

Pottsgrove School District Continuous Improvement For Results

GOALS, STRATEGIES & ACTION STEPS 2014 - 2015

SCHOOL: West Pottsgrove Elementary School	
PRINCIPAL: Terri Koehler	
	DATE: 9/14/2014 Revised 10/13/2014

TEAM MEMBERS

School Improvement Team:	Position/Role:
Terri Koehler	Principal
Lisa McGroarty	K Grade Level Chair
Terri Minotto	1 Grade Level Chair
Brenda Hoch	2 Grade Level Chair
Marianne Harrison	Reading Specialist/Encore Chair
Jennifer Snyder	Guidance Counselor

Systemic Challenges relate to systems within a school that have been identified by the School Improvement Team as areas that, if strengthened, will have the greatest impact academic growth. **Systemic Challenges** are translated into yearly **GOALS** and incorporated into the School Improvement Plan. Research-based **STRATEGIES** are then selected by the School 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
Standards aligned curriculum for all students in all classrooms.	Establish a system within the school that fully ensures consistent implementation of <i>standards-aligned curricula across all classrooms for all students.</i>
Effective instructional practices for all students in all classrooms.	Establish a system within the school that fully ensures the consistent implementation of <i>effective instructional practices across all classrooms.</i>
Positive approach to student behavior is inconsistent across the building in all settings.	Establish a system within the school that fully ensures that <i>each member of the school community promotes, enhances, and sustains a shared vision of positive school climate.</i>

Goal #1 Action Plan Worksheet

Goal
Establish a system within the school that fully ensures consistent implementation of standards-aligned curricula across all classrooms 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 on <u>student</u> achievement or performance.	Is the Indicator summative or formative?
AIMS Web – September, January, May with monthly progress monitoring	At least 70% of all students will meet the established Fluency targets for each testing cycle based on AIMS web established targets. 90% of all students will show a minimum of 20 words per minute growth for each testing cycle.	formative
F & P Assessments- November, February, May	At least 70% of all students will be at or above the grade level benchmarks for November, February and May. By the end of the school year, at least 70% of all students will be at or above the established end of grade benchmark for their specific grade. 70% of all kindergarten students will be at a level D or higher, 70% of all first graders will be at a level J or higher and 70% of all second graders will be at a level M or higher.	formative
Lucy Calkins Writing Rubric- as needed with writing units of study	At least 70% of all students will attain a score of 3 or higher on the narrative writing piece being taught by all teachers in all grade levels.	formative
Unit Assessments in Foundations- at the completion of each unit of study	At least 70% of all students will attain a score of 80% or higher on the Foundations end of unit assessments.	summative
Unit Assessments in Everyday Mathematics- at the completion of each unit of study	At least 70% of all students will score proficient on items determined for mastery on each end of unit assessment in Everyday Math.	summative
SLO- student learning objectives- established by 9/30/2014	100% of the teachers will make the end of the year goals as set forth in each individual teachers SLO	formative
PELI- Kindergarten only September baseline, November, February and May	At least 70% of all students will be proficient in all categories of the PELI issued at the end of the school year.	Formative/summative

Strategies	
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)	
Strategy 1:	Implement the Lucy Calkins unit of study on Narrative Writing in all classrooms.
Strategy 2:	Implement ongoing curricular revisions in ELA and EDM through an established Professional Learning Community Process.

Strategy 3:	Continue to implement a balanced literacy approach to reading and writing instruction including the following components: shared reading, independent reading, conferring, guided reading, interactive read alouds, partner reading, and writing about reading.
Strategy 4:	Continue implementation of the Common Core edition of EDM with Fidelity including the technology and games components.

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

Strategy 1: Implement the Lucy Calkins unit of study on Narrative Writing in all classrooms.

Action Step 1:	Description: Provide staff with the expectations and professional development plans to roll out the narrative writing unit.		
Implementation Start Date:	8/21/2014	Target Completion Date:	8/21/2014
Person Responsible for Managing and Monitoring the Action Step		Daniel Vorhis	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		PD agenda, Power Point defining expectations for writing program roll out	
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	n/a		

Action Step 2:	Description: Elementary Principals and Director of Education determine format for Act 80 PD on Writing.		
Implementation Start Date:	9/10/2014	Target Completion Date:	9/10/2014
Person Responsible for Managing and Monitoring the Action Step		Daniel Vorhis, Elementary Principals	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Meeting Minutes, Agenda for Act 80 work	

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	n/a	

Action Step 3:	Description:	Engage elementary literacy committee in discussion of the writing program roll out.		
Implementation Start Date:	9/16/2014	Target Completion Date:	9/16/2014	
Person Responsible for Managing and Monitoring the Action Step		Daniel Vorhis		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Feedback from committee on roll out plan.		
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	n/a			

Action Step 4:	Description:	Roll out of writing implementation plan to all staff via a video from the Director of Education and professional development plan to support the teachers during the implementation of the writing units.		
Implementation Start Date:	9/24/2014	Target Completion Date:	9/24/2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Exit slips from teachers following the work of the day this information will be used to inform the work on 10/13/14, Video		
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	n/a			

