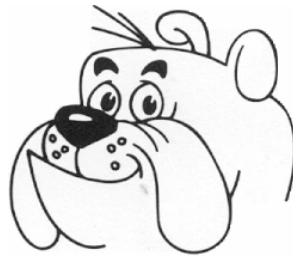


Rose Hamilton Elementary

School Profile
2006-2012

Sandy K. Life, Principal



1281 Round Barn Road South
Centerville, Indiana 47330
765-966-3911

Fax #:765-966-4491
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Rose Hamilton

Mission Statement

Parents, School, and Community are working together to educate **ALL** children.

Students will:

- Apply their academic knowledge
 - Respect others
 - Work cooperatively
- Communicate effectively
 - Think critically
- Demonstrate creative problem solving
 - Utilize technology

We are committed to this mission.

Committees-2007-2008

School Improvement Committee

Co-chairs: Linda Duke and Roger Martin

Teacher reps: Leah Adams and Patti Sharp

Parent reps: Deb Douglas, Don Tincher, and Sandy Wagenknecht

Patron: Debbie Searcy

Community member: Sandy Wagenknecht

School Board member: Sally Baumer

School Change Committee

Chair: Kenny Marshall

Marge Benner, Carol Gable, Cheryl Oesterling, Suzette Powell, Janice Scheffler, and Donna Sparks

Technology Committee

Chair: Linda Duke

Leah Adams, Kathy Benner, Margaret Burkhart, Pat O'Neal, Kara Gunder, Patti Sharp, and Kelly VanWinkle

School Climate and Discipline Committee

Chair: Sheila Iverson

Karen Bishop, Teresa Downs, Nancy Harrell, Valerie Hood, Diane Luken, Shelley Mauger, Miranda Phelps, Kathy Ray

PDT Committee (Professional Development Team)

Chair: Patti Sharp (3G/T)

Karen Bishop (K), Kelly VanWinkle (1), Nancy Harrell (2), Teresa Downs (3), Kathy Ray (4), Kathy Benner (5), Carol Gable (6), Shelley Mauger (Sped), Pat O'Neal (Sp), Paula Warfield (Sp), Miranda Phelps (Sp)

DAT Committee (Data Assessment Team)

Chair: Leah Adams (1)

Janice Scheffler (K), Marge Benner (1), Valerie Hood (Sped and 2), Margaret Burkhart (3), Donna Sparks (4), Diana Luken (G/T), Shelley Mauger (Sped and 5), Kenny Marshall (6)

PIT Committee (Parent Involvement Team)

Chair: Roger Martin (1-2)

Sheila Iverson (5-6), Cheryl Oesterling (Sped and 3-4), Suzette Powell (RR and K), Kara Gunder (K)

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Unique Local Insights

Data Collection Instruments

We selected the following instrument to collect data regarding Unique Local Insights:

Community Information Narrative

Student Surveys, Parent Surveys, Staff Surveys created by the Rose Hamilton and Centerville Elementary School Improvement Teams and tabulated by Larry Rausch, Wabash Educational Service Center-Spring 2006

Climate Audit conducted by Jim Ellsbery, President, *The DeWitt Institute for Professional Development, Prince's Lake, IN, 46164*-Spring 2006

Analysis of Data

Presentation of Data: Community Data

School/Community Description

Rose Hamilton Elementary serves 384 students in grades K-6 in Centerville, Indiana. Rose Hamilton is the smaller of two elementary schools in the corporation, both of which feed into one Jr. High school consisting of 7th and 8th grades. Rose Hamilton houses 16 regular ed. classrooms, which includes two self-contained GT (Gifted/Talented) classrooms. We have an assigned LD (Learning Disabilities) teacher, behavior consultant/MiMH (Mildly Mentally Handicapped) teacher, and a shared Speech-Hearing teacher that have a combined caseload of 40 students, which is approximately 10.4% of the total student population. These students are involved in full-inclusion classrooms. Overall, that means that one in thirteen students is receiving some type of special education intervention.

We serve the town of Centerville, the village of Abington, and the suburban housing additions in Center and Abington townships. Centerville is located adjacent to Richmond, Indiana, a city of about 35,000 people. The major economic base comes from farming and a sizable community of antique dealerships. Many parents earn their living as blue-collar workers or professionals in businesses outside of the Centerville-Abington community. The largest employer in the town of Centerville is the school system itself.

Listed below are the many community organizations and groups with which we partnership in an effort to provide extended learning experiences for our students.

ROSE HAMILTON COMMUNITY PARTNERSHIPS AND PROGRAMS

4-H	Earlham College	Reid Hospital
American Red Cross	Easter Seals	Richmond Art Museum
Birth-to-Five	Disability Awareness	Richmond Symphony
Boy Scouts	First Bank Richmond	Rose Hamilton PTO
Centerville Fire Dept.	Girl Scouts	Safety Town
Centerville High School	Golay Center	The Skate
Open Swim	Huddleston House Museum	Tarum Shrine Club
Track	Indiana University East	Wayne Co. Boys
Wellness Center	Ivy Tech	and Girls Club
Centerville Public Library	Jade House	Wayne Co. Extension Office
Centerville Senior Center	Junior Achievement	Baby Chicks
Centerville Youth League	KICS-Kids in	Environmental Days
Churches	Centerville Soccer	Professor Popcorn
Civic Theater-Jr. Players	Kuhlman Center	Wayne Co. Health Clinic
COPE Environmental Ctr.	Lantz House	Wayne Co.
D.A.R.E.	Levi Coffin House	Historical Museum
Do-Re-Mi Bowling Alley	Meijer	Wayne Co. Sheriff's Dept
Dunn Mental Health Ctr.	Palladium Item REACH Lilly Initiative	

Presentation of Data: Selected Survey Results

The steering committees from Rose Hamilton Elementary and Centerville Elementary worked together to create student, parent, and teacher surveys as the instrument to be used. The inventories allowed us to find out the views of all stakeholders regarding the school and helped guide our decisions about target goals. The survey instruments were available as either a paper and pencil item or online through our school webpage during spring 2006. Surveys that were completed on paper were entered electronically by the steering committee. Larry Rausch, Wabash Service Center, made the survey available electronically and tabulated the results for our building.

Students in grades 3-6	204 (193 returned)
Parents	198 (54 returned)
Teachers	28 (28 returned)

The findings are shown in Graphs 1 and 2.

Selected Survey Results For Rose Hamilton Elementary

SAFETY:

Student Question:

I feel safe at school.

Parent Question:

My child is safe at school.

Teacher Question:

I feel safe at school.

COMMUNICATION:

Student Question:

I know which skills I need to improve.

Parent Question:

I am aware of the school's efforts to improve my child's performance.

Teacher Question:

I am aware of our school's efforts to improve student performance.

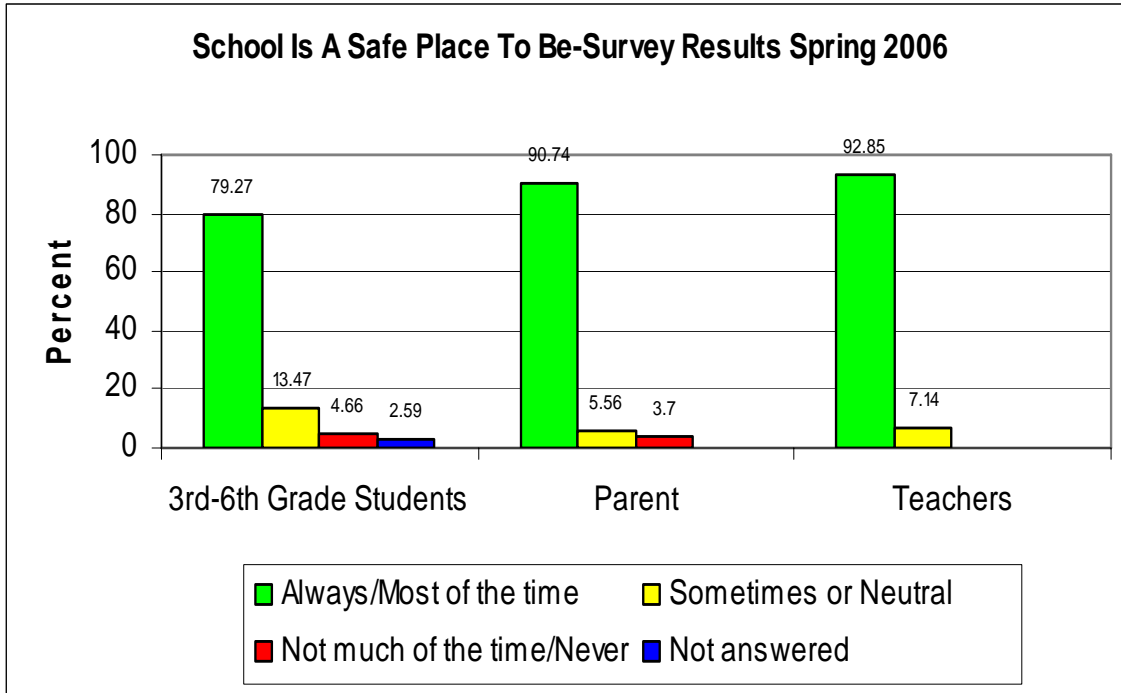
The analysis is as follows:

When we examined the student data, we found that about 79 % of students felt safe at school, and approximately 82% of the students felt that they know which skills they need to improve (Graphs 1 and 2).

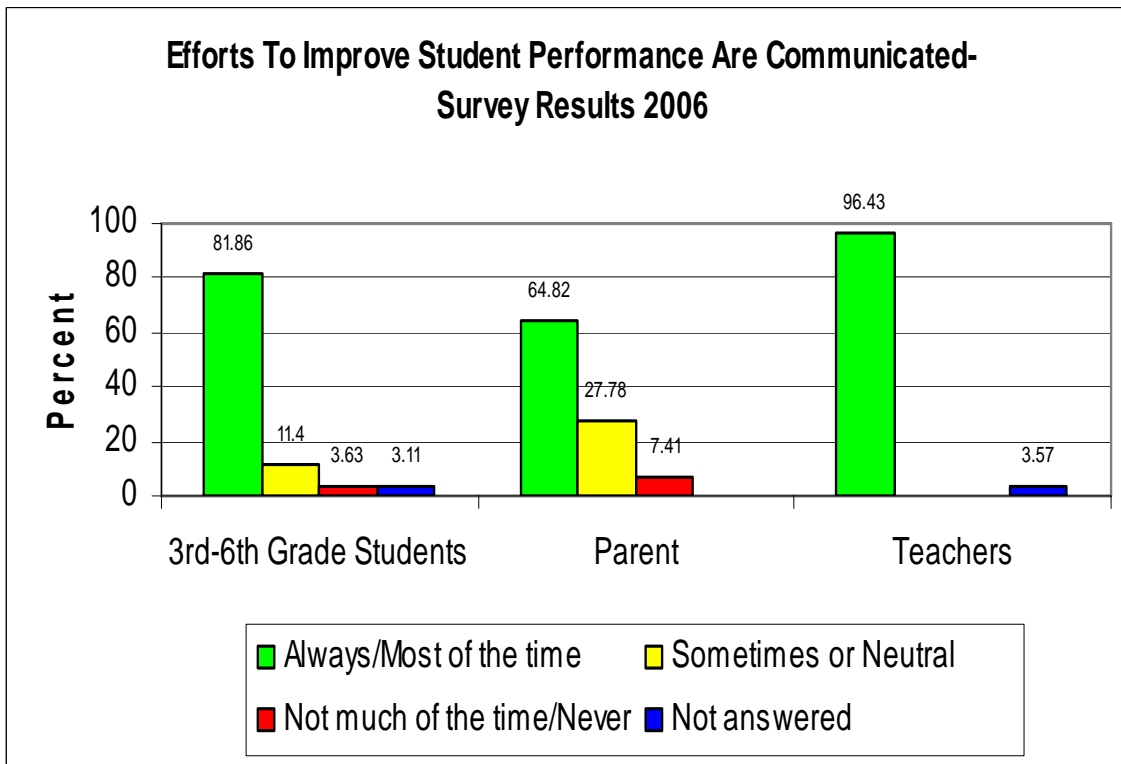
When we examined the parent data, we found that over 90% agreed that the school was a safe place for their child. In the area of communication, 7.41% of the parents felt unaware of the school's efforts to improve their child's performance (Graphs 1 and 2).

When we examined the teacher data, we found that approximately 93% of the teachers felt safe at school. More than 96% of the teachers felt aware of the school's efforts to improve student performance (Graphs 1 and 2).

Graph 1



Graph 2



Presentation of Data: Climate Audit

The school climate audit, conducted by Jim Ellsbery, President, *The DeWitt Institute for Professional Development, Prince's Lake, IN, 46164*-Spring 2006, process involved interviewing either small groups, or sometimes individual stakeholders, including parents, students, faculty, and staff or using questionnaires.

Faculty- 28 interviews; 4 questionnaires

Staff-11 interviews; 4 questionnaires

Students-6 interviews; 0 questionnaires

Parents-0 interviews; 6 questionnaires

The analysis summary is as follows:

Our strengths were found to be a competent, caring staff, strong academic achievement, and a family-friendly school. We also have strong parental support. Perceived weaknesses included negative rumors associated with budget shortfalls, inconsistent discipline policies and consequences, and allegations of favoritism among staff members.

* School Climate Audit is on file for public review at both Rose Hamilton School and the Centerville-Abington and Community Schools Administration Building.

Implications for Action: Follow-Up of Unique Local Insights

Student Performance Goals

Community data shows that students are consistently participating in school community partnerships, which contribute to community involvement and enrichment of academic, leadership, and athletic opportunities.

Student, Parent, and Teacher questionnaires do not indicate a glaring need in the areas of safety, discipline, and communication in the learning environment for teachers and students in grades 3rd-6th. It does indicate that we could do a better job of making parents aware of the school's efforts to improve their child's performance.

Non-Student Data

No implications

Other Data Needed

Follow-up surveys will be administered as needed to ensure that all parents, students, and teachers continue to feel that safety and communication needs are being addressed. There will also be follow-up surveys administered, as needed, to ensure that all stakeholders' perceived strengths as noted in the Climate Audit will continue to be strengths and that improvements in the areas of perceived weakness are being addressed and improved.

Clarifying Goals

No implications

Interventions

Rose Hamilton's climate audit indicated that we needed to improve on home/school communication and school discipline. There will be weekly newsletters sent home by the office and each classroom teacher. Discipline procedure forms will be put in place so that teachers can communicate with the office when help is needed with a student. Likewise, these discipline forms will communicate back to teachers and parents what action was taken with each student or situation.

Other Actions Needed

No implications

Follow-Up of Former Students

Data Collection Instruments

We selected the following instruments to collect data regarding Follow-Up of Former Students:

Locally Developed Survey--Student Surveys, Parent Surveys, Staff Surveys created by the Rose Hamilton and Centerville Elementary School Improvement Teams and tabulated by Larry Rausch, Wabash Educational Service Center-Spring 2006.

Analysis of Data

A locally developed survey was given to all of our former students who were 7th graders during the spring of 2006. Students were given the survey as a paper and pencil task. Their answers were then inputted into an online survey form that was used to tabulate results. Jr. High teachers completed the survey online. Parents were sent information concerning the purpose of the survey and how to access the online survey. They were also offered a paper and pencil option if they did not have Internet access or were not comfortable using an online survey format.

7th Grade Students	45 surveys returned
Parents of 7 th Grade Students	0 surveys returned
Teachers of 7 th Grade Students	8 surveys returned

There were 10 primary questions in the former student survey:

1. My elementary school prepared me for Jr. High in the area of MATH.
2. My elementary school prepared me for Jr. High in the area of ENGLISH.
3. My elementary school prepared me for Jr. High in the area of HISTORY (social studies).
4. My elementary school prepared me for Jr. High in the area of HEALTH.
5. My elementary school prepared me for Jr. High in the area of SCIENCE.
6. My elementary school prepared me for Jr. High in the area of STUDY SKILLS.
7. My elementary school prepared me for Jr. High in the area of ORGANIZATION.
8. My elementary school prepared me for Jr. High in the area of SOCIAL SKILLS (getting along with others).
9. My elementary school prepared me for Jr. High in the area of SCHOOL BEHAVIOR.
10. Overall, I felt prepared for Jr. High.

There were 10 primary questions in the former parent survey:

1. My child's elementary school prepared him/her for Jr. High in the area of MATH.
2. My child's elementary school prepared him/her for Jr. High in the area of ENGLISH.
3. My child's elementary school prepared him/her for Jr. High in the area of HISTORY (social studies).
4. My child's elementary school prepared him/her for Jr. High in the area of HEALTH.
5. My child's elementary school prepared him/her for Jr. High in the area of SCIENCE.
6. My child's elementary school prepared him/her for Jr. High in the area of STUDY SKILLS.
7. My child's elementary school prepared him/her for Jr. High in the area of ORGANIZATION.
8. My child's elementary school prepared him/her for Jr. High in the area of SOCIAL SKILLS (getting along with others).
9. My child's elementary school prepared him/her for Jr. High in the area of SCHOOL BEHAVIOR.
10. Overall, I felt the elementary prepared my child for Jr. High.

There were 6 questions in the Jr. High 7th grade teacher survey:

1. Students were prepared for Jr. High in the subject area(s) I teach.
2. Students were prepared for Jr. High in the area of STUDY SKILLS.
3. Students were prepared for Jr. High in the area of ORGANIZATION.
4. Students were prepared for Jr. High in the area of proper SOCIAL SKILLS (getting along with others).
5. Students were prepared for Jr. High in the area of proper SCHOOL BEHAVIOR.
6. Overall, students were prepared for Jr. High.

