot strategy with 3rd grade parents	Principal										
Pilot "Joplin Plan" instructional strategy in 3rd grade mathematics	Instructional specialist Principal 3rd grade team										
Evaluate "Joplin Plan" and determine future steps for further implementation or discontinue strategy implementation	Instructional specialist Principal Grade level team					Additional activity steps for 2008-2009 may be added pending final evaluation					
PD component:	Review related research, use of data team process, use of grade level team meetings to review student progress										



**All students are proficient in communication arts, mathematics, and science**

**Identify, research, and implement best practices that lead to student proficiency in communication arts, mathematics, and science (includes evaluation of structures/time for proficient learning, technology practices for student and faculty learning, as well as student evaluation, professional development (PD), and reporting practices)**

Activity	Who's Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
Develop EC-2 & 3-5 one page learning biography to be filled out by the classroom teachers each year and placed in an electronic database to track tutoring services, reading services, Care Team referrals, differentiated instructional strategies, as well as other interventions	Principal Instructional specialist SIT EC-5th grade teachers			Tool is annually reviewed and updated								
Work with district technology department to develop a secure system that allows designated staff to access necessary data via their teacher computer	Principal District Technology Department											
EC-5th grade staff will fill out learning biography on each student to share with 2008-2009 receiving teachers (includes 6th grade receiving teachers)	EC-5th teachers											
PD component:	Training on use of learning biography and use of data base, grade level meetings, collaboration days, etc.											



**All students are proficient in communication arts, mathematics, and science**

**Identify, research, and implement best practices that lead to student proficiency in communication arts, mathematics, and science (includes evaluation of structures/time for proficient learning, technology practices for student and faculty learning, as well as student evaluation, professional development (PD), and reporting practices)**

Activity	Who's Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Implement data team cycles monthly in grades K-5	Grade level teams Instructional specialist Principal	Data team work continues throughout the 2008-2009 school year with kindergarten - 5th grade teams implementing this process to improve instruction and monitor student achievement									
Adjust data team focus each cycle based on student assessment data (i.e., MAP, NWEA, classroom assessments, etc.)	Grade level teams Instructional specialist Principal	Ongoing process									
Develop data team portfolio/wall where information is available for discussion in grade level meetings, etc.	Instructional specialist	Portfolio/wall will be developed in August/September of 2008 and will be updated monthly with grade level data team information									
PD component:	K-5 district provided data team training, grade level meetings, collaboration days, etc.										



**All students are proficient in communication arts, mathematics, and science**

**Identify, research, and implement best practices that lead to student proficiency in communication arts, mathematics, and science (includes evaluation of structures/time for proficient learning, technology practices for student and faculty learning, as well as student evaluation, professional development (PD), and reporting practices)**

Activity	Who's Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Determine number of staff who have currently completed the technology integrator certification(16) and determine the number of staff that could potentially pursue certification (16+)	Principal Instructional specialist ITS										
Encourage the pursuit of technology integrator certification (i.e., offer classes at convenient times for staff, encourage staff participation)	Principal Instructional specialist EC-5 grade teachers ITS			Activity stretches into 2008-2009 and 2009-2010 school years with the goal being accomplished no later than the conclusion of the 2009-2010 school year							
PD component:	District provided technology training										

Note: Each activity on this Gantt chart independently supports the target and is not directly related to the preceding activities.



**All students are proficient in communication arts, mathematics, and science**

**Identify, research, and implement best practices that lead to student proficiency in communication arts, mathematics, and science (includes evaluation of structures/time for proficient learning, technology practices for student and faculty learning, as well as student evaluation, professional development (PD), and reporting practices)**

Activity	Who's Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Share best practice technology information with staff (i.e. instructional technology articles, student/teacher web resources, laptop use ideas, ActiveVotes use ideas, technology related lesson integration strategies, Promethean Board information, etc.)	Principal Instructional specialist ITS										
Develop and maintain parent email list to improve communication regarding important school and district events	Principal Instructional specialist ITS SIT PTA			Activity is ongoing with the goal to collect email addresses at school events where large numbers of parents are in attendance							
Improve web page and develop technology strategies to improve communication with school community	Principal Instructional specialist ITS			Activity stretches into 2008-2009 school year with the goal of having an informative and interactive web page by the conclusion of the 2008-2009 school year							
PD component:	Web page development training, grade level meetings, collaboration days, etc.										



## All students are proficient in communication arts, mathematics, and science

**Identify, research, and implement best practices that lead to student proficiency in communication arts, mathematics, and science (includes evaluation of structures/time for proficient learning, technology practices for student and faculty learning, as well as student evaluation, professional development (PD), and reporting practices)**

Activity	Who's Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Annually identify summer dates for tutoring in reading (kindergarten & 1st grade)	Principal Instructional specialist											
Annually identify staff member(s) to provide tutoring (preferably reading specialist or primary teacher)	Principal Instructional specialist											
Identify students who would benefit from tutoring based on reading/writing assessment data (DRA, running records, etc.)	Instructional specialist K & 1st grade teachers Reading specialist											
Update letter to send to parents of students identified as needing additional summer support	Instructional specialist Reading specialist											
Deliver reading services to students	Reading specialist											
PD component:	Review of reading assessment data (i.e., DRA, running records, student writing samples)											



**All students are proficient in communication arts, mathematics, and science**

**Identify, research, and implement best practices that lead to student proficiency in communication arts, mathematics, and science (includes evaluation of structures/time for proficient learning, technology practices for student and faculty learning, as well as student evaluation, professional development (PD), and reporting practices)**

<b>Activity</b>	<b>Who's Responsible</b>	<b>Aug</b>	<b>Sept</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
Continue to identify and send staff members to social justice training	Principal	Implement as cohort groups are developed during the 2008-2009 & 2009-2010 school years									
Social Justice cohort meets once second trimester and once third trimester to discuss school level social justice strategies to improve student achievement	Social Justice cohort			1st trimester meeting				2nd trimester meeting			
Support effective social justice ideas and strategies at the school level that are developed out of the district training model	Principal Social Justice cohort	Implement as cohort groups are developed during the 2008-2009 & 2009-2010 school years									
Share social justice related articles, text, etc. with faculty as appropriate	Principal Social Justice cohort										
PD component:	District provided social justice training, building level meetings, social justice related research, etc.										



## Rose Acres students are responsible citizens

**Provide a safe and orderly school environment through the implementation of Character Plus and positive behavioral reinforcement programs**

Activity	Who's Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Evaluate Boys Town program, blue/gold slip practices, STAR student program, positive office referral program, and make future program recommendations	SIT EC-5 grade teachers Principal Instructional specialist			Research stretches into 2008-2009 school year with a recommendation coming at the conclusion of the 2008-2009 school year.							
Develop and administer staff survey regarding current classroom practices and share data with SIT	Instructional specialist Principal										
Collect data on other Pattonville school systems and alternative programs such as PBS, Love and Logic, etc. and implement SIT recommendations	SIT Principal Instructional specialist EC-5 grade teachers							Research stretches into 2008-2009 school year with recommendation at the conclusion of the 2008-2009 school year			
PD component:	Review of related research, review of survey data, review of discipline data, possible site visits, etc.										




