

Pottsgrove School District Continuous Innovation Plan

GOALS, STRATEGIES & ACTION STEPS 2015 - 2016

SCHOOL: Lower Elementary School	
Principal: Yolanda Williams	
	DATE: Approved 11.10.15

TEAM MEMBERS

School Improvement Team:	Position/Role:
Yolanda Williams	Principal
Steve Sieller	Assistant Principal
Robin Scouton	4 th Grade Team Leader
Brisha Armstrong	3 rd Grade Team Leader
Samantha Kuzniar	4 th Grade Team Leader
Susan Michener	Special Education
Jen Flanagan	School Counselor
Kristin Rambo	3 rd Grade Team Leader
Melissa Vishio	Encore Leader
Erik Sawchuk	5 th Grade Team Leader
Brenda Novak	5 th Grade Team Leader

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
<i>Establish a system within the school that fully ensures the <u>consistent implementation of standards-aligned curricula across all classrooms for all students.</u></i>	1
<i>Establish a system within the school that fully ensures the <u>consistent implementation of effective instructional practices across all classrooms.</u></i>	2
<i>Establish a system within the school that fully <u>ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.</u></i>	3

Goals 1 & 2:

Goal
<i>Establish a system within the school that fully ensures the <u>consistent implementation of standards-aligned curricula across all classrooms for all students.</u></i>

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

Strategies and Action Steps for Goals 1 & 2		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 1:	Balanced Literacy implementation and modification.	<ul style="list-style-type: none"> • Walkthrough data • Lucy Calkins lesson plans. • Anecdotal Records • Assessment Data • Heinemann coaching report indicating building/grade level trends. 	<ul style="list-style-type: none"> • One grade level growth on the pre/post on demands. • 80% of students will meet the end of year reading target as measured by F&P assessment • 80% of students will be on grade level as measured by Aimsweb. • 10% growth as measured by PVAAS for grades 4 and 5 in ELA. • 10% proficiency growth as measured by PSSA for grades 3, 4 and 5 in ELA.

Action Steps:
<ol style="list-style-type: none"> 1. Establish a benchmark for teacher competency through the Guided Reading Rubric and appropriate growth target. (Focus: Planning and Grouping) 2. Continue to implement the current program components with fidelity. 3. Fully implement Lucy Calkins Units of Study. 4. Engage in PD through instructional coaches and Heinemann consultants coaching specific to text dependent analysis and close reading and incorporate strategies into instruction. 5. Identify additional resources if needed.

Strategies and Action Steps for Goals 1 & 2	Indicators of Implementation	Indicators of Effectiveness
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Strategy 2:	Determine the effectiveness of our current EDM programming.	<ul style="list-style-type: none"> • PQR document • Curriculum renewal process documented. • PLC collaboration logs. • Observations and walkthroughs. • EDM Assessments 	<ul style="list-style-type: none"> • 10% growth as measured by PVAAS for grades 4 and 5 in Math. • 10% growth as measured by PSSA for grades 3, 4 and 5 in Math.
Action Steps:			
<ol style="list-style-type: none"> 1. Analyze results of student performance to adjust curriculum and pacing calendars to target standards. 2. Engage in math PQR to identify strengths, needs and recommendations for future programming. 3. Engage staff in established curriculum renewal process to formulate recommendations for future programming. 4. Establish expectations for implementing Exemplars to enhance math curriculum. 5. Each teacher will receive customized internal coaching for identified area of need. 			

Strategies and Action Steps for Goals 1 & 2		Indicators of Implementation	Indicators of Effectiveness
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Strategy 3:	Refine professional learning communities that use data to inform instruction and identify interventions/enrichment for students.	<ul style="list-style-type: none"> • PLC collaboration logs. • Walkthrough and observation data 	<ul style="list-style-type: none"> • Establish a baseline utilizing the <i>Innovation Configuration Map Rubric</i>. • All PLCS will consistently operate at Level 2 or 1 within each critical element of the <i>Innovation Configuration Map Rubric</i>
Action Steps:			
<ol style="list-style-type: none"> 1. Share expectations for district PLCs during building leadership team meeting. 2. Evaluate current PLCs through PLC Innovation Configuration rubric. 3. Provide data analysis with instructional coaches during PLCs. 			

Goal 3:

Goal
Establish a district system that fully ensures students who are academically at-risk are identified early and are supported by a process that provides interventions based upon students needs and includes procedures for monitoring effectiveness.

Strategies and Action Steps for Goal 3		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 1:	Analyze intervention program (including I/E and after school tutoring) to monitor effectiveness and make appropriate modifications.	<ul style="list-style-type: none"> • Logs of attendance • Assessment data (AIMsWeb, F&P, EDM Units, and Study Island) 	<ul style="list-style-type: none"> • 10% growth as measured by PVAAS for grades 4 and 5 in ELA and Math • 10% proficiency growth as measured by PSSA for grades 3, 4 and 5 in ELA and Math • Collect data and monitor reduction in course failures and PSSA performance

Action Steps:	
<p><u>Intervention</u></p> <ol style="list-style-type: none"> 1. Develop intervention framework to be utilized within the IE period for math and ELA. 2. Provide afterschool tutoring for identified students and develop a monitoring plan to determine effectiveness and ensure data review. 3. Need action steps and data collection 	

Strategies and Action Steps for Goal 3		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 2:	Develop an integrated SWPBIS K-12 model for Tiered Intervention Support (MTSS= SWPBIS +RTI)	<ul style="list-style-type: none"> • Logs of attendance at meetings and training sessions • Summary report of building based plan. 	<ul style="list-style-type: none"> • Obtain a baseline score for the building based on the Benchmarks of Quality to assess fidelity of Tier I implementation (spring 2016).

			<ul style="list-style-type: none"> • SWPBIS items in place based on the Self Assessment Survey will be summarized to determine the items that are in place, partially in place or not in place at all along with the number of participants • 10% increase in the staff recognition of system modifications for targeted areas rated as in place • Collect baseline data on the Tiered Fidelity Inventory (May 2016). • 10% reduction in discipline referrals
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Action Steps:

- Attend Tier I, Tier II and Tier III trainings and technical assistance by PaTTAN and MCIU.
- Review 2015 SAS data to identify targets for improvement.
- Establish discipline data monitoring system (e.g. compare the frequency of monthly office discipline and in-school suspension and suspension rates for the building).
- Develop/Implement Tier I and Tier II Action Plan (includes student leadership programs, grade level/team behavior plans, social/emotional tool kit, resiliency use in classrooms etc).
- Formalize processes and procedures of Check-in and Check-out system for at-risk students.
- Administer and analyze the Self Assessment Survey and Benchmarks of Quality.
- Administer and analyze the Tiered Fidelity Inventory (TFI) (formally referred to as Benchmarks for Advanced Tiers) to determine the extent of the Tier II and Tier III implementation.
- Utilize Performance Tracker and populate the interventions for each tier so teams can track the success of interventions.