

Pottsgrove School District Continuous Improvement For Results

GOALS, STRATEGIES & ACTION STEPS 2013 - 2014

SCHOOL: West Pottsgrove	
PRINCIPAL: Terri Koehler	
	DATE: 9/16/13

TEAM MEMBERS

School Improvement Team:	Position/Role:
Terri Koehler	Principal
Lisa McGroarty	K Grade Level Chair
Terri Minotto	Grade 1 Chair
Brenda Hoch	Grade 2 Chair
Marianne Harrison	Building Reading Specialist
Doriann Parker	District Reading Specialist
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
Establish a system within the school that fully ensures consistent implementation of <i>standards-aligned curricula across all classrooms for all students.</i>	1
Establish a system within the school that fully ensures the consistent implementation of <i>effective instructional practices across all classrooms.</i>	2
Establish a system within the school that fully ensures <i>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.</i>	3

Goal #1 Action Plan Worksheet

Goal
Establish a system within the school that fully ensures consistent implementation of <i>standards-aligned curricula across all classrooms for all students.</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?
<u>Foundations unit assessments –ongoing as the units are completed every 6-8 weeks throughout the school year.</u>	Each unit has a prescribed level of proficiency. After each assessment, results will be reviewed to determine which students require additional intervention.	Summative and Formative
<u>Reading benchmark assessments in September, January and May</u>	Students will be assessed on fluency, nonsense word fluency, and letter/sound recognition and RCBM. The winter target for LSF is 23, the spring target is 36 for kindergarten. For First grade- NWF target for the spring is 62. RCBM winter target is 30 and the spring target is 60.	Formative, this data is used to determine tier groups for reading intervention.
<u>PELI- Pottsgrove Early Literacy Inventory- benchmark in September, then retest in January and May</u>	Targets will be set following the collection of the fall benchmark data. This is a new assessment for the 2012-2013 school year.	Formative
<u>F & P Assessments completed a minimum of 3 times a year for all students</u>	Students reading will be monitored closely and guided reading will be structured to meet the skill needs of all students.	Formative
<u>EDM Assessments aligned with the new CCS edition- ongoing throughout the year</u>	EDM assessments will be used to determine areas of weakness and to determine which students require additional support in math.	Formative and Summative
<u>Student work samples to show growth in writing across the school year.</u>	Some teachers in each grade level are piloting the Lucy Calkins units of study in writing. Discussion groups and opportunities for sharing among staff as we move toward full implementation next year.	Formative

Strategies	
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)	
Strategy 1:	Lucy Calkins units of Study in Writing – a cohort of teachers in grades k-2 are piloting the units of study as we work towards implementation of writing workshop into our ELA curriculum in 14-15.
Strategy 2:	Implement the CCS Edition of EDM.- needed to address the rigor and need for conceptual understanding in math brought forth in the CCS.
Strategy 3:	Expand the balanced literacy approach by implementing guided reading through the use of the Fountas and Pinnell assessment system.
Strategy 4:	

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

Strategy 1: Lucy Calkins units of Study in Writing – a cohort of teachers in grades k-2 are piloting the units of study as we work towards implementation of writing workshop into our ELA curriculum in 14-15.

Action Step 1:	Description:	Introduction of the Lucy Calkins writing units of study to the pilot group of teachers. Reading material supplied and the units of study for teachers to review.		
Implementation Start Date:	August 2013	Target Completion Date:	August 2013	
Person Responsible for Managing and Monitoring the Action Step		Doriann Parker, Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Teacher lesson plans indicating use of units of study. 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				

Action Step 2:	Description:	Building level meetings of teachers piloting the writing units of study.		
Implementation Start Date:	September 2013	Target Completion Date:	June 2014	
Person Responsible for Managing and Monitoring the Action Step		Doriann Parker, Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Meeting exit slips Meeting agendas Meeting notes Materials shared 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 3:	Description:	Implementation of the writing units of study in grades K-2 pilot classes		
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Implementation Start Date:	September 2013	Target Completion Date:	June 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"> • Walkthroughs • Observations • Lesson plans • Student 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			

