

Pottsgrove School District Continuous Improvement For Results

CONTINUOUS DEPARTMENT IMPROVEMENT PLAN 2015 - 2016

DEPARTMENT: Curriculum, Instruction, Assessment, and Professional Development	
DEPARTMENT LEADER: Mr. Daniel I. Vorhis	
	DATE: August 20, 2015

TEAM MEMBERS

Department Improvement Team:	Position/Role:
Mr. Daniel I. Vorhis	Director of Education and Assessment
Mr. Michael Wagman	Director of Technology and Communications
Mrs. Rose Bilinski	Instructional Coach
Miss Marissa Bono	Instructional Coach
Mrs. Kathleen Woods	Instructional Coach
Mrs. Shandy Farin	Instructional Coach

P PLAN: Identify the gap and the approach		
<p>Do I have a data source? If so, what is it? If not, what data do I need?</p> <p>Data sources include PSSA/Keystone assessment data, graduation rates, AP data, SAT data, Keystone remediation data, attendance rates, course offering information, teacher training demographics, school/department monitoring documents, and various other pieces of information.</p>		
<p>Data Analysis. Answer the data analysis questions.</p>		
<p>1. What are the key strengths and data to support it?</p> <ul style="list-style-type: none"> • Students performing better in ELA than in mathematics • Students achievement/growth data reflecting meeting needs of basic/below basic population 	<p>2. What are the key opportunities for Improvement and the data to support it?</p> <ul style="list-style-type: none"> • Examination of ELA and Mathematics student achievement data • Use of professional learning communities to identify patterns/trends • Planning instruction based upon data 	<p>3. What information/data is needed that we do not have?</p>

Systemic Challenges relate to systems within a department that have been identified by the Continuous Improvement Team as areas that, if strengthened, will have the greatest impact your department and the district as a whole. **Systemic Challenges** are translated into yearly **GOALS** and incorporated into the Continuous Improvement Plan. Research-based **STRATEGIES** are then selected by the Continuous Improvement Team as means to reach the yearly **GOALS**. Finally, **ACTION STEPS** are the sequential milestones needed to effectively reach the yearly **GOAL**.

Systemic Challenges	GOAL
Establish a district system that fully ensures consistent implementation of standards-aligned curricula across all schools for all students.	1
Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.	2

D	DO: Develop and Implement Deployment Plan
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Goal #1 Action Plan Worksheet

Goal
Establish a district system that fully ensures consistent implementation of standards-aligned curricula across all schools for all students.

Indicators of Effectiveness		
Data Source Include dates of implementation	Specific targets that will indicate the action plan is having a positive impact.	Is the Indicator summative or formative?
Strategy 1: K-12 Units of Study are available digitally with Implementation started in 2011-2012.	Consistent alignment of courses and content, K-12.	Summative
Strategy 2: Documents reflecting literacy component integration Implementation started in 2011-2012.	More students performing at appropriate levels in reading and writing, K-12	Formative
Strategy 3: Documents reflecting formative assessment framework Implementation started in 2011-2012.	Results documented of formative assessment performance by students.	Formative
Strategy 4: Calendar meeting documentation Implementation started in 2013-2014.	Committee notes, agendas, minutes.	Formative
Strategy 5: Collection of baseline data, disparities. Implementation started in 2013-2014.	Implementation of researched based grading practices.	Formative
Strategy 6: Building and department plans. Implementation started in 2013.	Documentation of agendas, meetings, minutes, research findings, and implementation.	Formative

Strategies	
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)	
Strategy 1:	Rigorous and Aligned Units of Study: Align content standards and embed highly rigorous research-based strategies and learning experiences into Units of Study in all content areas K-12.
Strategy 2:	Comprehensive Literacy Framework: Integrate a comprehensive literacy framework within all K-12 units of study, aligned to the PA Core Standards.
Strategy 3:	Formative Assessment Framework: Integrate a rigorous K-12 assessment framework aligned with the PA Core Standards.
Strategy 4:	Curriculum Review Process: Employ a continuous process through data teams to review and revise curriculum K-12.
Strategy 5:	Comprehensive Grading Practices: Establish and implement effective standards-based grading practices to monitor progress, process, and products at all levels K-12.
Strategy 6:	Focused Continuous Improvement: Each building/department will identify priority concerns, develop action plans, and implement three (3) cycles of continuous data-driven decision making process with key stakeholders.

