

Jerry Ross Elementary School  
School Improvement Plan  
2012-2015



**“To Infinity...And Beyond!”**

11319 Randolph Street  
Crown Point, IN 46307  
(219) 663-3010

Jerry Ross Elementary  
School Improvement Team

Mrs. Jennifer Stolarz	Principal
Mrs. Sarah Petry	3 <sup>rd</sup> Grade Teacher
Mrs. Jillian Trapp	4 <sup>th</sup> Grade Teacher
Mrs. Michelle Thomas	5 <sup>th</sup> Grade Teacher
Miss Jennifer Mustafa	Music Teacher
Mrs. Lynda Smith	Parent
Mrs. Andrea Kelleher	Parent
Mrs. Reena Foster	Parent
Mrs. Jennifer Nickerson	Parent

Jerry Ross Elementary School  
Introduction  
A brief history from 2003-2012

We are starting our 10<sup>th</sup> school year at Jerry Ross Elementary School. We opened to students in 2003 with an enrollment of 360 students in grades 4-6. Throughout the short history of our school, we have experienced several grade configuration changes. Prior to the opening of Jerry Ross, Winfield Elementary School accommodated our students. The school boundaries for the Winfield area cover more than half the land mass as the city of Crown Point. As the new millenia approached, Winfield and its surrounding areas boomed with residential growth. This growth came on so fast that Jerry Ross Elementary School was built on a lightning speed schedule, just to provide relief for Winfield Elementary School, which had an enrollment of approximately 700 students in grades K-6.

The original plan was for Jerry Ross to house students in grades K-6. Halfway through the building process, residents from the Winfield area expressed concern over splitting the community with two separate elementary schools. There was as impassioned movement to preserve the feeling of community in Winfield and its outlying areas. A compromise to this dilemma was to split the grade levels by having Winfield be a primary K-3 school and Jerry Ross designated as an intermediate 4-6 school. However, this was not to remain the grade configuration for long.

The Winfield area continued to develop rapidly with a record number of new house starts. By 2004, Winfield Elementary School was full and needed immediate relief. A solution to Winfield Elementary School's growing pains was to move 3<sup>rd</sup> grade to Jerry Ross Elementary School. Jerry Ross has more classrooms and was built to accommodate 650 students. We opened the 2005-06 school year as a 3-6 school with an enrollment of 600.

Winfield was not the only area experiencing rapid growth. Crown Point, as a whole, was growing at a record pace. It became clear that all of the elementary schools were becoming overcrowded. Plans for a new middle school were under way to alleviate the growth at the only middle school in Crown Point, and 6<sup>th</sup> grade was pulled out of the elementary schools for the start of the 2007-08 school year.

This brings us to our current state as a grade 3-5 elementary school, the only of its kind in Crown Point. However, due to continued growth in the community and full day kindergarten, it is unclear how long we will remain at this grade configuration.

Jerry Ross Elementary School  
Introduction  
Our Community

Our school boundary area includes a massive amount of rural land, the entire town of Winfield, and ½ of the population of Lakes of the Four Seasons. Our median family income is higher than the average in Lake County and the state. However, our poverty levels have grown as over 20% of our students receive free and/or reduced aid from the state as of 2012. This is an increase as our poverty level used to be approximately 10%.

Much of our school area is considered suburban, roughly 2/3. The remaining 1/3 is labeled rural and includes miles of undeveloped farm land. New housing developments are continually in the works. In 2010, an I65 exit ramp was opened on the western edge of our school boundary area. Access to the highway will likely lead to additional development of the area.

Jerry Ross Elementary School  
Introduction  
Profile of Colonel Jerry Ross



Jerry Ross Elementary School was named after Colonel Jerry Ross, NASA Astronaut, and Crown Point High School graduate. Jerry Ross was born in Crown Point, Indiana, on January 20, 1948. Ross graduated from Crown Point High School with the Class of 1966. He received a Bachelor of Science and Master of Science degrees in mechanical engineering from Purdue University in 1970 and 1972. Ross was an Air Force ROTC student at Purdue University and received his commission upon graduation in 1970. After receiving his master's degree from Purdue in 1971, he entered active duty with the Air Force. During his career, Astronaut Ross has flown in 21 different types of aircraft, holds a private pilot's license, and has logged over 3,800 flying hours, the majority in military aircraft.

In February 1979, Ross was assigned to the Lyndon B. Johnson Space Center. He was selected by NASA as an astronaut in May 1980 and made his first space flight in 1985. Colonel Ross is a veteran of seven space missions, has spent over 1,393 hours in space, including 58 hours and 18 minutes on nine space walks, and holds the title as "*NASA's most experienced space walker.*" The Winfield community chose to name the school after Crown Point graduate Jerry Ross because of his contributions in the field of space travel. As a school community, we communicate regularly with Colonel Ross and enjoy his annual visits to our school. We are very proud of his achievements.

## Jerry Ross Elementary School Introduction Strengths

We have many strengths at Jerry Ross Elementary School. Listed below is a summary of some of those strengths:

- ✓ We have been named a 4 STAR school for the past three school years.
- ✓ Our school environment is positive and welcoming
- ✓ Our students are highly able and engaged learners
- ✓ Our students perform on average above 90% in math on ISTEP tests
- ✓ Our students perform on average above 93% in English/Language Arts of ISTEP tests
- ✓ Our students are avid readers, most at least doubling the minimum school requirement for reading
- ✓ We have a PBIS program that recognizes and reinforces positive student behaviors.
- ✓ We have an amazing parent base, including our PTO
- ✓ Teachers are willing to develop professionally. We want to do better for our kids.
- ✓ We have established professional learning communities throughout our school.
- ✓ We recognize and celebrate student success.
- ✓ All staff members go the extra mile for kids, including teachers, office staff, cafeteria workers, and custodians.
- ✓ We have many clubs and activities available for students.
- ✓ Our academic teams perform at high levels.
- ✓ Our students feel safe.
- ✓ We have a great attendance rate.

Jerry Ross Elementary School  
Introduction  
Our Educational Programs and Curriculum

The following programs/activities support the **Language Arts curriculum** at various grade levels grades:

- 90 Minute Literacy Block
- Journal Writing
- Daily Oral Language Activities
- Accelerated Reader
- Star Reader Quarterly Assessments
- ISTEP Standardized Tests
- Acuity Predictive Language Arts Assessments
- Weekly spelling, vocabulary and reading assessments
- Partner Reading
- Guided Reading Instruction
- Self-selected Reading
- Scholastic Magazines
- 6 Hours of Reading Club
- Book-It Reading Incentive Program
- Basal Text Reading Program
- Vocabulary Instruction
- Running Reading Records
- Response to Literature Assessments
- Literature Circle
- Reading and Writing Conferences
- 6+1 Traits of Writing Framework
- Literacy-rich Center Time
- Writing featured on bulletin boards in hallways

Jerry Ross Elementary School  
Introduction  
Our Educational Programs and Curriculum

The following programs/activities support the **math curriculum**

- Everyday Math Curriculum
- Daily Oral Math
- STAR Math
- Acuity Predictive Math Assessments
- Mathbusters Math problem of the Week
- Math Facts Incentive Program
- Hands-on activities with math manipulatives
- T.O.P.S. problem solving system
- Inquiry Math Methods
- Math Facts in a Flash
- Formative Math Assessments
- Weekly Quizzes on Skills
- Mini-economy
- Skill Grouping
- Math Accelerations
- Math Bowl

The following programs/activities support the **social studies curriculum:**

- Social Studies Basal Text
- Acuity Predictive Social Studies Assessment Grade 5
- Hands-on Map Activities
- Pioneer workshops sponsored by 4-H
- History Re-enactor Assemblies
- Project-based learning activities and Assessments
- Social Studies Task Performance
- National Geography Bee



Jerry Ross Elementary School  
Introduction  
Our Educational Programs and Curriculum

The following programs/activities support the **science curriculum**:

- F.O.S.S. Full Option Science System
- Other Hands-on Science Experiential Learning Modules
- Hands-on experiential learning and assessments
- Acuity Predictive Science Assessment Grade 4
- National Geographic Text as resource
- Outdoor learning lab with pond, natural plants and greenhouse
- Challenger Learning Center
- Environment Programs
- Lake County Solid Waste Management Recycling Programs

The following programs/activities support the **health curriculum**:

- D.A.R.E. Drug Abuse and Gang Resistance Education
- Health Basal Text
- Growth and Development Program

The following programs/activities support the **art curriculum**:

- F.A.M.E. Foundation for Art and Music in Education
- Art shows and exhibits
- Art Club
- Daily recognition of student artwork on televised announcements
- Symphony poster contest

Jerry Ross Elementary School  
Introduction  
Our Educational Programs and Curriculum

The following programs/activities reinforce the **music curriculum**:

- F.A.M.E. Foundation for Art and Music in Education
- Symphony Performances
- Symphony Poster Contest
- Recorder Concert
- World Drums Set
- Jerry Ross Choir

The following programs/activities reinforce the **physical education curriculum**:

- Sport's Days Activities
- Challenge Day Activities
- Presidential Physical Fitness Awards
- Sportsmanship reinforcement
- Games and activities that promote team work
- Girls on the Run National Program
- 5<sup>th</sup> Grade Cross Country Competition
- Crown Point Hub Run

The following programs/activities reinforce **social development**:

- hallege Day Activities
- Beyond Boundaries Challenge Course
- Student Council
- Student Patrol Program
- Student of the Month Recognition Program
- S.O.A.R. Positive Behavior Program

Jerry Ross Elementary School  
Introduction  
Location of Curriculum

The curriculum at Jerry Ross Elementary School directly correlates to all Indiana State Standards for each subject area. The Jerry Ross web site contains a link to the Department of Educations standards resource page to provide easier access to parents and students.

