

Pottsgrove School District Continuous Improvement For Results

GOALS, STRATEGIES & ACTION STEPS *LOWER POTTSBROVE ELEMENTARY* *2014 - 2015*

SCHOOL: Lower Pottsgrove Elementary School	
PRINCIPAL: Yolanda Williams	
	DATE: September 16, 2014

TEAM MEMBERS

School Improvement Team:	Position/Role:
Yolanda Williams	Principal
Steve Sieller	Assistant Principal
Rose Bilinski	Curriculum & Instruction Coach
Robin Scouton	4 th Grade Team Leader
Heather Geist	4 th Grade Teacher
Samantha Kuzniar	4 th Grade Team Leader
Christy Kirsch	Curriculum & Instruction Coach
Sue 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
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

SL Goal #1 Action Plan Worksheet

Will this Action Plan address the specific reason(s) why the school did not make AYP? (Y/N) __Y_

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?
FORMATIVE ASSESSMENTS within the units (approx. 2 units/trimester)	Demonstrate understanding of the CCSS within each unit; 80% of the students will meet expectations in reading and writing	Formative
Benchmark Assessment (AIMSweb) – September 2014, January 2015, and May 2015	Baseline data will be collected to establish targets	Summative
AIMSweb Progress Monitoring- Continuous	80% of students will be on grade level	Summative
F&P Student levels of growth January 2015 and May 2015	85% of the students will make year’s growth or more in reading	Formative
Spelling Inventory- September 2014 and May 2015	80% of all students will be at the appropriate stage of spelling development	Summative
EDM Unit Test: (multiple choice, short answer, oral, open ended)	80% of the students will be proficient in multiple skills/concepts	Formative
PSSA	10% of growth for all grades, content areas, and subgroups	Summative

Strategies	
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)	
Strategy 1:	Balanced Literacy Framework: An instructional framework that includes guided reading, independent reading, word study, and writing. Each classroom has a leveled-classroom library to support independent reading. A building-wide leveled book room has been established to support guided reading instruction.
Strategy 2:	Data Team Process: Process used by collaborative instructional grade level teams to collect and analyze data in order to make decisions in regard to instructional strategies.
Strategy 3:	Everyday Math (Common Core): A researched-based mathematics program designed to enable students in elementary grades to learn more mathematical content and become life-long mathematical thinkers. Key elements of the program are mental math, math message, flexible/heterogeneous grouping, games, and built-in technology integration. Standard math practices and common core standards are embedded into the program.

Implementation Plan—Action Steps
Document the action steps that will be taken to implement the strategies in accomplishing the Goal: Establish a system within the school that fully ensures consistent implementation of <i>standards-aligned curricula across all classrooms for all students.</i>

Strategy 1: Balanced Literacy Framework

Action Step 1:	Description:	Continue to implement Independent Reading component of Balanced Literacy framework into the Language Arts Curriculum Independent reading will be integrated into the Language Arts curriculum to address the Reading Information, Reading Literature, Reading Foundations, Language, and Speaking and Listening standards. Students will read independently daily, practicing the skills and strategies outlined in the PA Core standards-aligned curriculum. Teachers will regularly confer with students setting new goals to address desired reading outcomes of the curriculum.				
Implementation Start Date:	September 2014	Target Completion Date:	May 2016			
Person Responsible for Managing and Monitoring the Action Step		Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Walkthrough Data • Anecdotal records • Exit Slips • Response Journals • PSSA Results 				
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	Year 1		Year 2		Year 3	

Action Step 2:	Description:	Continue to implement Guided Reading component of Balanced Literacy Framework into the Language Arts Curriculum Guided reading will be integrated into the Language Arts curriculum to address the Reading Information, Reading Literature, Reading Foundations, Language, and Speaking and Listening standards. Small groups of homogenous students will meet regularly with the teacher to practice skills and strategies outlined in the PA Core standards-aligned curriculum. Teachers will scaffold children development on an individual basis during guided reading instruction to address the desired outcomes of the curriculum.				
Implementation Start Date:	September 2014	Target Completion Date:	May 2016			