Implementation Plan—Action Steps
Document the action steps that will be taken to implement the strategies in accomplishing the Goal:

Strategy 1: Rigorous and Aligned Units of Study: Align content standards and embed highly rigorous research-based strategies and learning experiences in Units of Study in all content areas K-12.

Action Step 1:	Description:	Refine K-8 curriculum with materials, resources, and curriculum maps.	
Implementation Start Date:	09/2015	Target Completion Date:	06.2016
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment	
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Developed learning targets, I Can statements, essential questions, assessments Digital curriculum guides for K-8 Math, Algebra I, Biology, Literature, AP Computer Science, PLTW: Digital Electronics Re-establish instructional pacing calendars to align with priority standards and PGSD performance data Refine K-8 ELA curriculum Design grades 6-12 social studies curriculum maps aligned to PA Core Standards Continue to refine all units and implement with fidelity across all classrooms For all AP courses, analyze data, make recommendations, and implement changes to increase scores 	
Is this Action Step a <u>professional development</u> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			NO
Optional Identification of Anticipated Costs			

Action Step 2:	Description:	Study and make recommendations for the elementary literacy program in collaboration with the Elementary Literacy Communication Team.	
Implementation Start Date:	10/2015	Target Completion Date:	04/2016
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment	
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Develop patterns and trends from student performance data Identify root causes Identify and make recommendations for additional resources Provide professional learning on additional resources 	
Is this Action Step a <u>professional development</u> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			YES
Optional Identification of Anticipated Costs			

Action Step 3:	Description:	Implement K-8 PGSD Writing Rubrics.		
Implementation Start Date:	09/2015	Target Completion Date:	05/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Pilot Grade 5 narrative rubric • Use feedback to create other grade levels and types of writing rubrics • Provide professional learning on the writing rubrics 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 4:	Description:	Utilize resources and personnel, in collaboration with the MCIU, to study and make recommendations for K-8 Mathematics Program through a Program Quality Review.		
Implementation Start Date:	11/2015	Target Completion Date:	04/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Identify purpose of and schedule for Program Quality Review • Establish recommendations for the future of mathematics instruction 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Strategy 2: Comprehensive Literacy Framework: Integrate a comprehensive literacy framework within all K-12 units of study, aligned to the PA Core Standards.

Action Step 1:	Description:	Develop and utilize PGSD Writing Rubrics in all content areas K-12.		
Implementation Start Date:	09/2015	Target Completion Date:	05/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Pilot Grade 5 narrative rubric • Use feedback to create other grade levels and types of writing rubrics • Provide professional learning on the writing rubrics 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Utilize resources from Penn Literacy Network to develop critical writing experiences for students in a K-12 system of learning.		
Implementation Start Date:	08/2015	Target Completion Date:	05/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Provide professional learning to 6-12 content area teachers Implement common writing experiences in all content areas 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 3:	Description:	Finalize K-5 lessons for full implementation of Lucy Calkins Units of Study Writing Program.		
Implementation Start Date:	06/2015	Target Completion Date:	10/2015	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Refine lessons and curriculum documents 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 4:	Description:	Study and make recommendations for K-8 ELA.		
Implementation Start Date:	10/2015	Target Completion Date:	05/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Utilize Elementary Literacy Communication Team to analyze data Identify patterns and trends within data Identify potential resources to support literacy instruction Use content experts in the English Department to assist in aligning content standards with pacing calendars Continue implementation of the multiple components of balanced literacy in K-5 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 5:	Description:	Ensure Literacy Standards (Reading and Writing) are embedded into units of study at identified grade levels.		
Implementation Start Date:	08/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Create ELA data binders for Grades 3-8 and HS Literature • Engage PLCs in dissecting data by unit and lesson • Identify formatting of questions and expected rigor by standard 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Strategy 3: Formative Assessment Framework: Integrate a rigorous K-12 assessment framework aligned with the PA Core Standards.