## Foster high levels of parent/community involvement in academic and social activities

**Provide quality opportunities, seek new strategies for parents/community to be involved both during and outside of the school day, and provide support materials to parents to use at home with their children**

Activity	Who's Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
Video evaluation data from 2005-2006 school year early childhood- 3rd grade parent video implementation shared with SIT	Principal										
SIT determines if strategy will be implemented for 2007-2008 school year based on parent evaluation data	SIT										
Principal develops plan that is shared with staff regarding the updating of the EC - 3rd grade videos, 2005-2006 parent evaluation data, schedule to ensure task completion, and planning sheets	Principal										
Grade level teams in EC - 3rd grade plan and work with ITS to shoot the videos	EC - 3rd grade teachers ITS										
ITS shoots, edits, and produces videos	ITS										
Videos distributed to EC - 3rd grade parents	ITS EC - 3rd grade teachers										
Identify information that will help support 4th & 5th grade parents	SIT										
Determine how to best capture this information and the best method to share this information with parents	Principal Instructional Specialist 3rd - 5th grade teachers										
Develop the 4th & 5th parent communication grade method	Principal Instructional Specialist 3rd - 5th grade teachers										
PD component:	Review of parent survey data, technology training components, etc.										

Note: Each activity on this Gantt chart independently supports the target and is not directly related to the preceding activities.

 <b>Foster high levels of parent/community involvement in academic and social activities</b>												
<b>Provide quality opportunities, seek new strategies for parents/community to be involved both during and outside of the school day, and provide support materials to parents to use at home with their children</b>												
Activity	Who's Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	July
Offer parents in education workshops in grades early childhood - 1st grade to provide strategies to parents for working with their child(ren) at home in the areas of reading and writing	Reading specialists	Annually offered										
Rose Acres and the PTA continue to provide quality events, programs, and activities that encourage parent and student participation outside of the school day i.e., PIE nights, PTA events, science fair how-to night curriculum nights, etc.)	Principal Instructional specialist PTA SIT Grade level staff	Annually offered										
Evaluate school events, programs, and activities to determine effectiveness, quality, and make improvements	Principal Instructional specialist PTA SIT Grade level staff			Final evaluation concluded annually at the end of each school year								
PD component:	Review of related research, review of programing, review of recommendations based on parent and community feedback											

Note: Each activity on this Gantt chart independently supports the target and is not directly related to the preceding activities.



## Foster high levels of parent/community involvement in academic and social activities

**Provide quality opportunities, seek new strategies for parents/community to be involved both during and outside of the school day, and provide support materials to parents to use at home with their children**

Activity	Who's Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June	
Update refrigerator curriculum each trimester to reflect different areas of emphasis based on PSD curriculum changes, GLE changes, and areas of emphasis from various data sources and best practice research	Principal EC - 5th grade teachers											
Provide refrigerator curriculum to parents each trimester	EC - 5th grade teachers											
Provide parents sight word flash cards with child(ren) in kindergarten and first grade to support beginning readers	K - 1st grade teachers											
Provide K - 5th grade parents EM games discs and instructions for use on home computers	K - 5th grade teachers											
Collect data/feedback on support materials	Principal Instructional specialist											
PD component:	Development of tools via use of the Missouri Grade Level Expectations and PSD curriculum											



**Foster high levels of parent/community involvement in academic and social activities**

**Provide quality opportunities, seek new strategies for parents/community to be involved both during and outside of the school day, and provide support materials to parents to use at home with their children**

Activity	Who's Responsible	Sept	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	June
SIT meets to determine member roles and career fair schedule is developed based on possible speaker contacts	SIT										
Career fair speakers finalized	SIT										
Team members reconfirm with their contacts presenting at the career fair	SIT										
3rd - 5th grade teachers survey students regarding their session choices based on the sessions available	SIT										
Team members responsible for sorting the student career survey data meet and develop student schedules	SIT										
Distribute student schedules and certificates to homeroom teachers	SIT										
Host annual career fair in May	SIT										
PD component:	Review of career fair student, presenter, and student survey data										

# Research

## A. Research Supporting Development of 2007-2010 Action Steps

**Target A: All students are proficient in communication arts, mathematics, and science**

Research-based studies about best practices in math instruction have increased in recent years. Findings have identified three critical factors for an effective math environment: 1) appropriate content and skills, 2) instructional strategies, and 3) delivery models that best support learning. Rose Acres is committed to researching, identifying and implementing best practices that lead to student proficiency in communication arts, mathematics, and science. In the area of mathematics, the Joplin Plan stands out as an effective way to meet the needs of advanced, proficient, struggling, and new Rose Acres students.

The Joplin Plan, devised by Cecil Floyd, the assistant superintendent of schools in Joplin, Missouri, highlights cross-grade grouping of elementary students. During subject area instruction, students proceed to different classrooms to receive instruction geared toward their readiness level. Meta-analysis of research reveals classes employing the Joplin Plan demonstrated higher achievement than control classes in 12 out of 16 research studies. Rose Acres is piloting a modified version of the Joplin Plan in third grade. Students are pretested on content and skills and placed in one of three classrooms based on the results. Groups are flexible and students may move to different groups depending on the skill being taught. Although all groups follow the same curriculum and use the Everyday Math series, pace and supplemental materials are adjusted to meet the needs of the students in each group. The third grade teachers will use data and anecdotal records to evaluate the effectiveness of the Joplin Plan.

Leadership and purposeful instructional decisions, based on data and accountability result in increased student achievement. Based on the *Data-Driven Decision-Making* protocol from Doug Reeves and the Center for Performance Assessment, classroom teachers follow the data team process to examine how students are performing in a particular area prior to instruction, set goals, purposefully select instructional strategies and provide learning opportunities for student success. As a follow up, they post-test, and determine if additional instruction is necessary. The implementation of data teams ensures a “learning for all” response to instruction.

To continue to improve the achievement of at-risk students, our staff continues to implement aspects of the Problem Solving Care Team Model. This model makes better use of data on student learning, behavior, etc., and helps care teams make informed decisions regarding student interventions and Special School District referrals.

Rose Acres continues to use best practice research to guide the use of instructional strategies to close the achievement gap. Students who have been identified as at-risk receive additional communication arts and math tutoring and homework help beyond the school day. The Soulfully Successful Scholars Club (3SC) extends lessons from the school day, instructs students in African-American history, and highlights character development. Data team information, MAP scores, and NWEA results allow staff members to track the progress of students participating in this program.

In fact, tutoring opportunities are available for students identified by their teachers as needing additional support. Kindergarten, first and second grade students, identified by reading assessment data, teacher and reading specialist recommendations, participate in a summer reading/tutoring program. Before/after school tutoring and homework lab is available to all students kindergarten through fifth grade. Additionally, the reading specialist provides an additional 30 hours of reading tutoring to students who have been placed on reading intervention plans.