Findings from the Data:

In the subject area of English, 95.55% of the students felt prepared or neutral. In the subject area of math, 66.67% of the students felt prepared or neutral for Jr. High. In history, 82.22% of the students felt prepared or neutral. In health, 68.89% felt prepared or neutral as did 62.22% in the area of science (Graph 3a). In all subject areas combined, 62.5% of the Jr. High teachers of 7th grade students, felt that students were prepared or felt neutral about preparation in the subject areas (Graph 3b).

In other areas, approximately 58% of the students felt prepared or neutral in the areas of study skills and organization. More than 77% of the students felt prepared or neutral in the area of social skills, while more than 91% felt prepared or neutral in the area of school behavior. Overall, 91.11% of the students felt prepared or neutral for Jr. High (Graph 4a). In other areas of study skills and organization, 100% of the teachers felt neutral or disagreed that students were prepared. Seventy-five percent or more of the teachers felt neutral or disagreed that students were prepared in the areas of social skills, school behavior, and overall skills (Graph 4b).

No parents responded to the survey. The Rose Hamilton staff was surprised and concerned by this fact.

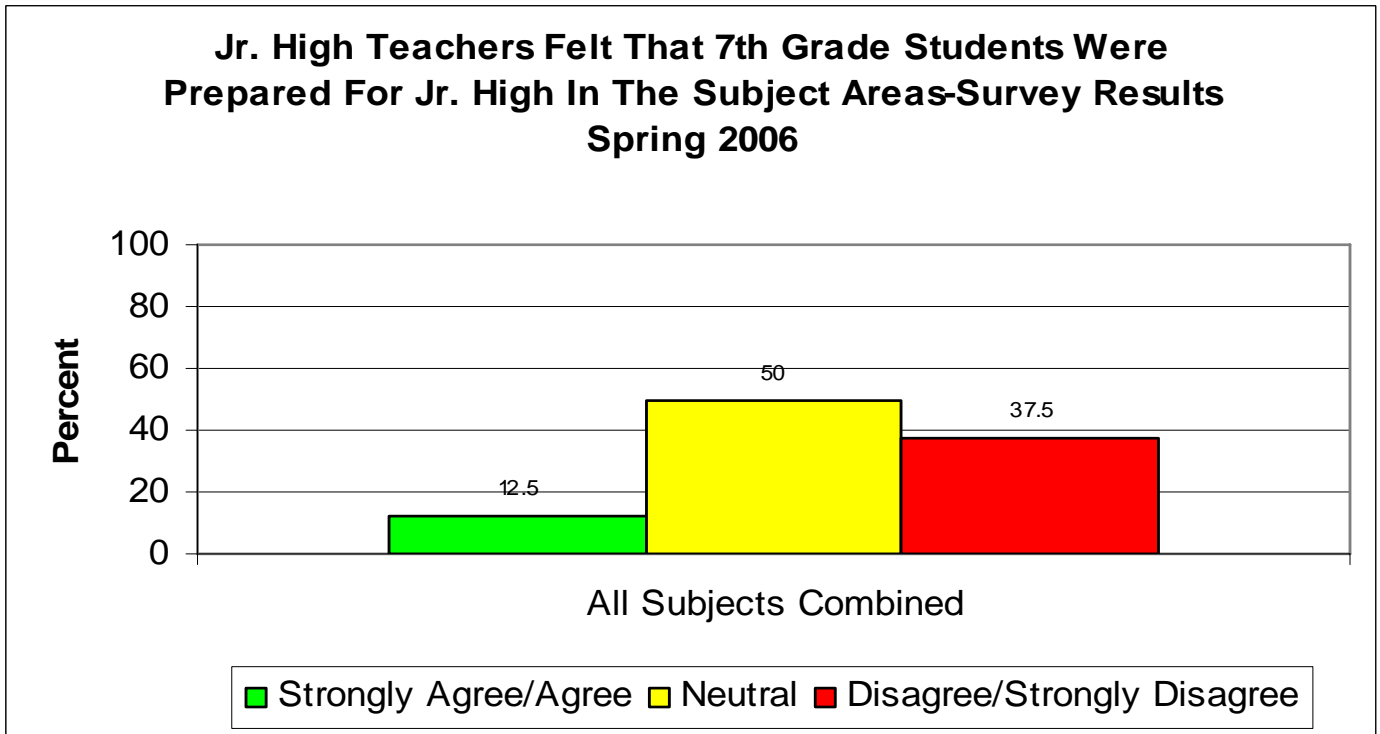
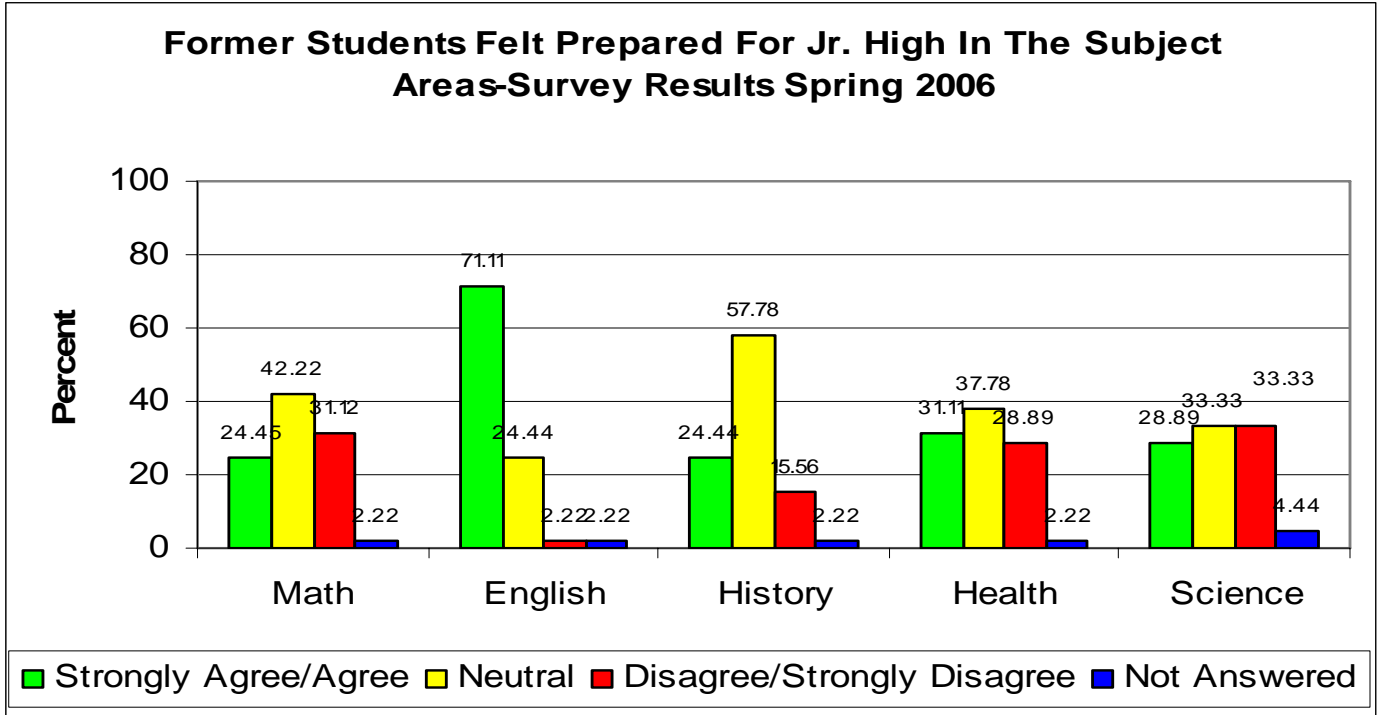
Analysis of the Data:

Data indicated that students felt the most prepared for English. They felt the least prepared in the areas of math, health, and science. Teachers chose not to indicate the subject they taught when completing their surveys so it is not possible to determine in which subject teachers felt students were most or least prepared. In the areas of study skills and organization, 40% of the students felt they were not prepared, and more than 62% of the teachers felt students were not prepared in the areas of study skills, organization, and social skills. Our committee plans to meet with the 7th grade Jr. High staff to discuss how to better prepare our students in all areas for Jr. High. Ongoing dialogue between the two buildings' staffs as well as giving surveys to future 7th grade students from Rose Hamilton to see if they are better prepared for Jr. High.

**Presentation of Data: Follow-up of Former Students
Graphs 3a-b**

(Data from 45 students and 8 teachers who responded to the survey. Note: No parents responded to the survey.)

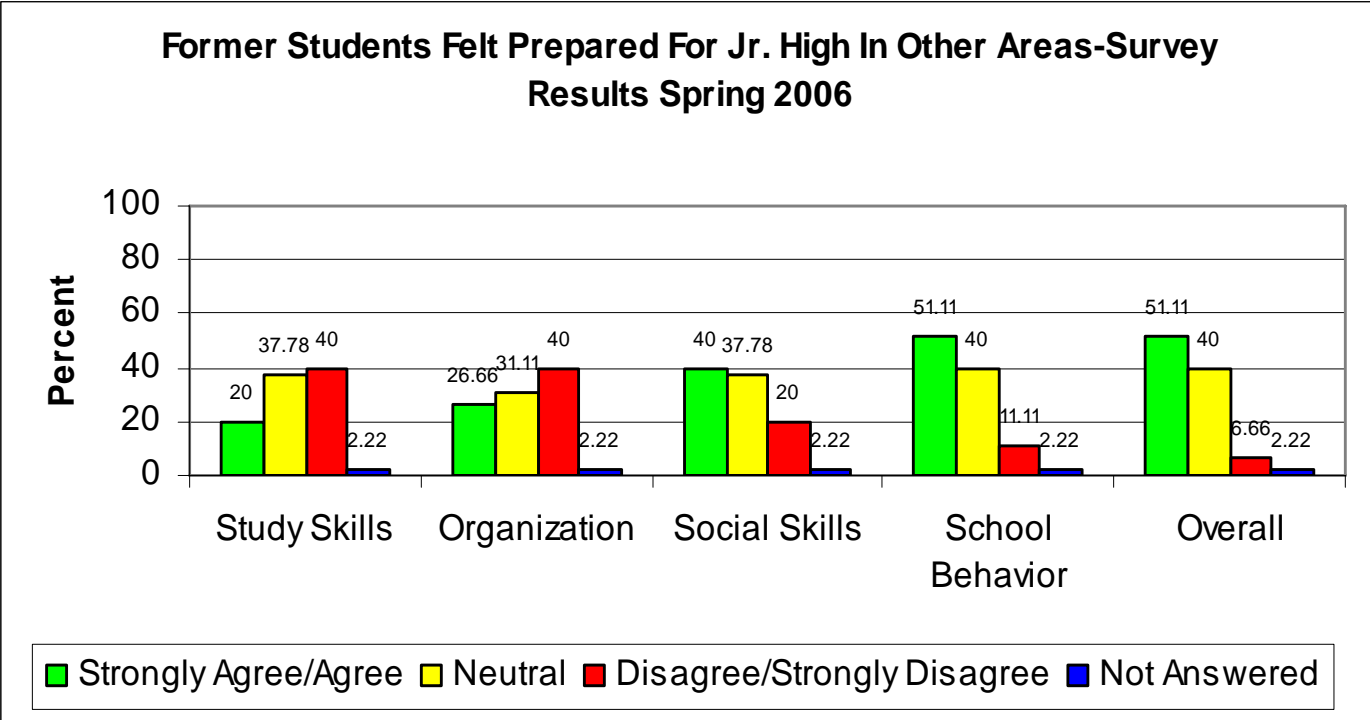
Graph 3a



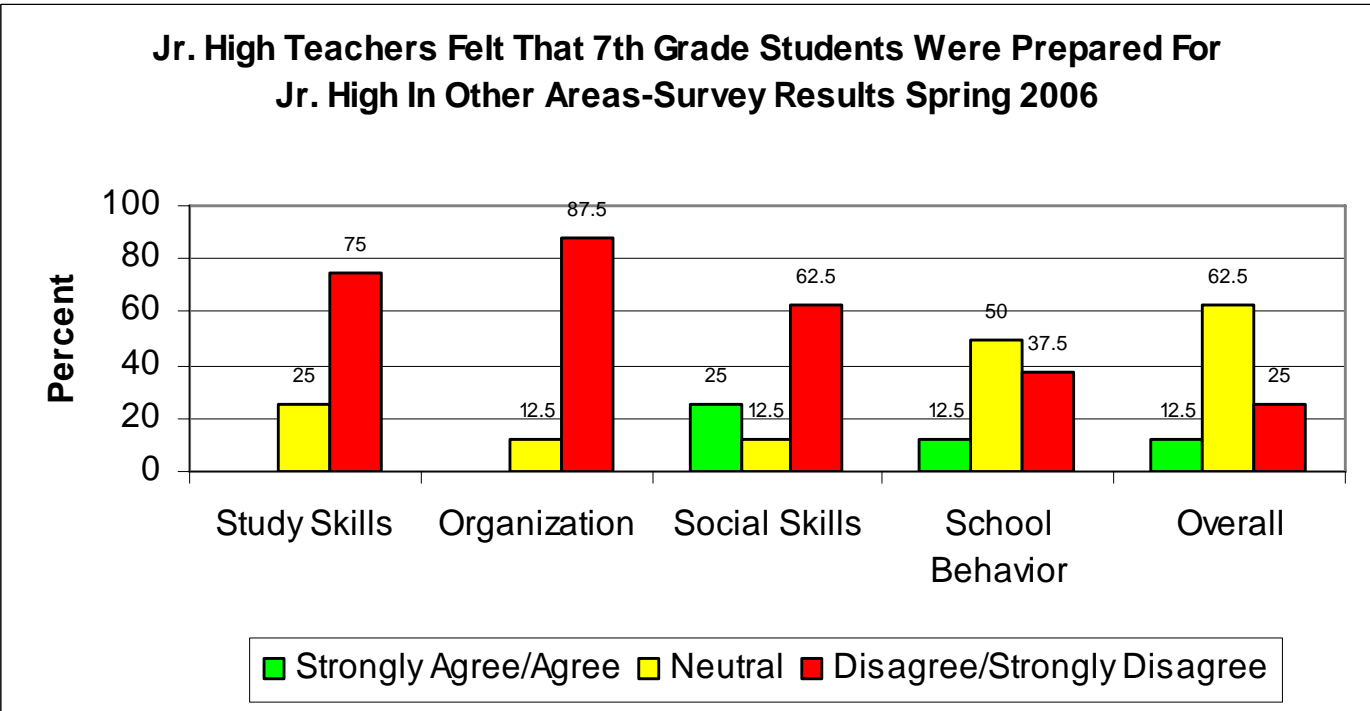
Presentation of Data: Follow-up of Former Students (continued)
Graphs 4a-b

(Data from 45 students and 8 teachers who responded to the survey. Note: No parents responded to the survey.)

Graph 4a



Graph 4b



Implications for Action: Follow-Up of Former Students
Student Performance Goals

Data indicated former students felt they need better preparation in subjects other than English and in other areas especially study skills, organization, and social skills.

Non-Student Data

Data indicated that Jr. High teachers felt that students could be better prepared academically and in other areas including study skills, organization, and social skills.

Other Data Needed

Data indicated that our committee needs to meet with the 7th grade Jr. High staff to discuss how to better prepare our students in all areas for Jr. High. It also indicated a need for follow-up surveys to be given to future 7th grade students from Rose Hamilton to see if they are better prepared for Jr. High. A 6th grade teacher representative from Rose Hamilton, an NCA chairperson, and the principal will meet with the Jr. High principal and the 7th grade teacher team before the end of the school year for initial discussion. Discussion between the two buildings will continue in the following years.

Clarifying Goals

No implications

Interventions

No implications

Other Actions Needed

No implications

Existing School Data: Student Data

Data collection Instruments

We selected the following instruments to collect data regarding Student Achievement:

ISTEP+ (3rd-6th Grades)

NWEA (2nd-6th Grades)

Local Assessments:

STAR Reading Assessment (2nd-6th Grades)

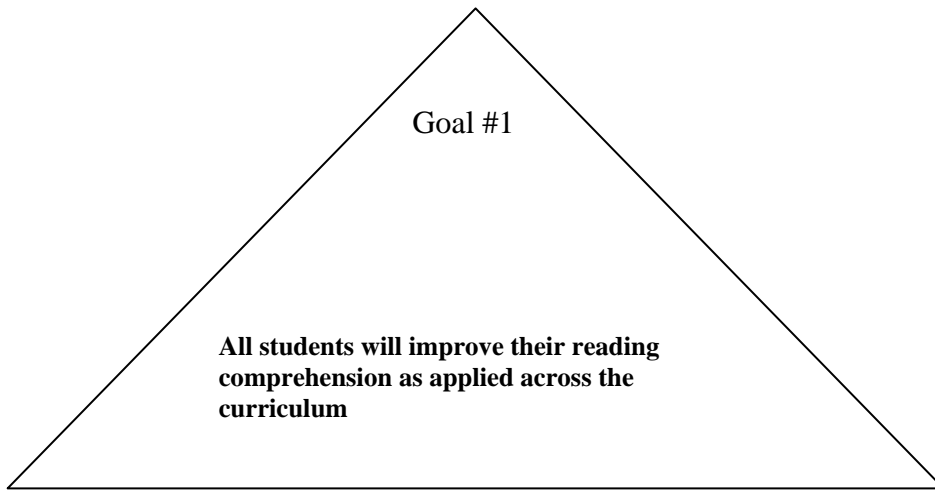
Attendance Rate

Triangulation of Data

Goal #1

Data Point 1

- ISTEP+ (3-6)



Data Point 2

- NWEA (2-6)

Data Point 3

- STAR Reading Test from Accelerated Reader

Analysis of Data

Standardized Tests (ISTEP+ and NWEA)

In grades 2-6 (NWEA) and grades 3-6 (ISTEP+), standardized test results indicate that in the areas of reading comprehension and vocabulary, students are achieving above the state average and/or their targeted scores. However, our corporation goal is that 90% of our students, in grades 3-6, will pass ISTEP+ each year, and 90% of our students, in grades 2-6, will score at the fiftieth percentile or above for NWEA. Our data indicates that we are not consistently meeting this goal in the areas of vocabulary and comprehension. The number of students with passing scores declines as they progress through the grades. This is especially evident in the 5th and 6th grades (Graphs 7a-c and 8a-b). The data leads us to believe that our focus for improvement should be in the areas of vocabulary development and literary analysis/informational text comprehension.