Jerry Ross Elementary School  
Vision, Mission and Beliefs  
Vision

All students at Jerry Ross Elementary School will experience academic success and will show growth and progress each school year.

Jerry Ross Elementary School  
Mission, Vision and Beliefs  
Mission Statement

We, as a school community, will inspire and enrich the academic success and character development of each child. We will sustain a learning environment that fosters individuality, critical thinking, and a desire for lifelong learning.

Jerry Ross Elementary School  
Mission, Vision and Beliefs  
Statement of Beliefs

**We Believe:**

- ✚ Students are our number one priority.
- ✚ In collaboration of home, school, and community.
- ✚ Each child is valuable.
- ✚ All students can learn.
- ✚ In fostering positive student attitude.
- ✚ In the value of teachers as professionals.
- ✚ Education is a lifelong process.
- ✚ In providing an environment that is safe, healthy and conducive to learning.
- ✚ In an educational environment that promotes good citizenship and democratic principles.
- ✚ Technology enhances learning.
- ✚ In preparing students for successful advancement in education.
- ✚ All staff members are essential to promote student success.
- ✚ Staff unity and teamwork are essential for a successful learning environment.

Jerry Ross Elementary School  
Vision, Mission and Beliefs  
Core Values

**Caring:** By our words and actions, we create a caring environment for everyone.

- We are sensitive to the concerns of each other.
- We are respectful and courteous to each other at all times.
- We promote and reward teamwork and inclusiveness.

**Integrity:** We work together to merit the trust of our colleagues and those we serve.

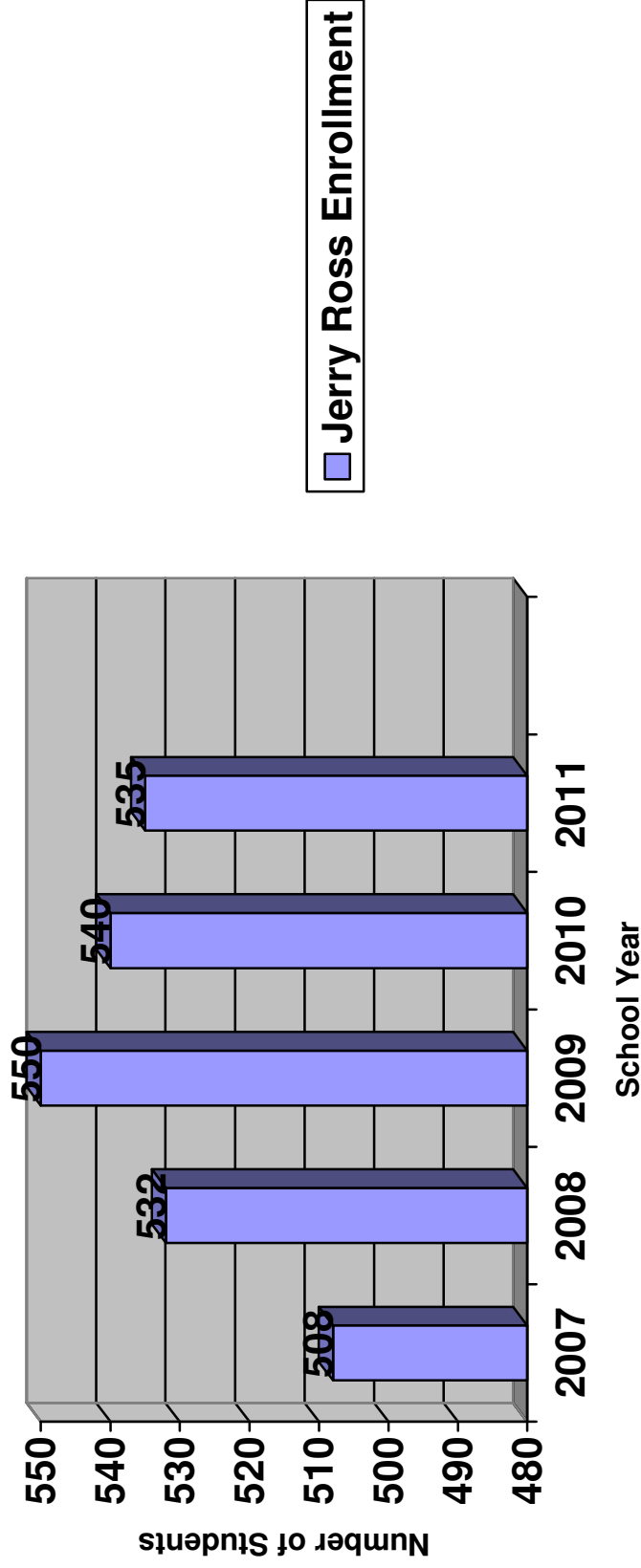
- We hold ourselves, and each other, accountable for practicing our values.
- We communicate frequently, honestly and openly.
- By our actions, we create an environment of trust.

**Discovery:** We embrace creativity and seek new knowledge.

- We help each other to identify and solve problems.
- We seek personal growth and enable others to do so.
- We encourage learning, creativity and new ideas.

Jerry Ross Elementary School  
Description of Students  
Enrollment Numbers

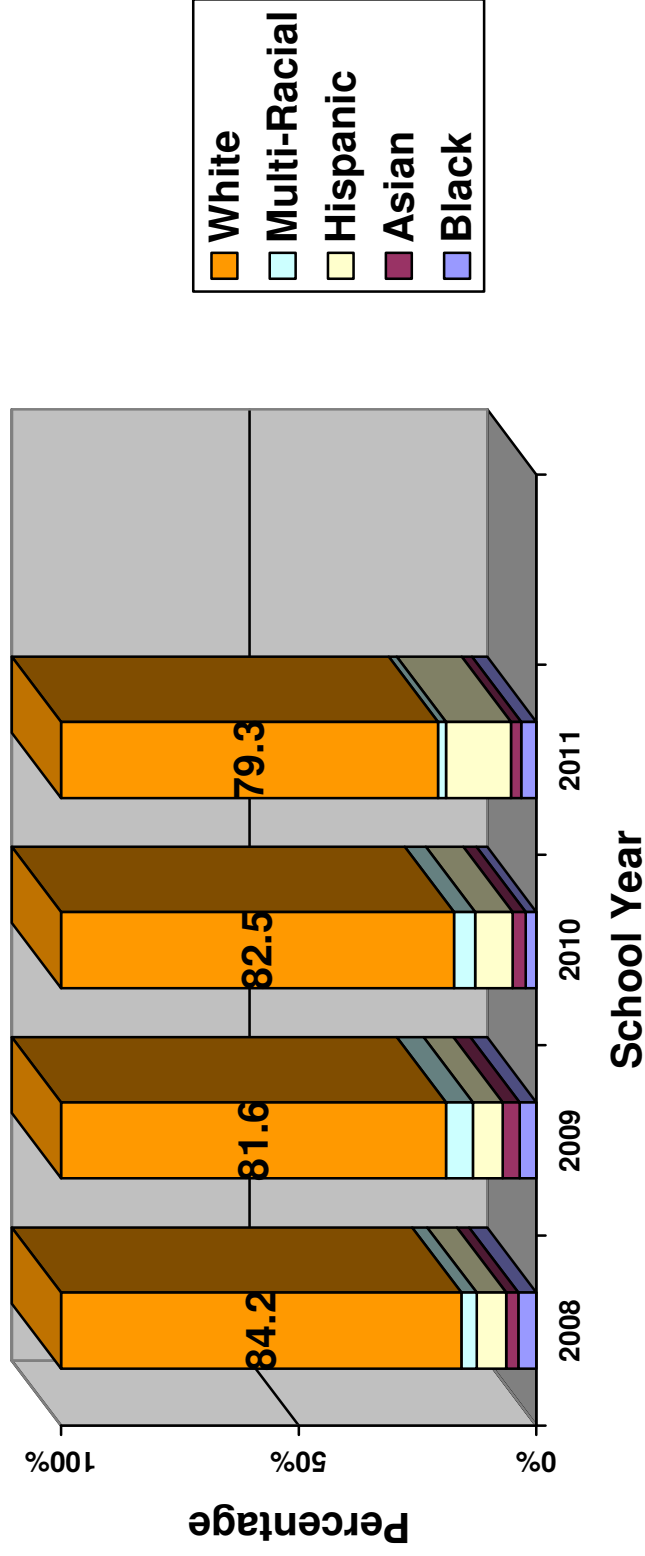
Analysis: Our enrollment has remained fairly steady in the past 5 years.