Person Responsible for Managing and Monitoring the Action Step		Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Walkthrough Data • Anecdotal records • Exit Slips • Response Journals • F&P Results • Differentiated Supervision Proposals • PSSA Results 				
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	Year 1		Year 2		Year 3	

Action Step 3:	Description:	Continue to Integrate Words Their Way Program into ELA curriculum				
		The Words Their Way program will be used to address the Language and Reading Foundations PA Core standards. Students will be given a spelling inventory to identify areas of need in the word study component. Teachers will analyze the data and group children accordingly to address the word study skills outlined in the curriculum.				
Implementation Start Date:		September 2014	Target Completion Date:		May 2016	
Person Responsible for Managing and Monitoring the Action Step		Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Spelling Inventories • Walk-through Data • PSSA Results 				
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	Year 1		Year 2		Year 3	

Action Step 4:	Description:	Curriculum and Instruction Coach and Reading specialists will meet with grade level teachers to offer ongoing support for curriculum implementation.				
		Curriculum and Instruction Coach and Reading specialists will meet regularly with each grade level team to support curriculum implementation. This may include reviewing skills and strategies to be taught in each unit of study, brainstorming strategies to meet the varied needs of students, and modeling lessons of skills included in the curriculum.				
Implementation Start Date:		September 2013	Target Completion Date:		May 2016	
Person Responsible for Managing and Monitoring the Action Step		Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been		<ul style="list-style-type: none"> • Team Meeting Minutes • PSSA Results 				

implemented.	<ul style="list-style-type: none"> Walk-Throughs 					
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	Year 1		Year 2		Year 3	

Action Step 5:	Description:	Provide parents with an overview of the curriculum framework.				
		A parent friendly version of curriculum goals and outcomes Balanced Literacy components will be articulated to the parents via presentations and parent newsletters.				
Implementation Start Date:	August 2014	Target Completion Date:	May 2015			
Person Responsible for Managing and Monitoring the Action Step		Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Power Point Presentations Newsletters Web Pages Brochures Literacy Nights 				
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	Year 1		Year 2		Year 3	

Action Step 6:	Description:	Host Literacy Nights to teach parents about each component of the curriculum framework				
		Throughout the year, informative sessions will be held to provide parents with information related to Balanced Literacy and the core programs used to deliver curriculum content.				
Implementation Start Date:	September 2014	Target Completion Date:	May 2016			
Person Responsible for Managing and Monitoring the Action Step		Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Power Point Presentations Newsletters 				
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	Year 1		Year 2		Year 3	

Action Step 7:	Description:	Create a monitoring plan for strategy 1				
Implementation Start Date:	September 2014	Target Completion Date:	October 2014			
Person Responsible for Managing and Monitoring the Action Step		Building Principals				

Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Monitoring 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	Year 1		Year 2		Year 3	

Strategy 2: Data Team Process

Action Step 1:	Description:	Refine implementation of data team process				
		Principals and a select group of teachers will review existing expectations for the data team process and make necessary revisions to the existing process in support of monitoring student achievement and instructional strategies.				
Implementation Start Date:		September 2014	Target Completion Date:		May 2015	
Person Responsible for Managing and Monitoring the Action Step			Building Principals and Director of Education			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Meeting minutes Faculty 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	Year 1		Year 2		Year 3	

Action Step 2:	Description:	Communicate teacher expectations for the data team process				
		Teachers will receive ongoing verbal and written expectations of the Data Team Process via grade level meetings, meetings, and weekly newsletters.				
Implementation Start Date:		September 2014	Target Completion Date:		May 2015	
Person Responsible for Managing and Monitoring the Action Step			Building Principals and Director of Education			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Meeting Minutes PLC Meeting Documents Faculty 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	Year 1		Year 2		Year 3	

Action Step 3:	Description:	Revise common data team process to review and update curriculum and common assessment to drive instruction				
		A new template to record curriculum suggestions and modifications will be created to record updates required for the Language Arts curriculum.				