Analysis of Data: Upon the review of the test data, concern was registered in the areas of vocabulary and reading comprehension with emphasis on literal and informational text. Students are consistently scoring lower in these language areas than math, leading us to choose reading comprehension as our targeted goal. Analysis involved comparing students' passing scores on the ISTEP+ test, in the areas of vocabulary and comprehension, with the scores of students achieving a median or above RIT score in these same areas on the NWEA test. It was found that, overall, these data were consistent in showing that vocabulary and comprehension scores declined as students progressed through the upper grades (Graphs 9a-c and 10a-b). We also compared the students' third grade ISTEP+ comprehension scores with their sixth grade comprehension scores and found they too declined by 6th grade (Graphs 9a-c and 10a-c). We examined our free and reduced lunch population and special education population, for both 3rd and 6th grades, as they compared to the general and paid lunch populations and found that the scores were too inconsistent to determine a correlation between the various populations (Graphs 5a-c and 6a-c).

We also reviewed our local STAR reading assessment. This assessment for comprehension places high emphasis on vocabulary knowledge. The scores indicated that less than 90% of the students, grades 2-6, are reading at or above grade level in the fall. The scores also show a major decline for students as they move into grades 5 and 6 (Graph 11). Our comprehension goal is based on increasing the number of students scoring in the upper quartile for vocabulary, literal text, and informational text.

In regards to attendance, we have been above the state average for the last three years and do not see that attendance is adversely affecting standardized test scores. This indicates that test scores should be valid indicators because most students attend school regularly (Graph 12).

Name and Description of Assessments (Graphs following)

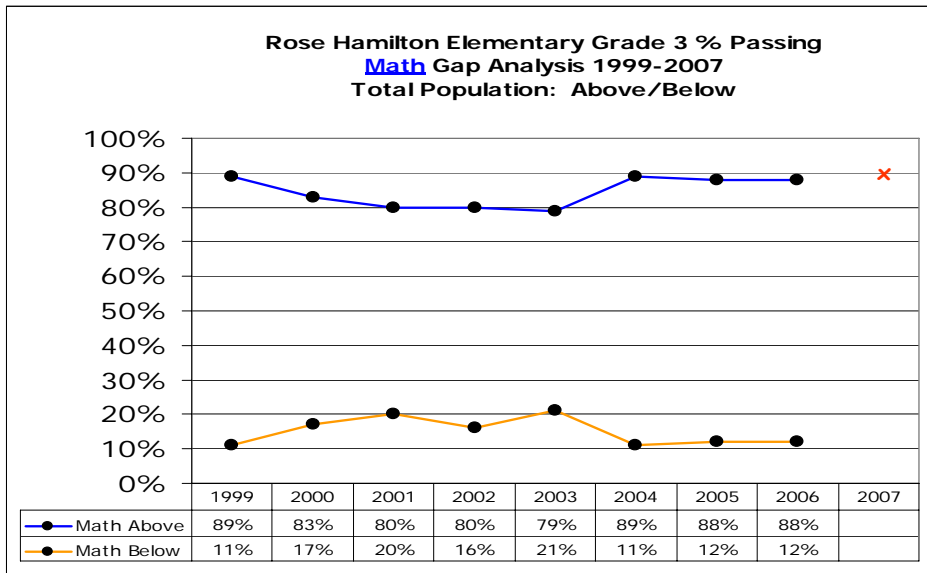
ISTEP+-State Standardized Assessment given annually in the fall to measure mastery of previous years' standards taught.

NWEA-Standardized diagnostic tool given at the beginning and end of the year. This information is used to differentiate instruction to meet students' academic needs, corporation goals, and state goals as well as measure growth and achievement.

STAR Reading Assessment-Computer-based tests given throughout the year to measure reading comprehension and to determine the student's reading level.

Presentation of Data: Existing School Data

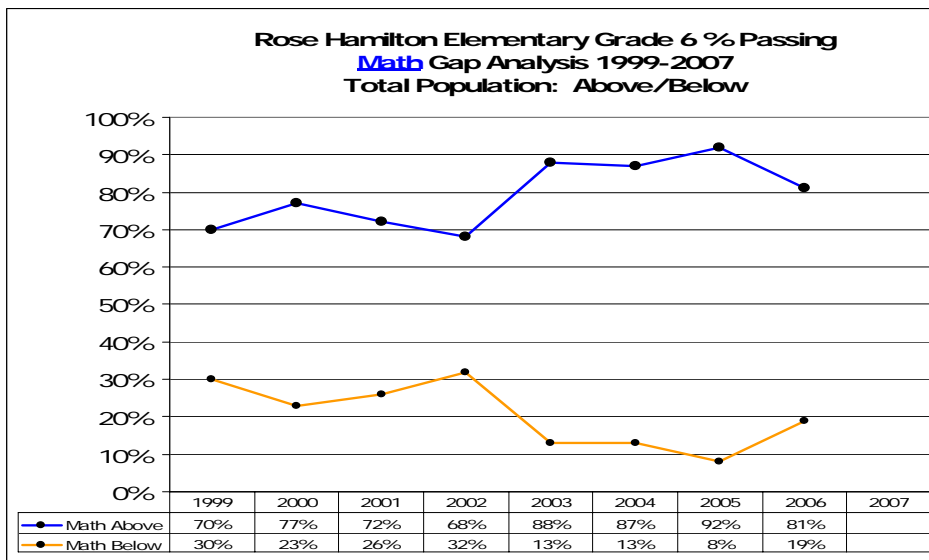
Graph 5a



NUMBER OF STUDENTS PASSING ISTEP+ MATH

	1999	2000	2001	2002	2003	2004	2005	2006	2007
#Math Above	33	29	40	45	45	51	50	61	
#Math Below	4	6	10	9	12	6	7	8/1	
Total Population	37	35	50	56	57	57	57	69	

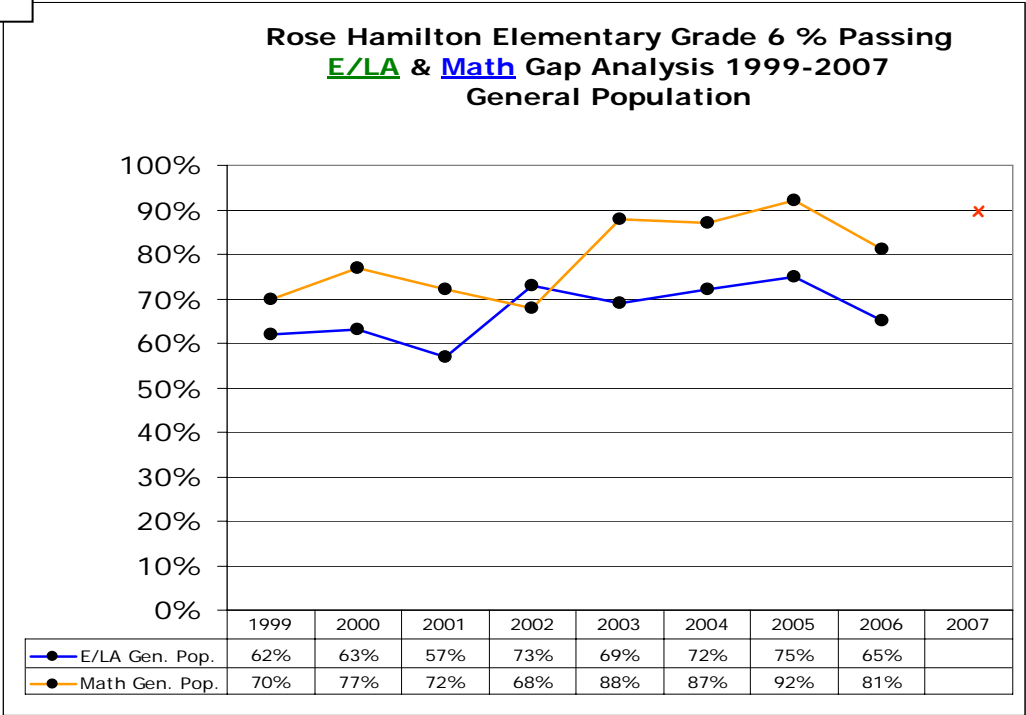
Graph 5b



NUMBER OF STUDENTS PASSING ISTEP+ MATH

	1999	2000	2001	2002	2003	2004	2005	2006	2007
#Math Above	46	49	34	27	28	46	35	42	
#Math Below	20	15	12	13	4	7	3	10/1	
Total Population	66	64	47	40	32	53	38	52	

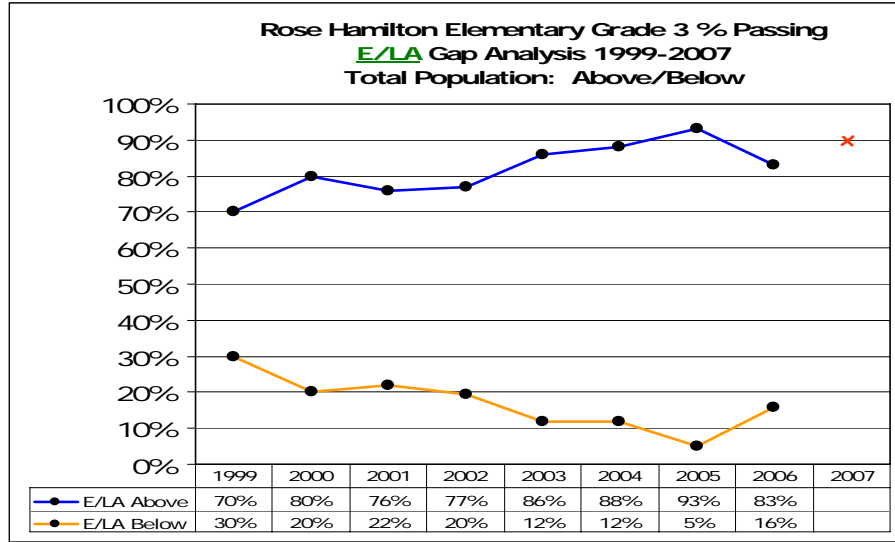
Graph 5c



NUMBER OF STUDENTS PASSING ISTEP+ E/LA and MATH

	1999	2000	2001	2002	2003	2004	2005	2006	2007
# Passing E/LA	41	40	27	29	22	38	27	34	
# Passing Math	46	49	34	27	28	46	33	42	
Total Population	66	64	47	40	32	53	38	52	

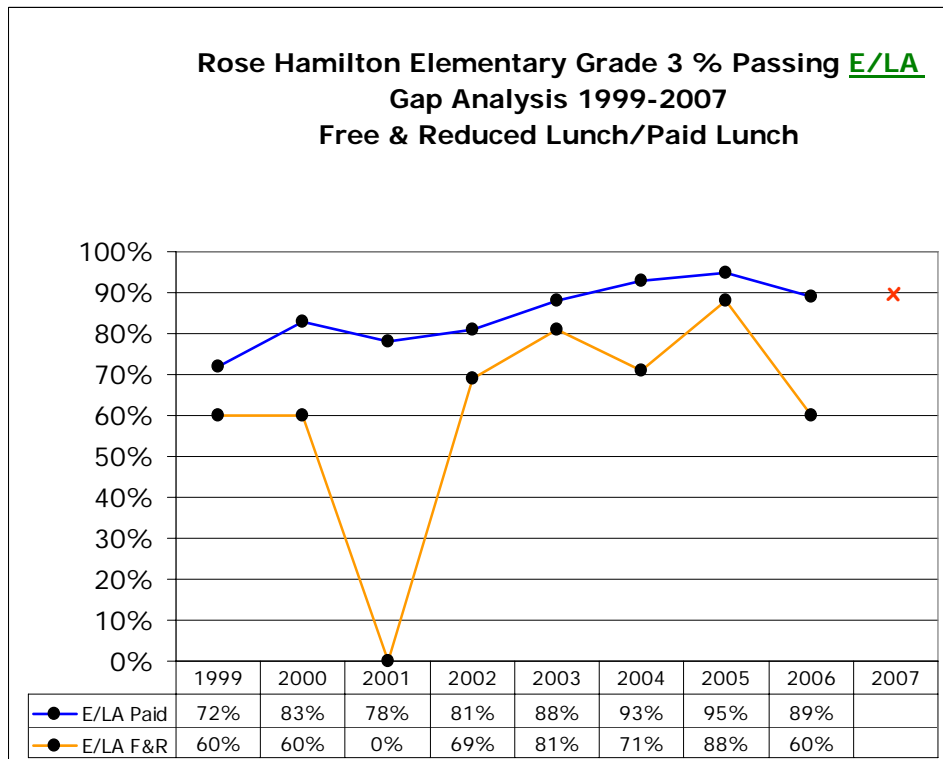
Graph 6a



NUMBER OF STUDENTS PASSING ISTEP+ E/LA

	1999	2000	2001	2002	2003	2004	2005	2006	2007
# E/LA Above	26	28	38	43	49	50	53	57	
# E/LA Below	11	7	11	11	7	7	3	11	
Total Population	37	35	50	56	57	57	57	69	

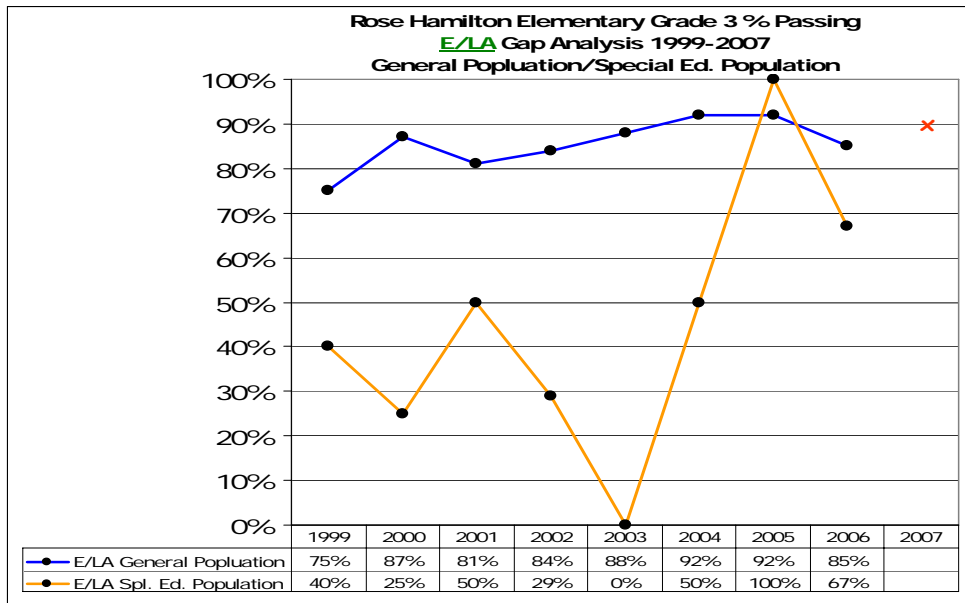
Graph 6b



NUMBER OF STUDENTS PASSING ISTEP+ E/LA

	1999	2000	2001	2002	2003	2004	2005	2006	2007
# Passing E/LA Paid	23	25	38	34	36	40	38	48	
# Passing E/LA F&R	3\5	3\5	0\1	9\13	13\16	10\14	15\17	9\15	
Total Population	37	35	50	56	57	57	57	69	

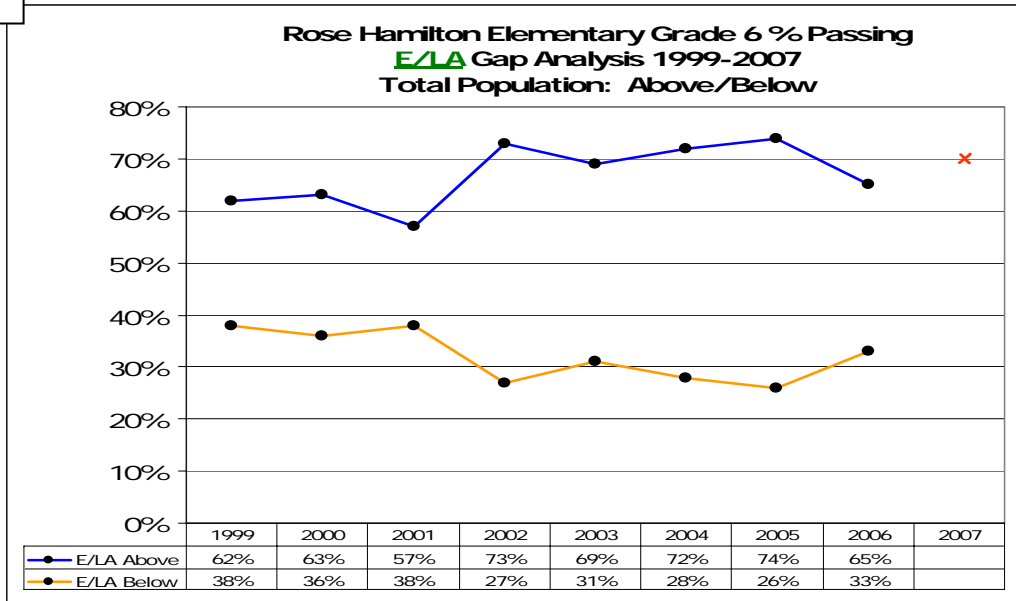
Graph 6c



NUMBER OF STUDENTS PASSING ISTEP+ E/LA

	1999	2000	2001	2002	2003	2004	2005	2006	2007
# Passing E/LA Gen.	24	27	34	41	46	47	49	51	
# Passing E/LA Spl.	2\5	1\4	4\8	2\7	0\5	3\6	4\4	6\9	
Total Population	37	35	50	56	57	57	57	69	