Action Step 5:	Description:	Professional development on the Narrative Unit of Writing broken out by grade level groups.		
Implementation Start Date:	10/13/2014	Target Completion Date:	10/13/2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Daniel Vorhis, Writing Cohort members		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Agenda for the training, exit slips from staff indication questions they still had or supports still needed		
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	n/a			

Action Step 6:	Description:	Teachers in all grade levels will teach the narrative unit of writing per the Calkins writing units of study.		
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Implementation Start Date:	10/14/2014	Target Completion Date:	1/31/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Lesson plans, walk throughs, observations Evidence noted in walkthrough of observed mini lessons, shared writing, independent writing and conferring with students about their writing.	
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	n/a		

Action Step 7:	Description:	Data team and norm scoring around student writing. Teachers will have students complete the on demand narrative prompt prior to the 10/22 Act 80 Day at which time grade level teams will engage in a norm scoring exercise to score student work with the Calkins writing rubric.	
Implementation Start Date:	10/22/2014	Target Completion Date:	2/13/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Data team minutes, student work samples, completed rubrics scoring student work	
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	n/a		

Action Step 8:	Description:	Once teachers have taught the mandated unit of writing, they may choose to implement more of the Lucy Calkins program or return to the other approved district writing program with the understanding that all staff will do Lucy Calkins in the 15-16 school year.	
Implementation Start Date:	2/1/2015	Target Completion Date:	6/10/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Teacher lesson plans indicating writing instruction, observations, walkthroughs observing the components of writing based on the unit of writing the teacher has chosen to implement. Writing checklists from the grade level curriculum for each type of writing, student work samples.	
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	n/a		

Strategy 2: Implement ongoing curricular revisions in ELA and EDM through an established Professional Learning Community Process.

Action Step 1:	Description:	Director of education will meet with elementary principals to establish a plan to meet with PLCs to create an ongoing conversation about the reading and math curricula as staff begin and complete units of study throughout the course of the year. Principal will determine the dates for each meeting.	
Implementation Start Date:	8/5/2014	Target Completion Date:	8/16/2014

Person Responsible for Managing and Monitoring the Action Step	Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	PLC Meeting Schedule		
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	n/a		

Action Step 2:	Description:	PLC plan will be explained to building leadership team and they will be tasked for assisting in preparing for each meeting. Leadership team agrees that this is a strategy to support the curriculum and instruction goals.	
Implementation Start Date:	8/14/2014	Target Completion Date:	8/14/2014
Person Responsible for Managing and Monitoring the Action Step	Terri Kohler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	Meeting agenda		
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	n/a		

Action Step 3:	Description:	Provide staff with a focus to frame the structure of the PLC meetings. Common questions for each meeting will relate to standards alignment, vocabulary to concentrate on in the unit and what additional resources might be needed to teach the content in the unit.	
Implementation Start Date:	9/12/2014	Target Completion Date:	9/16/2014
Person Responsible for Managing and Monitoring the Action Step	Daniel Vorhis, Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	Email to staff with guiding questions, Kahoot question online survey data from staff at each meeting		
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	n/a		

Action Step 4:	Description:	Scheduled PLC meetings to discuss Math and ELA curriculum correlated to the beginning and end of units of study based on the established pacing calendars for each content area.	
Implementation Start Date:	9/16/2014	Target Completion Date:	6/3/2015
Person Responsible for Managing and Monitoring the Action Step	Terri Koehler, grade level chairs		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	PLC Meeting Schedule, Notes from the meetings on topics discussed, action items and identified curriculum changes to be implemented for the 15-16 school year.		
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		n/a	
Action Step 5:	Description:	The instructional coaches, director of education and the building principal will also support the teachers with the implementation of the data team process as a component of the PLC plan. The first opportunity to engage in the data team process is with the October reading data meetings. This will also allow us to engage in a more consistent process for looking at all student data. The reading coordinator has created a graphic for the reading department to assist in guiding them through the data team process with student data.	
Implementation Start Date:	10/1/2014	Target Completion Date:	6/3/2015
Person Responsible for Managing and Monitoring the Action Step		Instructional Coaches, Terri Koehler, Daniel Vorhis	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Data team minutes, PLC minutes, Graphic Organizer of the Data Team Process	
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		n/a	

Strategy 3: Continue to implement a balanced literacy approach to reading and writing instruction including the following components: shared reading, independent reading, conferring, guided reading, interactive read alouds, partner reading, and writing about reading.