Implementation Start Date:	September 2014	Target Completion Date:	May 2015
Person Responsible for Managing and Monitoring the Action Step		Building Principals	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Completed template 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	Year 1	Year 2	Year 3

Action Step 4:	Description:	Refine norm-scoring process for ELA to ensure consistent scoring of open-ended responses Curriculum and instruction coaches and principals will meet with teachers to review the norm scoring process. Teachers will use a rubric and student work samples to come up with common anchor papers as a guideline for scoring open-ended responses. All teachers will use the agreed upon anchor papers to score the remainder of their class.		
Implementation Start Date:	September 2014	Target Completion Date:	May 2015	
Person Responsible for Managing and Monitoring the Action Step		Building principals and Curriculum Coaches		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Student Work 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	Year 1	Year 2	Year 3	

Action Step 5:	Description:	Analyze classroom assessment data to determine if curriculum is consistently implemented in all classes/grades Teachers will meet regularly to discuss student work samples. The norm scoring process will be used to analyze classroom assessments.		
Implementation Start Date:	September 2013	Target Completion Date:	May 2016	
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Reading Specialists		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Student Work Data Team Minutes Walk-throughs Observations F&P Results 		
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	Year 1	Year 2	Year 3	

Action Step 6:	Description:	Create a monitoring plan for strategy 2				
Implementation Start Date:	September 2014	Target Completion Date:	October 2014			
Person Responsible for Managing and Monitoring the Action Step		Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Monitoring 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	Year 1		Year 2		Year 3	

Strategy 3: Everyday Math (Common Core)

Action Step 1:	Description:	Establish expectations for the implementation of EDM Common Core			
		Teachers will receive professional development and ongoing coaching for the implementation of EDM Common Core with technology integration. Expectations will be articulated via presentations, newsletters, and data team meetings.			
Implementation Start Date:	September 2014	Target Completion Date:	May 2015		
Person Responsible for Managing and Monitoring the Action Step		Building Principals			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Newsletters Walk-through Data Meeting Minutes PSSA Results Embedded Professional Development 			
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	Year 1		Year 2		Year 3

Action Step 2:	Description:	Establish expectations for implementing norm-scoring of EDM to ensure consistent scoring of open-ended responses			
		Teachers will receive professional development and ongoing coaching for the implementation of EDM Common Core with norm-scoring. Expectations will be articulated via presentations, newsletters, and data team meetings.			
Implementation Start Date:	September 2014	Target Completion Date:	May 2015		
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Math Coach			
Indicator of Implementation: Evidence that will indicate the Action Step has been		<ul style="list-style-type: none"> Student work samples 			

implemented.		<ul style="list-style-type: none"> • Meeting Minutes • Walk-through Data • PSSA Results 				
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	Year 1		Year 2		Year 3	

Action Step 3:	Description:	Curriculum & Instruction Coaches meet with grade levels to determine schedule for support of implementation				
		Math coach will meet regularly with each grade level team to support curriculum implementation. This may include reviewing skills and strategies to be taught in each unit of study, brainstorming strategies to meet the varied needs of students, and modeling lessons of skills included in the curriculum.				
Implementation Start Date:		September 2014	Target Completion Date:		May 2016	
Person Responsible for Managing and Monitoring the Action Step			Math Coach and Building Principals			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.			<ul style="list-style-type: none"> • Meeting minutes • PSSA Results • Unit Assessments 			
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	Year 1		Year 2		Year 3	

Action Step 4:	Description:	Provide program overview to parents				
		A parent friendly version of curriculum goals and outcomes of EDM will be articulated to the parents via presentations and parent newsletters.				
Implementation Start Date:		September 2013	Target Completion Date:		May 2014	
Person Responsible for Managing and Monitoring the Action Step			Math Coach and Building Principals			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.			<ul style="list-style-type: none"> • Presentations • Newsletters • Weblink 			
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	Year 1		Year 2		Year 3	

Action Step 5:	Description:	Host Math Night to teach parents about various components of the program				
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		Throughout the year, informative sessions will be held to provide parents with information related to Balanced Literacy and the core programs used to deliver curriculum content.				
Implementation Start Date:		September 2014		Target Completion Date:		May 2016
Person Responsible for Managing and Monitoring the Action Step				Math Coach and Building Principals		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.				<ul style="list-style-type: none"> • Power Point Presentations • Newsletters 		
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		Year 1		Year 2		Year 3