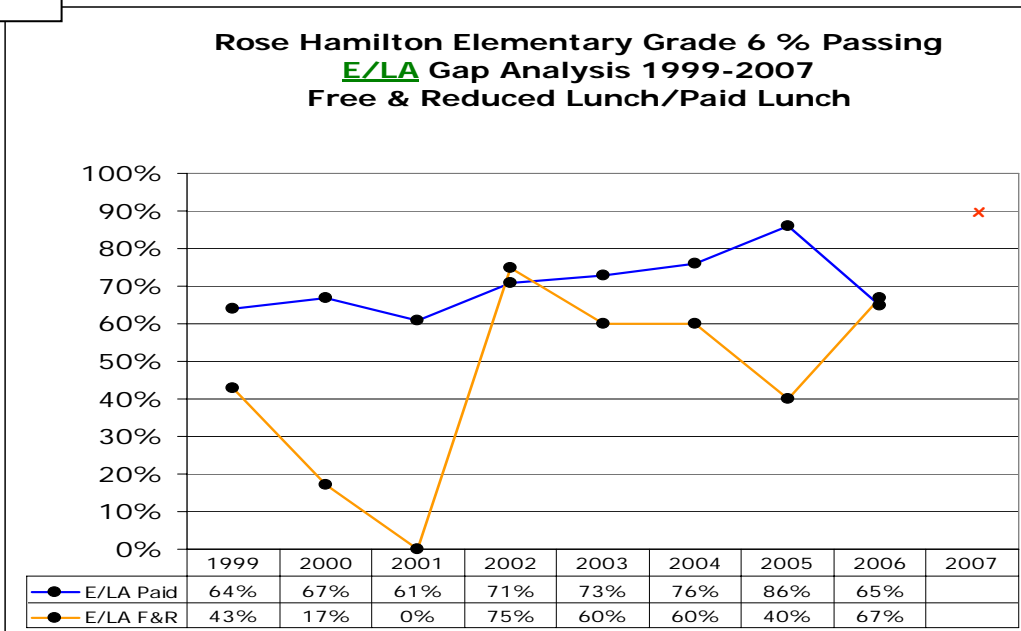
Graph 7a



NUMBER OF STUDENTS PASSING ISTEP+ E/LA

	1999	2000	2001	2002	2003	2004	2005	2006	2007
#E/LA Above	41	40	27	29	22	38	28	34	
#E/LA Below	25	23	18	11	10	15	10	17	
Total Population	66	64	47	40	32	53	38	52	

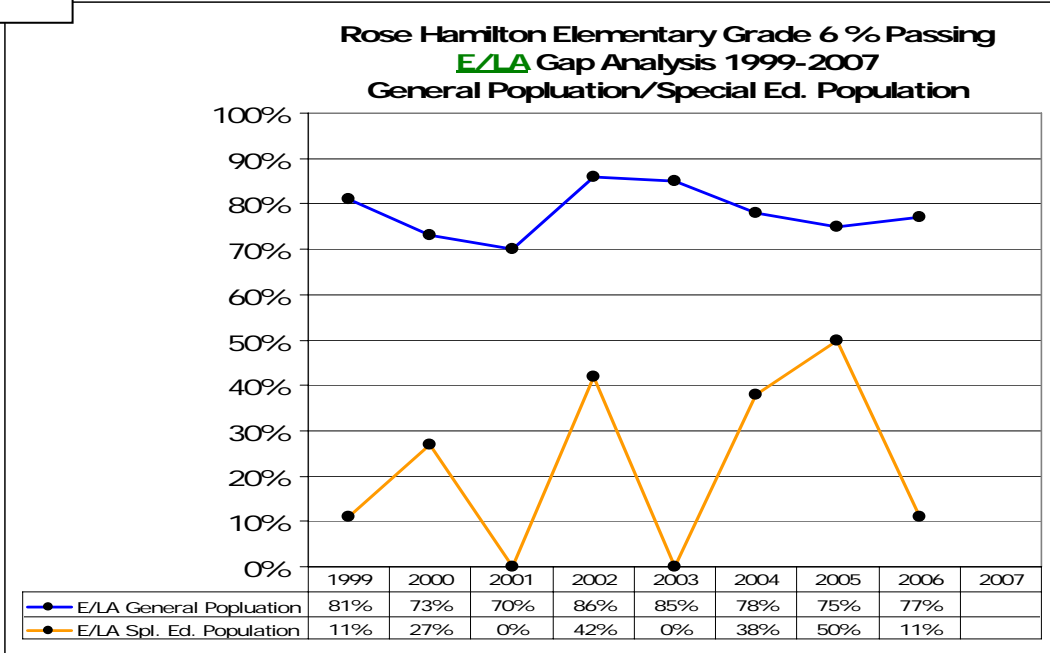
Graph 7b



NUMBER OF STUDENTS PASSING ISTEP+ E/LA

	1999	2000	2001	2002	2003	2004	2005	2006	2007
# Passing E/LA Paid	38	39	27	20	16	29	24	20	
# Passing E/LA F&R	3\7	1\6	0\3	9\12	6\10	9\15	4\10	14\21	

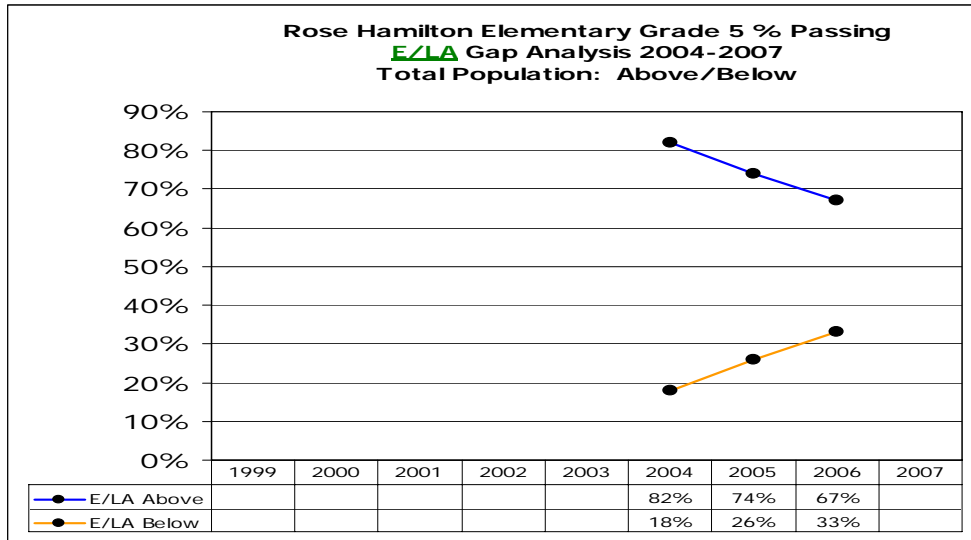
Graph 7c



NUMBER OF STUDENTS PASSING ISTEP+ E/LA

	1999	2000	2001	2002	2003	2004	2005	2006	2007
# Passing E/LA Gen.	39	36	26	24	22	35	27	33	
# Passing E/LA Spl.	2\18	4\15	0\10	5\12	0\6	3\8	1\2	1\9	
Total Population	66	64	47	40	32	53	38	52	

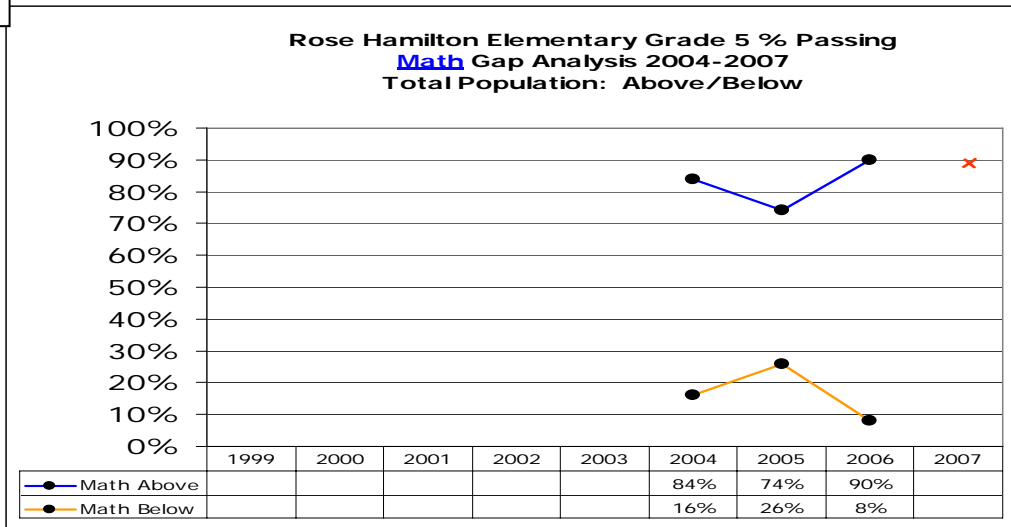
Graphs 8a



NUMBER OF STUDENTS PASSING ISTEP+ E/LA

	1999	2000	2001	2002	2003	2004	2005	2006	2007
# E/LA Above						31	34	33	
# E/LA Below						7	12	16	
Total Population						38	46	49	

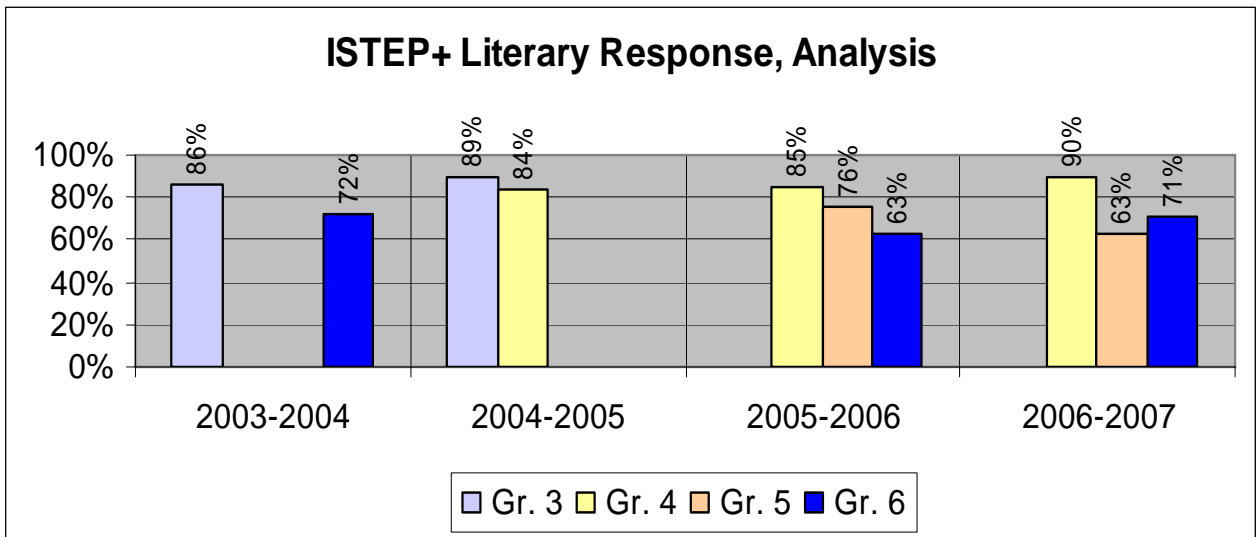
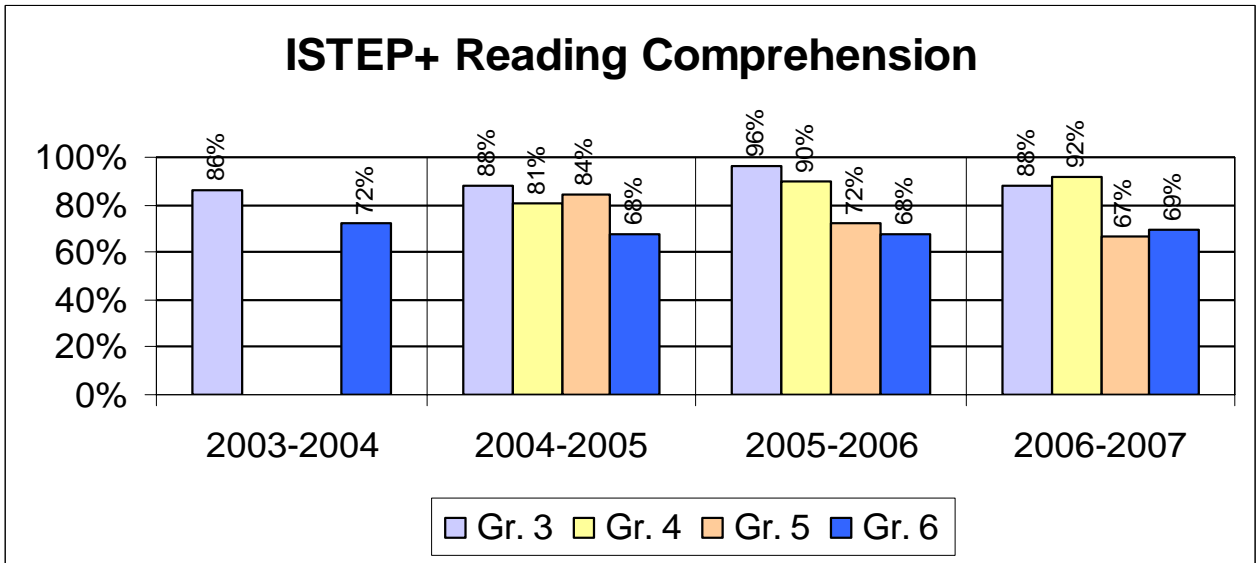
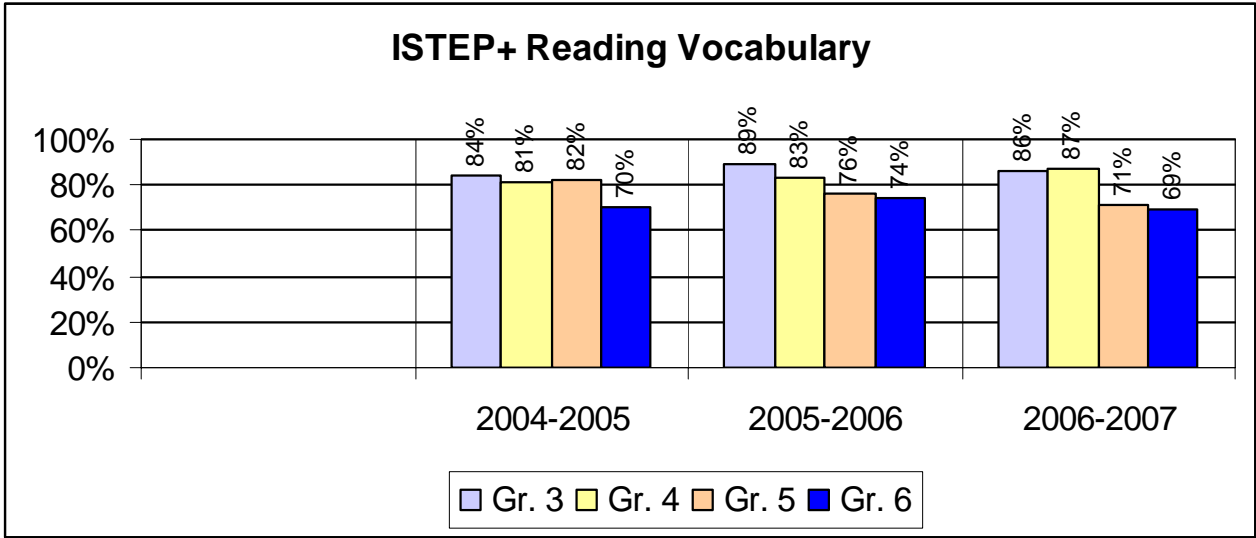
Graphs 8b