Action Step 4:	Description:	Pilot teachers share out with full staff as an introduction to the units of study for the 14-15 school year.	
Implementation Start Date:	April 2014	Target Completion Date:	June 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"> • Exit slips from the meetings with staff • Follow up memos/newsletters • Meeting agenda 	
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			YES
Optional Identification of Anticipated Costs			

Action Step 5:	Description:	Provide all staff copies of the writing units of study to review over the summer for implementation in the 14-15 school year.	
Implementation Start Date:	May 2014	Target Completion Date:	June 2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Doriann Parker	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Meeting agendas • Follow up meetings • Summer staff communications (memos, newsletters, etc.) 	
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			YES
Optional Identification of Anticipated Costs			

Strategy 2: Implementation of the CCS Edition of EDM.- needed to address the rigor and need for conceptual understanding in math brought forth in the CCS.

Action Step 1:	Description:	Provide staff development to teachers prior to implementation of the program.	
Implementation Start Date:	June 13, 2013	Target Completion Date:	June 13, 2013

Person Responsible for Managing and Monitoring the Action Step	Rose Bilinski, Terri Koehler		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	<ul style="list-style-type: none"> Exit Slips Sign in sheets noting attendance at training 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			YES
Optional Identification of Anticipated Costs			

Action Step 2:	Description:	Provide staff development and continued support on the technology components of the EDM program.		
Implementation Start Date:	August 22, 2013 and November 5, 2013	Target Completion Date:	November 5, 2013	
Person Responsible for Managing and Monitoring the Action Step	Rose Bilinski, Terri Koehler			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	<ul style="list-style-type: none"> Exit slips Coaching visits Agendas Notes 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				

Action Step 3:	Description:	Teachers implement the curriculum with fidelity		
Implementation Start Date:	August 2013	Target Completion Date:	June 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"> Lesson plans Observations Walkthroughs Student report cards Student 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	Ongoing			

Action Step 4:	Description:	Principal training on EDM implementation and Look Fors in the classroom		
Implementation Start Date:	September 17, 2013	Target Completion Date:	September 17, 2013	
Person Responsible for Managing and Monitoring the Action Step	Rose Bilinski, Terri Koehler			

Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	<ul style="list-style-type: none"> Walkthrough checklists Exit slips Program materials
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)	YES
Optional Identification of Anticipated Costs	

Action Step 5:	Description:	PLC Meeting check ins with the math coach	
Implementation Start Date:	September 2013	Target Completion Date:	May 2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Rose Bilinski	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	<ul style="list-style-type: none"> Teacher feedback Lesson plans PLC 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			

Action Step 6:	Description:	Form a district wide K-2 committee to review and revise pacing for the new edition of Everyday Math.	
Implementation Start Date:	September 2013	Target Completion Date:	May 2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Rose Bilinski, Lisa Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	<ul style="list-style-type: none"> Teacher feedback Committee review of current expectations Recommendations for an updated pacing guide and report card expectations for grades K-2 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			YES
Optional Identification of Anticipated Costs			

Action Step 7:	Description:	Participate in a district wide report card revision initiative	
Implementation Start Date:	September 2013	Target Completion Date:	May 2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Rose Bilinski, Lisa Jones, Dorian Parker, Christy Kirsch	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	<ul style="list-style-type: none"> Teacher feedback Committee review of current expectations New standards based report card for all subject areas. 		

Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)		YES
Optional Identification of Anticipated Costs		

Strategy 3: Expand the balanced literacy approach by implementing guided reading through the use of the Fountas and Pinnell assessment system.