**Target B: Rose Acres students are responsible citizens**

The Annual Gallup Poll of the Public's Attitude Toward the Public Schools has identified "lack of discipline" as the problem most often facing the nation's public school systems. While many schools are faced with severe safety and security issues, Rose Acres Elementary deals mainly with minor forms of misbehavior that disrupt the flow of classroom instruction and interfere with learning. Research demonstrates that prosocial skills programs allow students to make decisions that shape their own behavior, monitor and evaluate the results of those decisions, and improve self-control and problem solving. Currently, the Boys Town model of teaching and remediation of social skills is implemented school wide via student and staff interactions, classroom lessons, and daily announcements. Rose Acres teachers review discipline reports for trends and patterns and have been surveyed on the use of the Boys Town program in their classroom. The data will be used to determine if Rose Acres will continue to implement the Boys Town program, or seek out a new school wide program.

**Target C: Foster high levels of parent/community involvement in academic and social activities**

Research overwhelmingly demonstrates that parental involvement in education is positively related to achievement. The most impressive results are derived from forms of parent involvement which engage parents in working directly with the children on learning activities in their home, reading, supporting homework assignments, and tutoring using materials and instructions provided by teachers. With this in mind, Rose Acres has committed to providing quality opportunities and resources to parents and community members.

Teachers in early childhood through third grade collaborate with the building ITS to shoot, edit and produce DVDs for parents. These videos highlight instructional strategies and techniques parents can use at home with their children. Research in the area of parental involvement indicates that parents generally want and need direction to participate with maximum effectiveness. The techniques demonstrated in the video give parents the tools they need to work with their children successfully.

Rose Acres continually offers additional resources for parents. These include instructional materials such as the refrigerator curriculum, an electronic version of Everyday Math Games, and math facts and sight word flash cards. Additionally, Rose Acres offers a variety of parent workshops geared at arming parents with the information they need to assist their children academically. These workshops include curriculum night, **P**arents **I**n **E**ducation night, and science fair information night.

Rose Acres understands the most successful programs are those which offer a variety of ways parents can participate in school. As a result, many activities are geared toward maintaining a positive school culture. Members of the PTA sponsor a variety of programs and extend personal invitations to events such as skate night, sock hop, carnival, other family events. The PTA members are a valuable resource for new and existing Rose Acres families throughout the school year.

Community partnerships offer Rose Acres students valuable opportunities to connect to, and examine their roles as citizens in the community. The career fair connects classroom learning to the real world and fosters close ties to the community.

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## Attendance & Discipline Information

### Rose Acres Elementary School Suspension Information

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008 <i>incomplete data</i>
1	2	8	8	2	4	2

### Rose Acres Elementary School Office Referral Information

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008 <i>incomplete data</i>
86	122	221	179	215	238	23

### Average Daily Attendance at Rose Acres Elementary School

2001-2002	2002-2003	2003-2004	2004-2005	2005-2006	2006-2007	2007-2008 <i>incomplete data</i>
95%	95%	95%	96%	97%	96.33%	96.46%

## Achievement Data

### Rose Acres MAP Communication Arts Grades 3 -5 2006 &2007 School Years

2006 New Scale	Grade 3 2006	Grade 3 2007		Grade 4 2006	Grade 4 2007		Grade 5 2006	Grade 5 2007	
Advanced	42.466	30.4	-12.1	29.508	35.7	6.2	32.394	28.6	-3.8
Proficient	30.137	40.6	10.5	29.508	28.6	-0.9	39.437	33.3	-6.1
Basic	24.656	29	4.3	37.705	34.3	-3.4	22.535	36.5	14.0
Below Basic	2.74	0	-2.7	3.279	1.4	-1.9	5.634	1.6	-4.0

### PSD Communication Arts Grades 3-5

2006 New Scale	Grade 3 2006	Grade 3 2007		Grade 4 2006	Grade 4 2007		Grade 5 2006	Grade 5 2007	
Advanced	26.289	22.60	-3.7	27.062	25.30	-1.8	23.653	30.10	6.4
Proficient	31.959	29.60	-2.4	32.216	31.80	-0.4	35.363	30.60	-4.8
Basic	35.052	44.40	9.3	35.052	38.10	3.0	37.705	36.70	-1.0
Below Basic	6.701	3.50	-3.2	5.67	4.80	-0.9	3.279	2.60	-0.7

#### Grade 3 Positives

- 10.5% increase in percentage of students in the proficient category from 2006 to 2007 ☺
- 0% in below basic in 2007 ☺
- 18.8% more students in proficient and advanced compared to PSD for 2007 ☺
- 18.9% less students in basic and below basic compared to PSD for 2007 ☺

#### Grade 4 Positives

- 6.2% increase in percentage of students in the advanced category from 2006 to 2007 ☺
- 5% decrease in percentage of students in the basic and below basic categories from 2006 to 2007 ☺
- 7.2% more students in proficient and advanced compared to PSD for 2007 ☺
- 7.2% less students in basic and below basic compared to PSD for 2007 ☺

#### Grade 5 Positives

- 4% decrease in percentage of students in the below basic category from 2006 to 2007 ☺
- 1.2% more students in proficient and advanced compared to PSD for 2007 ☺
- 1.2% less students in basic and below basic compared to PSD for 2007 ☺

**Rose Acres MAP Mathematics Grades 3-5 2006 & 2007 School Years**

2006 New Scale	Grade 3 2006	Grade 3 2007		Grade 4 2006	Grade 4 2007		Grade 5 2006	Grade 5 2007	
Advanced	28.767	30	1.2	14.754	14.1	-0.7	23.944	19	-4.9
Proficient	43.836	50	6.2	39.344	54.9	15.6	53.521	42.9	-10.6
Basic	23.288	18.6	-4.7	42.623	28.2	-14.4	19.718	38.1	18.4
Below Basic	4.11	1.4	-2.7	3.279	2.8	-0.5	2.817	0	-2.8

**PSD Mathematics Grades 3-5**

2006 New Scale	Grade 3 2006	Grade 3 2007		Grade 4 2006	Grade 4 2007		Grade 5 2006	Grade 5 2007	
Advanced	23.136	20.6	-2.5	20.984	17.3	-3.7	19.438	21.4	2.0
Proficient	37.789	40.5	2.7	38.083	43.9	5.8	37.471	37.4	-0.1
Basic	34.19	36.6	2.4	36.788	33.8	-3.0	39.813	37.7	-2.1
Below Basic	4.884	2.2	-2.7	4.145	5	0.9	3.279	3.6	0.3

**Grade 3 Positives**

- 80% of the students proficient or advanced for 2007 ☺
- 7.4% increase in percentage of students in the proficient and advanced categories from 2006 to 2007 ☺
- 7.4% decrease in percentage of students in the basic and below basic categories from 2006 to 2007 ☺
- 18.9% more students in proficient and advanced compared to PSD for 2007 ☺
- 18.8% less students in basic and below basic compared to PSD for 2007 ☺

**Grade 4 Positives**

- 15.6% increase in percentage of students in the proficient category from 2006 to 2007 ☺
- 14.9% decrease in percentage of students in the basic and below basic categories from 2006 to 2007 ☺
- 7.8% more students in proficient and advanced compared to PSD for 2007 ☺
- 7.8% less students in basic and below basic compared to PSD for 2007 ☺

**Grade 5 Positives**

- 0% in below basic in 2007 ☺
- 2.8% decrease in percentage of students in the below basic categories from 2006 to 2007 ☺
- 3.1% more students in proficient and advanced compared to PSD for 2007 ☺
- 3.2% less students in basic and below basic compared to PSD for 2007 ☺