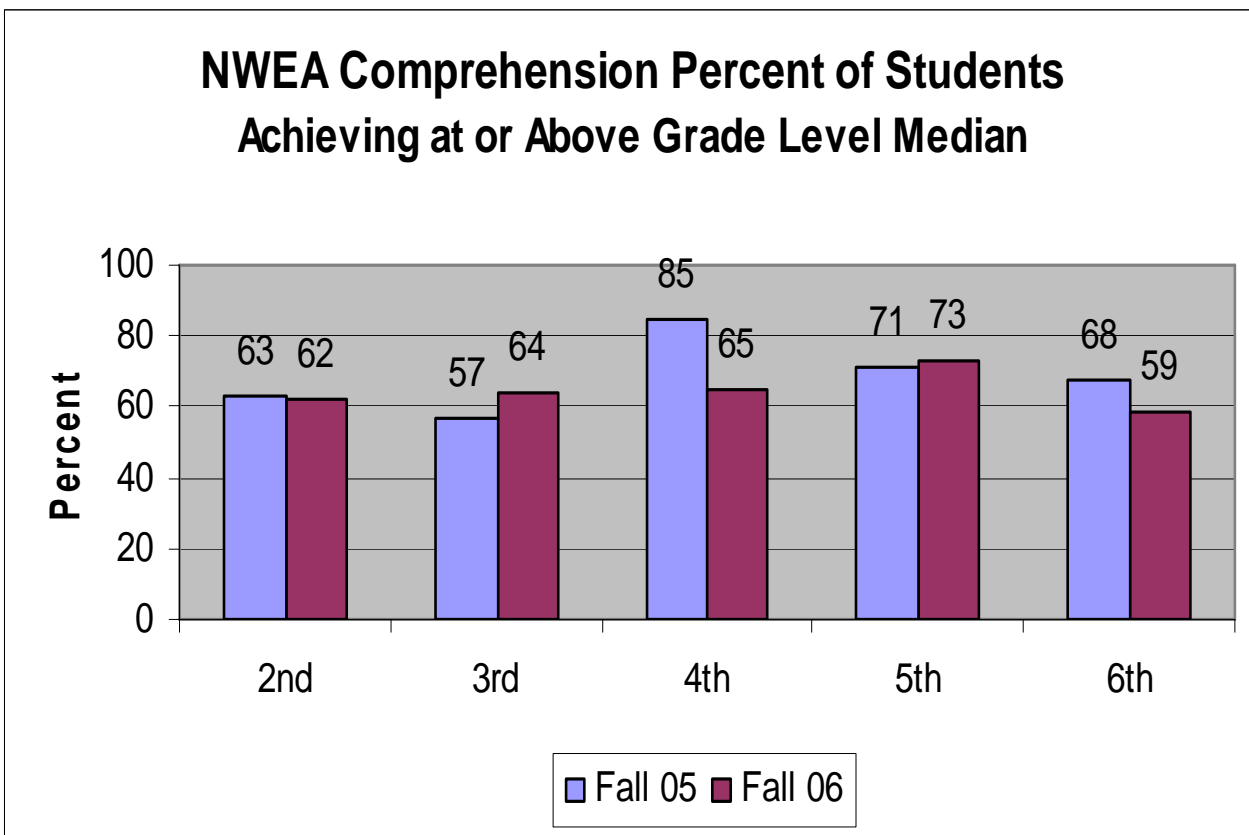
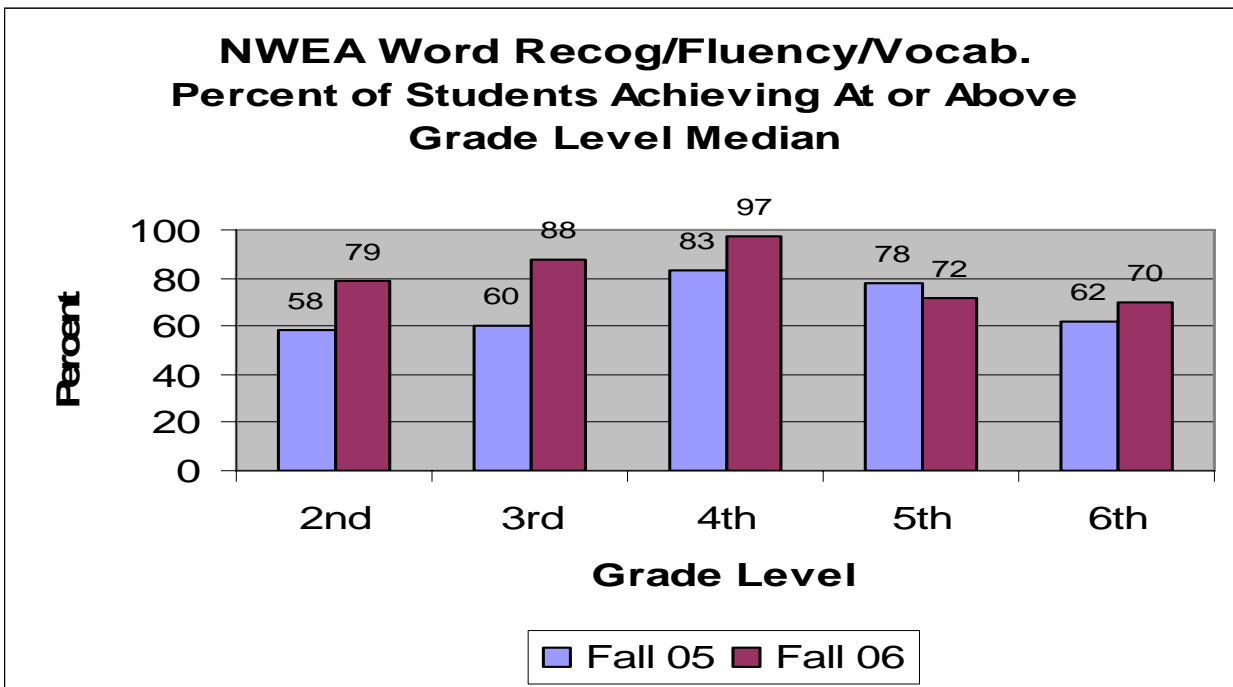
NUMBER OF STUDENTS PASSING ISTEP+ MATH

	1999	2000	2001	2002	2003	2004	2005	2006	2007
#Math Above						32	34	44	
#Math Below						6	12	4/1	
Total Population						38	46	49	

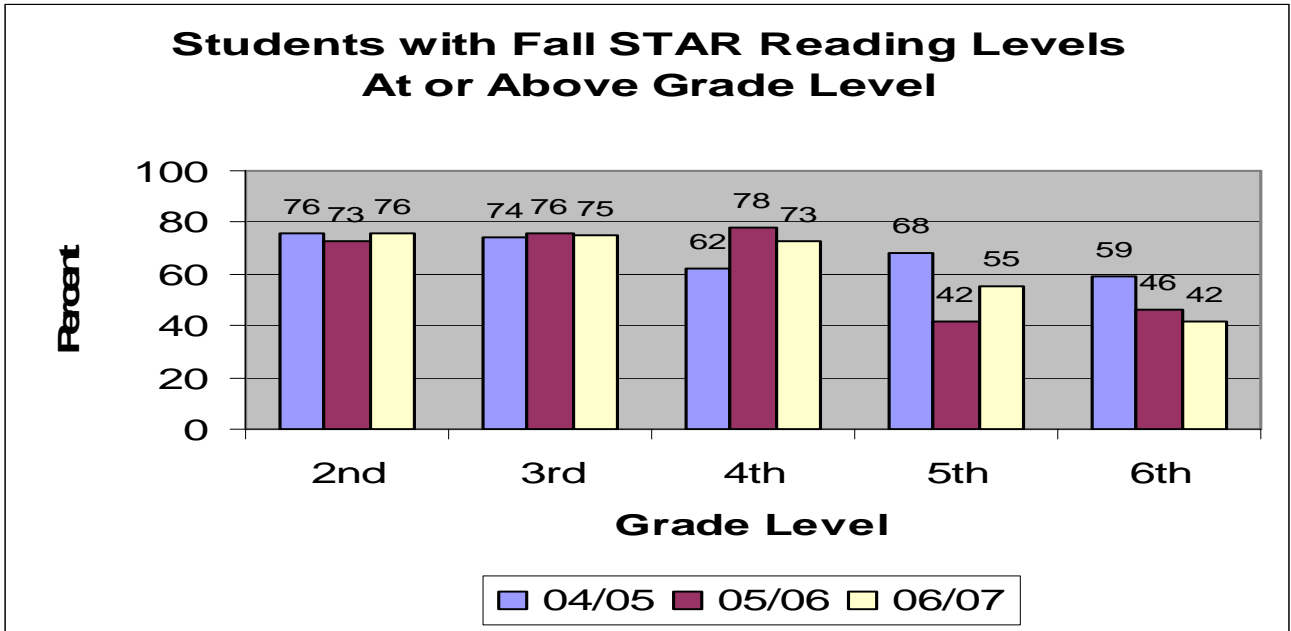
Graphs 9a-c



In the years, 2003-04 and 2004-05, missing data is due to the ISTEP test being changed and those specific subtests were not available.

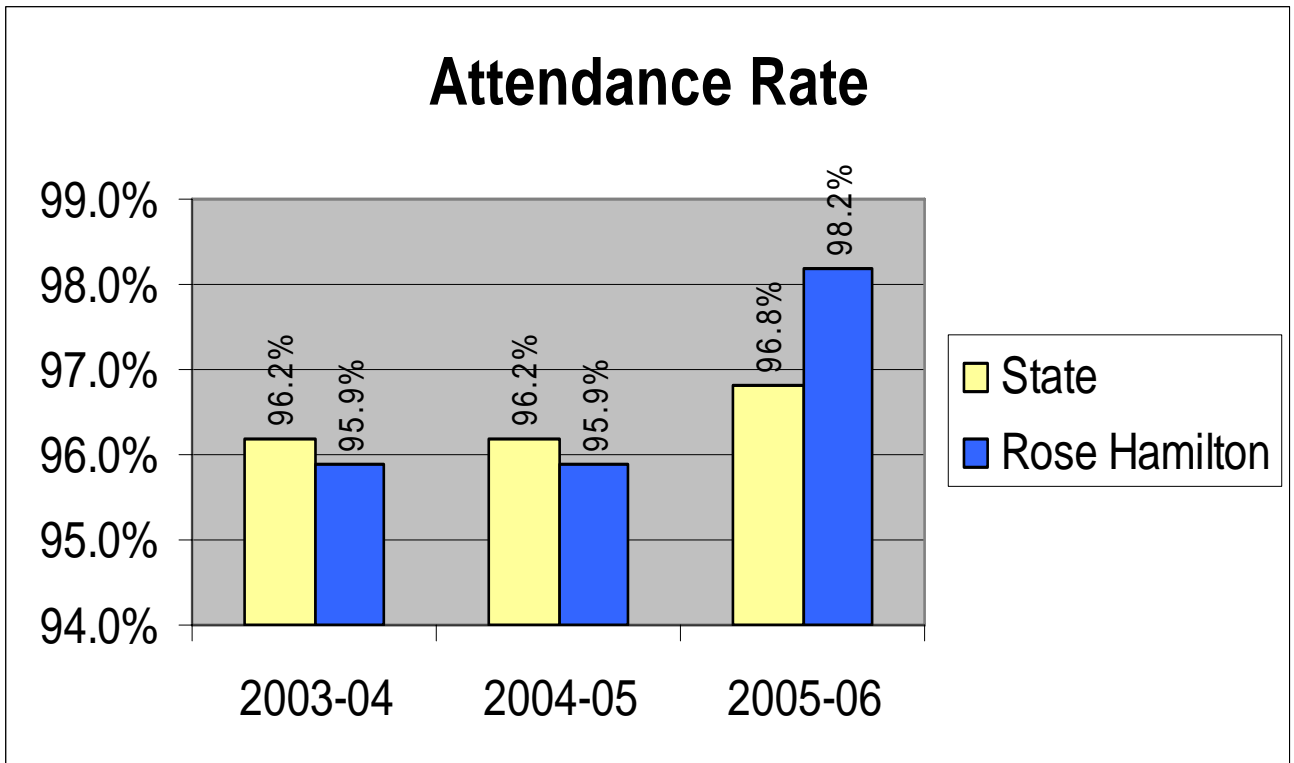


Graph 11



Graph 12

Rose Hamilton Elementary School, Centerville #8984



Implications for Action: Follow-Up of Existing School Data

Student Performance Goals

Over the last three years, scores have consistently been in the high 80% for students passing the math portion of ISTEP+, which indicates that our students are mastering needed skills. When looking at a gap analysis comparing language arts and math for the general population, the scores do not stay consistent after 3rd grade. However, the percentage passing ISTEP+ is lower for language arts than for math each year.

After considerable discussion, our faculty determined that students must increase their vocabulary knowledge and be able to read from a variety of genres for various purposes across the curriculum. Coupled with scores on standardized tests (ISTEP+, NWEA) and the local benchmark test (STAR Reading), a reading comprehension goal is clearly indicated.

Non-Student Data

No implications

Other Data Needed

No implications

Clarifying Goals

We determined that using Marzano's strategies for increasing student vocabulary and using sustained silent reading (SSR), in combination with various strategies for reading a variety of genres for various purposes across the curriculum, are necessary to address our students' weakness in the area of reading comprehension.

Interventions

No implications

Other Actions Needed

Staff development will be a key factor in achieving our goal in the area of reading comprehension.

Existing School Data: Instructional Data

Data Collection Instruments

We selected the following instrument to collect data regarding Instructional Data:

Locally Developed Instructional Survey

Analysis of Data

Findings from the data:

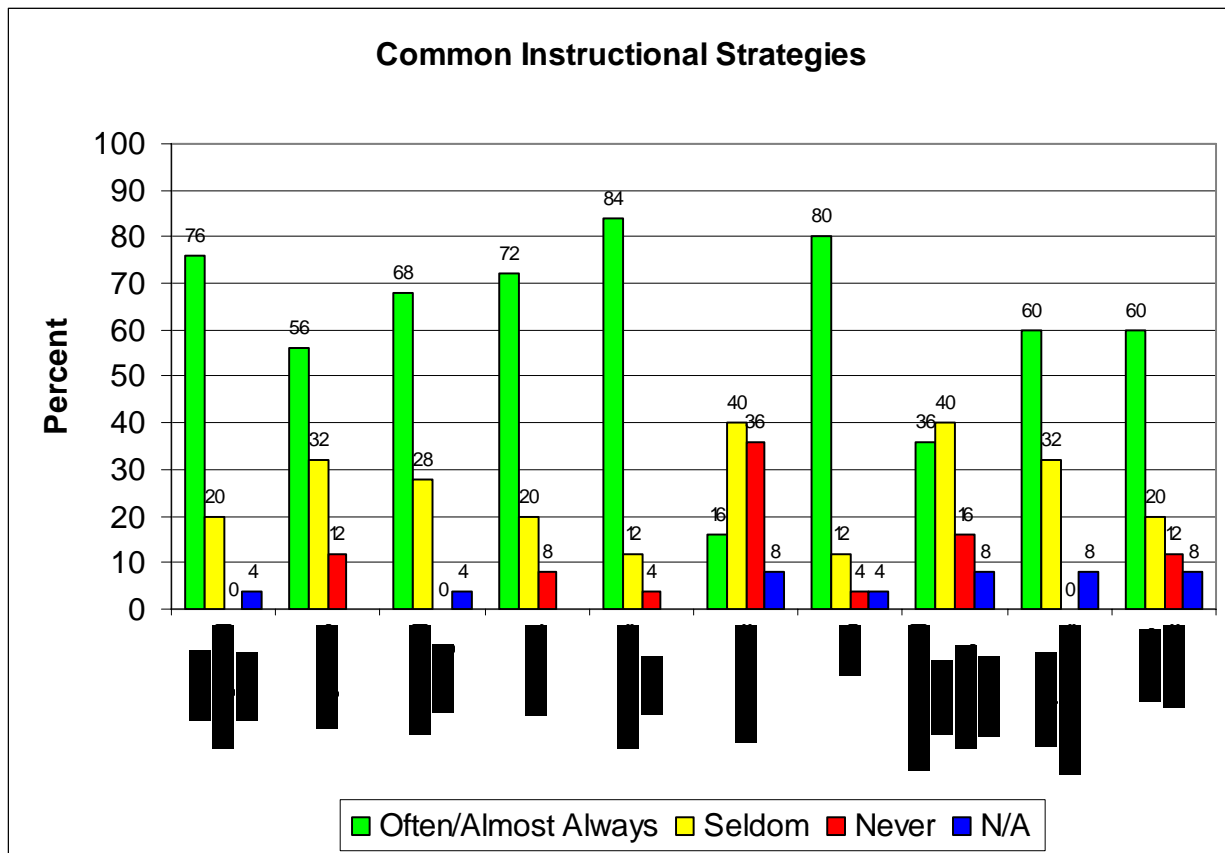
Teachers were asked to self-report what instructional techniques they were using on a regular basis in their classroom (Graph 13).

The analysis is as follows:

More than 60% of the teachers almost always or often incorporate problem solving/critical thinking, differentiated learning, frequent topic review, homework, media, multiple intelligence and software into their instruction. Lecture is not the main focus of lesson presentation. Unit pre-tests and research, special projects, experiments and PONDER (a higher order thinking research model) are utilized as instructional strategies less than 40% of the time.

Presentation of Data: Instructional Data

Graph 13



**Implications For Action: Follow-Up of Instruction Data
Student Performance Goals**

Students are being taught lessons through a variety of instructional strategies.

Non-Student Data

No implications

Other Data Needed

No implications

Clarifying Goals

No implications

Interventions

Students will be taught to unwrap standards to give them a better understanding of their learning goals. Teachers will use a variety of instructional strategies including more critical thinking and higher order thinking activities to instruct students as they learn new vocabulary and improve their comprehension of a variety of genres.

Other Actions Needed

No implications

NCA Summary

Narrative for the school improvement plan

Rose Hamilton students completed standardized tests and local benchmarks in the fall 2006. They also completed pre/post tests throughout the 2006-2007 school year. We used these tests to acquire data to establish our goals for this action plan. A climate audit was completed by faculty, parents, and students in the spring of 2006. During this time, surveys, designed by the School Improvement team, were used to collect other information that we felt were pertinent to our school.

During this school year, 2007-2008, we are collecting data to use as our baseline. We will be administering the ISTEP+ to our third through sixth graders in the fall. In the spring of 2008, the 2nd graders will be taking the OLSAT test to determine CSI. The NWEA test will be given to students in grades 1-6 in fall 2007, and K-6 in spring 2008. Local benchmark tests will be given in reading, writing, and math throughout the school year for each grade level. All of the data collected from the test scores will be used to formulate baseline data for our reading goals.

Standardized assessments, classroom assessments, and local benchmark tests will continue to be given to assess each student's academic needs. Student data folders and charts also will be used to monitor individual students and whole group academic progress. Goals will be set. Our results will be shared with stakeholders through parent-teacher-student conferences, report cards, news letters, and the county newspaper. The results of these assessments will be analyzed by the administration and/or faculty to aid in determining which students need remediation, intervention, reteaching, and enrichment.

Because we know professional development is important to our school improvement process, we have designed several different ways to accomplish this during the 2007-2008 year. We will dedicate a staff meeting time for training in SSR or vocabulary development. We plan to have time for staff members to share their ideas of what is working best in their classrooms. We will also have study groups for books targeted to address interventions. Our school corporation has applied for and received four (4) half days and one (1) full day of release time during the 2007-2008 school year. We will use at least one of these days for training in each of our goal areas.