Action Step 1:	Description:	Staff Development on the Fountas and Pinnell Continuum of Literacy and guided reading	
Implementation Start Date:	Spring 2013	Target Completion Date:	June 2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Doriann Parker	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Exit slips from training sessions 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			

Action Step 2:	Description:	Identify F & P levels for all students	
Implementation Start Date:	Spring 2013	Target Completion Date:	Spring 2013
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Doriann Parker, Marianne Harrison	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Spreadsheet with levels completed for all 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			

Action Step 3:	Description:	Create guided reading groups based on student levels in the classroom	
Implementation Start Date:	September 2013	Target Completion Date:	October 2013
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Doriann Parker, Marianne Harrison	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Guided reading groups Lesson plans PLC 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			

Anticipated Costs			
Action Step 4:	Description:	Teachers meet monthly with Reading Specialist to review progress to date	
Implementation Start Date:	October 2013	Target Completion Date:	May 2014
Person Responsible for Managing and Monitoring the Action Step		Doriann Parker, Marianne Harrison	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Teacher reflection • Coach check in • Record keeping system • Data team notes 	
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			NO
Optional Identification of Anticipated Costs			

Action Step 5:	Description:	Teachers will assess their students a minimum of three times a year with the AIMS web benchmark assessments.	
Implementation Start Date:	November 2013	Target Completion Date:	May 2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Marianne Harrison, Doriann Parker	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Assessment data • Anecdotal records • Conference notes • Identified student levels 	
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			

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?

<u>Foundations unit assessments –ongoing as the units are completed every 6-8 weeks throughout the school year.</u>	Each unit has a prescribed level of proficiency. After each assessment, results will be reviewed to determine which students require additional intervention.	Summative and Formative
<u>Reading benchmark assessments in September, January and May</u>	Students will be assessed on fluency, nonsense word fluency, and letter/sound recognition and RCBM. The winter target for LSF is 23, the spring target is 36 for kindergarten. For First grade- NWF target for the spring is 62. RCBM winter target is 30 and the spring target is 60.	Formative, this data is used to determine tier groups for reading intervention.
<u>PELI- Pottsgrove Early Literacy Inventory- benchmark in September, then retest in January and May</u>	Targets will be set following the collection of the fall benchmark data.	Formative
<u>Classroom observations and walkthroughs- ongoing throughout the year</u>	Administrator will observe effective instructional practices in all walkthroughs and observations	Formative
<u>EDM assessments- as each unit dictates</u>	EDM assessments will be analyzed to determine Title 1 math students and their needs	Formative/Summative

Strategies	
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)	
Strategy 1:	Expand the rigor, quality and quantity of writing done by students in grades K-2.
Strategy 2:	Implement the Common Core Standards (CCS) Edition of EDM.- needed to address the rigor and need for conceptual understanding in math brought forth in the CCS.
Strategy 3:	Employ the structures and classroom routines for effective implementation of guided reading.
Strategy 4:	Continue to employ the data team process to review student data for instructional purposes.

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

Strategy 1: Expand the rigor, quality and quantity of writing done by students in grades K-2.

Action Step 1:	Description:	Identify expectations for writing at each grade level including levels of rigor, quality indicators and the amount of writing to be done at each grade level.	
Implementation Start Date:	October 2013	Target Completion Date:	October 2013
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"> Written expectations for staff Meeting agenda to share expectations 	
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			NO
Optional Identification of Anticipated Costs			

Action Step 2:	Description:	Share expectations for writing with teachers		
Implementation Start Date:	October 2013	Target Completion Date:	October 2013	
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"> • Exit slip • Lesson plans • Examples of student work • Observations and 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				

Action Step 3:	Description:	Review student writing at PLC meetings		
Implementation Start Date:	November 2013	Target Completion Date:	June 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"> • Student work • Teacher Reflection • Norm scoring rubrics 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 4:	Description:	Monitor use of writing checklists		
Implementation Start Date:	October 2013	Target Completion Date:	June 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"> • Lesson plans • Walkthroughs • Observations • Student work • Anchor charts on display in 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				

Strategy 2: Implement the Common Core Standards (CCS) Edition of EDM needed to address the rigor and need for conceptual understanding in math brought forth in the CCS.