**ROSE ACRES - HISTORY OF MAP PERFORMANCE**  
**COMMUNICATION ARTS GRADES 3, 4, 5**

	2001	2002	2003	2004	2005	2006 New Scale	Grade 3 2006	Grade 3 2007		Grade 4 2006	Grade 4 2007		Grade 5 2006	Grade 5 2007		
Communication Arts																
Advanced	2.8	5.2	1.5	2.9	4.8	Advanced	42.466	30.4	-12.1	29.508	35.7	6.2	32.394	28.6	-3.8	
Proficient	52.8	61	51.5	65.7	73	Proficient	30.137	40.6	10.5	29.508	28.6	-0.9	39.437	33.3	-6.1	
Nearing Proficient	34.7	29.9	36.4	24.3	19	Basic	24.656	29	4.3	37.705	34.3	-3.4	22.535	36.5	14.0	
Progressing	8.3	3.9	10.6	7.1	3.2	Below Basic	2.74	0	-2.7	3.279	1.4	-1.9	5.634	1.6	-4.0	
Step 1	1.4	0	0	0	0											

**ROSE ACRES - HISTORY OF MAP PERFORMANCE**  
**MATHEMATICS GRADES 3, 4, 5**

	2001	2002	2003	2004	2005	2006 New Scale	Grade 3 2006	Grade 3 2007		Grade 4 2006	Grade 4 2007		Grade 5 2006	Grade 5 2007		
Mathematics																
Advanced	8.4	6.6	13.9	17.9	14.1	Advanced	28.767	30	1.2	14.754	14.1	-0.7	23.944	19	-4.9	
Proficient	28.9	31.6	40.5	43.3	56.3	Proficient	43.836	50	6.2	39.344	54.9	15.6	53.521	42.9	-10.6	
Nearing Proficient	41	47.4	36.7	31.3	23.9	Basic	23.288	18.6	-4.7	42.623	28.2	-14.4	19.718	38.1	18.4	
Progressing	20.5	13.2	8.9	7.5	2.8	Below Basic	4.11	1.4	-2.7	3.279	2.8	-0.5	2.817	0	-2.8	
Step 1	1.2	1.3	0	0	2.8											

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

Target			Indicator			
<ul style="list-style-type: none"> <li>All students are proficient in communication arts, mathematics, and science.</li> </ul>			<ul style="list-style-type: none"> <li>All Rose Acres 3<sup>rd</sup> – 5<sup>th</sup> grade students will score proficient or advanced on the MAP communication arts, mathematics, and science assessments. Rose Acres will incrementally improve toward this goal by closing the achievement gap of disaggregated groups of students.</li> </ul>			
MSIP Standard	Action Step Number	Action Step	Person(s) Responsible	Start Date	Projected Completion Date	Status Ö=Complete
<p><b>8.2</b> The district has an ongoing, written comprehensive School Improvement Plan (CSIP) which directs The overall improvement of its educational programs and services</p> <p><i>Standards and Indicators Manual, p.29</i></p>	1	<p>Summer reading instruction will be offered annually to small groups of at-risk students in kindergarten through second grade. The instruction will consist of a minimum of 10 one-hour sessions and will be conducted by a certified staff member. <i>(PD – Reviewing reading assessment data to select students and implementing researched based instructional strategies with students based on areas of weakness)</i></p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>DRA assessments</li> <li>Other appropriate reading assessments</li> </ul> <p><i>Supported by Title V Funding</i></p>	Principal Instructional Specialist Reading Department	Offered annually approximately one week after summer school ends with a minimum of 10 one-hour sessions	Ending annually approximately the second week in August	Ö
	2	<p>Implement Accelerated Mathematics program in grades 3<sup>rd</sup> – 5<sup>th</sup>. <i>(PD – Program training for staff member(s) implementing the program)</i></p> <p><b>Evaluation:</b></p> <p>MAP/Terra Nova results</p> <ul style="list-style-type: none"> <li>Benchmark/checkpoint results</li> <li>Student performance on Accelerated Math tests</li> <li>MAP results</li> </ul>	Principal Instructional Specialist Instructional Staff	Fall 2005	June 2006	Ö
	3	<p>Curriculum MAPS / implementation plans will be developed and revised annually in early childhood, all grade levels, and in special area classes. <i>(PD – Time provided annually for staff member(s) to update and revise documents during early dismissal/professional development days)</i></p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>MAP/Terra Nova results</li> <li>SRI data</li> <li>Student report card indicator results</li> </ul>	Principal Instructional Specialist Instructional Staff	Process began during the summer of 2004 and has been continued annually	Revised MAPS/ plans are due annually at the end of the school year	Ö

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

Target		Indicator				
<b>A. All students are proficient in communication arts, mathematics, and science.</b>		<ul style="list-style-type: none"> <li>All Rose Acres 3<sup>rd</sup> – 5<sup>th</sup> grade students will score proficient or advanced on the MAP communication arts, mathematics, and science assessments. Rose Acres will incrementally improve toward this goal by closing the achievement gap of disaggregated groups of students.</li> </ul>				
MSIP Standard	Action Step Number	Action Step	Person(s) Responsible	Start Date	Projected Completion Date	Status Ö=Complete
<b>8.2</b> <b>The district has an ongoing, written comprehensive School Improvement Plan (CSIP) which directs The overall improvement of its educational programs and services.</b>  <i>Standards and Indicators Manual, p.29</i>	4	Provide parents with a one page “refrigerator curriculum” each trimester that helps parents support their child(ren) at home. <i>(PD – Time provided annually for staff member(s) to update and revise documents during early dismissal/professional development days)</i> <b>Evaluation:</b> <ul style="list-style-type: none"> <li>✓ Parent satisfaction survey</li> <li>✓ MAP/Terra Nova results</li> <li>✓ SRI data</li> <li>✓ Student report card indicator results</li> </ul>	Principal Instructional Specialist Instructional Staff	August 2005	Updated “refrigerator curriculum” for each trimester due annually at the end of the school year	Ö
	5	Implement Response to Interventions: Problem Solving Care Teams <i>(PD – Program training for staff member(s) implementing the program)</i> <b>Evaluation:</b> <ul style="list-style-type: none"> <li>✓ Decreased number of SSD referrals</li> <li>✓ Increased number of students qualifying for services that are referred for SSD evaluation</li> <li>✓ MAP/Terra Nova results</li> <li>✓ SRI data</li> </ul>	Principal Instructional Specialist Victoria Thurman CARE Team Instructional Staff SSD Staff	Spring 2006	Ongoing	Ö

