

AREA 5 ACTION PLAN

Committee Members:

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AREA 5

ACTION PLAN

INTRODUCTION

The members of this committee were selected in a way that would allow the entire school to be represented. The first step was to become familiar with the goals and brainstorm with the entire community the best way to put the goals into action at Assumption.

Area five addressed the three goals set forth in Areas three and four. The action plan presents steps to develop each of the specific goals. The plan also includes a timeline for completion, resources and staff members responsible for the completion of each step.

Each goal was linked to its specific NSSE/FCC goal for Personal and Social Responsibility, Learning to Learn and Interpersonal Skills.

During the planning process the entire faculty collaborated on specific instructional strategies for the development of the goals.

ORGANIZATIONAL PRACTICES

Goal 1: Students will demonstrate integrity and respect for others in their relationships with adults and peers by acting with honesty, fairness and empathy.

NSSE/FCC Goal for Student Learning: *Personal and Social Responsibility*

Action Steps	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
<p>SCHOOL STRUCTURE (CLIMATE)</p> <p>The faculty will establish procedures to review the student behavior program.</p> <p>The school will identify and communicate all changes made to the Parent/ Student Handbook based on school data.</p> <p>Faculty will review and adjust discipline policies annually.</p>	<p>Implement</p> <p>9/2012</p> <p>4/2013</p> <p>1/2013</p>	<p>Faculty meeting time, <i>Fifty Ways to Improve Student Behavior</i> book study</p> <p>Saintly Deeds</p>	<p>Administration</p> <p>Faculty</p>	<p>Behavior assessments school wide show a 5% decrease in NOC's after the first year.</p> <p>Revised Parent/ Student handbook completed.</p> <p>Updated policies revised and published annually.</p>

PROFESSIONAL DEVELOPMENT		Book Study <i>50 Ways to Improve Student Behavior</i>	Administration Faculty	
Administration and faculty will plan and schedule formal professional development using the book, <i>50 Ways to Improve Student Behavior</i> .	8/2012			100% of teachers submit weekly lesson plans incorporating strategies learned through professional development.
The faculty will actively participate in specific professional development incorporating ideas from the book <i>50 Ways to Improve Student Behavior</i> , such as small group presentations on various chapters.	Monthly throughout 2012-2013 School year			100% of teaching staff observed using the observation tool created once per quarter.
Faculty and administration will construct a teacher observation tool to conduct formal and informal observations.	2/2013			Administration evaluations show levels of incorporation of skill lessons using the observation tool.
Teachers will develop pre and post student self checklist of peers stating positive behaviors.	2/2013			Post implementation peer checklist shows 25% increase in positive student behavior.
Faculty and administration will	8/2013 5/2014			Post implementation of

INSTRUCTIONAL PRACTICES

Goal 1: Students will demonstrate integrity and respect for others in their relationships with adults and peers by acting with honesty, fairness and empathy.

NSSE/FCC Goal for Student Learning: Personal and Social Responsibility

Action Steps	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
<p>CURRICULUM DEVELOPMENT</p> <p>Faculty and staff will organize a calendar to plan monthly service projects.</p> <p>Teachers will design age- appropriate unit plans on character development</p> <p>The staff will develop a calendar to focus on a monthly character trait.</p>	<p>8/2012</p> <p>3/2013</p> <p>5/2013</p>	<p>Faculty meeting time.</p> <p>Cost of books for study.</p>	<p>Administrative observations and written evaluations of plan implementation by faculty.</p>	<p>Middle school service hours increased by 5%.</p> <p>100% of teachers' lessons include character development activities.</p> <p>Published calendar on school website.</p> <p>Baseline data from Area 3 shows a weakness in personal and social responsibility. See question # 22 with an average of 2.73.</p>
<p>INSTRUCTIONAL DESIGN</p> <p>Teacher lesson plans will include strategies for improving student</p>	<p>1/2013</p>	<p>n/a</p>	<p>Administration Faculty/Staff Student Council</p>	<p>Teachers completed peer evaluations showing implementation of</p>

ASSESSMENT				
Administration will track and analyze NOC's (Notice of Concern)	8/2013	n/a	Administration Faculty/Staff	Behavior assessments school wide show a 5% decrease in NOC's after the first year.
Teachers will compose an informal survey to collect parent and student formative feedback on this goal.	5/2013	n/a		
	5/2013	Faculty Meeting Time		Parent/Student survey results indicate 80% or more of parents note a positive change in student behavior after the first year.
The school will conduct a formal yearly survey of stakeholders on the progress of goal one.	5/2014			90% of teachers report positive improvements in student behavior as a result of professional development.
Teachers will complete a self reflection explaining what was learned in professional development and the outcomes experienced in their classrooms.	6/2013			Administrative class-room walk-throughs show integration and coordination of character development program.