Action Step 1:	Description:	Teachers will teach the lessons as written and not deviate from the program.		
Implementation Start Date:	August 2013	Target Completion Date:	June 2013	
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"> • Lesson plans • Walkthrough data • Observations • Assessment data 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Teachers will reinforce the lessons through the use of the technology and games associated with EDM		
Implementation Start Date:	August 2013	Target Completion Date:	June 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"> • Lesson plans • Walkthrough data • Observations • Assessment data • Review of online program use 		
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		Training occurred in June and August of 2013		

Action Step 3:	Description:	Math night to teach parents about EDM		
Implementation Start Date:	November 2013	Target Completion Date:	January 2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Rose Bilinski		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Math night agenda • Flyer to parents 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 4:	Description:	PLC Coaching sessions with Math coach		
Implementation Start Date:	September 2013	Target Completion Date:	June 2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Rose Bilinski		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Meeting notes Teacher feedback Coach feedback to determine PD needs 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 5:	Description:	Data team review of end of unit EDM assessments		
Implementation Start Date:	November 2013	Target Completion Date:	June 2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Rose Bilinski		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Assessment results Data Team 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				

Strategy 3: Employ the structures and classroom routines for effective implementation of guided reading.

Action Step 1:	Description:	Classroom teachers will design the physical set up of the classroom to reflect the structures required for balanced literacy.		
Implementation Start Date:	June 2013	Target Completion Date:	August 2013	
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"> Classroom set up 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				

Action Step 2:	Description:	Classroom teachers will instruct students on the routines to follow for literacy stations, guided reading groups and read to self time.		
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Implementation Start Date:	August 2013	Target Completion Date:	October 2013
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"> • Lesson plans • Walkthroughs • Stamina chart • Observations 	
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			YES
Optional Identification of Anticipated Costs			

Action Step 3:	Description:	Classroom teachers will maintain a leveled classroom library.	
Implementation Start Date:	May 2013	Target Completion Date:	June 2014
Person Responsible for Managing and Monitoring the Action Step		Doriann Parker, Terri Koehler	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Leveled book boxes • Classroom library set up • Levels inside book covers 	
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			YES
Optional Identification of Anticipated Costs			

Action Step 4:	Description:	Classroom teachers will implement guided reading in all K-2 classrooms	
Implementation Start Date:	May 2013	Target Completion Date:	June 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"> • Guided reading groups • Running records • Lesson plans • Observations • Walkthroughs • F & P data 	
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			YES
Optional Identification of Anticipated Costs			

Action Step 5:	Description:	Classroom teachers will implement literacy stations to address student skill deficits	
Implementation Start Date:	September 2013	Target Completion Date:	June 2014
Person Responsible for Managing and Monitoring the Action Step		Doriann Parker, Terri Koehler	

<p><u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.</p>	<ul style="list-style-type: none"> • Literacy stations • Anchor charts • Student assessments • Lesson plans • Walkthroughs • Observations • Coaching notes • F & P assessment data • Running records 	
<p>Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)</p>		YES
Optional Identification of Anticipated Costs		

Action Step 6:	Description:	Classroom teachers will apply the continuum of literacy to determine student progress.		
Implementation Start Date:		September 2013	Target Completion Date:	June 2014
Person Responsible for Managing and Monitoring the Action Step		Doriann Parker, Terri Koehler		
<p><u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.</p>	<ul style="list-style-type: none"> • Student grades • Conferring notes • F & P assessment results • Data Team notes 			
<p>Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)</p>				YES
Optional Identification of Anticipated Costs				

Action Step 7:	Description:	Classroom teachers will continue to implement Foundations with fidelity		
Implementation Start Date:		September 2013	Target Completion Date:	May 2014
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Doriann Parker		
<p><u>Indicator of Implementation:</u> Evidence that will indicate the Action Step has been implemented.</p>	<ul style="list-style-type: none"> • Lesson plans • Walkthroughs/observations • Student assessments in foundations • 			
<p>Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)</p>				NO
Optional Identification of Anticipated Costs				

Action Step 8:	Description:	Classroom teachers will continue to use interactive read alouds as part of the balanced literacy program.		
Implementation Start Date:	September 2013	Target Completion Date:	May 2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Doriann Parker		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Lesson plans Walkthroughs/observations 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Strategy 4: Continue to employ the data team process to review student data for instructional purposes.