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show -Me Standards.**

Target		Indicator				
<b>A. All students are proficient in communication arts, mathematics, and science.</b>		<ul style="list-style-type: none"> <li>All Rose Acres 3<sup>rd</sup> – 5<sup>th</sup> grade students will score proficient or advanced on the MAP communication arts, mathematics, and science assessments. Rose Acres will incrementally improve toward this goal by closing the achievement gap of disaggregated groups of students.</li> </ul>				
MSIP Standard	Action Step Number	Action Step	Person(s) Responsible	Start Date	Projected Completion Date	Status Ö=Complete
<b>8.2</b> <b>The district has an ongoing, written comprehensive School Improvement Plan (CSIP) which directs The overall improvement of its educational programs and services.</b>  <i>Standards and Indicators Manual, p.29</i>	6	Fifth grade teachers and counselors will meet with Holman staff to plan transitional activities and discuss academic and social needs of sending students at least one time each year. <b>Evaluation:</b> <ul style="list-style-type: none"> <li>Six<sup>th</sup> grade MAP scores will improve over time</li> <li>Documentation of strategies</li> </ul>	Principal Instructional Specialist 5 <sup>th</sup> Grade Teachers 6 <sup>th</sup> Grade Teachers Counselor	Spring 2005	Annually	
	7	Continue to close the achievement gap via implementation of the following school based strategies. <ul style="list-style-type: none"> <li>Continued implementation of the academic achievement plan</li> <li>Continued implementation of the building MAP/Terra Nova improvement plan</li> <li>Continuation of the minority achievement club 3SC</li> <li>Reviewing student performance data (i.e., report card indicators, classroom assessments, checkpoints, etc.)</li> </ul> <i>Supported by Title V Funding (academic achievement plan, MAP/Terra Nova improvement plan, 3SC)</i>	Principal Instructional Specialist Instructional Staff	Fall 2005	Ongoing	Ö

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

**Target A: All students are proficient in communication arts, mathematics, and science**

**Action Step 1:** *Summer reading instruction will be offered annually to small groups of at-risk students in kindergarten through second grade. The instruction will consist of a minimum of 10 one-hour sessions and will be conducted by a certified staff member. (PD – Reviewing reading assessment data to select students and implementing researched based instructional strategies with students based on areas of weakness)*

Students in kindergarten and 1st grade that could benefit from additional summer reading instruction were identified via reading assessment data and their parents were contacted regarding their participation in the summer reading tutoring. This tutoring was provided by Mrs. Bordes and consisted of eight one hour sessions.

**Kindergarten Sessions**

Session Dates	Times	Location
July 10,11,17,18,24,25,31, and August 1	9:00– 10:00 a.m.	Rose Acre Room 108

**1<sup>st</sup> Grade Sessions**

Session Dates	Times	Location
July 10,11,17,18,24,25,31, and August 1	10:00–11:00 a.m.	Rose Acre Room 108

**Action Step 2:** *Implement Accelerated Mathematics program in grades third – fifth. (PD – Program training for staff member(s) implementing the program)*

Staff members in grades 3<sup>rd</sup> – 5<sup>th</sup> during the 2005 school year received training on how to utilize the Accelerated Mathematics program. The program has been fully implemented in grades 3<sup>rd</sup> & 4<sup>th</sup>. Due to the structure of the 5<sup>th</sup> grade at Rose Acres with subject area rotations, we have determined not to implement the program at this grade level due to time constraints.

**Action Step 3:** *Curriculum MAPS / implementation plans will be developed and revised annually in early childhood, all grade levels, and in special area classes. (PD – Time provided annually for staff member(s) to update and revise documents during early dismissal/professional development days)*

Grade level teams have developed a curriculum calendar to help guide and pace their instruction annually. This document is different from a curriculum map due to it being more of a scope and sequence type of document versus a more specific unit by unit plan. Grade level teams have time to update this document as necessary on teacher collaboration days.

**Action Step 4: Provide parents with a one page “refrigerator curriculum” each trimester that helps parents support their child(ren) at home. (PD – Time provided annually for staff member(s) to update and revise documents during early dismissal/professional development days)**

Grade level teams developed a one page document for parents that provides information on what is being taught each trimester in terms that they can easily understand. This document is printed on cardstock and has a magnet on the back that allows the document to be placed on the refrigerator for quick reference.

**Kindergarten Curriculum Supplement**  
Rose Acres Elementary  
3<sup>rd</sup> Trimester

Parents,

As a “partner” in your child’s education, Rose Acres teachers and staff value you for your commitment to education. Below you will find areas of instruction for the third and final trimester. These are areas in which you can help your child be successful by working on them at home at your convenience. Please continue to consult your child’s daily planner as your child progresses through the trimester. Enjoy these experiences together.

**Communication Arts**

**Reading**

- read nightly
- discuss fiction nonfiction
- practice sight words

**Listening & Speaking**

- use eye contact
- wait your turn to speak
- use appropriate volume

**Mathematics**

- count forward from 1-110
- count back from 200
- add the numbers 0-9
- write numbers 0-20
- review the ones and their values
- skip count by 5’s, and 10’s to 100
- practiced number stories (i.e., There were five kids on the playground. Four more kids joined them. How many children were playing on the playground?)

**Social Studies Themes**

- live in our community
- needs and wants
- goods and services
- history

**Writing**

- write two sentences
- write words using beginning and ending sounds (have your child say the word to hear those sounds before writing)

**Mechanics**

- practice upper and lower case letters
- put a period at the end of a sentence
- write left to right
- put spaces between words

**Science**

- discuss living and nonliving things
- discuss plants and animals
- discuss caring for the Earth

**Life & Study Skills**

- complete assignments
- helpful directions
- use self-control
- be respectful
- return homework and the daily behavior sheet signed

**First Grade Curriculum Supplement**  
Rose Acres Elementary  
3<sup>rd</sup> Trimester

Parents,

As a “partner” in your child’s education, Rose Acres teachers and staff value you for your commitment to education. Below you will find areas of instruction for the third and final trimester. These are areas in which you can help your child be successful by working on them at home at your convenience. Please continue to consult your child’s daily planner as your child progresses through the trimester. Enjoy these experiences together.

**Communication Arts**

**Reading**

- read nightly
- discuss fiction nonfiction
- practice sight words

**Listening & Speaking**

- use eye contact
- wait your turn to speak
- use appropriate volume

**Mathematics**

- count forward from 1-110
- count back from 200
- add the numbers 0-9
- write numbers 0-20
- review the ones and their values
- skip count by 5’s, and 10’s to 100
- practiced number stories (i.e., There were five kids on the playground. Four more kids joined them. How many children were playing on the playground?)

**Social Studies Themes**

- live in our community
- needs and wants
- goods and services
- history

**Writing**

- write two sentences
- write words using beginning and ending sounds (have your child say the word to hear those sounds before writing)

**Mechanics**

- practice upper and lower case letters
- put a period at the end of a sentence
- write left to right
- put spaces between words

**Science**

- discuss living and nonliving things
- discuss plants and animals
- discuss caring for the Earth

**Life & Study Skills**

- complete assignments
- helpful directions
- use self-control
- be respectful
- return homework and the daily behavior sheet signed

**Second Grade Curriculum Supplement**  
Rose Acres Elementary  
3<sup>rd</sup> Trimester

Parents,

As a “partner” in your child’s education, Rose Acres teachers and staff value you for your commitment to education. Below you will find areas of instruction for the third and final trimester. These are areas in which you can help your child be successful by working on them at home at your convenience. Please continue to consult your child’s daily planner as your child progresses through the trimester.