Action Step 1:	Description:	Building staff will participate in the district literacy committee. The purpose of the committee is to discuss issues related to elementary ELA, give feedback on proposed items and to assist in communicating information back to the building level.	
Implementation Start Date:	9/16/14	Target Completion Date:	5/2015 as scheduled
Person Responsible for Managing and Monitoring the Action Step		Daniel Vorhis, Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Meeting agendas, meeting minutes, plc minutes showing information shared with all staff by committee members and the building principal	
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		n/a	

Action Step 2:	Description:	All staff will continue to implement the elements of balanced literacy in their classrooms for the 14-15 school year including guided reading, interactive read alouds, conferring with students and word work (Foundations)	
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Implementation Start Date:	8/25/2014	Target Completion Date:	6/10/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Teacher lesson plans, anecdotal records on students, observations, walkthroughs (referring to Balanced Literacy Observation Checklist) , Foundations assessments, AIMS web data, SLOs, Conferring notes	
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	n/a		

Action Step 3:	Description:	Teachers will make use of the fluency menu established last year to address student needs in fluency as well as guided reading needs. Fluency menu will be discussed during PLC meetings to refresh teachers on how to use student data to determine student needs.	
Implementation Start Date:	9/17/2014	Target Completion Date:	6/10/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Marianne Harrison	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Teacher lesson plans, anecdotal records, AIMS web data, teacher lesson plans for guided reading groups, SLOs	
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	n/a		

Action Step 4:	Description:	Teachers will use the F & P assessment system to determine what level of text the student should be reading. F & P assessments are to be given when a student is ready to move to a benchmark level and may be given as the teachers deem the student ready to move.	
Implementation Start Date:	By 11/30/2014	Target Completion Date:	May 2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		F & P assessment data in Performance Tracker, anecdotal records, SLOs,	
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			NO * READING SPECIALIST WILL PROVIDE SUPPORT AT THE BUILDING LEVEL AS NEEDED
Optional Identification of Anticipated Costs	n/a		

Action Step 5:	Description:	Teachers will use student data to make instructional decisions ensuring that struggling students are being supported and that advanced students are being challenged appropriately.	
Implementation Start Date:	8/25/2014	Target Completion Date:	6/10/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Marianne Harrison, Grade Level Chairs	

<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.	Guided reading lesson plans, Title 1 rosters, observation, walkthroughs, SLOs		
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	n/a		

Action Step 6:	<u>Description:</u>	Parent communication regarding the elements of balanced literacy and how they can support their children at home.	
<u>Implementation Start Date:</u>	9/5/14	<u>Target Completion Date:</u>	6/10/2015
<u>Person Responsible for Managing and Monitoring the Action Step</u>		Terri Koehler, Classroom Teachers	
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.	Parent Newsletters, Information posted on building website, teacher newsletters to parents, teacher web sites. Parent night flyers		
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	n/a		

Action Step 7:	<u>Description:</u>	Parent education sessions to demonstrate to parents guided reading, Foundations, explain F & P levels and what text complexity looks like. Staff will provide demonstration lessons for parents and we will post videos of sample lessons on the district website for parents to access. This will also provide an opportunity to meet with the parents of students receiving Title 1 Services.	
<u>Implementation Start Date:</u>	10/16/2014	<u>Target Completion Date:</u>	March 2015
<u>Person Responsible for Managing and Monitoring the Action Step</u>		Terri Koehler	
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.	Agenda for the events, parent exit slips garnering feedback to be used for additional events		
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	Cost of staff to plan and facilitate the event, cost of door prizes and cost for take home materials for parents if applicable.		

Strategy 4: Continue implementation of the Common Core edition of EDM with Fidelity including the technology and games components

Action Step 1:	Description:	All teachers in all classrooms will teach the CC edition of EDM for their grade level.		
Implementation Start Date:	8/25/2014	Target Completion Date:	6/10/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Lesson plans, walkthroughs, observations, EDM assessment 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	n/a			

Action Step 2:	Description:	Kindergarten math assessments will be revised to be more reflective of the kindergarten EDM curriculum.		
Implementation Start Date:	1/2015	Target Completion Date:	8/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Lisa Jones, Daniel Vorhis		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		New assessments for the 15-16 school year		
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	n/a			

Action Step 3:	Description:	Teachers will consistently incorporate the games component of the EDM curriculum including the technology components.		
Implementation Start Date:	8/25/2014	Target Completion Date:	6/10/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Instructional Coaches, Daniel Vorhis		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Lesson plans, grade level pacing calendars, observations, walkthroughs- EDM administrator Checklist document		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO * ONGOING SUPPORT FROM INSTRUCTIONAL COACHES WILL SUPPORT THIS.
Optional Identification of Anticipated Costs	n/a			

Action Step 4:	Description:	Communication to parents about the EDM program and available resources to parents.		
Implementation Start Date:	9/5/2014	Target Completion Date:	6/10/2015	

Person Responsible for Managing and Monitoring the Action Step	Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	Parent newsletters, resources posted on building web site	
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	n/a	

Action Step 5:	Description:	EDM parent education nights where parents will participate in interactive sessions to help them better understand the EDM program and how they can support their children at home including the technology component.	
Implementation Start Date:	11/6/2014	Target Completion Date:	Spring 2015 for second event
Person Responsible for Managing and Monitoring the Action Step	Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	Agenda, Parent Feedback via exit slips		
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	Cost to cover staff facilitating the event, door prizes, other materials as needed.		

Plan Solution

Goal #2 Action Plan Worksheet

Goal
Establish a system within the school that fully ensures the consistent implementation of <i>effective instructional practices across all classrooms</i> .