Action Step 6:		Description: Create a monitoring plan for strategy 3				
Implementation Start Date:		September 2014		Target Completion Date:		October 2014
Person Responsible for Managing and Monitoring the Action Step				Building Principals		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.				<ul style="list-style-type: none"> • Monitoring 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		Year 1		Year 2		Year 3

Plan Solution

SL Goal #2 Action Plan Worksheet

Will this Action Plan address the specific reason(s) why the school did not make AYP? (Y/N) Y

Goal
Place the highest priority Systemic Challenge in the cell below—this is the Goal of the Action Plan :
Establish a system within the school that fully ensures the consistent implementation of <i>effective instructional practices across all classrooms</i> .

Indicators of Effectiveness

<u>Data Source</u> Include dates of implementation	Specific targets that will indicate the action plan are having a positive impact on <u>student</u> achievement or performance.	Is the Indicator summative or formative?
Response to Instruction and Intervention, Reading Benchmark assessments in September, January and May	Students will be assessed on fluency and comprehension.	Formative, this data is used to determine tier groups for reading intervention
Common assessment: each English/Language Arts unit of study	Each assessment has a defined rubric for proficiency	Formative
Classroom observations and walkthroughs – ongoing throughout the year	Administrator will observe effective instructional practices in all walkthroughs and observations (Foci: Lesson Plans, Confering notes, independent practice, guided reading groups, EDM games)	Formative
F&P Benchmark Assessment 2-3/year	Students will be assessed on fluency and comprehension	Formative

Strategies	
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)	
Strategy 1:	Balanced Literacy Instruction: An instructional framework that implements guided reading, independent reading, word study, and writing. School wide bookroom and classroom libraries will be expanded as needed to support student growth.
Strategy 2:	Data Team Process: A six-step process used by collaborative instructional grade level teams to collect and analyze data in order to make decisions in regard to instructional strategies.
Strategy 3:	Everyday Math (Common Core): A researched-based mathematics program designed to enable students in elementary grades to learn more mathematical content and become life-long mathematical thinkers. Key elements of the program are mental math, math message, flexible/heterogeneous grouping, games, and built-in technology integration. Standard math practices and common core standards are embedded into the program.

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

Strategy 1: Employ Balanced Literacy approach to reading instruction

Action Step 1:	Description:	Update Leveled Classroom Libraries The leveled libraries supplement a variety of reading materials that support the varying reading needs of the students in the classroom. The books in the library should be organized by genre, author, series, or topic. In support of the independent reading expectations, teachers should create and display anchor charts for the students.	
Implementation Start Date:		August 2014	Target Completion Date: May 2015
Person Responsible for Managing and Monitoring the Action Step		Grade Level Leaders, Curriculum Coach, and Building Principals	

Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Walkthroughs Library Classroom Displays that are aligned to 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	Year 1		Year 2		Year 3	

Action Step 2:	Description:	Continue to implement and refine independent reading practices as a component of balanced literacy Teachers will provide brief, whole group mini lessons about reading strategies. Next, students will begin reading independently and building stamina to increase comprehension. The teachers will confer with individual students in order to monitor and adjust student goals based on progress.				
Implementation Start Date:		September 2013	Target Completion Date:		May 2016	
Person Responsible for Managing and Monitoring the Action Step			Building Principals			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Response Journals Conferring Notes Walkthrough 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	Year 1		Year 2		Year 3	

Action Step 3:	Description:	Provide professional development about Guided Reading – Teaching for Comprehending and Fluency A Heinemann Consultant provided a full day of Guided Reading training, which included student assessment, grouping, text selection, instructional delivery and ongoing informal monitoring.				
Implementation Start Date:		TBD	Target Completion Date:		June 2015	
Person Responsible for Managing and Monitoring the Action Step			Building Principals, Curriculum Coach			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Exit Slips Observation 				
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	Year 1		Year 2		Year 3	