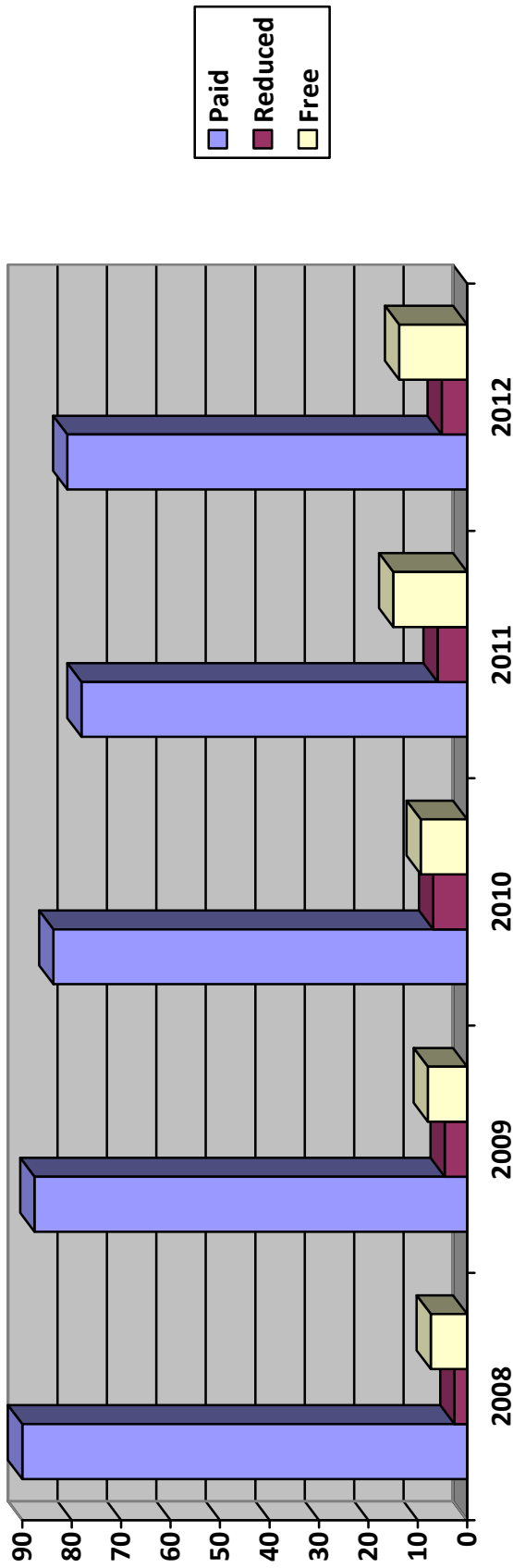
Jerry Ross Elementary School  
 Description of Students  
 Enrollment by Ethnicity

Analysis: The following chart shows a rise in our Hispanic population in the past 4 years. While this percentage is far below the state average, it does show a steady increase in ethnic diversity.



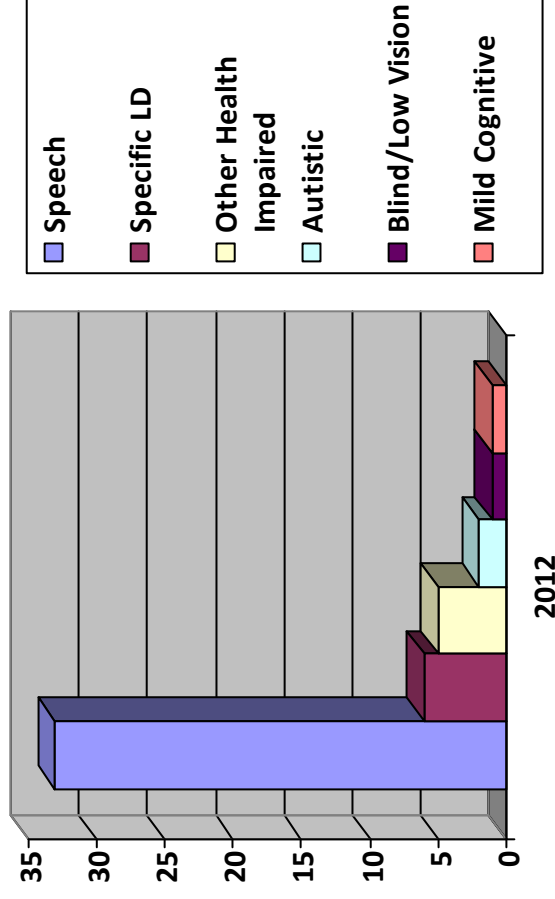
## Jerry Ross Elementary School School Data Free/Reduced Lunch

Analysis: The following chart represents the number of students who receive state aid for free/reduced lunch by grade level. Consistently, most of our students do not receive financial aid. Our free and reduced population has grown slightly in the last 5 years, largely due to the economy and lower economic move-in families.



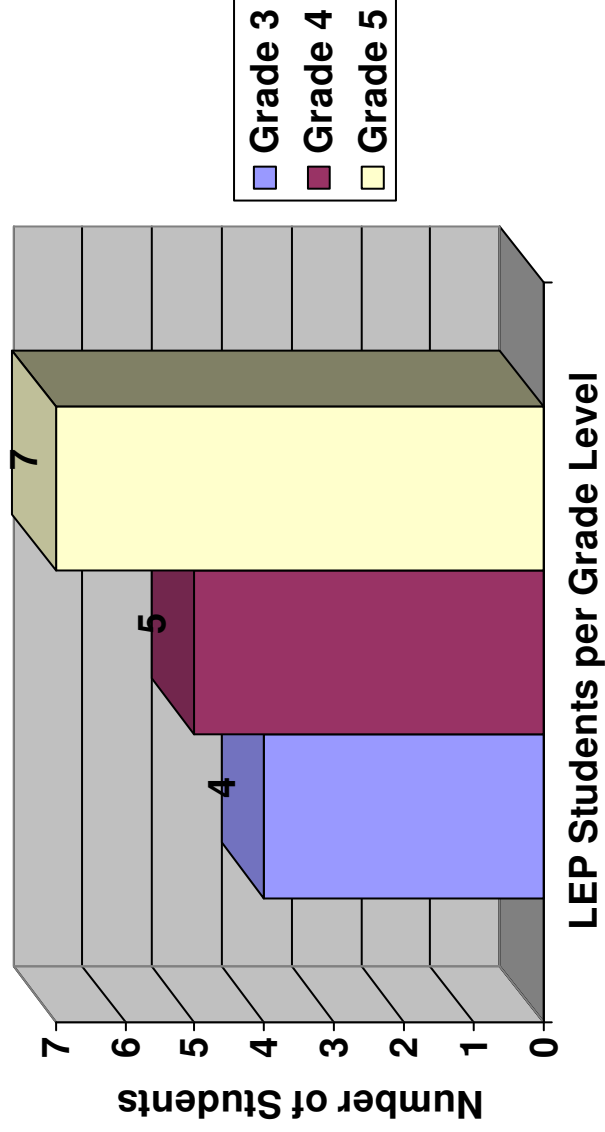
Jerry Ross Elementary School  
Description of Students  
Special Education Enrollment

Analysis: The following chart represents the Jerry Ross special education student enrollment numbers. The majority of students with disabilities have speech as their primary disability.