Indicators of Effectiveness		
Data Source Include dates of implementation	Specific targets that will indicate the action plan is having a positive impact on <u>student</u> achievement or performance.	Is the Indicator summative or formative?
AIMS Web – September, January, May with monthly progress monitoring	At least 70% of all students will meet the established Fluency targets for each testing cycle based on AIMS web established targets. 90% of all students will show a minimum of 20 words per minute growth for each testing cycle in September, January and May.	formative
F & P Assessments- November, February, May	At least 70% of all students will be at or above the grade level benchmarks for November, February and May. By the end of the school year, at least 70% of all students will be at or above the established end of grade benchmark for their specific grade. 70% of all kindergarten students will be at a level D or higher, 70% of all first graders will be at a level J	formative

	or higher and 70% of all second graders will be at a level M or higher by May 2015.	
Lucy Calkins Writing Rubric- as needed with writing units of study	At least 70% of all students will attain a score of 3 or higher on the narrative writing piece being taught by all teachers in all grade levels by the end of January 2015.	formative
Unit Assessments in Foundations- at the completion of each unit of study	At least 70% of all students will attain a score of 80% or higher on the Foundations end of unit assessments. Unit assessments given in accordance with the Foundation Program.	summative
Unit Assessments in Everyday Mathematics- at the completion of each unit of study	At least 70% of all students will score proficient on items determined for mastery on each end of unit assessment in Everyday Math per the grade level pacing calendar.	summative
SLO- student learning objectives- established by 9/30/2014	100% of the teachers will make the end of the year goals as set forth in each individual teacher SLO based on data reviews in January and May.	formative
PELI- Kindergarten only September baseline, November, February and May	At least 70% of all students will be proficient in all categories of the PELI issued in May 2015 at the end of the school year.	Formative/summative

Strategies	
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)	
Strategy 1:	Implement the Lucy Calkins unit of study on Narrative Writing in all classrooms.
Strategy 2:	Implement ongoing curricular revisions in ELA and EDM through an established Professional Learning Community Process.
Strategy 3:	Continue to implement a balanced literacy approach to reading and writing instruction including the following components: shared reading, independent reading, conferring, guided reading, interactive read alouds, partner reading, and writing about reading.
Strategy 4:	Teachers will participate in a differentiated supervision model. Study groups and peer coaching groups will be established to research and study best instructional practices related to strategies 1,2 or 3 or any strategies noted in goal 1.

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

Strategy 1: Implement the Lucy Calkins unit of study on Narrative Writing in all classrooms.

Action Step 1:	Description: Provide staff with the expectations and professional development plans to roll out the narrative writing unit.
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Implementation Start Date:	8/21/2014	Target Completion Date:	8/21/2014
Person Responsible for Managing and Monitoring the Action Step		Daniel Vorhis	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		PD agenda, Power Point defining expectations for writing program roll out	
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	n/a		

Action Step 2:	Description:	Elementary Principals and Director of Education determine format for Act 80 PD on Writing.	
Implementation Start Date:	9/10/2014	Target Completion Date:	9/10/2014
Person Responsible for Managing and Monitoring the Action Step		Daniel Vorhis, Elementary Principals	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Meeting Minutes, Agenda for Act 80 work	
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	n/a		

Action Step 3:	Description:	Engage elementary literacy committee in discussion of the writing program roll out including expectations for the writing units of study for the 14-15 school year.	
Implementation Start Date:	9/16/2014	Target Completion Date:	9/16/2014
Person Responsible for Managing and Monitoring the Action Step		Daniel Vorhis	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Feedback from committee on roll out plan.	
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	n/a		

Action Step 4:	Description:	Roll out of writing implementation plan to all staff via a video from the Director of Education and professional development plan to support the teachers during the implementation of the writing units.	
Implementation Start Date:	9/24/2014	Target Completion Date:	9/24/2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Exit slips from teachers following the work of the day this information will be used to inform the work on 10/13/14.	
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	n/a
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Action Step 5:	Description:	Planning for teaching of the unit on Narrative writing		
Implementation Start Date:	10/13/2014	Target Completion Date:	10/13/2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Daniel Vorhis, Writing Cohort members		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Agenda for the training, exit slips from staff indication questions they still had or supports still needed		
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	n/a
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Action Step 6:	Description:	Teach the unit of study on narrative writing		
Implementation Start Date:	10/14/2014	Target Completion Date:	1/31/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Lesson plans, walk throughs, observations checklist on the components of the writing workshop (mini lesson, shared writing, conferring, independent student writing), student work samples		
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	n/a
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Action Step 7:	Description:	Data team and norm scoring around student writing. Teachers will have students complete the on demand narrative prompt prior to the 10/22 Act 80 Day at which time grade level teams will engage in a norm scoring exercise to score student work with the Calkins writing rubric.		
Implementation Start Date:	1/31/2015	Target Completion Date:	2/13/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Data team minutes, student work samples		
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	n/a
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Action Step 8:	Description:	Once teachers have taught the mandated unit of writing, they may choose to implement more of the Lucy Calkins program or return to the other approved district writing program with the understanding that all staff will do Lucy Calkins in the 15-16 school year.		
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Implementation Start Date:	2/1/2015	Target Completion Date:	6/10/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Teacher lesson plans indicating writing instruction, observations, walkthroughs	
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	n/a		

Strategy 2: Implement ongoing curricular revisions in ELA and EDM through an established Professional Learning Community Process.