Action Step 5:	Description:	Provide professional development about Word Study In house professional development for stages of spelling development, administration and analysis of spelling inventory, effective grouping practices, instructional delivery and ongoing informal and formal monitoring.				
Implementation Start Date:	September 2013	Target Completion Date:	May 2015			
Person Responsible for Managing and Monitoring the Action Step		Curriculum Coach and Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Spelling Inventories • Walk-through 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	Year 1		Year 2		Year 3	

Action Step 6:	Description:	Daily implementation of Words Their Way as a component of Balanced Literacy Teachers will administer and analyze spelling inventory, form flexible groups based on assessment results and provide small group word study instruction focused on phonics, spelling, and vocabulary. Additionally, teachers will monitor progress formally and informally and revise student groups based on data.				
Implementation Start Date:	September 2013	Target Completion Date:	May 2016			
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Curriculum Coach				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Spelling Inventories • Walk-through data • Weekly Assessments 				
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	Year 1		Year 2		Year 3	

Action Step 7:	Description:	Continue to implement and refine writing instruction as a component of Balanced Literacy (Being a Writer and Calkins Units of Study) Using Being a Writer model and Lucy Calkins Units of study model, teachers will provide brief, whole group mini lessons about writing strategies. Students will begin writing independently, building writing stamina to in order to increase production. The teacher confers with the individual students monitoring and adjusting student goals based on progress. Students should be able to demonstrate writing competency through continued implementation of the writing process.				
Implementation Start Date:	September 2013	Target Completion Date:	May 2016			

Person Responsible for Managing and Monitoring the Action Step		Curriculum Coach and Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Student work • Meeting Minutes • PSSA Results • Norm Scoring Papers Anchor • Results of Narrative Writing Unit for Lucy Calkins • Walk-through 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	Year 1		Year 2		Year 3	

Action Step 8:	Description:	Create a monitoring plan for strategy 1				
Implementation Start Date:	September 2014	Target Completion Date:	October 2014			
Person Responsible for Managing and Monitoring the Action Step		Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Monitoring 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	Year 1		Year 2		Year 3	

Strategy 2: Employ the Data Team Process to Focus on Instructional Practices

Action Step 1:	Description:	Refine implementation of data team process				
		Principals and a select group of teachers will review existing expectations for the data team process and make necessary revisions to the existing process in support of monitoring student achievement and instructional strategies.				
Implementation Start Date:	September 2014	Target Completion Date:	May 2015			
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Grade Level Leaders				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • 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	Year 1		Year 2		Year 3	

Action Step 2:	Description:	Communicate teacher expectations for the data team process Teachers will receive ongoing verbal and written expectations of the Data Team Process via grade level meetings, meetings, and weekly newsletters.				
Implementation Start Date:	September 2014	Target Completion Date:	May 2015			
Person Responsible for Managing and Monitoring the Action Step		Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Meeting Minutes PLC Meetings Walk-through 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	Year 1		Year 2		Year 3	

Action Step 3:	Description:	Analyze student assessment data to determine if teaching strategies are effective Teachers will meet regularly to discuss student assessment in relation to targets for math and ELA.				
Implementation Start Date:	September 2014	Target Completion Date:	May 2016			
Person Responsible for Managing and Monitoring the Action Step		Grade level leaders, Curriculum Coaches, and Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Assessment Results Data Team Minutes Walk-through 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	Year 1		Year 2		Year 3	

Action Step 4:	Description:	Create a monitoring plan for strategy 2				
Implementation Start Date:	September 2014	Target Completion Date:	October 2014			
Person Responsible for Managing and Monitoring the Action Step		Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Monitoring 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	Year 1		Year 2		Year 3	

Strategy 3: Everyday Math- Effective Math Instruction

Action Step 1:	Description:	Provide teachers with embedded professional development in Everyday Math Program (CCSS) Everyday Math consultants will provide one full day of training for all teachers including technology for student and teacher use, components of a lesson, monitoring student progress, differentiated instructional practices, and home and school communication.				
Implementation Start Date:	September 2014	Target Completion Date:	June 2015			
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Math Coach				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • PD Exit Slips • Walk-through 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	Year 1		Year 2		Year 3	