**Communication Arts**

**Reading**

- have your child read nightly to an adult
- read to your child (listen above the ability – research shows this is the greatest indicator of a child’s success in reading)
- discuss nonfiction/ability

**Mathematics**

- memorize addition and subtraction facts to 18
- use flash cards
- play card games
- practice subtracting two-digit numbers (finding/borrowing)

**Health**

- Encourage proper eating habits using the food pyramid

**Handwriting**

- practice cursive handwriting

**Spelling**

- practice writing words in a variety of ways:
  - write them
  - spell them out loud
  - make flash cards
  - type on the computer
  - use magnetic letters

**Life Skills**

- respect good manners
- say “please” and “thank you”
- participating when others are speaking
- write a thank you note for a gift that has been received

**Action Step 5: Implement Response to Interventions: Problem Solving Care Teams (PD – Program training for staff member(s) implementing the program)**

Counselor has implemented the beginning phases of the problem solving care team process. She has improved the data collection procedures and tools related to the effectiveness of attempted student interventions and subject area performance within a particular grade or class.

***Action Step 6: Fifth grade teachers and counselors will meet with Holman staff to plan transitional activities and discuss academic and social needs of sending students at least one time each year***

This strategy has not been implemented as it was originally designed to be implemented. Currently the middle school counselor(s) meet with the fifth grade teachers, reading specialists, and SSD resource teachers to learn about the needs of the students. Reading data is also gathered and submitted to Holman annually for student programming decisions. Improved communication needs to be addressed with all of the Holman feeder schools. In an effort to continue to work with Holman student information forms that are being developed as part of the updated school improvement plan will help address this need.

***Action Step 7: Continue to close the achievement gap via implementation of the following school based strategies.***

- Continued implementation of the academic achievement plan
- Continued implementation of the building MAP/Terra Nova improvement plan
- Continuation of the minority achievement club 3SC
- Reviewing student performance data (i.e., report card indicators, classroom assessments, checkpoints, etc.)

3SC is an enrichment club for African-American students where learning is reinforced after school in reading, and in math. Instructional strategies that utilize culture specific materials and content are utilized. Homework tutorial time is included in each session. The club meets on Tuesdays from 3:45-5:30 on approximately 26 occasions. The goals for 3SC are for students to acquire a better sense of belonging to Rose Acres, ownership of their academic achievement, awareness that academic achievement is top priority, and the notion that “school is cool”.

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

Target		Indicator				
<b>B. Rose Acres students will be responsible citizens.</b>		<ul style="list-style-type: none"> <li>• Attendance rate (annually) is 94% or higher</li> <li>• Environment is safe and orderly</li> <li>• Community service involves 100% of students (EC-5)</li> </ul>				
MSIP Standard	Action Step Number	Action Step	Person(s) Responsible	Start Date	Projected Completion Date	Status ○=Complete
<b>8.2</b> <b>The district has an ongoing, written comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services.</b>  <i>Standards and Indicators Manual, p.29</i>	1	Continue school-wide implementation of the Boys Town Social Skills Model. Train new staff as necessary. <i>(PD – All staff members were trained or retrained during the fall of 2004)</i> <b>Evaluation:</b> ✓ Decrease in the number of office referrals, CIC assignments, and suspensions annually	Principal Instructional Specialist Instructional Staff	Ongoing	Ongoing	
	2	Disaggregate office referral data by offense, date, and grade level to identify preventive strategies to increase student responsibility and decrease office referrals. <i>(PD – Principal will develop data collection tool that will allow the information to be easily shared with staff members. Data will be shared regularly to problem solve.)</i> <b>Evaluation:</b> ✓ Decrease in the number of office referrals, CIC assignments, and suspensions annually	Principal	August 2005	Ongoing	

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

**Target B: Rose Acres students will be responsible citizens.**

***Action Step 1: Continue school-wide implementation of the Boys Town Social Skills Model. Train new staff as necessary. (PD – All staff members were trained or retrained during the fall of 2004)***

Rose Acres is currently using a variety of strategies to help students with citizenship and conduct. The counselors instruct students each month on a Boys Town skill as well as a Character Plus skill. Part of the updated school improvement plan is to evaluate current practices related to Boys Town, Character Plus, gold/blue slips, positive office referrals, etc. Due to student citizenship and conduct not being of urgent concern, this has not been a highly pressing need.

***Action Step 2: Disaggregate office referral data by offense, date, and grade level to identify preventive strategies to increase student responsibility and decrease office referrals.***

Disaggregated office referral data is reviewed in grade level meetings on a regular basis. This data is used to evaluate behavior interventions and to identify students needing additional support. See following page for 2006-2008 disaggregated discipline data summary.

2007-2008 DISCIPLINE REPORT - ROSE ACRES												
		AUGUST		SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER		
		2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	
Bully	AA											
	White					1						
Bus Mishap	AA		2				1	1				
	Asian		1				1	2				
	White	1				2			2			2
Cheating	AA											
	Asian										1	
	White											1
Disresp Adm	AA			1			1					
	White			1			1				2	
Disresp Attitude	AA				1				1			
	White			1			2	2	1	1		1
Disresp Peer	AA								1			
	White	1					3	4		2	1	1
Disrupt Beh	AA											
	White				1			3				
Fighting	AA				1							
	White				1			2				
Forgery	AA				1							
	White				1							2
Hitting	AA	1					1					
	White						1				1	2
Inapp Beh	AA						1	2			1	1
	White		2	6			2	11	6	1	2	3
Inapp Contact	AA						1	1	2		1	
	Asian										1	
	White	1	1	3	7	14	8	1	1	1	1	5
Inapp Gesture	AA			1			1					
	White			2			1					
Inapp Lang	AA						1		1			
	White	1					1		4		2	
Inapp PP/O	AA											
	White	1										
		AUGUST		SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER		
		2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	
Not foll instruct.	AA								1			
	White	1					3		1			
Insub	AA	1							1			
	White											
Theft	AA											
	White								2			
Other	AA											
	White						2					
		AUGUST		SEPTEMBER		OCTOBER		NOVEMBER		DECEMBER		
		2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	2006-2007	2007-2008	
<b>TOTALS</b>	<b>AA</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>3</b>	<b>7</b>	<b>4</b>	<b>7</b>	<b>0</b>	<b>3</b>	<b>1</b>	
	<b>Asian</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>2</b>	<b>0</b>	
	<b>White</b>	<b>6</b>	<b>3</b>	<b>13</b>	<b>13</b>	<b>30</b>	<b>30</b>	<b>17</b>	<b>5</b>	<b>9</b>	<b>17</b>	
<b>MONTHLY TOTALS</b>		<b>8</b>	<b>6</b>	<b>15</b>	<b>16</b>	<b>38</b>	<b>36</b>	<b>24</b>	<b>5</b>	<b>14</b>	<b>18</b>	
		2006-2007		2007-2008								
<b>YTD TOTALS</b>	<b>AA</b>	<b>21</b>	<b>10</b>									
	<b>Asian</b>	<b>3</b>	<b>3</b>									
	<b>White</b>	<b>75</b>	<b>68</b>									
	<b>TOTAL</b>	<b>99</b>	<b>81</b>									