Action Step 1:	Description:	Incorporate the data from Foundations assessments and F & P assessments into decisions for reading tier groups.		
Implementation Start Date:	September 2013	Target Completion Date:	May 2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Doriann Parker, Marianne Harrison		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Lesson plans Walkthroughs/observations Tier Group lists Data team notes Benchmark meeting notes 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Classroom teachers will employ the data team process to analyze math assessment data and use the data to make recommendations for student supports.		
Implementation Start Date:	September 2013	Target Completion Date:	May 2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Rose Bilinski, Casie Baer		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Data team notes Assessment results Identified strategies 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO

Action Step 3:	Description:	Classroom teachers will employ the data team process to review the data for struggling students to determine appropriate Child Study referrals.		
Implementation Start Date:	September 2013	Target Completion Date:	May 2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Beth Wykle		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Referral forms List of strategies attempted and outcomes Identified specific need areas for individual students. 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO

Goal #3 Action Plan Worksheet

Goal
Establish a system within the school that fully ensures <i>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.</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?
Kindergarten Screening data- Spring 2014 Dial 3	Identify incoming kindergarten students that are deficit in specific skill areas	formative
RTII Benchmark data- September 2013, January 2014, May 2014	Monitor progress of students identified as needing tier 2 and 3 interventions	formative
Parent and Teacher Survey regarding kindergarten readiness- January 2014	Identify perception data of teachers and parents and use the data to plan programs for incoming kindergarten students.	formative
Parent survey of current kindergarten students on the program May 2014	Data will be used to make curriculum and schedule adjustments as needed	formative
KEI Pilot- Fall 2013	Data is to project future success on the state assessments	formative

Strategies
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)

Strategy 1:	Expand Summer Success Program for incoming kindergarten students
Strategy 2:	Participate in the KEI Pilot for the state.
Strategy 3:	Increase awareness of kindergarten programming for parents of children scheduled to start kindergarten in the 14/15 and 15/16 school years.
Strategy 4:	Investigate the implementation of the RTII model for math

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

Strategy 1: expand Summer Success Program for incoming kindergarten students

Action Step 1:	Description:	Determine criteria for entrance to Summer Success for K students		
Implementation Start Date:	April 2014	Target Completion Date:	May 2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Marianne Harrison, Christy Kirsch (Title 1)		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Document with identified criteria for entrance to Summer Success Teacher feedback 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Screen all incoming k students with the Dial 3 assessment		
Implementation Start Date:	April 2014	Target Completion Date:	May 2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Marianne Harison, K teachers		

Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	<ul style="list-style-type: none"> Screening data for all K students Parent questionnaire data
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)	NO
Optional Identification of Anticipated Costs	

Action Step 3:	Description:	Analyze K screening data and determine eligibility based on identified criteria.	
Implementation Start Date:	May 2014	Target Completion Date:	May 2014
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.	<ul style="list-style-type: none"> List of identified 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			

Action Step 4:	Description:	Meet with the parents of identified students and review Dial 3 results and invite them to have their children participate in summer success.	
Implementation Start Date:	May 2014	Target Completion Date:	June 2014
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.	<ul style="list-style-type: none"> Parent permission to participate signed Names given to Summer Success Coordinator 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)	NO		
Optional Identification of Anticipated Costs			

Strategy 2: Participate in the KEI Pilot for the state.

Action Step 1:	Description:	Participate in all training opportunities provided by the state for the Kindergarten Entrance Inventory pilot.	
Implementation Start Date:	June 2013	Target Completion Date:	August 2013
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"> Completion of assignments associated with each webinar. 		

Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)		YES
Optional Identification of Anticipated Costs		

Action Step 2:	Description:	Administer the pilot instrument to 13-14 K students.	
Implementation Start Date:	September 2013	Target Completion Date:	November 2013
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Shandy Farin, Lisa McGroarty	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Student 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	Provided in the webinars, no cost		

Action Step 3:	Description:	Score the assessments based on the state guidelines and upload to the state data base for the pilot.	
Implementation Start Date:	September 2013	Target Completion Date:	November 2013
Person Responsible for Managing and Monitoring the Action Step		Shandy Farin, Lisa McGroarty	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Assessment results • PELI data for comparison 	
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	Webinars provided by the state.		