ORGANIZATIONAL PRACTICES

Goal 2: Students will use time management and organizational strategies, evaluate their work, and submit quality work on time.				
NSSE/FCC Goal for Student Learning: <i>Learning to Learn</i>				
Action Steps	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
<p>SCHOOL STRUCTURE (CLIMATE)</p> <p>The school will implement a school-wide rubrics system to help students meet the criteria in this goal.</p> <p>The school will implement effective use of student planners.</p> <p>The teachers will use Edline class pages and combined calendar effectively.</p> <p>The school will implement the use of study skills across the curriculum.</p>	<p>8/2014</p> <p>8/2014</p> <p>8/2014</p> <p>1/2015</p>	<p>Student Planners</p> <p>School-wide rubric system</p> <p>Study Skill Materials</p> <p>Edline</p>	<p>Faculty and Staff</p>	<p>The evaluations in weekly lesson plans reflect the use of rubrics.</p> <p>Teachers complete a weekly planner check to be used as part of the employability grade.</p> <p>Administration reviews teacher class pages and combined calendars on Edline as part of their evaluations.</p> <p>Administrative review of lesson plans and classroom observations determines level of integration of study skill strategies.</p>

<p>COMMUNICATION</p> <p>The school will conduct parent training sessions to inform parents about the effective use of rubrics and planners, and study skills.</p> <p>Guidance counselor will meet with teachers at monthly vertical team meetings to prepare students for successful yearly transitions using study skills.</p> <p>Teachers will post rubrics for assignments on Edline.</p> <p>Edline training will be made available to parents.</p>	<p>8/2014</p> <p>2/2014</p> <p>9/2014</p> <p>8/2014</p>	<p>Edline</p>	<p>Faculty, Staff and administration</p>	<p>50% of parents attend workshop on effective use of rubrics, planners and study skills.</p> <p>Parents surveyed about the use of rubrics, planners and study skills by their children.</p> <p>100% of teachers attend vertical team meetings.</p> <p>Administrative review of teacher Edline class pages used to monitor the posting of rubrics and consistency of use.</p> <p>Survey feedback on training session for parents presented on use of Edline used to determine ongoing training needs.</p>
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PROFESSIONAL DEVELOPMENT				
Teachers will attend professional development workshops on the effective use of rubrics in the classroom.	1/2014	Professional development resources.	Faculty, staff and administration	Administrative observations show 85% of teachers using rubrics effectively.
Teachers will be trained on how to effectively use the class pages and combined calendar on Edline.	3/2014	Edline		Administrative review of lesson plans shows 100% of teachers using rubrics.
Teachers will research and select Best Practices regarding the use of study skills in grades k-8.	11/2014			Monthly administrative checks on the correct use of Edline class pages, combined calendar by all teachers, and feedback from parents used to adjust this action plan.
				Review of lesson plans reflects best practice research.
				Plan for best practices study skills implementation submitted to administration and to leadership team members

INSTRUCTIONAL PRACTICES

Goal 2: Students will use time management and organizational strategies, evaluate their work, and submit quality work on time.

NSSE/FCC Goal for Student Learning: *Learning to Learn*

Action Steps	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
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CURRICULUM DEVELOPMENT				
The faculty will use vertical team meetings to plan for the implementation and use of rubrics during early release Wednesdays.	2/2014	Student planners	Faculty, staff and administration	Department heads submit to the administration plans, including the use of rubrics, made at the vertical team meetings.
Teachers will implement and integrate the use of planners across the curriculum.	8/2014	Common planning times.		Student homework completion grades show a quarterly increase across the curriculum.
The teachers will implement and integrate effective strategies for teaching study skills across the curriculum for grades K-8, in unit plans.	1/2015			Test, quiz and progress grades show a quarterly increase across the curriculum.
				Baseline data from Area 3 indicates a need for the development of organizational strategies and submitting quality work. Question #8 had an average of 2.78 on the Seven Goals for Student Learning survey.