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

Target		Indicator				
<b>C. Technology use will improve student achievement and teacher/student productivity.</b>		<ul style="list-style-type: none"> <li>All Rose Acres 3<sup>rd</sup> – 5<sup>th</sup> grade students will score proficient or advanced on the MAP communication arts, mathematics, and science assessments. Rose Acres will incrementally improve toward this goal by closing the achievement gap of disaggregated groups of students.</li> <li>Staff/Student yearly survey.</li> </ul>				
MSIP Standard	Action Step Number	Action Step	Person(s) Responsible	Start Date	Projected Completion Date	Status 0=Complete
<b>8.2</b> <b>The district has an ongoing, written comprehensive School Improvement Plan (CSIP) which directs The overall improvement of its educational programs and services.</b>  <i>Standards and Indicators Manual, p.29</i>	1	Provide professional development to all staff on using and integrating technology to support productivity and improve student achievement. <i>(PD – Integrating Technology)</i> <b>Evaluation:</b> <ul style="list-style-type: none"> <li>✓ All staff in the school/district for three or more years will complete level 1 S.T.E.P.S. within a three year period</li> <li>✓ Teachers in the school will work towards completing the Integrator training program</li> <li>✓ Lessons developed by integrator will be implemented and become part of grade level curriculum maps</li> <li>✓ Lessons will be evaluated to determine contribution to improving student achievement on the MAP</li> </ul>	Principal Instructional Specialist Technology Department Building ITS Instructional Staff	August 2005	Ongoing	
	2	Increased usage of technology by Rose Acres students. <i>(PD – Integrating Technology)</i> <b>Evaluation:</b> <ul style="list-style-type: none"> <li>✓ Students in grades kindergarten – fifth grade will complete at least one core curricular project involving a significant integration of technology (i.e., PowerPoint, KidPix, etc.)</li> </ul>	Principal Instructional Specialist ITS Instructional Staff	August 2005	Ongoing	

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

Target			Indicator			
<p><b>C. Technology use will improve student achievement and teacher/student productivity.</b></p>			<ul style="list-style-type: none"> <li>All Rose Acres 3<sup>rd</sup> – 5<sup>th</sup> grade students will score proficient or advanced on the MAP communication arts, mathematics, and science assessments. Rose Acres will incrementally improve toward this goal by closing the achievement gap of disaggregated groups of students.</li> <li>Staff/Student yearly survey.</li> </ul>			
MSIP Standard	Action Step Number	Action Step	Person(s) Responsible	Start Date	Projected Completion Date	Status 0=Complete
<p><b>8.2</b> The district has an ongoing, written comprehensive School Improvement Plan (CSIP) which directs The overall improvement of its educational programs and services.</p> <p><i>Standards and Indicators Manual, p.29</i></p>	3	<p>Grade level teams will complete a parent support video that provides parents with specific strategies that they can use with their children to help strengthen the home/school connection in reading and mathematics. <i>(PD-Integrating Technology)</i></p> <p><b>Evaluation:</b></p> <ul style="list-style-type: none"> <li>✓ Grade level teams will develop a script/plan and work with the ITS to develop a video that is grade level appropriate based on the areas where teachers need parent support at home</li> </ul>	Principal Building ITS Technology Department Instructional Staff	November 2005	May 2006	

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

**Target C: Technology use will improve student achievement and teacher/student productivity**

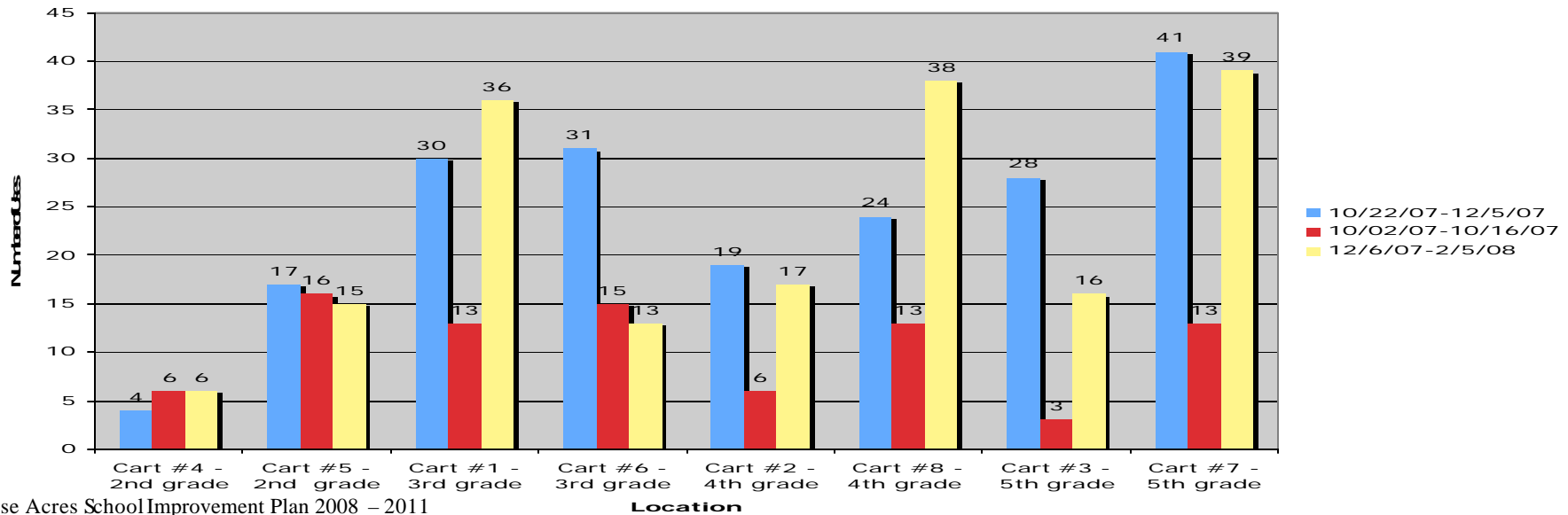
**Action Step 1: Provide professional development to all staff on using and integrating technology to support productivity and improve student achievement. (PD – Integrating Technology)**

Rose Aces currently has 16 staff members that have completed the technology integrator program. As part of the updated school improvement plan our goal is to double this number by the conclusion of the 2009-2010 school year. That would put the Rose Acres number of staff having completed the technology integrator training at 32 staff members.