Monitoring the implementation of our school action plan will take several forms. An evaluation of each of the staff development components will take place. Grade level meetings will be held at regular intervals with notes being taken for future reference. We will also closely monitor tests that are given throughout the year to determine enrichment and remediation needs.

We will incorporate technology in our plan through programs geared specifically to our goals, i.e. Kidspiration, PONDER, STAR, Accelerated Reader, ClassWorks, Microsoft Word, Excel, Microsoft Power Point, etc. Primary grades will utilize listening centers and Leap Pads. Upper grades will use CD/DVD/tape players, presenters, and AlphaSmarts to enhance instruction, both large and small group. We will use keyboarding and word processing in all grades. We also plan to use technology for assessment and data collection.

We plan for our entire learning community to be actively involved in our action plan. It is our belief that we will be able to document the stakeholder involvement through participation in parent-teacher-student conferences and school functions. The help of cadet teachers and peer helpers from the local high school will also facilitate the success of our plan.

NCA ASSESSMENT MATRIX

School: Rose Hamilton Elementary
Goal: All students will improve their reading comprehension as applied across the curriculum.

Name of Assessment/Sub-test	Grade Level	Disaggregation Category	# of Students	Use the trend tool to figure score for (2) years. Pre-Test year (labeled "Comparison Group" in NCA Software), score attained and type of score reported (For e.g. ____% Writing Process)	Interval Years (generally left out of the final documentation but these are useful for the school in observing trends), score attained, and type of score reported	Use the trend tool to figure score for (2) years. Post-test Year (labeled "Your Group" in the NCA software), score attained and type of score reported	Statistical Engine Used (NCE, Percent Correct, Percentile Rank, Raw Score, Rubrics)
Observational Survey	Kdg.		48				
Spring NWEA	Kdg.						
Benchmark Vocabulary Test-Spring	Kdg.						
Observational Survey	1st		56				
Fall NWEA Vocabulary	1st						
Fall NWEA Comprehension	1st						
Spring NWEA Vocabulary	1st						
Spring NWEA Comprehension	1st						
STAR Test-Spring	1st						
Benchmark Vocabulary Test-Spring	1st						
Fall NWEA Vocabulary	2nd		43				
Fall NWEA Comprehension	2nd						
Spring NWEA Vocabulary	2nd						
Spring NWEA Comprehension	2nd						
STAR Test-Fall	2nd						
STAR Test-Spring							
SHURLEY Test-Fall	2nd						
SHURLEY Test-Spring	2nd						
Benchmark Vocabulary Test-Spring	2nd						
Fall NWEA Vocabulary	3rd		57				
Fall NWEA Comprehension	3rd						
Spring NWEA Vocabulary	3rd						
Spring NWEA Comprehension	3rd						
ISTEP+	3rd						
ISTEP+ Vocabulary	3rd						
ISTEP+ Comprehension	3rd						
STAR Test-Fall	3rd						
STAR Test-Spring	3rd						
SHURLEY Test-Fall	3rd						
SHURLEY Test-Spring	3rd						
Benchmark Vocabulary Test-Spring	3rd						

**Professional Development Plan
Rose Hamilton Elementary
2007-2010**

Goal: All students will improve their reading comprehension as applied across the curriculum.		
Support Data: NWEA Scores ISTEP+ Scores STAR Reading Test Results	Standardized Assessments: ISTEP+ (3-6) NWEA (2-6)	Rose Hamilton Assessments: STAR Reading Test from Accelerated Reader baseline data-August 2007 Benchmark Vocabulary Tests--Aug., Jan., Apr. baseline data-April 2008 Observational Survey ; K-1 baseline data-April 2008 Shurley Pre & Post tests; 1-2 baseline data August 2008
Interventions: Students' vocabulary skills will be increased across the curriculum. Students will read books of their own choosing from a variety of genres (SSR).		Research/Best Practice Sources: Pilgreen, Janice L. (2000) <i>The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program.</i> Preddy, Leslie B. <i>SSR with Intervention: A School Library Action Research Project.</i> Marzano, R. <i>Building Background Knowledge for Academic Achievement.</i> ASCD. Marzano, R. and Pickering, D. (2005) <i>Building Academic Vocabulary: Teacher's Manual.</i> ASCD. Marzano, R, Pickering, D. and Pollock, J (2001) <i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.</i> ASCD Marzano, R. (2003) <i>What Works In Schools: Translating Research Into Action.</i> ASCD. (see Appendix for additional resources)

Intervention #1: <i>Students' vocabulary skills will be increased across the curriculum.</i>	Person(s) Responsible:	Timeline:	Resources:	Staff Development Activities:
YEAR 1 Building Knowledge/Developing Awareness				
<ul style="list-style-type: none"> All teachers will learn about vocabulary resources including games and web sites. 	Principal, All Teachers	F07+	PDT, <u>Building Background Knowledge for Academic Achievement: Research on... & Building Academic Vocab.</u> Teacher's Manual R. Marzano; D. Pickering	<u>Study Groups using Building Background Knowledge... Building Academic ... Teacher's Manual</u> Marzano/Pickering to build awareness; Onsite in-service provided by Houghton-Mifflin regarding assessment procedures and use of assessment forms.
<ul style="list-style-type: none"> Teachers will be given instruction in using Marzano's six step method of vocabulary development. 	Principal, All Teachers, PDT	F07-Sp08 Completed 2/08		
<ul style="list-style-type: none"> Parents will receive knowledge of an upcoming vocabulary plan to be used for the next three years to improve students' vocabulary. 	Principal, Teachers, PIT	Sp 08 Completed 4/08	Grade level list of vocabulary words, Vocab. log sheet, Index cards for vocab. words, Vocab. games & strategy books, Marzano's books & manual, Houghton-Mifflin reading series.	
<ul style="list-style-type: none"> Teachers will learn to unwrap the language arts standards. 	Principal, Teachers, SIC	F07 Completed 10/8/07	Standards Posters for each grade level; stickers for coding, sentence strips, markers	Onsite training on unwrapping the language arts standards provided by College Corner Staff member
<ul style="list-style-type: none"> Teachers will learn about data folders and charts. 	Principal, Teachers, PDT	F07 Completed 2/08	Data folders, charts, markers, stickers, current curriculum and assessment forms, assessment results, other necessary materials	The DAT will train staff
<ul style="list-style-type: none"> Students and teachers will use data folders and charts to visually see student and group progress. 	Teachers, Students, DAT	F07+ Implemented 1/08 and on-going	Assessment results, Data folders and charts	The DAT will train staff
<ul style="list-style-type: none"> Schedule 45 minutes of professional development every month focused on vocabulary development. 	Principal, SIC, Teachers, PDT, DAT, PIT	F 07-Sp 08 Completed	PDT, <u>Building Background Knowledge for Academic Achievement: Research on... & Building Academic Vocab.</u> Teacher's Manual R. Marzano; D. Pickering; Reading series	The SIC & PDT will be responsible for finding personnel and activities for the professional development meetings
<ul style="list-style-type: none"> Use one NCA day for professional development focused on unwrapping the standards. 	Principal, SIC, Teachers, PDT, DAT, PIT	07 (completed F07)	Standards Posters for each grade level; stickers for coding, sentence strips, markers	The principal, SIC, & PDT will coordinate the NCA day and is responsible for finding personnel and activities.
Key: PDT=Professional Development Team, PIT=Parent Involvement Team, SIC=School Improvement Committee, DAT=Data and Assessment Team, LC=Literacy Coordinator, IMS=Integrated Media Specialist				

Intervention #1:	Person(s) Responsible:	Timeline:	Resources:	Staff Development Activities:
<i>Transferring Knowledge Into Practice</i>				
<ul style="list-style-type: none"> Each grade level will develop a summative vocabulary test consisting of grade level and special area vocabulary to create the baseline data for the intervention to be administered in the Spring of 2008. 	Teachers, PDT, SIC	F07 (completed F07)	Grade level list of vocabulary words, Vocab. log sheet, Index cards for vocab. words, Marzano's books & manual, Houghton-Mifflin reading series, MS Office programs, Index cards, Rings for cards, Lamination or Journals, Worksheets, Dictionaries, Log sheets, Thesauruses, Computers, Printer ink and paper, Websites for vocabulary, Games that enhance vocabulary development.	Staff will share vocabulary ideas at staff meetings and will develop the summative vocabulary test.
<ul style="list-style-type: none"> Each grade level/special area will develop vocabulary lessons using Marzano's model for both fiction and informational text/non-fiction literature. 	Teachers, PDT	Sp 08-F09		Staff will be taught various strategies for teaching vocabulary.
<ul style="list-style-type: none"> NCA Steering Committee will review vocabulary plan developed by staff and provide feedback. 	SIC, Principal, Change Committee	F07-Sp08 Completed Sp08	Vocabulary Plan, MS Office programs, Copies of materials	
<ul style="list-style-type: none"> Data folders and charts will be developed. 	DAT	F07+ Implemented 1/08 and on-going	Data folders, forms, assessment results, charts, stickers, markers	
<ul style="list-style-type: none"> Use one NCA day for professional development focused on creating vocabulary lists and tests as well as working with data folders and other data. 	Principal, SIC, Teachers, PDT, DAT, PIT	F07-Sp08 Implemented 2/08 and on-going	MS Office programs, Marzano's books & manual, Houghton-Mifflin reading series, PDT & DAT, Other necessary materials	The principal, SIC, & PDT will coordinate the NCA day and is responsible for finding personnel and activities.
<i>Implementing New Approaches/Deepening Understanding</i>				
<ul style="list-style-type: none"> Parents will be involved in constructing specific vocabulary games to be used for review with their child. 	Literacy Coach, PIT, Teachers, Parents	Sp 08	PIT, Materials to create games, MS Office products, Marzano's books & manuals, Houghton-Mifflin	Teachers will work together to develop specific vocabulary games
<i>Reflecting on New Teaching Practice/Examining Impact on Student Learning</i>				
<ul style="list-style-type: none"> Teachers will record data from student assessments given and submit to the Data Entry personnel. 	Principal, Teachers, PDT, Data Entry personnel	F07+	Assessment results, MS Office products, electronic score sheets	Teachers and Data Entry personnel will be trained in inputting data if applicable
<ul style="list-style-type: none"> Teachers will analyze overall school data. 	Certified Staff, Teachers, Principal, DAT, SIC	F07+	Assessment results, MS Office products, data charts, data folders	
<ul style="list-style-type: none"> Students will record and review data from assessments and set group and individual goals. 	Principal, Teachers	F07+	Assessment results, MS Office products, data charts, data folders, goal sheets	
Key: PDT=Professional Development Team, PIT=Parent Involvement Team, SIC=School Improvement Committee, DAT=Data and Assessment Team, LC=Literacy Coordinator, IMS=Integrated Media Specialist				

Intervention #1:	Person(s) Responsible:	Timeline:	Resources:	Staff Development Activities:
YEAR 2				
<i>Building Knowledge/Developing Awareness</i>				
<ul style="list-style-type: none"> Students and teachers will use data folders and charts to visually see student and group progress. 	Teachers, Students, DAT	F07+ Implemented 1/08 and on-going	Assessment results, Data folders and charts	The DAT will train staff
<ul style="list-style-type: none"> Each grade level/special area will develop vocabulary lessons using Marzano's model for both fiction and informational text/non-fiction literature. 	Teachers, PDT	continued F09	Grade level list of vocabulary words, Vocab. log sheet, Index cards for vocab. words, Marzano's books & manual, Houghton-Mifflin reading series, MS Office programs, Index cards, Rings for cards, Lamination or Journals, Worksheets, Dictionaries, Log sheets, Thesauruses, Computers, Printer ink and paper, Websites for vocabulary, Games that enhance vocabulary development.	Staff will be taught various strategies for teaching vocabulary.
<ul style="list-style-type: none"> Parents will receive information that explains their role in helping their child improve his/her vocabulary. 	Principal, Teachers, PIT	F08+	PIT, Newsletter	
<ul style="list-style-type: none"> Teachers will continue to learn about vocabulary resources including games and web sites. 	Teachers, PDT	F08+		Teachers will learn about resources during staff meetings
<ul style="list-style-type: none"> New teachers will be instructed about the NCA vocabulary process. 	Principal, Building Mentors, Grade Level Staff	F08+	<u>Building Background Knowledge for Academic Achievement: Research on... & Building Academic Vocab. Teacher's Manual</u> R. Marzano; D. Pickering; Reading series; Materials created to date	New teachers will be trained on the NCA vocabulary process.
<ul style="list-style-type: none"> Use one NCA day for professional development focused on the vocabulary intervention. 	Principal, SIC, Teachers, PDT, DAT, PIT	F08-Sp09	MS Office programs, Marzano's books & manual, Houghton-Mifflin reading series, PDT & DAT, Other necessary materials	The principal, SIC, & PDT will coordinate the NCA day and is responsible for finding personnel and activities.
Key: PDT=Professional Development Team, PIT=Parent Involvement Team, SIC=School Improvement Committee, DAT=Data and Assessment Team, LC=Literacy Coordinator, IMS=Integrated Media Specialist				

Intervention #1:	Person(s) Responsible:	Timeline:	Resources:	Staff Development Activities:
<i>Transferring Knowledge Into Practice</i>				
<ul style="list-style-type: none"> All teachers will instruct students using the same vocabulary terms and methods from the Marzano's 6-step process. 	Teachers, PDT	F08-Sp09	<u>Building Background Knowledge for Academic Achievement: Research on... & Building Academic Vocab. Teacher's Manual</u> R. Marzano; D. Pickering Reading series, Shurley, Vocab. lists, Games, Vocab. cards or journals, and Other materials created to date, Presenter or AVIO MS Office programs	
<i>Implementing New Approaches/Deepening Understanding</i>				
<ul style="list-style-type: none"> Students will learn specific vocabulary terms across the curriculum. 	Teachers, Students, PDT	F08-Sp09	Vocab. cards or journals, Teacher resources, Technology	
<ul style="list-style-type: none"> Students will learn vocabulary prior to reading instruction in both fiction and informational text/non-fiction literature. 	Teachers, Students	F08-Sp09	Vocab. cards or journals, Teacher resources, Technology	
<ul style="list-style-type: none"> Students will engage in ongoing long term vocabulary instruction in both fictional and non-fictional literature. 	Teachers, Students	F08-Sp09	<u>Building Background Knowledge for Academic Achievement: Research on... & Building Academic Vocab. Teacher's Manual</u> R. Marzano; D. Pickering Reading series, Shurley, Vocab. lists and Other materials created to date, Presenter or AVIO, MS Office programs, Vocab. cards or journals	
<ul style="list-style-type: none"> The Shurley Method of teaching language arts will be used to improve vocabulary. 	Teachers,	F08-Sp09	<u>Shurley Method</u> series; AVIO or overhead	
Key: PDT=Professional Development Team, PIT=Parent Involvement Team, SIC=School Improvement Committee, DAT=Data and Assessment Team, LC=Literacy Coordinator, IMS=Integrated Media Specialist				

Intervention #1:	Person(s) Responsible:	Timeline:	Resources:	Staff Development Activities:
<ul style="list-style-type: none"> Repeated readings and teacher read alouds, will be used to improve vocabulary (or using Marzano's six steps). 	Teachers, PDT, Reading Recovery Teacher	F08-Sp09	Read alouds, Vocab. materials, Presenter or AVIO, MS Office programs, Marzano's books	Reading Recovery Teacher will train in the use of these strategies.
<ul style="list-style-type: none"> Teachers will give formative benchmark quizzes used for NCA data three times a year 	Teachers, DAT	F08-Sp09	Assessments, computers, MS Office programs, DAT	New teachers will be trained on administering the NCA formative benchmark quizzes.
<ul style="list-style-type: none"> Parents will be provided instructions for games that can be used to review vocabulary with their child. 	Principal, Teachers, Parents, PIT	F09 +	Vocab. games, Game materials	
Reflecting on New Teaching Practice/Examining Impact on Student Learning				
<ul style="list-style-type: none"> Teachers will record data from student assessments given and submit to the Data Entry personnel. 	Principal, Teachers, PDT, Data Entry personnel	F08 - Sp09	Assessment results, MS Office products, electronic score sheets	Teachers and Data Entry personnel will be trained in inputting data if applicable
<ul style="list-style-type: none"> Teachers will analyze overall school data. 	Certified Staff, Teachers, Principal, DAT, SIC	F08-Sp09	Assessment results, MS Office products, DAT, Charts and Folders	
YEAR 3				
Building Knowledge/Developing Awareness				
<ul style="list-style-type: none"> All teachers will continue to learn about vocabulary resources including games and web sites. 	Teachers, PDT	F09-Sp10	PDT, <u>Building Background Knowledge for Academic Achievement: Research on... & Building Academic Vocab. Teacher's Manual</u> R. Marzano; D. Pickering; Reading series	Teachers will share ideas and have time to explore web sites and research materials
<ul style="list-style-type: none"> New teachers will be instructed about the NCA vocabulary process 	Principal, Building Mentor, Grade Level Staff	F09-Sp10	<u>Building Background Knowledge for Academic Achievement: Research on... & Building Academic Vocab. Teacher's Manual</u> R. Marzano; D. Pickering; Reading series; Materials created to date	New Teachers will be trained on the NCA vocabulary process
<ul style="list-style-type: none"> All teachers will be instructed in the use of the think aloud method. 	Principal, Teachers, PDT	F09-Sp10	PDT, <u>Building Background Knowledge for Academic Achievement: Research on... & Building Academic Vocab. Teacher's Manual</u> R. Marzano; D. Pickering; Reading series, Other resources as needed	Training will be given to all teachers.
<ul style="list-style-type: none"> Use one NCA day for professional development focused on the vocabulary intervention. 	Principal, SIC, Teachers, PDT, DAT, PIT	F09-Sp10	MS Office programs, Marzano's books & manual, Houghton-Mifflin reading series, PDT & DAT, Other necessary materials	The principal, SIC, & PDT will coordinate the NCA day and is responsible for finding personnel and activities
Key: PDT=Professional Development Team, PIT=Parent Involvement Team, SIC=School Improvement Committee, DAT=Data and Assessment Team, LC=Literacy Coordinator, IMS=Integrated Media Specialist				

