

# Pottsgrove School District Continuous Innovation Plan

## GOALS, STRATEGIES & ACTION STEPS 2015 - 2016

<b>SCHOOL: West Elementary School</b>	
<b>Principal: Terri Koehler</b>	
	<b>DATE: November 18, 2015 (approved)</b>

**TEAM MEMBERS**

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

*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
Establish a system within the school that fully ensures the <u>consistent implementation of standards-aligned curricula across all classrooms for all students.</u>	<b>1</b>
Establish a system within the school that fully ensures the <u>consistent implementation of effective instructional practices across all classrooms.</u>	<b>2</b>
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>	<b>3</b>
Establish a system within the school that fully ensures that <u>each member of the school community promotes, enhances, and sustains a shared vision of positive school climate.</u>	<b>4</b>

**Goals 1 & 2:**

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

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).
<p><b>Strategy 1:</b></p>	<p>Balanced Literacy implementation and modification.</p>	<ul style="list-style-type: none"> <li>• Walkthrough data</li> <li>• Lucy Calkins lesson plans.</li> <li>• Heinemann coaching report indicating building/grade level trends.</li> </ul>	<ul style="list-style-type: none"> <li>• 70% of first and second grade students will score a 3 or higher on the on demand writing assessments. K students will show growth in writing via the established checklists for K students.</li> <li>• 85% of students will reach grade level expectations as measured by F&amp;P data (September and February administrations).                         <ul style="list-style-type: none"> <li>○ K= level D</li> <li>○ 1<sup>st</sup> = level J</li> <li>○ 2<sup>nd</sup> = level M</li> </ul> </li> <li>• 80% of students will be on grade level as measured by Aimsweb. Established benchmarks.</li> <li>• ELA Aimsweb (May)                         <ul style="list-style-type: none"> <li>○ K will attain score of 45 sounds/min of PSF.</li> <li>○ 1<sup>st</sup> will attain 65 sounds/min on NWF and 60 wc/min on RCBM.</li> <li>○ 2<sup>nd</sup> grade will attain 100/wcpm on RCBM.</li> </ul> </li> <li>• PELI – 85% of all students will be proficient on all categories of the PELI by the May administration.</li> </ul>

		<ul style="list-style-type: none"> <li>Teacher SLOs indicating growth of all students towards attainment of the grade level goals.</li> </ul>
<b>Action Steps:</b>		
<ol style="list-style-type: none"> <li>Establish a benchmark for teacher competency through the Guided Reading Rubric and appropriate growth target.</li> <li>Continue to implement the current program components with fidelity.</li> <li>Fully implement Lucy Calkins Units of Study.</li> <li>Engage in PD through Heinemann coaching specific to text dependent analysis and close reading and incorporate strategies into instruction.</li> <li>Identify additional resources if needed through the Elementary Literacy Committee.</li> </ol>		

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 2:	Determine the effectiveness of our current EDM programming.	<ul style="list-style-type: none"> <li>PQR document</li> <li>Curriculum renewal process documented.</li> <li>PLC collaboration logs.</li> <li>Observations and walkthroughs.</li> </ul>	<ul style="list-style-type: none"> <li>85% of students will achieve proficient results (meet grade level expectations) as measured by EDM unit assessments.</li> <li>10% growth as measured by PSSA for grade 3 in Math.</li> </ul>
<b>Action Steps:</b>			
<ol style="list-style-type: none"> <li>Analyze results of student performance to adjust curriculum and pacing calendars to target standards.</li> <li>Engage in math PQR to identify strengths, needs and recommendations for future programming.</li> <li>Engage staff in established curriculum renewal process to formulate recommendations for future programming.</li> <li>Establish expectations for implementing Exemplars to enhance math curriculum.</li> <li>Each teacher will receive customized internal coaching for identified area of need.</li> <li>Develop an internal benchmark assessment in math proficiency for grades K-2.</li> </ol>			

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).

<b>Strategy 3:</b>	Refine professional learning communities that use data to inform instruction and identify interventions/enrichment for students.	<ul style="list-style-type: none"> <li>• PLC collaboration logs.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish a baseline utilizing the Innovation Configuration Map Rubric. Identify a growth measure.</li> </ul>
<b>Action Steps:</b>			
<ol style="list-style-type: none"> <li>1. Share expectations for district PLCs during building leadership team meeting.</li> <li>2. Provide Professional Development for staff on further use of the Innovation Configuration Map Rubric.</li> <li>3. Evaluate current PLCs through PLC Innovation Configuration rubric.</li> <li>4. Provide data analysis with instructional coaches during PLCs.</li> </ol>			

### Goals 3 & 4:

<b>Goal 3</b>
Establish a district system that fully ensures <b><u>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.</u></b>

<b>Goal 4</b>
Establish a system within the school that fully ensures that <b><u>each member of the school community promotes, enhances, and sustains a shared vision of positive school climate.</u></b>

Strategies and Action Steps for Goals 3 & 4		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).
<b>Strategy 1:</b>	Analyze intervention program (Summer Success) to monitor effectiveness and make appropriate modifications.	<ul style="list-style-type: none"> <li>• Logs of attendance</li> <li>• Collected data.</li> </ul> Research a progress monitoring tool for math (DIBELS or something similar)	ELA AIMswEB (Sept./Jan./May) <ul style="list-style-type: none"> <li>• K will score 45 (end of year) sounds/min on PSF. 23 sounds on LSF in Jan.</li> <li>• 1<sup>st</sup> will score 62 sounds/min. on NWF and 60 wc/min. on RCBM.</li> <li>• 2<sup>nd</sup> will score 90 wcpm on RCBM.</li> </ul>
<b>Action Steps:</b>			

Intervention

1. Develop intervention framework to be utilized within the Tier Time period for math and ELA.
2. Provide Summer Success for identified students and develop a monitoring plan to determine effectiveness and ensure data review.
3. Research Progress Monitoring tools for Math and pilot to determine a measure that will provide us with appropriate data to determine skill deficits and establish an intervention plan based on student need.

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"> <li>• Logs of attendance at meetings and training sessions</li> <li>• Summary report of building based plan.</li> <li>• Discipline data that indicates time and locations of discipline referrals.</li> </ul>	<ul style="list-style-type: none"> <li>• Obtain a baseline score for the building based on the Benchmarks of Quality to assess fidelity of Tier I implementation (spring 2016).</li> <li>• 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 (determine the baseline and growth target).</li> <li>• Collect baseline data on the Tiered Fidelity Inventory.</li> <li>• Reduction in discipline referrals by at least 50%. Identify students with multiple offenses and ensure they are receiving Tier 2 Interventions (check in/check out, behavior support plans)</li> </ul>
<b>Action Steps:</b>			

- 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 Check In/Check Out, grade level/team behavior plans, social/emotional tool kit, resiliency action plan, ESAP referrals).
- Monitoring System for students on Check In/Check Out plans.
- 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.
- Provide professional development opportunities to set up Performance Tracker to track behavior and academic interventions.. Populate the interventions for each tier so teams can track the success of interventions.