Action Step 2:	Description:	Refine expectations for the implementation of EDM Common Core Teachers will receive professional development and ongoing coaching for the implementation of EDM Common Core with technology integration. Expectations will be articulated via presentations, newsletters, and data team meetings.			
Implementation Start Date:	September 2014	Target Completion Date	May 2015		
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Math Coach			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Walk-through data • 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	Year 1		Year 2		Year 3

Action Step 3:	Description:	Continue to Implement Effective Everyday Math practices in all grade levels Teachers will model and provide instruction to promote the Standard Math Practices (SMP) which include the following: modeling with mathematics, using appropriate tools strategically, constructing viable arguments and critique the reasoning of others, reasoning abstractly and quantitatively, and making sense of problems.			
Implementation Start Date:	September 2013	Target Completion Date	May 2016		
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Math Coach			

Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Walk-through data • PSSA results • Student Work • RSA results • Unit Test • EDM Games • EDM Checklist 				
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	Year 1		Year 2		Year 3	

Action Step 4:	Description:	Provide embedded professional development and coaching for the implementation of EDM (Common Core) The math coach will provide embedded professional development for the effective implementation of EDM-Common Core. Teachers will collaborate on lessons and participate in co-teaching opportunities.				
Implementation Start Date:		September 2013	Target Completion Date		May 2016	
Person Responsible for Managing and Monitoring the Action Step			Building Principals and Math Coach			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Walk-through Data • Meeting Minutes • RSA results • Unit Test 				
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	Year 1		Year 2		Year 3	

Action Step 5:	Description:	Create a monitoring plan for strategy 3				
Implementation Start Date:		September 2014	Target Completion Date		October 2014	
Person Responsible for Managing and Monitoring the Action Step			Building Principals			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Monitoring 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	Year 1		Year 2		Year 3	

SL Goal #3 Action Plan Worksheet

Will this Action Plan address the specific reason(s) why the school did not make AYP? (Y/N) ____

Goal
Place the highest priority Systemic Challenge in the cell below—this is the Goal of the Action Plan :
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 student achievement or performance.	Is the Indicator summative or formative?
Performance Tracker, Google Doc, Teacher data for math assessments, Teacher data for Balanced Literacy levels of growth and authentic writing samples	80% or greater number of students from subgroups who have a trend line illustrating increased individual performance in math and reading	Formative
Data Team Meeting with administration, counselor, reading specialists, math teacher present a minimum of one time per month	80% or greater number of students having a positive growth trend line in reading and/or math	Formative
Child Study Team, Progress Monitoring Data	80% or greater number of students who received Response to Instruction and Intervention interventions with data revealing a positive trend line after 4 data points	Formative
ESAP	80% or greater number of students who have social or emotional issues and interventions increased student achievement	Formative

Strategies	
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)	
Strategy 1:	Refine RtII Process and continue implementation of the Data Team Process in <u>Reading</u> in order to screen, analyze, communicate, plan and implement supports and interventions to students in need.
Strategy 2:	Refine RtII Process and continue implementation of the Data Team Process in <u>Mathematics</u> in order to screen, analyze, communicate, plan and implement supports and interventions to students in need.
Strategy 3:	Refine Implementation of the Data Team Process involved with <u>Social/Emotional Development</u> in order to screen, analyze, communicate, plan and implement supports and interventions to students in need.

Implementation Plan—Action Steps

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

Strategy 1: Refine Implementation of Data Team Process in Reading

Action Step 1:	Description:	Screen students in Reading Students will be screened using AIMSweb Benchmark and Fountas & Pinnell Assessments in order to determine required interventions in reading.				
Implementation Start Date:	September 2014	Target Completion Date		October 2014		
Person Responsible for Managing and Monitoring the Action Step		Building Principals, Reading Specialists, Curriculum Coach				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Monthly Data Team Meetings involving key personnel (Teacher, Grade Level Team, Reading Specialists, Intervention Tutors.) The Data Team will share communications of Tiers 1, 2, and 3 students and the degrees of success. 				
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	Year 1		Year 2		Year 3	