Action Step 1:	Description:	Director of education will meet with elementary principals to establish a plan to meet with PLCs to create an ongoing conversation about the reading and math curricula as staff begin and complete units of study throughout the course of the year. Principal will determine the dates for each meeting.	
Implementation Start Date:	8/5/2014	Target Completion Date:	8/16/2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		PLC Meeting Schedule	
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	n/a		

Action Step 2:	Description:	PLC plan will be explained to building leadership team and they will be tasked for assisting in preparing for each meeting. Leadership team agrees that this is a strategy to support the curriculum and instruction goals.	
Implementation Start Date:	8/14/2014	Target Completion Date:	8/14/2014
Person Responsible for Managing and Monitoring the Action Step		Terri Kohler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Meeting agenda	
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	n/a		

Action Step 3:	Description:	Provide staff with a focus to frame the structure of the PLC meetings	
Implementation Start Date:	9/12/2014	Target Completion Date:	9/16/2014
Person Responsible for Managing and Monitoring the Action Step		Daniel Vorhis, Terri Koehler	

Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Email to staff with guiding questions	
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	n/a		

Action Step 4:	Description:	Scheduled PLC meetings to discuss Math and ELA curriculum correlated to the beginning and end of units of study based on the established pacing calendars for each content area.	
Implementation Start Date:	9/16/2014	Target Completion Date:	6/3/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		PLC Meeting Schedule, Notes from the meetings on topics discussed, action items and identified curriculum changes to be implemented for the 15-16 school year.	
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	n/a		

Action Step 5:	Description:	The instructional coaches, director of education and the building principal will also support the teachers with the implementation of the data team process as a component of the PLC plan. The first opportunity to engage in the data team process is with the October reading data meetings. This will also allow us to engage in a more consistent process for looking at all student data.	
Implementation Start Date:	10/1/2014	Target Completion Date:	6/3/2015
Person Responsible for Managing and Monitoring the Action Step		Instructional Coaches, Terri Koehler, Daniel Vorhis	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Data team minutes, PLC minutes	
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	n/a		

Strategy 3: Continue to implement a balanced literacy approach to reading and writing instruction including the following components: shared reading, independent reading, conferring, guided reading, interactive read alouds, partner reading, and writing about reading.

Action Step 1:	Description:	Building staff will participate in the district literacy committee. The purpose of the committee is to discuss issues related to elementary ELA, give feedback on proposed items and to assist in communicating information back to the building level.		
Implementation Start Date:	9/16/14	Target Completion Date:	5/2015 as scheduled	
Person Responsible for Managing and Monitoring the Action Step		Daniel Vorhis, Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Meeting agendas, meeting minutes, plc minutes showing information shared with all staff by committee members and the building principal		
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	n/a			

Action Step 2:	Description:	All staff will fully implement the elements of balanced literacy in their classrooms for the 14-15 school year including guided reading, interactive read alouds, and word work (Foundations)		
Implementation Start Date:	8/25/2014	Target Completion Date:	6/10/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Teacher lesson plans, anecdotal records on students, observations, walkthroughs (using balanced literacy observation checklist for look fors), Foundations assessments, AIMS web data, SLOs		
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	n/a			

Action Step 3:	Description:	Teachers will make use of the fluency menu established last year to address student needs in fluency as well as guided reading needs. Fluency menu will be discussed during PLC meetings to refresh teachers on how to use student data to determine student needs.		
Implementation Start Date:	9/17/2014	Target Completion Date:	6/10/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Marianne Harrison		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Teacher lesson plans, anecdotal records, AIMS web data, teacher lesson plans for guided reading groups, conferring notes		
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	n/a			

Action Step 4:	Description:	Teachers will use the F & P assessment system to determine what level of text the student should be reading. F & P assessments are to be given when a student is ready to move to a benchmark level and may be given as the teachers deem the student ready to move.		
Implementation Start Date:	By 11/30/2014	Target Completion Date:	May 2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		

<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		F & P assessment data in Performance Tracker, anecdotal records, SLOs	
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			NO * READING SPECIALIST WILL PROVIDE SUPPORT AT THE BUILDING LEVEL AS NEEDED
Optional Identification of Anticipated Costs	n/a		

Action Step 5:	Description:	Teachers will use student data to make instructional decisions ensuring that struggling students are being supported and that advanced students are being challenged appropriately.	
Implementation Start Date:	8/25/2014	Target Completion Date:	6/10/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Marianne Harrison, Grade Level Chairs	
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		Guided reading lesson plans, Title 1 rosters, observation, walkthroughs- refer to balanced literacy observation checklist for look fors, SLOs, reading specialist plans for working with advanced student groups and struggling students	
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	n/a		

Action Step 6:	Description:	Parent communication regarding the elements of balanced literacy and how they can support their children at home.	
Implementation Start Date:	9/5/14	Target Completion Date:	6/10/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Classroom Teachers	
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		Parent Newsletters, Information posted on building website, teacher newsletters to parents, teacher web sites.	
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	n/a		

Action Step 7:	Description:	Parent education sessions to demonstrate to parents guided reading, Foundations, explain F & P levels and what text complexity looks like. Staff will provide demonstration lessons for parents and we will post videos of sample lessons on the district website for parents to access.	
Implementation Start Date:	10/16/2014	Target Completion Date:	March 2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
<u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.		Agenda for the events, parent exit slips garnering feedback to be used for additional events	

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	Cost of staff to plan and facilitate the event, cost of door prizes and cost for take home materials for parents if applicable.