Jerry Ross Elementary School  
Description of Students  
Limited English Proficient

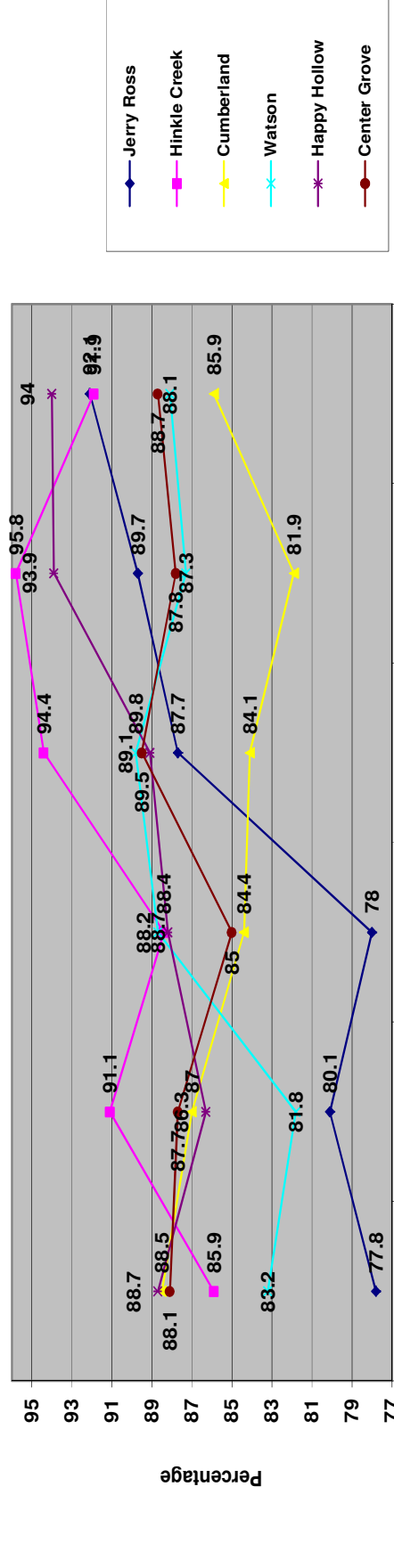
Analysis: Jerry Ross has a small percentage of LEP students who receive services, but it has grown steadily since the school opened in 2003-04. The following chart represents the current number of LEP students per grade level.



# Jerry Ross Elementary School Student Performance Data League School Comparison All Grades Passing Both English Language Arts and Math

Analysis: Since our last school improvement cycle, we have chosen higher performing league schools to provide a greater challenge for our students. Most schools in our league are hovering around 90% pass rates for percentage of students who pass both Math and English/Arts.

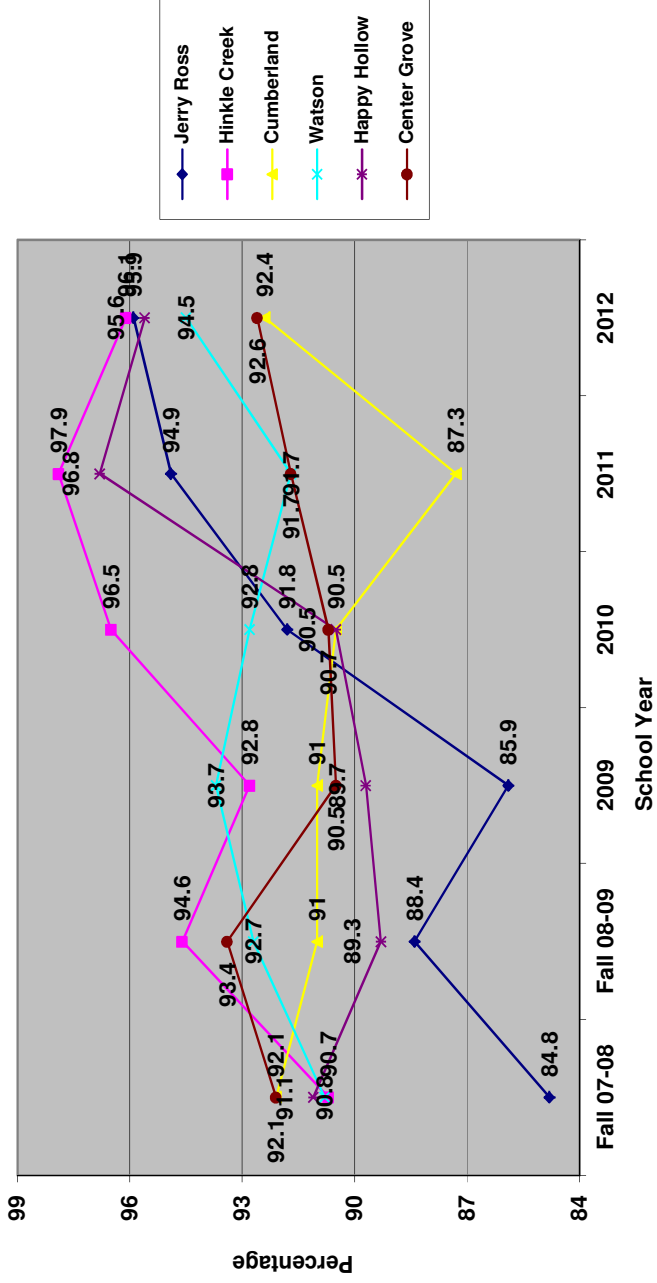
- Jerry Ross Elementary School in Crown Point
- Center Grove Elementary in Greenwood
- Hinkle Creek Elementary School in Noblesville
- Cumberland Road Elementary School in Fishers
- Watson Elementary School in Schererville
- Happy Hollow Elementary in West Lafayette



## Jerry Ross Elementary School Student Performance Data League School Comparison Average of All Grades Tested in English/Language Arts

Analysis: We have made amazing improvement since 2008, showing an overall increase of over 10%! We are now one of the top schools in our league in English Language Arts.

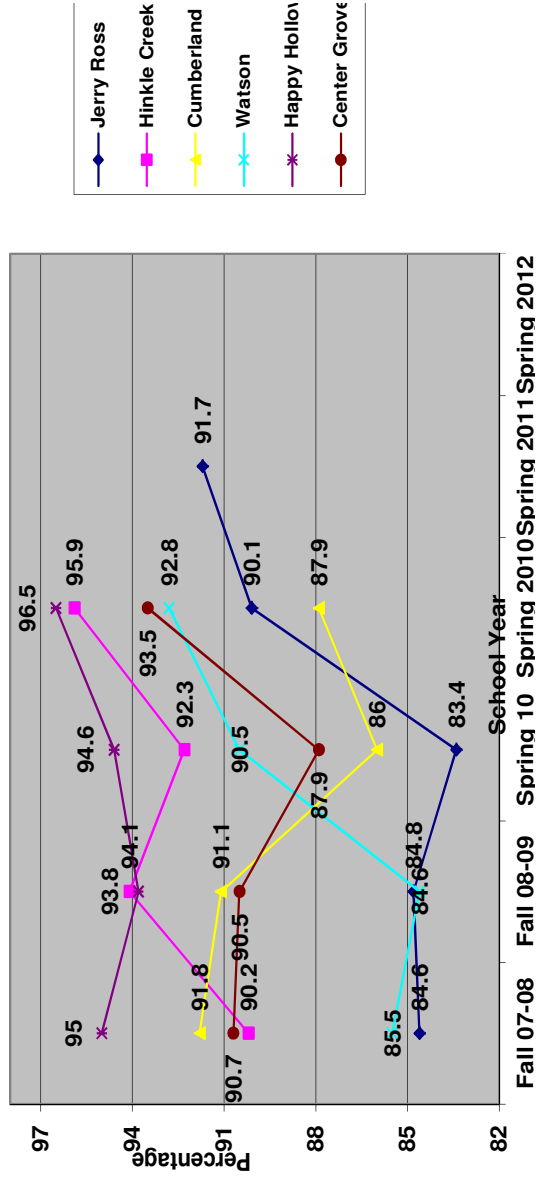
Jerry Ross Elementary School in Crown Point  
Hinkle Creek Elementary School in Noblesville  
Cumberland Road Elementary School in Fishers; Happy Hollow Elementary School in West Lafayette  
Center Grove Elementary School; Watson Elementary School in Schererville