Action Step 1:	Description:	Refine, implement, and support teachers in utilizing district protocol for data-informed decision-making by establishing essential questions and learning targets.		
Implementation Start Date:	06/2015	Target Completion Date:	02/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Develop and distribute parent communication tools to share learning targets • Ensure targets are posted in classrooms 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Research, identify, and implement a common benchmark assessment tool, aligned to PA Core Standards, to monitor student achievement of standards.		
Implementation Start Date:	10/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Director of Technology and Communications, Principals		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Implement an assessment tool • Use data with data teams to determine enrichment/remediation for students • Flexibly group students based upon data 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 3:	Description:	Continue and expand pilot of Measures of Academic Progress assessment (MAP) for students receiving Title I Services and within Gifted Education to occur three times a year.		
Implementation Start Date:	08/2015	Target Completion Date:	05/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Director of Technology and Communications, Principals		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		•		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Strategy 4: Curriculum Review Process: Employ a continuous process through data teams to review and revise curriculum K-12.

Action Step 1:	Description:	Ensure each data team creates SMART goals with action plans to address areas of student need.		
Implementation Start Date:	09/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Principals, Instructional Coaches		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Create Math and ELA data review binders • Analyze standards represented within each unit and lesson • Determine formatting and rigor appropriate for each grade level • Re-establish district protocol for a model for collaboration 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Establish Learning Walks in each building to collect data regarding each building's progress toward School Innovation Plans.		
Implementation Start Date:	09/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Assistant Superintendent, Principals		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Identify framework • Use building leadership teams to provide information to building focus • Identify patterns/trends within grade levels/content areas • Refine professional learning plan based upon collected data 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 3:	Description:	Refine K-8 curriculum with materials, resources, and curriculum maps.		
Implementation Start Date:	10/2015	Target Completion Date:	04/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Middle School Principal		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Developed learning targets, I Can statements, essential questions, assessments • Digital curriculum guides for K-8 Math, Algebra I, Biology, Literature, AP Computer Science, PLTW: Digital Electronics • Re-establish instructional pacing calendars to align with priority standards and PGSD performance data • Refine K-8 ELA curriculum • Design grades 6-12 social studies curriculum maps aligned to PA Core Standards • Continue to refine all units and implement with fidelity across all classrooms • For all AP courses, analyze data, make recommendations, and implement changes to increase scores 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Strategy 5: Comprehensive Grading Practices: Establish and implement effective standards-based grading practices to monitor progress, process, and products at all levels K-12.

Action Step 1:	Description:	Implement board approved PGSD Grading Guidelines.		
Implementation Start Date:	08/2015	Target Completion Date:	Ongoing	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Principals		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Create implementation guide • Develop grade books as necessary • Design and make recommendations for a K-5 standards-based report card • Identify revised reporting tool at secondary level to communicate academic and non-academic progress 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Establish clear descriptions of achievement expectations for all K-5 and 6-12 content areas.		
Implementation Start Date:	06/2015	Target Completion Date:	02/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Instructional Coaches		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Develop learning targets by marking period/trimester for K-8 and 9-12 content areas Establish essential questions Develop parent/student communication documents 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Strategy 6: Focused Continuous Improvement: Each building/department will identify priority concerns, develop action plans, and implement three (3) cycles of continuous data-driven decision making process with key stakeholders.