INSTRUCTIONAL DESIGN				
Teachers will include the use of rubrics in weekly lesson plans.	8/2014	Student Planners	Faculty, staff and administration	Administrative review of weekly lesson plans show teacher incorporation of rubrics.
Teachers' lesson plans will feature study skill lessons across the curriculum.	1/2015	Portfolios		Administrative review of weekly lesson plans shows teachers instructing students in the area of study skills.
The students will be taught how to use rubrics effectively in order to submit quality work on time.	8/2014	GradeQuick		Test, quiz and project grades show a quarterly increase across the curriculum.
The teacher will instruct the students in the proper use of writing portfolios.	1/2015			Student writing portfolios reflect the effective use of rubrics to produce quality writing.
Students will be taught the effective use of study skills, including planners and time management.	5/2015			Student population average homework, employability and class-work grades shows 80% or higher levels of proficiency.
The school will collect statistics from <i>GradeQuick</i> to create baseline data for homework, employability, and class work grades.				Baseline data from <i>GradeQuick</i> shows a need for increased instruction in study

<p>ASSESSMENT</p> <p>The teachers will grade student work using rubrics created during vertical team meetings.</p> <p>Teacher will check planners weekly for homework and test assignments.</p> <p>Parents, teachers and students will be given a pre and post survey, developed by staff, assessing the students' use of study skills.</p> <p>The school will gather statistics from <i>GradeQuick</i> to determine baseline data for homework, class work and employability levels.</p>	<p>9/2014</p> <p>9/2014</p> <p>8/2014 5/2015</p> <p>5/2015</p>	<p>Pre and post surveys</p> <p>Student Planners</p> <p>GradeQuick</p>	<p>Faculty and staff</p>	<p>Student population average homework, employability class work and employability grades shows 80% or higher levels.</p> <p>85% of students use planners effectively as reviewed weekly by teachers.</p> <p>Post survey of teachers, students and parents show an increase in the effective use of study skills.</p> <p>School-wide data review used to evaluate and adjust this action plan.</p>
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ORGANIZATIONAL PRACTICES

PROFESSIONAL DEVELOPMENT				
Administration will plan teacher training on the use of collaborative and cooperative group skills.	8/2015	Training and resource fees.	Administration, faculty and staff.	Administrative observations show effective use of collaborative and cooperative group skills in all classrooms.
Teachers will receive training on the effective use of groups and collaborative learning in the classroom.	11/2015	Common planning times.		Vertical team minutes reflect teacher use of guidelines for effective group work and cooperative and collaborative learning.
Teachers will use vertical team meetings to collaborate on ideas for effective use of group work and cooperative learning in the classroom.	1/2016			

INSTRUCTIONAL PRACTICES

Goal 3: While working in groups, students will demonstrate cooperative and collaborative skills in setting and achieving goals.

NSSE/FCC Goal for Student Learning: *Interpersonal Skills*

Action Steps	Timeline	Estimated Resources	Person(s) Responsible	Evaluation
<p>CURRICULUM DEVELOPMENT</p> <p>The faculty will review and identify Diocesan objectives that will incorporate group learning.</p> <p>Vertical teams will incorporate group learning objectives in at least one unit per quarter.</p>	<p>12/2015</p> <p>8/2016</p>	<p>Common planning time.</p>	<p>Faculty, staff and teachers.</p>	<p>Diocesan objective list highlights skills, by grade, related to group work.</p> <p>Question # 19 had an average of 2.77 on the Seven Goals for Student Learning Survey.</p> <p>Group learning takes place in all classrooms across all grade levels. Both lesson plans and observations reflect this learning.</p>
<p>INSTRUCTIONAL DESIGN</p> <p>Teachers will provide and explain guidelines and rubrics for cooperative learning.</p> <p>Teachers will present a unit using group work effectively in the</p>	<p>8/2016</p> <p>1/2016</p> <p>1/2016</p>	<p>N/A</p>	<p>Faculty, staff and administration</p>	<p>Lesson plan review highlights rubrics used for group work.</p> <p>Administrative observation reviews explanation of rubrics to be used during group work</p>