## Jerry Ross Elementary School Student Performance Data League School Comparison Average of All Grades Tested in Math

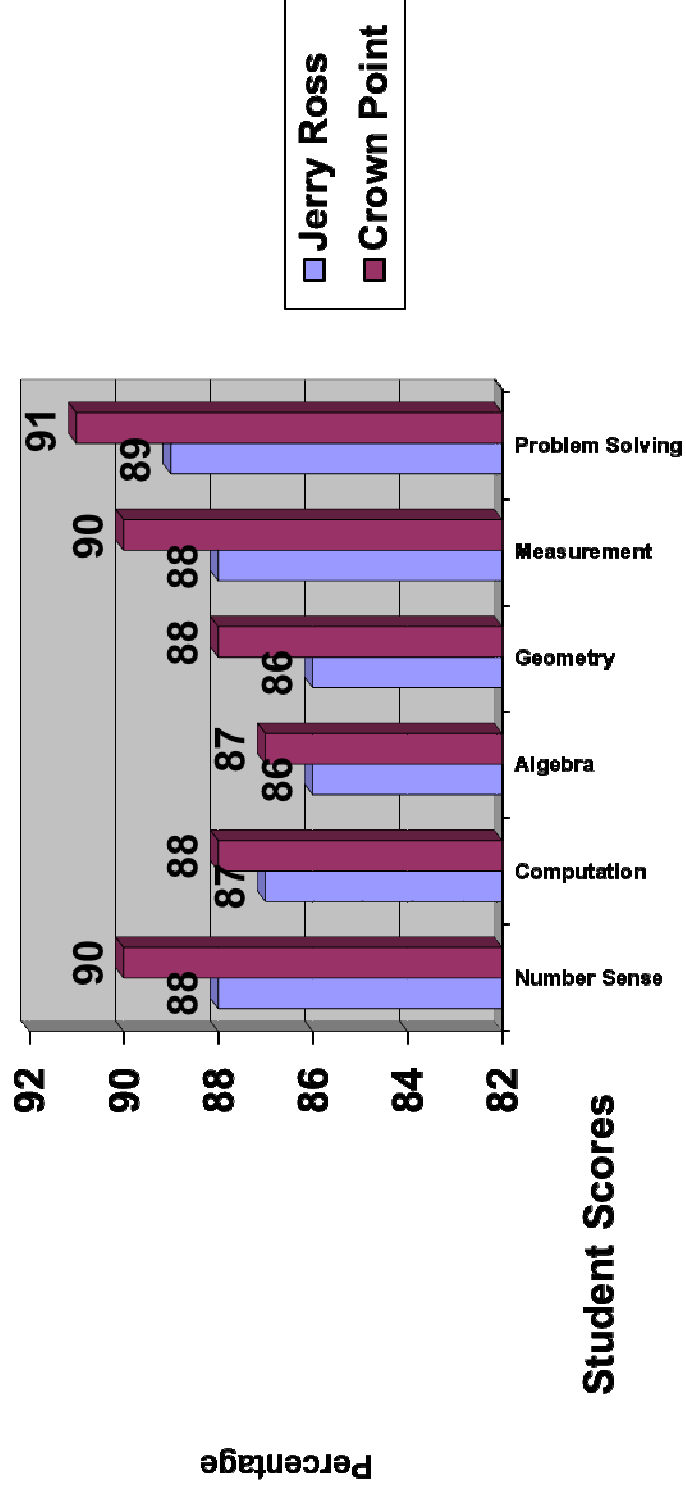
Analysis: Our math scores have grown since 2008, but are still below 4/5 league schools and have not grown as much as our English language arts scores.

- Jerry Ross Elementary School in Crown Point
- Hinkle Creek Elementary School in Noblesville
- Cumberland Road Elementary School in Fishers
  - Watson Elementary School in Schererville
- Happy Hollow Elementary School in West Lafayette
- Center Grove Elementary School in Greenwood



Jerry Ross Elementary School  
 Student Performance Data  
 2010 Grade 3 Math Academic Standards  
 Jerry Ross/CPCSC Comparison

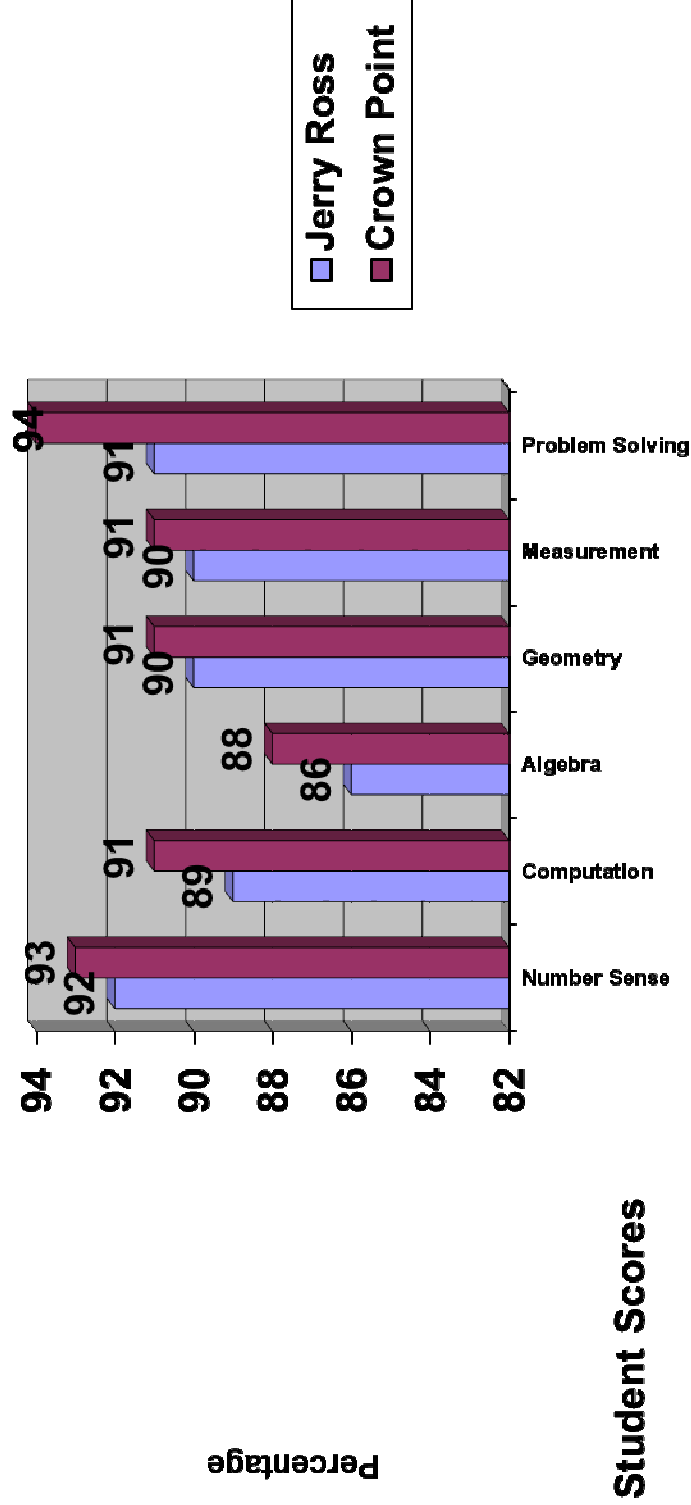
Analysis: Our 3<sup>rd</sup> graders have performed below the district average in all math academic standards for the past two years.





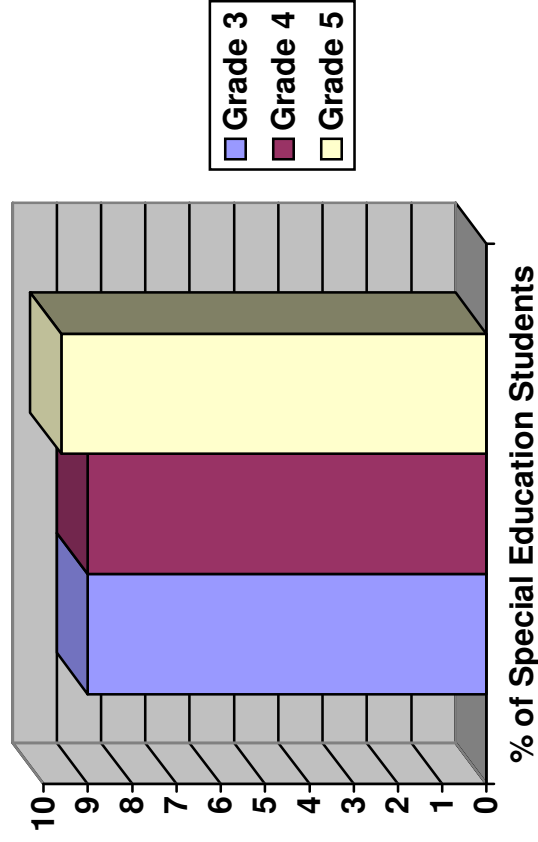
Jerry Ross Elementary School  
 Student Performance Data  
 2011 Grade 3 Math Academic Standards  
 Jerry Ross/CPCSC Comparison

Analysis: Our 3<sup>rd</sup> graders have been performing below the district average in all math academic standards for the past few years.



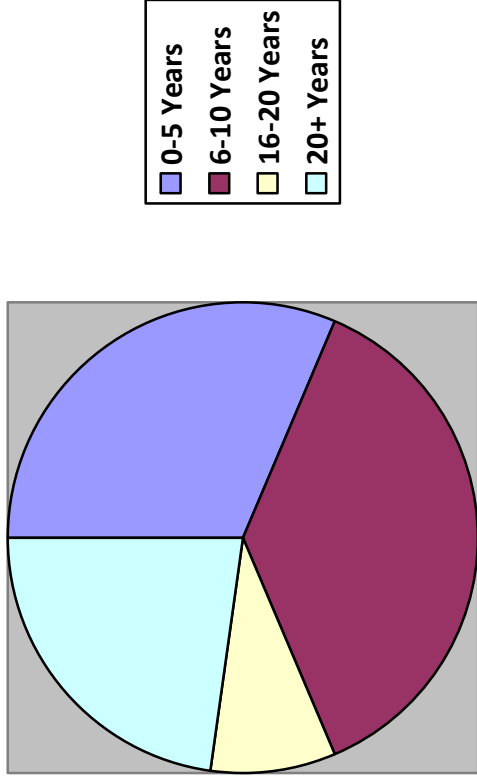
Jerry Ross Elementary School  
School Data  
Special Education Student Enrollment

Analysis: Each grade level tested has a similar percentage of students enrolled in special education. Fewer than 10% of our students are enrolled in special education programming.