Action Step 2:	Description:	Analyze data Reading Specialists will analyze results of screening assessment				
Implementation Start Date:	September 2014	Target Completion Date		October 2014		
Person Responsible for Managing and Monitoring the Action Step		Building Principal, Reading Specialists, Curriculum Coach				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Reading Specialist's meeting documentation and outlines Document indicating each student's level 				
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	Year 1		Year 2		Year 3	

Action Step 3:	Description:	Communicate Results with Teachers Reading Specialists meet with PLC's, ESAP Team or Child Study Team (according to needed level of support). Reading Specialists communicate results to the teacher and team.				
Implementation Start Date:	September 2014	Target Completion Date		October 2014		
Person Responsible for Managing and Monitoring the Action Step		Building Principals, Curriculum Coach, Reading Specialists, School Counselor, School Psychologist				

Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • PLC Meetings with recorded placement of students • Beginning of Tier Time instruction 				
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)						NO
Optional Identification of Anticipated Costs	Year 1		Year 2		Year 3	

Action Step 4:	Description:	Design and implement prescribed reading programs and instruction Reading Specialists, teacher, and grade level team collaboratively design and implement Title I and Tier differentiated interventional programs specific to student needs.				
Implementation Start Date:	September 2014	Target Completion Date	May 2016			
Person Responsible for Managing and Monitoring the Action Step		Building Principals, Curriculum Coach, Reading Specialists				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Walkthroughs • Data Team Minutes • Tier 1, 2, and Tier 3 Progress Monitoring sheets 				
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	Year 1		Year 2		Year 3	

Action Step 5:	Description:	Monitor Student Progress Teacher, grade level team, Reading Specialists and Intervention Tutors monitor progress through weekly and/or biweekly assessment tools (ex: Aimsweb, conferencing, anecdotal records, writing samples, common reading assessments)				
Implementation Start Date:	October 2014	Target Completion Date	May 2015			
Person Responsible for Managing and Monitoring the Action Step		Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> • Walkthroughs • Data Team Minutes • Tier 1, 2, and Tier 3 Progress Monitoring sheets • Anecdotal 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	Year 1		Year 2		Year 3	

Action Step 6:	Description:	Repeat steps 1-5 for Winter and Spring Key personnel go through the process another two times within the school year in order to analyze data and/or determine student progress or lack of progress.				
Implementation Start Date:		January 2015	Target Completion Date		May 2015	
Person Responsible for Managing and Monitoring the Action Step			Building Principals, Curriculum Coach, Reading Specialists			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.			<ul style="list-style-type: none"> Walkthroughs Data Team Minutes Tier 1, 2, and Tier 3 Progress Monitoring sheets Anecdotal 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	Year 1		Year 2		Year 3	

Action Step 7:	Description:	Analyze RtII process Key personnel meet at the end of the school year (May) to determine successes and opportunities for improvement for the entire program, grade level team planning, and individual students.				
Implementation Start Date:		May 2014	Target Completion Date		May 2015	
Person Responsible for Managing and Monitoring the Action Step			Building Principals and Curriculum Coach, Reading Specialist			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.			<ul style="list-style-type: none"> Walkthroughs Data Team Minutes Tier 1, 2, and Tier 3 Progress Monitoring sheets 			
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	Year 1		Year 2		Year 3	

Action Step 8:	Description:	Monitor data and continue process Key personnel monitor data throughout the school year to determine successes and opportunities for improvement for the entire program, grade level team planning, and individual students.				
Implementation Start Date:		October 2014	Target Completion Date		May 2015	
Person Responsible for Managing and Monitoring the Action Step			Building Principals and Curriculum Coach, Reading Specialist			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.			<ul style="list-style-type: none"> Walkthroughs Data Team Minutes Tier 1, 2, and Tier 3 Progress Monitoring sheets 			

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	Year 1		Year 2		Year 3		
Action Step 9:	Description:	Create a monitoring plan for strategy 1					
Implementation Start Date:		September 2013	Target Completion Date		October 2014		
Person Responsible for Managing and Monitoring the Action Step			Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.			<ul style="list-style-type: none"> Monitoring 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	Year 1		Year 2		Year 3		