Strategy 4: Teachers will participate in a differentiated supervision model. Study groups and peer coaching groups will be established to research and study best instructional practices related to strategies 1,2 or 3 or any strategies noted in goal 1.

Action Step 1:	Description:	Administrator will review the expectations for the Differentiated plans for all staff. Teachers will form groups and establish a focus for their group and identify the resources that will drive and focus their work. All groups will develop SMART goals, which will drive their work for the year. Staff will be encouraged to connect their differentiated supervision plans to their SLO goals to support work we are already doing.		
Implementation Start Date:	10/8/2014	Target Completion Date:	5/1/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Differentiated supervision plans and administrative feedback.		
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	n/a			

Action Step 2:	Description:	Groups will meet with the building administrator to review submitted plans and determine necessary modifications to focus the work in a meaningful, student-centered manner. Plans will be reviewed to ensure that the plans support building and district goals and current initiatives. Plans due by 10/31/14. Teachers will submit plans electronically through the OASYS system.		
Implementation Start Date:	10/31/2014	Target Completion Date:	11/14/2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Plan summary document completed by administrator, resubmitted plans reflecting administrative feedback, teacher plans in OASYS.		
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	n/a			

Action Step 3:	Description:	Building administrator will ensure there is some time set aside for groups to meet during the school day for work in their groups.		
Implementation Start Date:	10/8/2014	Target Completion Date:	Scheduled periodically through 5/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Logs reflecting work accomplished in each session uploaded into OASYS for administrative review.		
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	n/a			

Action Step 4:	Description:	All groups will submit mid year summaries reflecting work completed and progress towards goals to the administration and meet with the administration for a mid year review of the plan through the OASYS system.		
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Implementation Start Date:	1/2015	Target Completion Date:	2/1/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Mid year summaries, administrative feedback, OASYS documentation	
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			
Optional Identification of Anticipated Costs			

Action Step 5:	Description:	All staff will participate in a group share out of the work done in their groups for the course of the year, including what they did, what their goals was, what progress did they make in reaching their goal, what did they garner from the work that impacted their instructional practice.	
Implementation Start Date:	5/2015	Target Completion Date:	5/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Notes from information shared during the session, agenda	
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	n/a		

Action Step 6:	Description:	Groups will complete the end of the year summary document and turn in all documentation, including individual personal reflections on the work done in the group. Administrator will review and provide feedback. This information will be incorporated into teacher evaluations. All information will be submitted via OASYS	
Implementation Start Date:	5/2015	Target Completion Date:	6/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		End of the year summaries, administrative feedback, personal reflections, OASYS 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	n/a		

Goal #3 Action Plan Worksheet

Goal
Establish a system within the school that fully ensures that <i>each member of the school community promotes, enhances, and sustains a shared vision of positive school climate</i>

Indicators of Effectiveness		
Data Source Include dates of implementation	Specific targets that will indicate the action plan is having a positive impact on <u>student achievement or performance.</u>	Is the Indicator summative or formative?
Discipline referral data- by cycle starting 9/8/14	Reduce discipline referrals in the cafeteria and on the playground by at least 50% from the baseline collected in October to the end of the school year in May.	formative
Reduction in number of students requiring Tier 2 and Tier 3 Behavior interventions	Students requiring check in/check out plans will be reduced by 50% and the duration of the plans will also be cut by 50% with students removed from the plan within an 8-week period. If at the end of 8 weeks the plan has not been successful, then we will need to institute a higher level of intervention.	formative
Student and staff surveys on SWPBS program and interventions.by November 1, 2014	Survey on staff and student perceptions of SWPBS interventions after a 6 week implementation period. This will also guide our decision related to mid course corrections as we complete cycle 1 and enter cycle 2.	formative

Strategies	
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)	
Strategy 1:	On the FAST track to Pawsitive Behavior program- this is an addition to our current SWPBS program. Students earn paw prints from duty aids when the children demonstrate they are following cafeteria and playground expectations. Paw prints are turned in to the classroom teacher and the student is given a certificate to take home to their parents. Paw prints are tallied each week and the winning class in each grade hosts a pet cheetah for the week to celebrate their success. The program was designed to support the duty aids and to target the two areas where most discipline referrals occur the cafeteria and the playground.
Strategy 2:	Revision of the current SWPBS matrix. The building SWPBS team will be collecting survey data and working to revise the current matrix to be more in line with the ages of the students at West Pottsgrove. The language will be simplified and pictures will be incorporated to assist in student understanding of the expectations.
Strategy 3:	Revision of the current SWPBS lesson plans. Lesson plans to teach the expectations will be revised to reflect the changes made in the matrix as described in strategy 2. The rationale for this strategy is to meet the needs of the age and development of the students.
Strategy 4:	The physical education teacher will provide direct instruction and assistance to the duty aids to provide more structured activities for recess. The rationale is that if the students and duty aids are instructed and informed on structured recess activities, the students will be more engaged at recess and there will be a decline in the number of discipline referrals from recess for rough or inappropriate play.