Action Step 1:	Description:	Organize district-wide learning walks for each school building to monitor progress.		
Implementation Start Date:	10/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Assistant Superintendent, Director of Education and Assessment, Principals		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Identify framework Use building leadership teams to provide information to building focus Identify patterns/trends within grade levels/content areas Refine professional learning plan based upon collected data 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Establish meetings with principals to align Curriculum, Instruction, and Assessment Department Innovation Plan with individual School Innovation Plans.		
Implementation Start Date:	09/2015	Target Completion Date:	Ongoing	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Principals		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Establish building based meetings to discuss curriculum Support the school innovation plan process Develop school innovation plan data reporting form 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO

Optional Identification of Anticipated Costs	
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Action Step 3:	Description: Ensure a time in building during which students can and will receive enrichment/remediation.		
Implementation Start Date:	06/2015	Target Completion Date:	08/2015
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Director of Pupil Services	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		•	
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			NO
Optional Identification of Anticipated Costs			

Goal #2 Action Plan Worksheet

Goal
Establish a district system that fully ensures the consistent implementation of effective instructional practices across all classrooms in each school.

Indicators of Effectiveness		
<u>Data Source</u> Include dates of implementation	Specific targets that will indicate the action plan is having a positive impact.	Is the Indicator summative or formative?
Strategy 1: K-12 Units of Study are available digitally with Implementation started in 2011-2012.	Consistent alignment of courses and content, K-12.	Summative
Strategy 2: Documents reflecting literacy component integration Implementation started in 2011-2012.	More students performing at appropriate levels in reading and writing, K-12	Formative
Strategy 3: Documents reflecting formative assessment framework Implementation started in 2011-2012.	Results documented of formative assessment performance by students.	Formative
Strategy 4: Calendar meeting documentation Implementation started in 2013-2014.	Committee notes, agendas, minutes.	Formative
Strategy 5: Collection of baseline data, disparities. Implementation started in 2013-2014.	Implementation of researched based grading practices.	Formative
Strategy 6: Building and department plans. Implementation started in 2013.	Documentation of agendas, meetings, minutes, research findings, and implementation.	Formative

Strategies	
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)	
Strategy 1:	Implement Rigorous Units of Study: Employ highly rigorous research-based strategies and learning experiences, aligned to PA Core Standards in all content areas, K-12, differentiated to meet the varied learning needs of our students.
Strategy 2:	Comprehensive Literacy Standards: Implement identified comprehensive literacy curriculum with all K-12 Units of Study, utilizing differentiated instructional strategies to meet the varied learning needs of our students.
Strategy 3:	Data Teams: Employ an ongoing data team process within each Unit of Study to evaluate the effectiveness of instructional practices, monitor student progress, and provide specific and timely feedback to students.
Strategy 4:	Differentiated Supervision and Evaluation: Institute a differentiated supervision and evaluation program to support and monitor self-directed collaborative growth and direct supervision options that are aligned with the Educator Effectiveness Framework and with district, school, and individual goals.
Strategy 5:	Technology as a Tool for Teaching and Learning: Incorporate appropriate, purposeful, and effective technology tools to support implementation of the standards-based curriculum.
Strategy 6:	Focused Continuous Improvement: Each building/department will identify priority concerns, develop action plans, and implement three (3) cycles of continuous data-driven decision-making process with key stakeholders.

Implementation Plan—Action Steps

Document the action steps that will be taken to implement the strategies in accomplishing the Goal:

Strategy 1: Implement Rigorous Units of Study: Employ highly rigorous research-based strategies and learning experienced, aligned to current standards in all content areas K-12, differentiating to meet varied learning needs of our students.