**Jerry Ross Elementary School  
School Data  
Teacher Experience**

**Analysis:** All teachers at Jerry Ross are highly qualified and certified in their teaching content areas and over 30% have a master's degree.  
**Overall,** the vast majority of our teachers have less than 10 years of experience.



**Jerry Ross Elementary School  
Family and Community Data  
Parental Participation**

Parental participation is a great strength at Jerry Ross Elementary School. We have a highly active and effective Parent Teacher Organization that raises over \$50,000 annually for both Winfield and Jerry Ross Elementary Schools. We also achieve near 100% participation in annual parent/teacher conferences.

Listed below are a variety of ways parents are involved at Jerry Ross Elementary School:

- ✚ Volunteering in the classroom
- ✚ Copying for the teacher
- ✚ Chaperoning field trips
- ✚ Participating in PTO fundraisers
- ✚ Facilitating and volunteering to work the PTO fundraisers, such as McSchool Night, Campbell's Labels and Boxtops, Market Day, the spaghetti dinner and more
- ✚ Mentoring at-risk students
- ✚ Volunteering during the after-school program
- ✚ Reading with a student
- ✚ Assisting the teacher with parties and celebrations
- ✚ Having lunch with their children
- ✚ Volunteering in the office
- ✚ Preparing bulletin boards
- ✚ Volunteering for Challenge Day and other big school programs
- ✚ Participating as an officer for PTO
- ✚ Attending PTO meetings

Jerry Ross Elementary School  
School Data  
Parent Opinion Survey Results

The results of the parent opinion inventory revealed overwhelming support for our school.

However, parents also recognize the problem with bullying. During the 2008-09 school year, Jerry Ross Elementary School, along with other Crown Point Schools, will take a more proactive approach to bullying by implementing CASS, a bullying prevention program.

The following pages contain results from a survey that was conducted during January of 2008.

Jerry Ross Elementary School  
Family and Community Data  
Parent Survey Results

The following pages contain results from a survey that was conducted in 2010. Jerry Ross received high marks in all categories listed, with particular strengths in resource management and support for student learning. Parents appreciate the way the building and grounds are maintained and the various technologies available. Due to the fact that we do not teach foreign languages or career/vocational classes, marks were low in these areas. Parents also would like a counselor to be available to help students and wish that teachers would give more time outside of class time to help students succeed.

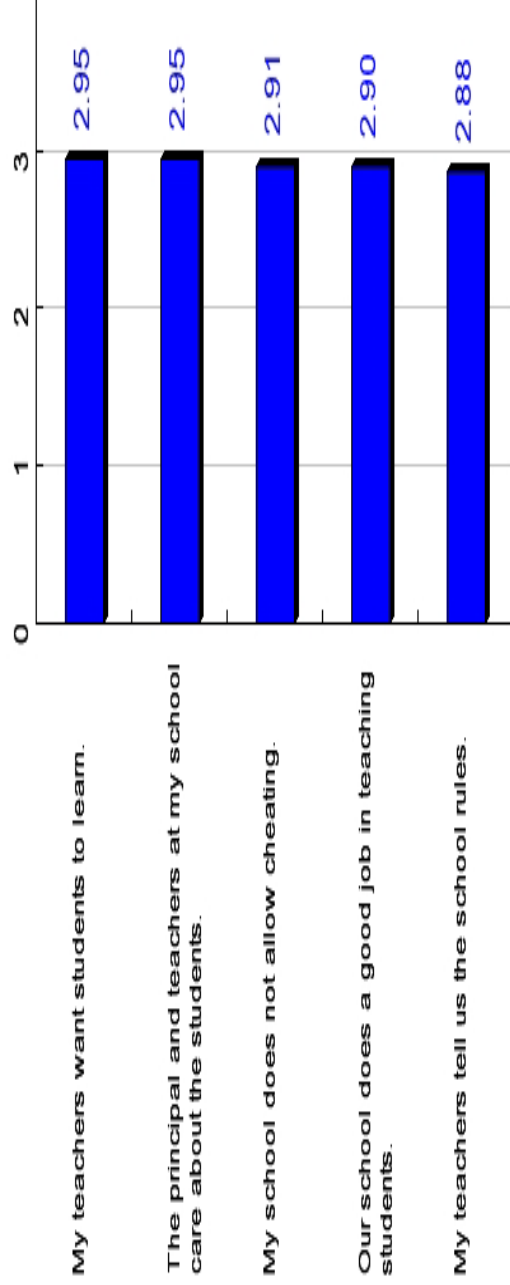
Jerry Ross Elementary School  
School Data  
Results of Survey

3= I agree

2=I'm not sure

1=I don't agree

Listed below are the top questions for Jerry Ross students during the 2010 survey. This demonstrates our students feel cared for and encouraged by teachers.



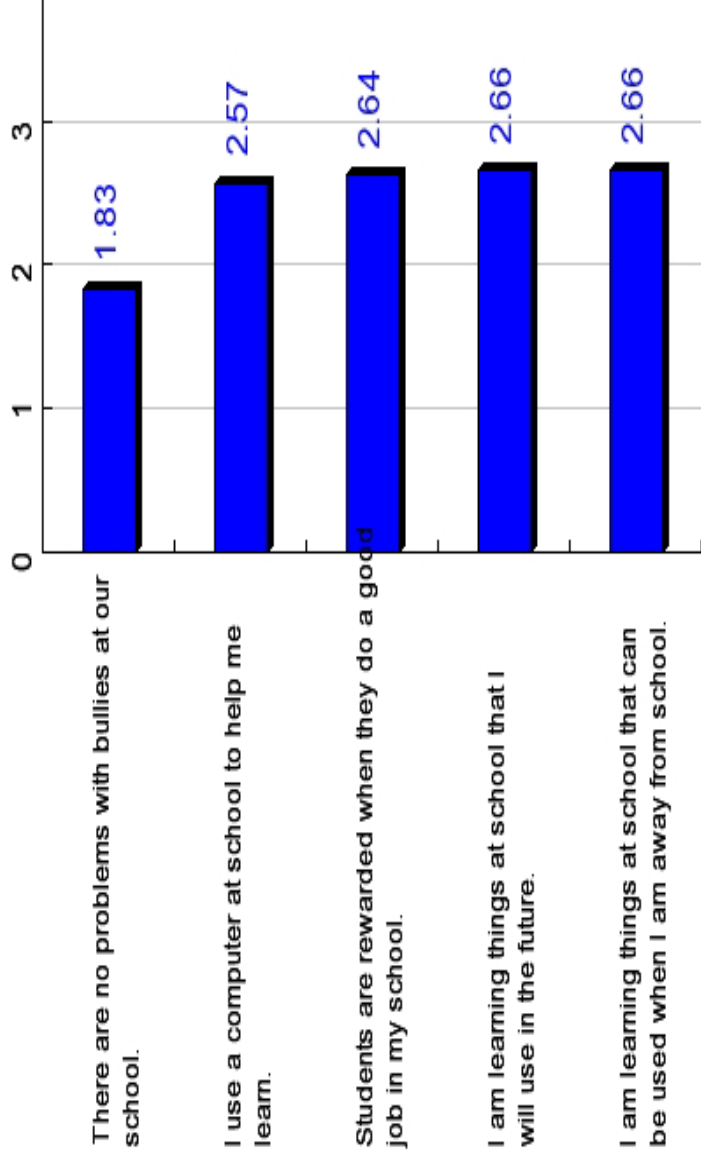
Jerry Ross Elementary School  
School Data  
Results of Survey