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

Strategy 1: On the FAST track to Pawsitive Behavior program- this is an addition to our current SWPBS program. Students earn paw prints from duty aids when the children demonstrate they are following cafeteria and playground expectations. Paw prints are turned in to the classroom teacher and the student is given a certificate to take home to their parents. Paw prints are tallied each week and the winning class in each grade hosts a pet cheetah for the week to celebrate their success. The program was designed to support the duty aids and to target the two areas where most discipline referrals occur the cafeteria and the playground.

Action Step 1:	Description:	Meet with SWPBS team to discuss the program, determine parameters and prepare to roll out the program.		
Implementation Start Date:	8/14/2014	Target Completion Date:	8/14/2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Jennifer Snyder		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Meeting attendance and meeting minutes 		
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	Costs include the purchase of paw prints and the stuffed cheetahs- these costs will be handled by individual volunteers			

Action Step 2:	Description:	Share the paw print program with all staff to prepare them for the roll out.		
Implementation Start Date:	8/19/2014	Target Completion Date:	8/19/2014	
Person Responsible for Managing and Monitoring the Action Step		Jennifer Snyder		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Meeting agenda from the opening day staff meeting, meeting attendance. 		
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	n/a			

Action Step 3:	Description:	Meet with all grade levels to introduce the program.		
Implementation Start Date:	9/5/2014	Target Completion Date:	9/5/2014	

Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Jennifer Snyder	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Class meetings scheduled and facilitated, noted in teacher lesson plans and on the administrative calendar, staff newsletter 	
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	n/a		

Action Step 4:	Description:	Provide written explanation to all staff with the details of the program.	
Implementation Start Date:	9/5/2014	Target Completion Date:	9/5/2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Staff newsletter from 9/5/2014 with written description included and email indicating distribution to all West staff. 	
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	n/a		

Action Step 5:	Description:	Notify parents of the program so they can assist by supporting and following through at home by encouraging students to earn paw prints and by celebrating when a certificate comes home.	
Implementation Start Date:	9/5/2014	Target Completion Date:	9/11/2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Jennifer Snyder	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Parent newsletter sent on 9/5/14 with a detailed description of the program, administration presentation at Back to School Night (power point agenda) and counselor presentation at BTS night. 	
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	n/a		

Action Step 6:	Description:	On going meetings with the duty aid staff	
Implementation Start Date:	9/10/2014	Target Completion Date:	At least monthly through the school year.
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Meeting notes, follow up memos from each meeting, administrative observation of duty staff	
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	n/a		

Anticipated Costs			
Action Step 7:	Description:	Weekly data collection of paw prints distributed by grade and classroom.	
Implementation Start Date:	9/12/2014	Target Completion Date:	On going through the school year ending on May 31.
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Jennifer Snyder	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Spreadsheet of each weeks tally by classroom 	
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	n/a		

Action Step 8:	Description:	Ongoing reminders throughout the school year to staff, students and parents	
Implementation Start Date:	9/5/2014	Target Completion Date:	5/31/2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Jennifer Snyder	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Staff newsletter, parent newsletter, website notifications, class meetings, duty aid meetings 	
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	n/a		

Strategy 2: Revision of the current SWPBS matrix. The building SWPBS team will be collecting survey data and working to revise the current matrix to be more in line with the ages of the students at West Pottsgrove. The language will be simplified and pictures will be incorporated to assist in student understanding of the expectations.

Action Step 1:	Description:	The SWPBS team will collect data from all staff via a survey and incorporate the data into a revised SWPBS matrix for the building based on the FAST track to Pawsitive behavior motto and cheetah theme as identified in Strategy 1.	
Implementation Start Date:	10/1/2014	Target Completion Date:	10/6/2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Jennifer Snyder	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Survey data from staff 	
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	n/a		

Action Step 2:	Description:	Analyze and categorize data from the survey.		
Implementation Start Date:	10/6/2014	Target Completion Date:	10/10/2014	
Person Responsible for Managing and Monitoring the Action Step		SWPBS Team facilitated by Terri Koehler and Jennifer Snyder		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Data analysis report 		
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	n/a			

Action Step 3:	Description:	Share survey data with staff during a faculty meeting and collect recommendations based on survey data.		
Implementation Start Date:	10/17/2014	Target Completion Date:	10/17/2014	
Person Responsible for Managing and Monitoring the Action Step		SWPBS Team, Terri Koehler, Jennifer Snyder		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Exit ticket with staff recommendations from faculty meeting 		
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	n/a			

Action Step 4:	Description:	Meeting with PATTAN staff to review data and to garner their assistance in rebuilding our matrix.		
Implementation Start Date:	10/20/2014	Target Completion Date:	10/31/2014	
Person Responsible for Managing and Monitoring the Action Step		Jennifer Snyder		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Meeting notes, actions plan based on the survey data and input from PATTAN staff.		
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	n/a we are still contracted with the PATTAN staff on the SWPBS initiative.			