Intervention #1:	Person(s) Responsible:	Timeline:	Resources:	Staff Development Activities:
<i>Transferring Knowledge Into Practice</i>				
<ul style="list-style-type: none"> All teachers will instruct students using the same vocabulary terms and methods from the Marzano's 6-step process. 	Teachers, PDT	F09-Sp10	<u>Building Background Knowledge for Academic Achievement: Research on... & Building Academic Vocab. Teacher's Manual</u> R. Marzano; D. Pickering Reading series, Shurley, Vocab. lists, Games, Vocab. cards or journals, and Other materials created to date, Presenter or AVIO MS Office programs	New teachers will be trained on instruction of vocabulary terms and methods
<i>Implementing New Approaches/Deepening Understanding</i>				
<ul style="list-style-type: none"> Students and teachers will use data folders and charts to visually see student and group progress. 	Teachers, Students, DAT	F07+ Implemented 1/08 and on-going	Assessment results, Data folders and charts	The DAT will train staff
<ul style="list-style-type: none"> Students will learn new vocabulary terms across the curriculum. 	Teachers, Students, PDT	F09-Sp10	Vocab. cards or journals, Teacher resources, Technology	
<ul style="list-style-type: none"> Students will develop new vocabulary skills. Books on tape/CD will be utilized. 	Teachers, Students,	F09-Sp10	Tape/CD players, Listening Centers, tapes/CDs, tape/CD players, books on tape/CD, choral reading material	
<ul style="list-style-type: none"> Teachers will use a variety of strategies to assist students in developing new vocabulary. 	Teachers, Principal, PDT	F09-Sp10	Shurley curriculum, Reading series, Marzano's books and strategies, Reading materials, Technology such as presenters, Other resources and materials as needed	Teachers will continue to discuss and share new strategies at staff meetings.
<ul style="list-style-type: none"> Teachers will use new strategies to assist students in developing new vocabulary. 	Teachers, PDT	F09-Sp10	Shurley curriculum, Reading series, Marzano's books and strategies, Reading materials, Technology such as presenters, Other resources and materials as needed	Teachers will continue to discuss and share new strategies at staff meetings.
<ul style="list-style-type: none"> Students will develop new vocabulary skills using different strategies. 	Teachers, Students	F09-Sp10	Shurley curriculum, Reading series, Marzano's books and strategies, Reading materials, Technology such as presenters, Other resources and materials as needed	
Key: PDT=Professional Development Team, PIT=Parent Involvement Team, SIC=School Improvement Committee, DAT=Data and Assessment Team, LC=Literacy Coordinator, IMS=Integrated Media Specialist				

Intervention #1:	Person(s) Responsible:	Timeline:	Resources:	Staff Development Activities:
<ul style="list-style-type: none"> Parents will be provided instructions for games that can be used to review vocabulary with their child. 	Principal, Teachers, PTT, Parents, Students	F 10+	Vocab. games, Game materials	
<i>Reflecting on New Teaching Practice/Examining Impact on Student Learning</i>				
<ul style="list-style-type: none"> Teachers will record data from student assessments given and submit to the Data Entry personnel. 	Principal, Teachers, PDT, Data Entry personnel	F 08 - Sp 09	Assessment results, MS Office products, electronic score sheets	Teachers and Data Entry personnel will be trained in inputting data if applicable
<ul style="list-style-type: none"> Teachers will analyze overall school data to show improvement. 	Certified Staff, Teachers, Principal, DAT, SIC	F09-Sp10	Assessment results, MS Office products, data charts, data folders	
<p>Key: <i>PDT=Professional Development Team, PTT=Parent Involvement Team, SIC=School Improvement Committee, DAT=Data and Assessment Team, LC=Literacy Coordinator, IMS=Integrated Media Specialist</i></p>				

Intervention #2: <i>Students will read books of their own choosing from a variety of genres (SSR).</i>	Person(s) Responsible:	Timeline:	Resources:	Staff Development Activities:
YEAR 1				
Building Knowledge/Developing Awareness				
Transferring Knowledge Into Practice				
<ul style="list-style-type: none"> Each classroom teacher will provide students with SSR time. 	Principal, Teachers, DAT	Sp 08	Time, Materials	
<ul style="list-style-type: none"> Each student will complete a survey of his/her reading interests. 	DAT, Teachers, Literacy Coach, Integrated Media Specialist, Principal, Students	Sp 08	Survey, PIT, DAT	
<ul style="list-style-type: none"> Classroom teachers compile results from survey and share with parents, media specialist, administrators, and LC. 	Principal, Teachers, DAT, PIT, SIC, LC, IMS	Sp 08-F08	Survey, DAT, MS Office programs, newsletters	Teachers will be trained in the use of different genres of books for SSR which will be purchased to reflect the results of the survey.
Implementing New Approaches/Deepening Understanding				
Reflecting on New Teaching Practice/Examining Impact on Student Learning				
YEAR 2				
Building Knowledge/Developing Awareness				
<ul style="list-style-type: none"> Teachers will collect and organize texts of different genres. 	Principal, Teachers, PDT	F08-Sp09	Crates, labels, and texts of different genres	
<ul style="list-style-type: none"> Parents will be asked to donate children's books, magazines, and newspapers to classrooms. 	Parents, PIT	F08-Sp09	Parent donations, Crates	Teachers will review donated material and see if it is age appropriate.
<ul style="list-style-type: none"> Teachers will be given instruction in designing and using an SSR program. 	Principal, SIC, Teachers, PDT	F08	Pilgreen. (2000) <u><i>The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program.</i></u> Preddy. <u><i>SSR with Intervention: A School Library Action Research Project.</i></u> Marzano. (2001) <u><i>Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement.</i></u> ASCD	Study Groups using <u><i>SSR with Intervention: A School Library Action Research Project</i></u> Leslie B. Preddy.
<ul style="list-style-type: none"> Use one NCA day for professional development focused on designing SSR program and creating and/or gathering necessary materials. 	Principal, SIC, Teachers, PDT	F08		Staff will share SSR ideas and will develop a grade level appropriate SSR program using best practices identified in Pilgreen. (2000) <i>The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program.</i>
<ul style="list-style-type: none"> PTO will provide classroom teachers with crates to house reading materials. 	PTO, Principal	F08	Crates	
Key: PDT=Professional Development Team, PIT=Parent Involvement Team, SIC=School Improvement Committee, DAT=Data and Assessment Team, LC=Literacy Coordinator, IMS=Integrated Media Specialist				

Intervention #2:	Person(s) Responsible:	Timeline:	Resources:	Staff Development Activities:
<i>Transferring Knowledge Into Practice</i>				
<i>Implementing New Approaches/Deepening Understanding</i>				
<ul style="list-style-type: none"> Teachers will establish a routine and procedures for SSR time. 	Principal, Teachers, DAT, SIC, PDT	F08	MS Office programs, Preddy and Pilgreen books	Teachers will be taught various strategies for implementing SSR into the classroom
<ul style="list-style-type: none"> NCA Steering Committee will review SSR plan developed by staff and provide feedback. 	SIC, Principal, Change Committee	F08-Sp09	SSR Plan, MS Office programs, Copies of materials	
<ul style="list-style-type: none"> Teachers and students will follow the established routine and procedures during the SSR time. 	Teachers, Students, Principal	Sp09	Time, Procedure posters, lamination, MS Office programs	
<ul style="list-style-type: none"> Teachers will model, for students, how to choose appropriate texts during read aloud time. 	Teachers	Sp09	Books	Staff will have time to explore web sites and research material regarding SSR
<i>Reflecting on New Teaching Practice/Examining Impact on Student Learning</i>				
<ul style="list-style-type: none"> Teachers will record data from student assessments given and submit to the Data Entry personnel. 	Teachers, DAT, PDT, Data Entry personnel, Principal	F08-Sp09	STAR Assessment results, MS Office products, electronic score sheets, data folder assessment sheets	New teachers will be trained on how to record and submit data. Staff will share data at staff meetings.
<ul style="list-style-type: none"> Teachers will analyze overall school data to show improvement. 	Certified Staff, Teachers, Principal, DAT, SIC	F08-Sp09	STAR Assessment results, MS Office products, electronic score sheets, data folder assessment sheets	
YEAR 3				
<i>Building Knowledge/Developing Awareness</i>				
<ul style="list-style-type: none"> All teachers will continue to collect texts of different genres. 	Principal, Teachers, PDT	F09-Sp10	Crates	
<ul style="list-style-type: none"> New teachers will be instructed in the SSR process as developed in the previous year. 	Principal, Building Mentor, Grade Level Staff	F09-Sp10	PDT, DAT, Materials created to date, Pilgreen & Preddy books.	New teachers will be trained on the SSR process
<ul style="list-style-type: none"> Parents will be provided information on SSR and its importance to reading progress and its direct correlation for increasing reading comprehension and vocabulary. 	Principal, Teachers, PIT, SIC	F09-Sp10	Newsletter	
<ul style="list-style-type: none"> Use one NCA day for professional development focused on the SSR intervention. 	Principal, SIC, Teachers, PDT, DAT, PIT	F09-Sp10	Pilgreen & Preddy books.	The Principal, SIC, & PDT will coordinate the NCA day and is responsible for finding personnel and activities.
Key: PDT=Professional Development Team, PIT=Parent Involvement Team, SIC=School Improvement Committee, DAT=Data and Assessment Team, LC=Literacy Coordinator, IMS=Integrated Media Specialist				

Intervention #2:	Person(s) Responsible:	Timeline:	Resources:	Staff Development Activities:
<i>Transferring Knowledge Into Practice</i>				
<ul style="list-style-type: none"> Each classroom teacher will systematically and frequently provide students with SSR time. 	Principal, Teachers, DAT	F09-Sp10	Time, Materials	New teachers will be trained on how to implement SSR in their classrooms.
<ul style="list-style-type: none"> Teachers will create a classroom atmosphere conducive to SSR time. 	DAT, Teachers, Principal, Students	F09-Sp10	Time, Journals/Reading logs, Reading materials	Staff will share SSR ideas at staff meetings.
<ul style="list-style-type: none"> Parents will be invited to visit classrooms and participate in SSR. 	Principal, Teachers	F09-Sp10	Newsletters	
<i>Implementing New Approaches/Deepening Understanding</i>				
<ul style="list-style-type: none"> Teachers will review their routine and procedures and revise as needed for the SSR time. 	Principal, SIC, Teachers, PDT, DAT	F09-Sp10	SSR procedures, Time, Procedure posters, lamination, MS Office programs	
<ul style="list-style-type: none"> Teachers will implement the best practices researched in the year 2008-2009. 	Principal, SIC, Teachers, PDT, DAT, PIT	F09-Sp10	MS Office programs, Preddy and Pilgreen books, Reading materials, Technology	New teachers will be trained on the best practice research.
<ul style="list-style-type: none"> SSR time will be devoted to informational text once weekly. 	Teachers, LC	F09-Sp10	Time, Journals/Reading logs, Reading materials	Literacy Coordinator will provide training on best practices dealing with journals and reading.
<ul style="list-style-type: none"> Students will begin journal responses to their reading. 	Teachers, DAT, PDT, Students	Sp10	Time, Journals/Reading logs, Reading materials	
<i>Reflecting on New Teaching Practice/Examining Impact on Student Learning</i>				
<ul style="list-style-type: none"> Teachers will record data from student assessments given and submit to the Data Entry personnel. 	Teachers, DAT, PDT, Data Entry personnel, Principal	F09-Sp10	STAR Assessment results, MS Office products, electronic score sheets, data folder assessment sheets	New teachers will be trained on how to record and submit data. Staff will share data at staff meetings.
<ul style="list-style-type: none"> Teachers will analyze overall school data to show improvement. 	Certified Staff, Teachers, Principal, DAT, SIC	F09-Sp10	STAR Assessment results, MS Office products, electronic score sheets, data folder assessment sheets	
YEAR 4				
<i>Building Knowledge/Developing Awareness</i>				
<ul style="list-style-type: none"> All teachers will continue to collect text from different genres. 	Principal, Teachers, PDT	F10-Sp11	Crates	
<ul style="list-style-type: none"> New teachers will be instructed in the SSR process as developed in the previous year. 	Principal, Building Mentor Grade Level Staff	F10-Sp11	PDT, DAT, Materials created to date, Pilgreen & Preddy books.	New teachers will be trained on the SSR process.
<ul style="list-style-type: none"> Use one NCA day for professional development focused on the SSR intervention. 	Principal, SIC, Teachers, PDT, DAT, PIT	F10-Sp11	Pilgreen & Preddy books.	The principal, SIC, & PDT will coordinate the NCA day and is responsible for finding personnel and activities.
Key: PDT=Professional Development Team, PIT=Parent Involvement Team, SIC=School Improvement Committee, DAT=Data and Assessment Team, LC=Literacy Coordinator, IMS=Integrated Media Specialist				

Intervention #2:	Person(s) Responsible:	Timeline:	Resources:	Staff Development Activities:
<i>Transferring Knowledge Into Practice</i>				
<ul style="list-style-type: none"> Students will be instructed in SSR using the same methods as in the year 2009-2010. 	Teachers, Principal	F10-Sp11	MS Office programs, Preddy and Pilgreen books, Reading materials, Technology	
<ul style="list-style-type: none"> Teachers will sustain a classroom atmosphere conducive to SSR time. 	Teachers, Principal	F10-Sp11	Time, Journals/Reading logs, Reading materials	
<i>Implementing New Approaches/Deepening Understanding</i>				
<ul style="list-style-type: none"> Teachers will review their routine and procedures and revise as needed for the SSR time. 	Principal, DAT, SDT, Teachers	F10-Sp11	SSR procedures, Time, Procedure posters, lamination, MS Office programs	Staff will share routines and procedures at staff meetings and discuss what does and does not work.
<ul style="list-style-type: none"> Teachers will implement the best practices researched in the year 2009-2010. 	Principal, SIC, PDT, DAT, Teachers	F10-Sp11	MS Office programs, Preddy and Pilgreen books, Reading materials, Technology	
<ul style="list-style-type: none"> Teachers will conference with students to encourage them in developing a love of reading. 	Teachers, DAT	F10-Sp11	Conferencing materials	
<ul style="list-style-type: none"> Teachers will model book talks with their classes. 	Principal, Teachers	F10-Sp11	Reading materials, Presenter and Other technology as needed	
<ul style="list-style-type: none"> Students will participate in book talks during their SSR time. 	Teachers, IMS, Students	F10-Sp11	Books, Time, Other necessary resources	
<i>Reflecting on New Teaching Practice/Examining Impact on Student Learning</i>				
<ul style="list-style-type: none"> Teachers will record data from student assessments given and submit to the Data Entry personnel. 	Teachers, DAT, PDT, Data Entry personnel, Principal	F10-Sp11	STAR Assessment results, MS Office products, electronic score sheets, data folder assessment sheets	New teachers will be trained on how to record and submit data. Staff will share data at staff meetings.
<ul style="list-style-type: none"> Teachers will analyze overall school data to show improvement. 	Certified Staff, Teachers, Principal, DAT, SIC	F10-Sp11	STAR Assessment results, MS Office products, electronic score sheets, data folder assessment sheets	
Key: PDT=Professional Development Team, PIT=Parent Involvement Team, SIC=School Improvement Committee, DAT=Data and Assessment Team, LC=Literacy Coordinator, IMS=Integrated Media Specialist				

State Requirements

- A list of statutes and rules that the school wishes to have suspended from operation for the school. The waiver for Full Day Staff Development approved each year.
- Curriculum Guides and Indiana's Academic Standards may be found in each teacher's classroom and in the principal's office. Additional copies may be viewed in the Spencer Administration Building. On-line copies may be obtained from the Indiana Department of Education (DOE) web site at: <http://www.doe.state.in.us/>.

- Parent Involvement:

Parent participation is one of our strong points here at Rose Hamilton. They are active in PTO activities, Parent Literacy Night events, and volunteer in many different ways throughout the building. There is a line of communication set up which utilizes personal contacts as well as technology such as e-mails and K-12 Planet, an on-line parent informational network where parents can check a student's grades weekly.

Additional Parental Involvement:

- Friday Folders, an informational folder of student work with Office and Teacher newsletters.
 - Parent/Teacher Conferences, held two times each year. In the first conference in the fall, 100% of the parents are expected to have personal communications with the teacher.
 - Parent/Teacher Organization (PTO)
 - Classroom/Special Events volunteers
 - Open House
 - Fieldtrip Chaperones
 - School Carnival
 - Field Day
- Evidence of safe and disciplined learning environment for students and teachers. Safety of our students is a priority for us at Rose Hamilton. We adhere to the state regulations for all types of disaster drills. We have all outer doors locked during the day except in front of the office where doors are monitored by office staff. We have sign in and sign out sheets for students and adults. Sticky nametags are given to all visitors and volunteers. Nametags or badges identify adults as staff or visitors in the building. Evacuation plans are posted in each room. All outside doors are numbered and video clips of each entrance have been made and given to local law enforcement agencies. There are consistent procedures in place to guide expected classroom and hallway behavior. We have nine Citizenship/Character Skills that are emphasized throughout the year. We catch students demonstrating these skills with "Spotted bulldog" coupons daily.

Rose Hamilton Elementary Three Year Technology Plan

Mission:

Parents, School, and Community are working together to educate **ALL** children.

Guiding Principles:

Students will:

apply their academic knowledge, respect others, work cooperatively, communicate effectively, think critically, demonstrate creative problem solving, and utilize technology.

We are committed to this mission.