3 = I agree

2 = I'm not sure

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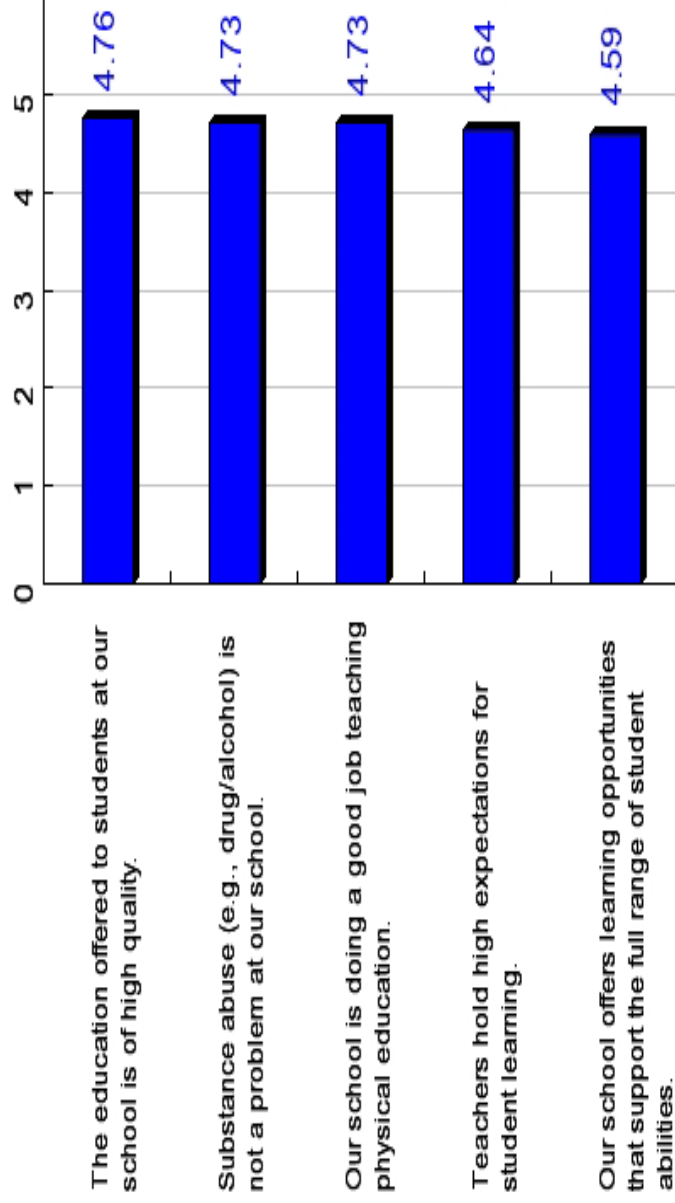
The following chart represents the bottom 5 questions on the 2010 student survey. We continue to address concerns about bullying.





Jerry Ross Elementary School  
School Data  
Results of Teacher Survey

The top 5 teacher responses demonstrate the high expectations teacher have for students. We continually strive to provide differentiated education to support the learning needs of all students.



## Jerry Ross Elementary School Family and Community Data Community Partnerships

The business community surrounding Winfield has grown immensely in the five years Jerry Ross Elementary School has existed. Several community groups use our building for various community events such as summer vacation bible school, soup dinners, and town meetings. Many of our student clubs and organizations have partnered with community groups for service projects. We value partnerships in our community and will strive to interact more with our surrounding neighbors. Listed below are the community groups that Jerry Ross has interacted with.

- ✚ Lion's Club
- ✚ Holy Spirit Church
- ✚ Winfield Exchange Club
- ✚ Crown Point Community of Character
- ✚ Lakes of the Four Seasons/Winfield Chamber of Commerce
- ✚ Marathon Gas Station
- ✚ Winfield McDonalds
- ✚ Chicago Christian Village
- ✚ Kumon
- ✚ Boy Scouts
- ✚ Girl Scouts
- ✚ My School Day Care Center
- ✚ Winfield American
- ✚ Centier Bank
- ✚ Ponderosa
- ✚ Winfield Town Council
- ✚ Winfield Trustee's Office
- ✚ Salvation Army

Jerry Ross Elementary School  
Conclusions

Jerry Ross Elementary School is a supportive environment where students are challenged to do their best every day. Our parents are very supportive of their children and of the school. Most of our students arrive at school each day, ready to learn. We have very low levels of poverty and every staff member is committed to doing their personal best.

Since our last school improvement cycle, our ISTEP scores have shown significant improvement, gaining over 10% in English Language Arts. We attribute this to our focus on balanced literacy across the curriculum and aligned professional development.

During the cycle from 2012-2015, our focus will be on best practices in math instruction with a focus on problem solving and critical reading strategies in nonfiction and informational texts. All professional development opportunities and student learning assemblies will be aligned to this school-wide goal to improve student problem solving and critical reading skills.

To aid the instruction of our diverse community of learners, students will be broken into achievement clusters to facilitate instruction at their own level. This will boost the high ability learners to achieve higher levels of success and will provide proper remediation to lower achieving learners. In addition to the cluster grouping, students who need additional help will receive 2 hours weekly of RTI tier 2 services with highly training teachers.

## Jerry Ross Elementary School Conclusions Technology

While the parents, teachers and students all gave high marks to Jerry Ross for having state of the art technology, we are not utilizing what we have enough and are not incorporating it into daily instruction. This is an area that will be addressed for the upcoming 3 year improvement cycle. Integrating technology into the lessons is a high priority. The following list contains what we are currently using to address technology needs, but this is not an exhaustive list.

- Improved communication through:
  - Hosted web service that includes :
    - Calendar editing
    - Easily updated teacher websites
    - Easily updated web information from administrators
    - Easily updated information for extracurricular groups and teams
    - Electronic emergency notification system
    - Improved school/ home communication
  - RDS Parent Portal
  - Student Grades and Attendance are accessible to parents at all time.
- Parents may pay fees and lunch money on line.
- Continuous upgrade of network infrastructure to improve bandwidth and efficient access to information and data
- [Destiny](#) Media Center Resource Management and Online Catalog System
  - Improved access to information in media center collections
- Technology training and staff development
- Educational Media
  - Video camcorders available to staff for:
    - Instruction
    - Student production
    - Mentee documentation
  - [Video document cameras \(Elmos \)](#)
  - Digital (still cameras)
  - LCD projectors
  - “Emerging technologies” and software
  - Computer upgrades and replacement following a scheduled replacement plan

## School Improvement Action Plan 2012-15 School Years

School: Jerry Ross Elementary School      Date: September 15, 2012

<p>Goal Statement: All students will improve their general understanding of math concepts and problem solving skills. Essence (two or three specific skills):          1. Students will approach math problems using critical thinking skills and logic, improving their ability to choose between relevant and irrelevant information in multi-step problems.          2. Students will develop perseverance and confidence solving multi-step problems.          3. Students will improve in their math fluency and retention of basic math skills and vocabulary.</p>		<p>Local Assessment(s):          1. Formative Math Questions          2. Math quizzes and tests</p>									
<p>Support Data (used to select the goal):          1. Overall Math ISTEP scores are lower than E/L.A.          2. Academic standards in math are lower than E/L.A.          3. Over 25% of all problem solving applied skills questions earn a score of zero.          4. Per teacher observations, students languish while solving multi-step math problems.</p>	<p>Standardized Assessment(s):          1. ISTEP Test          2. Acuity Assessments          3. Math assessments</p>										
<p>Benchmark: 100% of all students will pass and/or show growth on the math portion of the ISTEP test.          50% of our students will earn pass+ on the ISTEP test in math.          Acuity Assessment scale scores will improve.</p>											
<p>Strategy/Intervention #1:          Implement a School-Wide Problem Solving Model</p>											
<p>Activities to implement the intervention (including professional development) such as:</p>											
<p>1. Create multi-step math problems on the problem solving template.</p> <p>2. Implement a Math Problem of the Week program.</p> <p>3. Practice assessing math problems with a rubric.</p>		<p><b>Person(s)</b>          Accountable          School Improvement team, Teachers          Teachers, Principal          Teachers, Students</p>	<p><b>Timeline</b>  <table border="1" style="width: 100%;"> <tr> <th>Begin</th> <th>End</th> </tr> <tr> <td>October 2012</td> <td>June 2015</td> </tr> <tr> <td>October 2012</td> <td>June 2015</td> </tr> <tr> <td>October 2012</td> <td>June 2015</td> </tr> </table> </p>	Begin	End	October 2012	June 2015	October 2012	June 2015	October 2012	June 2015
Begin	End										
October 2012	June 2015										
October 2012	June 2015										
October 2012	June 2015										
		<p><b>Resources</b>          Time, math problem solving resources          Time, math problem solving resources          Time to collaborate</p>									
<p>Research supporting this strategy/intervention:          National Council of Teachers of Mathematics</p>											

Strategy/Intervention #2 Provide ongoing professional development in best practices in math instruction. Activities to implement the intervention (including professional development) such as:	Research supporting this strategy/intervention: What Works Clearinghouse, NCTM			
	Person(s) Accountable	Timeline		Resources
		Begin	End	
<ol style="list-style-type: none"> <li>1. Provide all-staff math professional development: Have expert teachers provide math methods training; view video lessons of best practices in math.</li> </ol>	Teachers, Principal	October 2012	June 2015	Collaboration time, math problem solving resources
<ol style="list-style-type: none"> <li>2. All teachers will observe a minimum of one complete math lesson per school year.</li> </ol>	Teachers, Principal	October 2012	June 2015	Time, compensation for substitute teachers
<ol style="list-style-type: none"> <li>3. Develop a math “maintenance plan” that will prevent skill deficits and will provide systematic math review for all students in all math content areas. This also includes a math facts incentive program that reinforces memorization of math facts.</li> </ol>	Teachers, Principal	September 2012	June 2015	Time to collaborate, math supplemental resources
<ol style="list-style-type: none"> <li>4. Provide opportunities for teachers to attend math professional development workshops, such as Everyday Math training sessions and Odyssey Math Training sessions.</li> </ol>	Teachers, Principal	October 2012	June 2015	Money for math professional workshops, compensation for substitute teachers

## School Improvement Action Plan 2012-13 School Year

School: Jerry Ross Elementary School

Date: September 15, 2012

Goal Statement: All students will become proficient critical readers of all types of texts.