Action Step 5:	Description:	Revision of the SWPBS matrix.		
Implementation Start Date:	11/1/2014	Target Completion Date:	12/1/2014	
Person Responsible for Managing and Monitoring the Action Step		SWPBS team, Jennifer Snyder, Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Completed matrix		

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	n/a	

Action Step 6:	Description:	Roll out matrix to the staff during a faculty meeting.	
Implementation Start Date:	12/12/2014	Target Completion Date:	12/12/2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Jennifer Snyder	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Exit slips from the faculty meeting.	
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	na		

Action Step 8:	Description:	Roll out new matrix to parents.	
Implementation Start Date:	12/15/2014	Target Completion Date:	12/19/2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Provide parents the new matrix via a parents newsletter and on the district website	
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	n/a		

Action Step 9:	Description:	Roll out matrix to students	
Implementation Start Date:	1/5/2015	Target Completion Date:	1/5/2015
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Jennifer Snyder	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Scheduled class meetings with each grade to review the matrix expectations with follow up by the classroom teachers.	
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	n/a		

Strategy 3: Revision of the current SWPBS lesson plans. Lesson plans to teach the expectations will be revised to reflect the changes made in the matrix as described in strategy 2. The rationale for this strategy is to meet the needs of the age and development of the students.

Action Step 1:	Description:	Compare current SWPBS lesson plans to new matrix to determine specific areas in need of revision. Enlist PATTAN staff assistance in this work.		
Implementation Start Date:	12/4/2014	Target Completion Date:	12/12/2014	
Person Responsible for Managing and Monitoring the Action Step		Jennifer Snyder, Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Revised lesson plans		
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	Sub costs to cover a half -day work day with SWPBS team to complete this work.			

Action Step 2:	Description:	Share revised lesson plans with rest of staff.		
Implementation Start Date:	12/17/2014	Target Completion Date:	12/17/2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Implementation plan for the refresher lessons to be taught upon returning from Christmas break.		
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	n/a			

Action Step 3:	Description:	Teach refresher lessons to students.		
Implementation Start Date:	1/5/2015	Target Completion Date:	1/5/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Teacher lesson plans, observations, walkthroughs while lessons are being taught.		
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	n/a
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Action Step 4:	Description:	Follow up with staff after lessons are taught.		
Implementation Start Date:	1/8/2015	Target Completion Date:	1/8/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Administrative notes collected from meeting with each PLC for feedback after teaching the lessons.		
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	n/a
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Action Step 5:	Description:	Revise lessons as needed based on teacher feedback in step 4.		
Implementation Start Date:	1/12/2015	Target Completion Date:	2/28/2015	
Person Responsible for Managing and Monitoring the Action Step		Jennifer Snyder, Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Newly revised lesson plans		
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	n/a
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Action Step 6:	Description:	Provide all staff with revised lesson plans and review the plans prior to the opening of the 15-16 school year.		
Implementation Start Date:	8/15/2015	Target Completion Date:	8/20/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Jennifer Snyder, SWPBS team		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Opening day agenda		
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	n/a
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Strategy 4: The physical education teacher will provide direct instruction and assistance to the duty aids to provide more structured activities for recess. The rationale is that if the students and duty aids are instructed and informed on structured recess activities, the students will be more engaged at recess and there will be a decline in the number of discipline referrals from recess for rough or inappropriate play.

Action Step 1:	Description:	Matt Pawlik will review recess expectations in all health classes.		
Implementation Start Date:	9/15/2014	Target Completion Date:	10/22/2014	
Person Responsible for Managing and Monitoring the Action Step		Matt Pawlik		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Lesson plans reflecting that the recess expectations were taught.		
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	n/a			

Action Step 2:	Description:	Duty aids will take 5 -7 minutes of recess to reinforce the expectations taught by Mr. Pawlik.		
Implementation Start Date:	9/22/2014	Target Completion Date:	9/22/2014	
Person Responsible for Managing and Monitoring the Action Step		Jennifer Snyder		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Observation of duty aids speaking to the students. Memo to duty aids outlining the talking points for their meeting with the students.		
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	n/a			

Action Step 3:	Description:	Matt Pawlik will go outside during kindergarten recess to teach the children and duty aids organized games that can be played during recess.		
Implementation Start Date:	9/17/2014	Target Completion Date:	9/17/2014	
Person Responsible for Managing and Monitoring the Action Step		Matt Pawlik		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Follow up memo to duty aids reviewing the information shared by Mr. Pawlik for future reference.		
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	n/a			

Action Step 4:	Description:	Monitor recess for follow through on the part of the duty aids in engaging students in organized play.		
Implementation Start Date:	9/18/2014	Target Completion Date:	6/12/2015	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler		

Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	Follow up meetings and memos to duty aids to continually reinforce expectations for engaging students, end of year support staff evaluations	
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	n/a	