Action Step 1:	Description:	Refine and implement structures (observations, walkthroughs, focus walks, data teams) for monitoring progress of implementation using the continuous improvement plans.		
Implementation Start Date:	08/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Assistant Superintendent, Director of Education and Assessment, Principals		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		•		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Implement effective instructional practices to meet the need of students within gifted education.		
Implementation Start Date:	09/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Director of Pupil Services		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		•		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Strategy 2: Comprehensive Literacy Instruction: Implement identified comprehensive literacy curriculum within all K-12 Units of Study, utilizing differentiated instructional strategies to meet the varied learning needs of our students.

Action Step 1:	Description:	Refine and implement structures (observations, walkthroughs, focus walks, data teams) for monitoring progress of implementation using the continuous improvement process.		
Implementation Start Date:	08/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Assistant Superintendent, Director of Education and Assessment, Principals		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Use data from sources to identify patterns and trends Establish recommendations based upon the data 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	During professional learning communities, teams will utilize data from benchmark assessments to design interventions for students in need.		
Implementation Start Date:	09/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Principals, Instructional Coaches		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Create Math and ELA data review binders Analyze standards represented within each unit and lesson Determine formatting and rigor appropriate for each grade level Re-establish district protocol for a model for collaboration 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 3:	Description:	Design flexible grouping models in each building to support student literacy needs.		
Implementation Start Date:	10/2015	Target Completion Date:	05/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Principals, Instructional Coaches		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Ensure scheduling in buildings allows for flexible grouping Utilize assessment data to group students according to need 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 4:	Description:	Identify instructional strategies most effective for inclusion on all K-5 Units of Study for literacy instruction.		
Implementation Start Date:	08/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Principals, Instructional Coaches, Reading Specialists		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		•		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Strategy 3: Data Teams: Review and refine the ongoing data team process within each Unit of Study to evaluate the effectiveness of instructional practices, monitor student process, and provide specific and timely feedback to students.

Action Step 1:	Description:	Ensure each data team creates SMART goals with action plans to address areas of student need.		
Implementation Start Date:	09/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Principals, Instructional Coaches		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Create Math and ELA data review binders • Analyze standards represented within each unit and lesson • Determine formatting and rigor appropriate for each grade level • Re-establish district protocol for a model for collaboration • Create and implement a communications plan to articulate a formalized data team process • Establish data team log to document progress • Use identified benchmark assessment to group students according to need 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Strategy 4: Differentiated Supervision and Evaluation: Institute a differentiated supervision and evaluation program to support and monitor self-directed collaborative growth and direct supervision options that are aligned with the Educator Effectiveness Framework and with district, school, and individual goals.

Action Step 1:	Description:	Communicate the expectations for implementation of the K-12 established Differentiated Supervision and Evaluation Plan.		
Implementation Start Date:	08/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Assistant Superintendent, Director of Education and Assessment		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Provide professional learning on the expectations • Communicate the work of teams within the models • Continue implementation of Differentiated Supervision and Evaluation Plan as necessary 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Facilitate professional learning for principals and staff and establish ongoing coaching to establish inter-rater reliability.		
Implementation Start Date:	08/2015	Target Completion Date:	06/2016	
Person Responsible for Managing and Monitoring the Action Step		Director of Education and Assessment, Assistant Superintendent, Superintendent, Director of Pupil Services		
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Examine walkthrough and observation data for scoring • Identify patterns and trends with strengths/needs in each domain/component 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Strategy 5: Technology as a Tool for Teaching and Learning: Incorporate appropriate, purposeful, and effective technology tools to support implementation of the standards-based curriculum.

Action Step 1:	Description:	Continue 1:1 professional development in the secondary division to increase faculty proficiency as measured by the Education Technology Profile Survey and reflected in redefined student performance tasks.		
Implementation Start Date:	9/1/2015	Target Completion Date:	Ongoing	
Person Responsible for Managing and Monitoring the Action Step				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Double the current number of teachers that will reach Level 2 on the Education Technology Profile Survey. • Increase in levels of students engagement (above 80 percent) as measured by the Indiana University Student Engagement Survey and improvement in the quality of projects as reported by teachers. 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Implement professional development consistent with the SAMR framework in the elementary division that more effectively leverages available technologies toward improvements in instructional practices and student outcome.		
Implementation Start Date:	9/1/2015	Target Completion Date:	Ongoing	
Person Responsible for Managing and Monitoring the Action Step		Director of Technology and Communication		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Professional development activities documented and changes in instructional planning and delivery observed by building administrators. 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

PROFESSIONAL DEVELOPMENT

List the Professional Development needed to implement the planned Action Sequences.