Students will determine the main idea of a text and explain how it is supported by key details; summarize the text. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain the information contributes to an understanding of the text. Determine the purpose of a variety of genres of writing.

<p>Support Data (used to select the goal): AR data ISTEPS Teacher observations of students struggling with complex informational texts.</p>	<p>Standardized Assessment(s): ISTEP TEST ACUITY ASSESSMENTS STAR READING ASSESSMENTS ACCELERATED READER REPORTS</p>	<p>Local Assessment(s): Reading quizzes and tests Journal Entries</p>
<p><b>Benchmark:</b> Acuity assessments, Star Reading assessments, Accelerated Reader assessments, Applied Skills portion of ISTEP English/Language Arts, Social Studies ISTEP test</p>		
<p>Strategy/ Intervention #1: Encourage students to read a variety of texts, especially nonfiction. Activities to implement the intervention (including professional development) such as:</p>		
<p>Highlight high interest books in all genres.</p> <p>Allow students to check out an extra nonfiction book from the library each week.</p> <p>Students will keep track of their reading materials and genres in a reading journal or log.</p>	<p>Person(s) Accountable  Teachers, Media Specialist, Principal  Media Specialist  Teachers, Students</p>	<p>Timeline <b>Begin</b>      <b>End</b> September 2012      June 2015 August 2012      June 2015 September 2012      June 2015</p>
		<p>Resources Time, reading materials in all genres Media Specialist, Library Books Reading logs/journals</p>

Strategy/Intervention #2 Identify and reinforce critical reading strategies in all reading, including textbooks and content reading.	Research supporting this strategy/intervention: Fountas & Pinnell			
Activities to implement the intervention (including professional development) such as:	Person(s) Accountable	<u>Timeline</u> Begin End		Resources
Identify common reading strategies for complex informational texts that all teachers and staff will use.	Teachers, Principal	August 2012	June 2015	Teachers, Principal
Implement Junior Great Books program.	Teachers, Principal	August 2012	June 2015	Junior Great Books Materials, Training
Use more nonfiction reading texts during guided reading literacy block.	Teachers, Principal	October 2012	June 2015	Nonfiction reading material
Model critical reading strategies in all content areas.	Teachers, Principal	November 2012	June 2015	Time to collaborate
Read and discuss articles and materials that highlight best practices in critical reading.	Teachers, Principal	October 2012	June 2015	Reading materials, including <i>The Reading Teacher</i> , <i>Deeper Reading: Comprehending Complex Texts</i> by Kelly Gallagher



<b>Jerry Ross Elementary School Professional Development Plan</b>		<b>2012-2015</b>	
<b>School Name:</b> Jerry Ross Elementary School		<b>School Year:</b>	
<b>Professional Development Goal:</b> Provide comprehensive and focused professional development on the instructional strategies found in Marzano's Art and Science of Teaching.		<b>Monitoring</b>	
<b>Benchmark:</b> 100% of teachers will rate themselves at a high level of understanding on the Marzano model for teacher evaluation, which measures the effective use of the instructional strategies found in Marzano's Art and Science of Teaching		<b>Student Achievement Data Sources</b>	<ol style="list-style-type: none"> <li>1. ISTEP Scores</li> <li>2. Acuity Scores</li> <li>3. Star Math and Reading</li> </ol>
		<b>Teacher Implementation Data Sources</b>	<ol style="list-style-type: none"> <li>1. Marzano Evaluation Data</li> <li>2. Anecdotal Teacher Data</li> <li>3. Formative Evaluation Report</li> </ol>
<b>Professional Development Activity</b>	<b>Audience</b>	<b>Financial Resources</b>	<b>Target Date(s) of Activity</b>

<p>Teachers will focus on implementing Design Question: Learning Goals and Providing Feedback at Wednesday PD sessions.</p> <p>Teachers will practice scoring lessons using the Marzano scale</p> <p>Teachers will focus on implementing design questions from Domain One at Wednesday PD sessions.</p>	<p>Teachers, paraprofessionals</p> <p>Teachers</p> <p>Teachers, paraprofessionals</p>	<p>Principal, Teachers</p> <p>Principal, Teachers</p> <p>Principal, Teachers</p>	<p>Professional development time, The Art and Science of Teaching Book</p> <p>Professional development time, Marzano Classroom Videos, release time and substitutes</p> <p>Professional development time, The Art and Science of Teaching Book</p>	<p>Wednesdays from 8:05-8:55 during the 2012-2013 School Year</p> <p>A minimum of quarterly from October 2012-June 2015</p> <p>Wednesdays from 8:05-8:55 January 2013-June 2015</p>
<p><b>School Name:</b> Jerry Ross Elementary School</p>		<p><b>School Year:</b> 2012-2015</p>		
<p><b>Professional Development Goal:</b> Provide comprehensive and focused professional development to all teachers and staff to help students improve their problem solving skills and overall math proficiency in all math standards.</p>		<p style="text-align: center;"><b>Monitoring</b></p> <p><b>Student Achievement Data Sources</b></p> <ol style="list-style-type: none"> <li>1. ISTEP Applied Skills</li> <li>2. ISTEP Multiple Choice</li> <li>3. Acuity Predictive Assessments</li> </ol>		
<p><b>Benchmark:</b> Students will approach math problems using critical thinking skills and will develop</p>		<p><b>Teacher Implementation Data Sources</b></p> <ol style="list-style-type: none"> <li>1. Math Problems created at grade level meetings</li> </ol>		

perseverance and confidence while solving multi-step problems, while also retaining basic math skills and improving math fluency with their facts.		2. Minutes from grade level meetings. 3. Student artifacts from Mathbusters POW program	
<b>Professional Development Activity</b>	<b>Audience</b>	<b>Person(s) Responsible</b>	<b>Financial Resources</b>
Teachers will create and review complex multi-step problems for the Mathbusters POW program.	Teachers	Teachers, Principal	Professional Development Time, Mathbusters template
Teachers will assess student responses to multi-step math problems with a rubric collaboratively to enhance inter-rater reliability	Teachers	Teachers, Principal	Student Responses from Mathbusters problems, Mathbusters rubric
Teachers will assess formative math data from Acuity, Star Math and ISTEPS	Teachers, RTI Staff	Teachers, Principal	Professional Development Time, Data from Assessments
Teachers will participate in a math observation of a student lesson	Teachers	Principal, Teachers	Release time, substitutes. Professional development time
			Monthly at Thursday team meetings from September 2012- May 2015
			Quarterly from October 2012- June 2015
			Quarterly, beginning October 2012
			Minimum of once per school year starting in October 2012

<b>School Name:</b> Jerry Ross Elementary School		<b>School Year:</b> 2012-2015	
<b>Professional Development Goal:</b> Provide training for teachers in presenting complex texts, such as Junior Great Books and other genres		<b>Monitoring</b>	
		<b>Student Achievement Data Sources</b>	<ol style="list-style-type: none"> <li>1. ISTEP Assessments</li> <li>2. IREAD</li> <li>3. Acuity Predictive Assessment</li> </ol>
<b>Benchmark:</b> Teachers will devote more time during their literacy block helping students deconstruct complex texts. Students will determine the main idea of a text and explain how it is supported by key details; summarize the text. They will determine the purpose of a variety of genres of writing and will be able to identify different genres by reading small excerpts.		<b>Teacher Implementation Data Sources</b>	<ol style="list-style-type: none"> <li>1. Teacher lessons using Junior Great Books</li> <li>2. Minutes from grade level team meetings</li> <li>3.</li> </ol>
<b>Professional Development Activity</b>	<b>Audience</b>	<b>Facilitator</b>	<b>Financial Resources</b>
			<b>Target Date(s) of Activity</b>

<p>Teachers will review and share reading strategies and how to incorporate them in more complex text</p>	<p>Teachers</p>	<p>Teachers, Principal</p>	<p>Professional Development Time</p>	<p>Ongoing Monthly starting October of 2012</p>
<p>Teachers will read practical resources that highlight best practices in reading</p>	<p>Teachers</p>	<p>Teachers, Principal</p>	<p>Articles and Books that present best practices in critical reading</p>	<p>Ongoing monthly starting October of 2012</p>
<p>Teachers will attend training on best practices in reading and will present focus lessons to the staff</p>	<p>Teachers</p>	<p>Teachers, Principal</p>	<p>Substitutes for teachers, fees for reading workshops to be paid out of Jerry Ross Professional Development Account</p>	<p>Annually in October</p>