**Action Step 2: Increased usage of technology by Rose Acres students. (PD – Integrating Technology)**

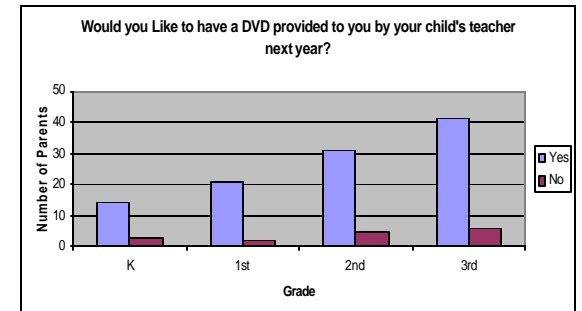
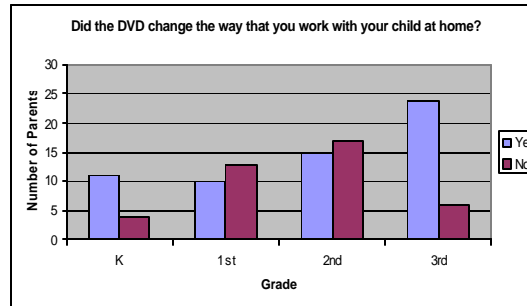
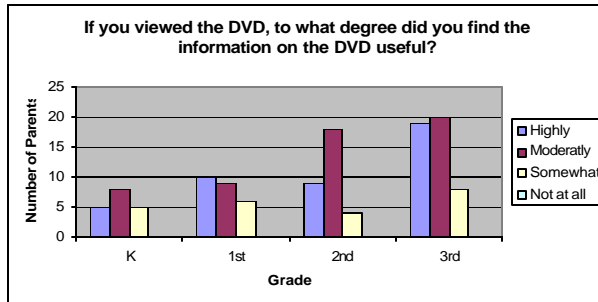
Students use technology regularly in their classrooms now more than ever with the laptops being made available via the laptop carts and Promethean boards being present in many classrooms. Some of the technology integration includes student use of KidPix, Microsoft Word, Accelerated Reading, Accelerated Math, PowerPoint, digital/video cameras, etc.

**2nd - 5th Grade Total Use for Each Laptop Cart**



**Action Step 3:** **Grade level teams will complete a parent support video that provides parents with specific strategies that they can use with their children to help strengthen the home/school connection in reading and mathematics. (PD- Integrating Technology)**

The first version of the parent support videos were completed during the 2005-2006 school year and were distributed to parents in grades early childhood-3<sup>rd</sup> grade. At the conclusion of the school year the parents were surveyed regarding the videos. Based on this survey, the videos are being updated during the second trimester of the 2007-2008 school year. Parent survey data from the original videos are included below:



**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

Target		Indicator				
<b>D. Foster high levels of parent/community involvement in academic and social activities.</b>		<ul style="list-style-type: none"> <li>Increase student, staff, parent, and community involvement.</li> </ul>				
MSIP Standard	Action Step Number	Action Step	Person(s) Responsible	Start Date	Projected Completion Date	Status 0=Complete
<b>8.2</b> <b>The district has an ongoing, written comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services.</b>  <i>Standards and Indicators Manual, p.29</i>	1	Continue to implement the career fair in grades 3 <sup>rd</sup> – 5 <sup>th</sup> where community members will come to the school and present on specific career opportunities to students. <i>(PD – SIT Team will review survey data from the previous year to plan for the upcoming year)</i> <b>Evaluation:</b> <ul style="list-style-type: none"> <li>✓ Student participation survey</li> <li>✓ High percentage of community involvement in the event</li> </ul>	School Improvement Team	Spring 2004	Annually	
	2	Continue to provide a significant number of opportunities for school and community involvement through school academics and student/family social activities. <b>Evaluation:</b> <ul style="list-style-type: none"> <li>✓ Number of parents attending school functions.</li> <li>✓ Participation in parent/teacher conferences</li> </ul>	Principal PTA Staff Community	August 2005	Ongoing	

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

Target			Indicator			
<b>D. Foster high levels of parent/community involvement in academic and social activities.</b>			<ul style="list-style-type: none"> <li>Increase student, staff, parent and community involvement.</li> </ul>			
MSIP Standard 8.2 The district has an ongoing, written comprehensive School Improvement Plan (CSIP) which directs the overall improvement of its educational programs and services.  <i>Standards and Indicators Manual, p.29</i>	Action Step Number	Action Step	Person(s) Responsible	Start Date	Projected Completion Date	Status 0=Complete
	3	Offer kindergarten parents that are new to Rose Acres an opportunity to be paired up with a family that has children who have attended Rose Acres for one year or more to encourage participation in all school events, provide guidance, etc. <b>Evaluation:</b> <ul style="list-style-type: none"> <li>✓ Parent participation survey</li> <li>✓ Number of parents attending school functions</li> </ul>	Principal PTA Parents	August 2005	Annually	
	4	Implement "Parent Back to School Night" for each grade where parents will receive an overview of the curriculum, grade level expectations, and daily procedures. <b>Evaluation:</b> <ul style="list-style-type: none"> <li>✓ Parent participation in event</li> </ul>	Principal Instructional Specialist Instructional Staff Parents	August 2004	Annually	

**Goal 1: Students demonstrate significant improvement in their understanding and application of the Show-Me Standards.**

**Target D: Foster high levels of parent/community involvement in academic and social activities.**

**Action Step #1 :** *Continue to implement the career fair in grades 3<sup>rd</sup> – 5<sup>th</sup> where community members will come to the school and present on specific career opportunities to students. (PD – SIT Team will review survey data from the previous year to plan for the upcoming year)*

The career fair has been implemented annually in grades 3-5. Students select up to three 40 minute sessions in various career areas. Last year's session included the following session options: Maryland Heights Police detective, pharmacist, attorney, paleontologist, physical therapist, fire department, social worker, nurse, geophysicist, computer tech, audio engineer, chef, etc.

**Action Step #2** *Continue to provide a significant number of opportunities for school and community involvement through school academics and student/family social activities.*

Rose Acres continues to provide numerous opportunities for families and members of the community to get involved at the school. Some of the annual Rose Acres events include: Establishing and maintaining the school improvement team (SIT), family reading night/book fair, OASIS tutoring, parents volunteering in the classroom, educational field trips, grade level concerts in grades 1– 5, physical education student demonstration night, PTA family activity night, homecoming parade, field days (parents coach groups of students), volunteer appreciation brunch, movie nights, grandparents/special persons grade level teas, rose acres carnival, annual variety show, veterans day recognition week activities, fall party, winter party, and valentines day party (PTA sponsored and organized), PTA family picnic, parent back to school nights, meet the teacher nights, **Parents In Education** nights (**PIE** nights) in grades K & 1, PTA roller skating nights each month, kindergarten round up (May 2005), PTA science fair how-to night/science fair, PTA trunk-or-treat, fire prevention week with the Pattonville Fire Department, annual PTA 911 lunch event (Maryland Heights police and fire departments), etc.

**Action Step #3** *Offer kindergarten parents that are new to Rose Acres an opportunity to be paired up with a family that has children who have attended Rose Acres for one year or more to encourage participation in all school events, provide guidance, etc.*

Kindergarten parents have the opportunity to be assigned a contact family that invites them to various school events in an effort to get them involved in the school culture. The assigned family is also available to answer parent questions about the school. This strategy was utilized during the 2005 and 2006 school years and a revised strategy is being discussed with members of PTA. Previous events that parents were contacted for included: skate nights, homecoming parade, reading nights, science fair, field days, school picnic, variety show, parents in education nights, etc.

*Action Step #4*

*Implement “Parent Back to School Night” for each grade where parents will receive an overview of the curriculum, grade level expectations, and daily procedures.*

An annual “Parent Back to School Nights” are hosted in the fall where parents receive information from grade level teams regarding topics such as grade level expectations, curriculum, communication systems, progress reports, behavior management systems, and ways that parents can support their child’s learning at home, etc. These evenings are also an opportunity for parents to ask questions that they have regarding aspects of their child’s education at Rose Acres.