Goal:

1. All students will improve their reading comprehension skills across the curriculum

Interventions:

- Student's vocabulary skills will be increased across the curriculum.
- Students will read books of their own choosing from a variety of genres (SSR).
- Teachers will continue to learn about vocabulary resources on web sites.
- Teachers will record and review data from assessments given.
- Students will record and review data from assessments and set group and individual goals.
- Students and teachers will use choral reading, and tapes/CD's (listening to books).
- Students will use STAR for an assessment measure.
- Students will use Accelerated Reading to assess comprehension and vocabulary.
- Teachers will use Accelerated Reading and STAR to obtain student data.
- Teachers will continue to instruct students on the writing process.
- Students will continue to write across the curriculum to strengthen reading vocabulary and comprehension skills.
- Teachers will continue to incorporate and design lessons that allow students to use the following programs to support vocabulary, reading comprehension and writing across the curriculum, i.e. Kidspiration, PONDER, STAR, Accelerated Reader, Class Works, Microsoft Word, Excel, Microsoft Power Point, etc.
- Teachers will continue to instruct students in keyboarding and word processing in all grades.
- Students in primary grades will have access to listening centers and Leap Pads to support vocabulary development and reading comprehension.
- Students in upper grades will use CD/DVD/tape players, presenters, and AlphaSmarts to enhance instruction, both large and small group as it relates to reading comprehension.

Curriculum Integration Strategies:

Technology is a high priority in the Centerville-Abington Schools. Most classrooms, at Rose Hamilton Elementary, have a minimum of two computers for student use, and there is a computer lab in the building with 30+ computers. All computers are Internet accessible, and a fiber-optic network connects all schools and classrooms to a wide variety of software such as Microsoft Office, Classworks, Accelerated Reader, integration packages, and age-appropriate keyboarding programs.

Centerville-Abington Community Schools - District Accreditation Data Collection

Rose Hamilton's school population has grown over the last six years. Technology has become a strong component in teacher's lessons and a useful tool for the students and staff. We are in the need of another computer lab for our students. Currently, primary teachers only have access to the lab one time per week and intermediate teachers have access two times a week. Occasionally open times are available, but are quickly scheduled by a class who is involved in a major project requiring technology. Our current lab is also closed to classes for instruction and/or project integration twice per year for NWEA testing which adds up to a total of nine weeks. Another computer lab with 30+ computers, headphones, printers, scanner, and presenter would help meet the growing needs of our students and staff at Rose Hamilton

Digital cameras are widely used throughout the building by both staff and students to support instruction. One digital video camera is available for recording student presentations and performances. One video editing station has been acquired to allow students and staff to produce digital video for projects and classroom instruction. The increased use of video technology will provide greater opportunities for the sharing and critiquing of video and audio projects. Leap Pad keyboards are used in our kindergarten and first grade classrooms to augment instruction. Avio projectors or other presenters are used in the one computer lab, the library, and several classrooms for teacher presentation of lessons and student presentation of projects. StarBoard and Elmo are currently being used in the lab, library, and classrooms for lesson presentation. United Streaming is being incorporated into the lessons at many grade levels in both the classroom and the library. The Enchanted Learning site is utilized by both the students for research and by the staff for research and curriculum planning.

The elementary library is automated, and students and staff use the online catalog to search for reading and research materials. All classrooms are linked through cable television, which allows for student programming and building-wide viewing of educational video material. Students are using Microsoft Word, Excel, PowerPoint and Publisher to enhance classroom projects and to support writing across the curriculum. We have three AlphaSmart carts, each with a printer and computer, which are also being used to support writing. These portable labs allow students more opportunity to utilize technology than they can have with only one computer lab. It is being used in the library and in the classrooms for word processing activities that include keyboarding, spelling practice, process writing, and literature response. Kidspiration is used as a graphic organizer in the brainstorming stages of writing and to support comprehension of written material. Primary students use it to categorize in the areas of science and social studies. Students continue to use programs such as Publisher, Excel, and PowerPoint to communicate what they have learned to others. Teachers are using programs such as Publisher, individual or grade level web pages, and PowerSchool to communicate with parents. In the 2007-08 school year, teachers began using PowerSchool, a web-based grading, attendance, and home-school communication program. The teachers are also following the technology scope and sequence of skills and applications that is based on the Indiana informational literacy standards and the national technology standards. Teacher input will continue to be important as this scope and sequence is refined.

The Rose Hamilton population will strive to reach its goals over the next five years (Fall 2008 – Spring 2013). We will be using a variety of hardware and software to accomplish our objectives.

Professional Development:

Staff development is key to our school's use of technology, and classes are provided for staff on topics such as Microsoft Word, Excel, PowerPoint, and Publisher, Kidspiration, AlphaSmart management, and web-page design. Instruction is also given in the use of hardware and peripherals such as digital cameras, scanners, flash drives, Avios/presenters, and Avio/presenter to computer connection. Video-editing equipment is utilized but more in-servicing is needed. An integrated media specialist supports staff in the integration of technology into classroom instruction as well as instructing students and staff in the use of applications and software. The network administrator and/or technician are needed not only to maintain technology but to setup new equipment/programs and to provide the necessary training so that the integrated media specialist can utilize new technology and provide in-service opportunities to staff.

Our district adopted the NWEA testing program in 2004. Teachers, principals, integrated media specialist, and the lab assistant have been in-serviced in the various aspects of this testing program. In-servicing has been ongoing as needed. We have tested all students in grade 1-6 in the fall of 2005 and in grades K-6 in the spring 2006. Testing for students in grades K-6 will continue in the years that follow. Teachers are using the data to plan lessons, assist students in setting academic goals, and group students for remediation.

- Continue NWEA testing in the fall 2008 and spring 2009.
- Continue NWEA testing in the fall 2009 and spring 2010.
- Continue NWEA testing in the fall 2010 and spring 2011.

Assessment:

A needs assessment survey, for staff, is given periodically. This information is used to design staff development and to better integrate technology to support learning and, ultimately, improve student achievement. Technology classes for teachers are held as needed, and the Integrated Media Specialist provides ongoing staff development for teachers at various times to assist teachers in learning how to process the desired goals and objectives including learning integration strategies for various usages of technology. As new teachers and staff are hired, they will be placed with a mentor or mentors to assist them with their training in the instructional strategies that are implemented throughout our school. Professional development activities will be a priority for this group. The computer lab assistant will continue to work with new teachers and staff on orientation to applications and lab procedures.

Data pertaining to technology will be collected from all staff development activities specified in the school improvement plan. The data will be used to evaluate the effectiveness of technology integration within curriculum and the increased use of technology in student product design and development.

Technology Perspective:

With the increasing demands of technology, Rose Hamilton will need to update electrical boxes (circuits) and availability of classroom outlets.

Adding a multimedia workstation with cart (computer, presenter, overhead, boom box, etc) for the Media Center is needed to support NCA and building goals.

More classroom/library sets of AlphaSmarts or similar wireless computers (30 each) and carts are desired to support and enhance the building's writing, new literacy goal, and intervention activities. This would allow for a greater number of devices for activities in the primary grades due to the lack of availability in the one computer lab. This would allow for more equitable computer availability

between the elementary buildings for all Centerville-Abington students. An additional lab would replace the need for additional AlphaSmart carts as well as allow students more lab time.

Maintain and upgrade our current technology as needed.

2008-2009:

- Service Panel boards for the building
- Update and increase classroom outlets
- Purchase and maintain 30+ computers for an additional lab
- Purchase 30 headphones for additional lab
- Purchase 1 HP printer for additional lab
- Purchase 1 scanner for additional lab
- Purchase 1 Avio presenter for additional lab
- Purchase other necessary equipment to setup an additional lab
- Provide 1 bluetooth pad, software, and presenter or Compucart per grade level and for media center checkout (9)
- Purchase amplification systems for classrooms
- Provide flat screen monitors for all Alpha carts
- Acquire AlphaSmart or similar wireless computers with carts (1 set of 30), integrate technology into the curriculum, if additional lab is not added
- Purchase DVD-Rs and CD-Rs for staff use
- Purchase DVD/VCR duplicator similar to one located at the high school
- Acquire a digital video camera and quality tripod
- Major emphasis on upgrading computer technology in computer lab and library
- Increase and/or update the number of computers in classrooms
- Upgrade principal's laptop/computer
- Acquire flat screen monitors for all staff computers and library computers
- Purchase Avios and VCR/DVD players to replace TVs as needed and/or multimedia centers
- Purchase additional software to support building goals
- Acquire additional headphones, without microphones, for lab and classroom computers
- Acquire large, flatbed scanner for art teacher
- Provide 3 TVs with DVD/VCR for the cafeteria that are hooked to cable and can run the same program simultaneously
- Provide USB extension cables as needed

2009-2010:

- Continued emphasis on upgrading computer technology in classrooms.
- Upgrade media specialist's laptop/computer
- Provide 1 bluetooth pad, software, and presenter or Compucart per grade level (7)
- Provide wireless availability
- Purchase Avios and VCR/DVD players to replace TVs as needed and/or multimedia centers
- Acquire additional headphones, without microphones, for lab and classroom computers
- Purchase additional software to support building goals.
- Purchase DVD-Rs and CD-Rs for staff use
- Purchase amplification systems for classrooms
- Provide USB extension cables as needed

2010-2011:

- Continued emphasis on upgrading computer technology in classrooms.
- Upgrade principal's laptop/computer
- Purchase Avios and VCR/DVD players to replace TVs as needed and/or multimedia centers
- Acquire additional headphones, without microphones, for lab and classroom computers
- Purchase additional software to support building goals.
- Increase the number of digital cameras in the classroom so that there is one per grade level, special education team, and specials team (9)
- SD card or memory stick, batteries, battery charger, and software per camera plus one set for computer lab and library
- Purchase DVD-Rs and CD-Rs for staff use
- Purchase amplification systems for classrooms
- Purchase laptops for all teachers and staff
- Provide USB extension cables as needed

During all three years as needed.

- Evaluate and acquire software as needed.
- Maintain a strong maintenance program.
- Address technology needs that have not been foreseen.

Cultural Competency in Education

The following groups have disaggregated performance data from Rose Hamilton Elementary School (see attached graphs):

1. THIRD GRADE
 - Free and Reduced
 - Paid lunch
 - General Education
 - Special Education

2. FIFTH GRADE
 - Free and Reduced
 - Paid lunch
 - General Education
 - Special Education

3. SIXTH GRADE
 - Free and Reduced
 - Paid lunch
 - General Education
 - Special Education

Rose Hamilton Elementary School has identified the groups that needed further attention. The achievement gaps that we found in our special education and social-economic status areas are now identified.

Special Education gaps:

- 3rd grade Language Arts (6 out of 9 students passed Language Arts ISTEP+)
- 5th grade Language Arts (4 out of 8 students passed Language Arts ISTEP+)
- 6th grade Language Arts (1 out of 9 students passed Language Arts ISTEP+)
- 3rd grade Math (6 out of 9 passed Math ISTEP+)
- 5th grade Math (5 out of 8 passed Math ISTEP+)
- 6th grade Math (5 out of 9 passed Math ISTEP+)

Paid lunch / Free and Reduced lunch:

- 3rd grade Language Arts (paid-89% passed, free and reduced-60% passed)
- 3rd grade Math (paid-93 % passed, free and reduced-73% passed)
- 5th grade Language Arts (paid-65% passed, free and reduced-75% passed)
- 5th grade Math (paid-95 % passed, free and reduced-75% passed)
- 6th grade Language Arts (paid-65% passed, free and reduced-67% passed)
- 6th grade Math (paid-84% passed, free and reduced-76% passed)

We believe that our current data clearly demonstrates that positive gains have been made in our past writing and math interventions. It appears to have had a positive effect on student achievement over time. However, as we drill down into ISTEP+ sub skills we believe that reading comprehension and vocabulary scores declined as students progressed through the upper grades. We will provide training to all staff members in the area of reading comprehension and vocabulary. We will look at research from Robert J. Marzano and Debra J. Pickering to build awareness in both areas. We will also continue to research and discuss best practices for vocabulary and reading comprehension with children. Finally, we will provide

extra support through individual or small group instruction to any student whose performance is below level.

Rose Hamilton Elementary has disaggregated Grade 3 and 4 High Ability Exceptional Learners for 2006:

- Grade 3: 32% scored PASS+ in English/language arts
- Grade 3: 64% scored PASS in English/language arts
- Grade 3: Total of 21 passed all areas of English/language arts ISTEP+ (1 student was undetermined)
- Grade 4: 25% scored PASS+ in English/language arts
- Grade 4: 75% scored PASS in English/language arts
- Grade 4: Total of 20 passed all areas of English/language arts ISTEP+

- Grade 3: 41% scored PASS+ in Math
- Grade 3: 59% scored PASS in Math
- Grade 3: Total of 22 passed all areas of Math ISTEP+
- Grade 4: 20% scored PASS+ in Math
- Grade 4: 80% scored PASS in Math
- Grade 4: Total of 20 passed all areas of Math ISTEP+

We will continue to monitor our High Ability Exceptional Learners in both third and fourth grade. We will strive to have these students reach the PASS+ level on the ISTEP+ test. In order to reach this objective we will continue to:

- Develop aligned curriculum based upon work from Robert Marzano, Jay McTighe and Grant Wiggins, Heidi Hayes Jacobs and Carol Ann Tomlinson. Blooms Higher Order of Thinking and Differentiating will be woven throughout all subjects.

Appendix of Additional Best Practice Resources

1. *Kingore, Bertie. (2003) *Literature Celebrations: Catalysts to High-Level Book Responses*. Professional Associates Publishing.
2. *Kingore, Bertie. (2005) *Assessment: Time-Saving Procedures for Busy Teachers*. Professional Associates Publishing.
3. *Brett, A., Rothlein, L., & Hurley, M. (1996) *Vocabulary Acquisition From Listening to Stories and Explanations of Target Words*. Elementary School Journal.
4. *Dole, J. A., Sloan, C., & Trathen, W. (1995) *Teaching Vocabulary Within The Context of Literature*. Journal of Reading.
5. *Robbins, C., & Ehri, L. (1994) *Reading Storybooks to Kindergartners Helps Them to Learn New Vocabulary Words*. Journal of Educational Psychology.
6. *Turpie, J. J., & Paratore, J. R. (1995) *Using Repeated Reading to Promote Success in a Heterogeneously Grouped First-Grade*. Perspectives on Literacy Research and Practice: Forty-fourth Yearbook of the National Reading Conference.
7. *McFalls, E. L., Schwanenflugel, P. J., & Stahl, S. A. (1996) *Influence of Word Meaning on the Acquisition of a Reading Vocabulary in Second-grade Children*. Reading and Writing: An Interdisciplinary Journal.
8. *Schwanenflugel, P.J., Stahl, S.A., & McFalls, E.L. (1997) *Partial Word Knowledge and Vocabulary Growth During Reading Comprehension*. Journal of Literacy Research.
9. *Lehr, Fran, Osborn, Jean, & Hiebert, Elfrieda H. *A Focus on Vocabulary*. http://www.prel.org/products/re_/ES0419.htm
10. *Valencia, Sheila, & Buly, Marsha Riddle. (2004) *Behind Test Scores: What Struggling Readers Really Need*. International Reading Association.
11. *Alexander, Francie. *Understanding Vocabulary*. <http://content.scholastic.com/browse/article.jsp?id=4509&printable=true>.
12. *Baker, Scott K., Simmons, Deborah, C. & Kameenui, Edward, J. *Vocabulary Acquisition: Synthesis of the Research*. <http://idea.uoregon.edu/~ncite/documents/techrep/tech13.html>.
13. *Marzano, R. *Building Background Knowledge for Academic Achievement*. ASCD.
14. *Marzano, R. and Pickering, D. (2005) *Building Academic Vocabulary: Teacher's Manual*. ASCD.
15. *Marzano, R, Pickering, D. and Pollock, J (2001) *Classroom Instruction That Works: Research-Based Strategies for Increasing Student Achievement*. ASCD
16. *Marzano, R. (2003) *What Works In Schools: Translating Research Into Action*. ASCD.
17. *Mountain, Lee. *Ten Essential Vocabulary Strategies: Practice For Success on Standardized Tests*. Educators Publishing Service.
18. *Barton, J. & Sawyer D.M. (2000) *Our Students Are Ready For This: Comprehension Instruction in the Elementary School*. International Reading Association.
19. *Fountas, Irene, C. & Pinnell, Gay, Su. *Teaching For Comprehending and Fluency*.
20. *Pilgreen, Janice L. (2000) *The SSR Handbook: How to Organize and Manage a Sustained Silent Reading Program*.
21. *Preddy, Leslie B. *SSR with Intervention: A School Library Action Research Project*.

Appendix for School Committees

Committees 2008-09

School Improvement Committee

Co-chairs: Linda Duke and Roger Martin

Teacher reps: Leah Adams and Shelley Mauger

Parent reps: Deb Douglas, Michelle Stoughton, and Sandy Wagenknecht

Patron: Debbie Searcy

Community member: Sandy Wagenknecht

School Board member: TBA

School Change Committee

Chair: Kathy Baumer

Marge Benner, Suzette Powell, Janice Scheffler, Cindy Black, Paula Warfield, and TBA

Technology Committee

Chair: Linda Duke

Leah Adams, Margaret Burkhart, Pat O'Neal, and Teri Barker

School Climate and Discipline Committee

Chair: Nancy Harrell

Karen Bishop, Cathy Stevenson, Valerie Hood, Shelley Mauger, TBA,

PDT Committee (Professional Development Team)

Chair: Shelley Mauger

Karen Bishop , Beth Schauss , Nancy Harrell

DAT Committee (Data Assessment Team)

Chair: Leah Adams

Tracy Metcalf, Valerie Hood, Ruth Fields

PIT Committee (Parent Involvement Team)

Chair: Roger Martin

Suzette Powell, Debbie Squires, Cathy Stevenson, Melissa Powell

Baseline Data