Date/Time When?	Topic/Focus/Purpose	Facilitator/Provider By whom?	<i>What changes in practice do you expect to see as a result of the Professional Development?</i>
Ongoing	K-8 Literacy Program	Director of Education	Utilization of new resources, use of data review binders
January 2016	K-12 Mathematics Program Quality Review	Director of Education	Provide recommendations of findings
Ongoing	Penn Literacy Network	Penn Literacy Network	Utilization of strategies in 6-12 content areas and use of common writing experiences in 6-12 content areas
Ongoing	Grading Practices	Director of Education Assistant Superintendent Principals	Implementation of guidelines Development of implementation
November 3 and Ongoing during PLCs	Data team processes	Director of Education Principals	Use of standardized student achievement data to adjust instruction Use of PA Core Standards

COMMUNICATIONS PLAN

Every building and department must have a communications (PR) plan. Articulate below your building communications plan using the following as a guideline.

Communication Plan Elements	Provider By whom?	Date/Frequency When?	<i>Communication Description</i>
Expectations for Staff Communications and Involvement	Director of Education	Monthly	PLC expectations
Parent Communications (e.g. hotlines, good news calls, etc.)	Director of Education Principals	Prior to each trimester	Learning Targets
Special Workshops and Discussion Groups (e.g. math nights, drug awareness, HW help, etc.).	Director of Education	Prior to PD days, Act 80 Days, 1 Hour Meetings	Agendas and frameworks for professional learning
Principal Communications (e.g. speaking opportunities, newsletters, Twitter, Facebook, orientation meetings, coffees,	Director of Education	Cabinet	

Communication Plan Elements	Provider <i>By whom?</i>	Date/Frequency <i>When?</i>	Communication Description
School Visitation Programs			
Key School Communicators/PR Advisory (Identify people in the system who know what's going on and can assist and put them to work on your team. Utilize as advisors and to provide feedback on your communications efforts).			
Connections to Media & Community Groups			
Training for Staff (e.g. communication expectations review, updates to keep staff aware of activities and understand their critical role in building public confidence as representatives of the school in the community).			
Other Methods for Increasing – Pride in Our Schools Campaign (e.g. involve students, staff and parents in a campaign to increase positive publicity for the school district),			

S STUDY: Monitor progress to determine if your plan is working.

***WHY:** Monitoring determines the movement toward attainment of the department's goals and uses feedback to determine needed midcourse corrections. Monitoring should provide a window into the current improvement efforts and offer feedback to teams about the quality of their implementation efforts.*

***WHEN:** The Continuous Improvement Plan should have regularly scheduled monitoring to ensure effectiveness (at least 5-10 times annually).*

***HOW:** The continuous improvement team should develop a monitoring plan to review the indicators of implementation (step 5 of action sequence) and indicators of effectiveness in order to analyze progress, provide feedback and make midcourse corrections as needed. The department leader should be prepared to report out progress during regularly scheduled cabinet meetings.*

A Act: Analyze evidence of effectiveness and make adjustments.

***Directions:** Evaluation is the process of making meaning of the entire effort by comparing planned and actual outcomes and then making decisions about what is working and what is not. For an evaluation process to be quality, it must examine the impact of the continuous improvement effort on the department's capacity to introduce, establish, and sustain needed changes in practice. Evaluation occurs at the end of each cycle (3 times annually) at the cycle review conference.*