Action Step 4:	Description:	Analyze and share the assessment results with the kindergarten staff and administration.	
Implementation Start Date:	November 2013	Target Completion Date:	November 2013
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Shandy Farin, Lisa McGroarty	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Exit slips from meeting with k teachers to share the data • Comparative analysis of the pilot data and the PELI data from November • Determine patterns in the data and develop an action plan for areas of general weakness. 	
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)			NO
Optional Identification of Anticipated Costs			

Strategy 3: Increase awareness of kindergarten programming for parents of children scheduled to start kindergarten in the 14/15 and 15/16 school years.

Action Step 1:	Description:	Identify the families who will have kindergarten students during the 14-15 and 15-16 school years.		
Implementation Start Date:	October 2013	Target Completion Date:	December 2013	
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"> • Generate a list of names and contact information for incoming k students. • Parent newsletter • Use of Facebook, the District Website and local media to get the word out to parents. 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Develop a schedule of events for incoming kindergarten parents and students		
Implementation Start Date:	February 2014	Target Completion Date:	August 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"> • Schedule posted on the website and made available to parents. • Advertisement 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				

Action Step 3:	Description:	Identify district and building events to invite parents and students to and create schedule and identify necessary resources.		
Implementation Start Date:	October 2013	Target Completion Date:	October 2013	
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"> • Master schedule of district, building and PTO events posted on website and sent to parents. • Flyers • Resources 		
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 4:	Description:	Survey parents of incoming k students and k teachers to determine perceptions of what children should know and be able to do when entering kindergarten.		
Implementation Start Date:	January 2014	Target Completion Date:	January 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"> • Surveys • Survey data 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 5:	Description:	Hold informational sessions for parents, teachers and local preschool/daycare providers to share survey data and provide additional resources.		
Implementation Start Date:	January 2014	Target Completion Date:	August 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"> • Agendas • Registration materials 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Strategy 4: Investigate the implementation of the RTII model for math.

Action Step 1:	Description:	Research best practices in RTII for math.		
Implementation Start Date:	October 2013	Target Completion Date:	February 2014	
Person Responsible for Managing and Monitoring the Action Step		Terri Koehler, Casie Baer		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Research summary prepared and next steps identified 		
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				YES
Optional Identification of Anticipated Costs				

Action Step 2:	Description:	Attend training session on RTII for Math		
Implementation Start Date:	September 2013	Target Completion Date:	June 2014	

Person Responsible for Managing and Monitoring the Action Step	Terri Koehler, Ann Myers		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	<ul style="list-style-type: none"> Attendance at conference, share out with cabinet and math department. 		
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	TBD depending on training offered		

Action Step 3:	Description:	Identify criteria to determine Title 1 eligibility for math for students in grades K-5.		
Implementation Start Date:	January 2014	Target Completion Date:	June 2014	
Person Responsible for Managing and Monitoring the Action Step	Janet Lindley, Barbara Burke-Stevenson, Terri Koehler, Lisa Jones, Yolanda Williams.			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	<ul style="list-style-type: none"> Surveys Survey data 			
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)				NO
Optional Identification of Anticipated Costs				

Action Step 4:	Description:	Revise schedule to allow for dedicated math tier time.		
Implementation Start Date:	Contingent upon training in #2	Target Completion Date:	TBD	
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"> Schedule revisions made and shared with 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				

Action Step 5:	Description:	Determine appropriate screening measures for use in identification of students		
Implementation Start Date:	September 2013	Target Completion Date:	June 2014	
Person Responsible for Managing and Monitoring the Action Step	Terri Koehler, Rose Bilinski, Janet Lindley			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	<ul style="list-style-type: none"> Measure defined and shared with Title 1 math 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				

Anticipated Costs

Action Step 6:	Description:	Train Title 1 Math Staff on screening measure.	
Implementation Start Date:	March 2014	Target Completion Date:	June 2014
Person Responsible for Managing and Monitoring the Action Step		Janet Lindley	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Title 1 tutors successfully administer the screening instrument to determine end of the year status for currently identified Title 1 Math 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			