Strategy 2: Refine Implementation of the Data Team Process in Mathematics

Action Step 1:	Description: Screening of students	Screen students in Math Screen students by using the EDM/RSA unit assessments					
Implementation Start Date:		September 2014	Target Completion Date:		October 2014		
Person Responsible for Managing and Monitoring the Action Step			Yolanda Williams, Rose Bilinski, Janet Lindley, Classroom Teacher				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.			<ul style="list-style-type: none"> Monthly Data Team Meetings involving key personnel (Teacher, Grade Level Team, Math Specialists, Intervention Tutors.) The Data Team will share communications of Tiers 1 and 3 students and the degrees of success. 				
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	Year 1		Year 2		Year 3		

Action Step 2:	Description:	Analyze Math Data Math Specialists analyze results of screening				
Implementation Start Date:		September 2014	Target Completion Date:		October 2014	

Person Responsible for Managing and Monitoring the Action Step		Building Principals, Math Specialist, and Math Coach				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Math Specialist's meeting documentation and outlines Document indicating each student's level 				
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	Year 1		Year 2		Year 3	

Action Step 3:	Description:	Communication of results Math Specialists meet with PLC's, ESAP Team or Child Study Team (according to needed level of support). Math Specialists communicate results to the teacher and team.				
Implementation Start Date:	September 2014	Target Completion Date:	October 2014			
Person Responsible for Managing and Monitoring the Action Step		Building Principals, Math Coach, and Math Specialist				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> PLC Meetings with recorded placement of students Beginning of Tier Time instruction 				
Is this Action Step a <i>professional development</i> activity or initiative? If yes, complete the professional development worksheet. (YES or NO)						NO
Optional Identification of Anticipated Costs	Year 1		Year 2		Year 3	

Action Step 4:	Description:	Design and Implementation of prescribed math programs and instruction Math Specialists, teacher, and grade level team collaboratively design and implement Title I and Tier differentiated interventional programs specific to student needs. (Tier Time is not used by classroom teacher for math intervention)				
Implementation Start Date:	September 2014	Target Completion Date:	May 2015			
Person Responsible for Managing and Monitoring the Action Step		Building Principals, Math Specialist, Math Coach, Classroom Teachers				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Walkthroughs 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)						YES
Optional Identification of Anticipated Costs	Year 1		Year 2		Year 3	

Action Step 5:	Description:	Monitor progress of students Teacher, grade level team, Math Specialists and Intervention Tutors monitor progress through weekly and/or biweekly assessment tools (ex: Conferencing, anecdotal records, writing samples) (RSA, Probes)				
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Implementation Start Date:	September 2014	Target Completion Date:	May 2015
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Math Specialists	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Walkthroughs Data Team Minutes Tier 1 and Tier 3 Progress Monitoring sheets 	
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	Year 1	Year 2	Year 3

Action Step 6:	Description:	Repeat Steps 1-5 Key personnel go through the process another two times within the school year in order to analyze data and/or determine student progress or lack of progress.		
Implementation Start Date:	January 2015	Target Completion Date:	May 2015	
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Math Specialist		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Walkthroughs Data Team Minutes Tier 1 and Tier 3 Progress Monitoring 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	Year 1	Year 2	Year 3	

Action Step 7:	Description:	Analyze RtII process Key personnel meet at the end of the school year (May) to determine successes and opportunities for improvement for the entire program, grade level team planning, and individual students.		
Implementation Start Date:	May 2014	Target Completion Date:	May 2015	
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Math Specialist		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Walkthroughs Data Team Minutes Tier 1 and Tier 3 Progress Monitoring 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	Year 1	Year 2	Year 3	

Anticipated Costs						
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Action Step 8:	Description:	Monitor data Key personnel monitor data throughout the school year to determine successes and opportunities for improvement for the entire program, grade level team planning, and individual students.				
Implementation Start Date:		October 2014	Target Completion Date:		May 2015	
Person Responsible for Managing and Monitoring the Action Step			Building Principals and Math Specialist			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.			<ul style="list-style-type: none"> Walkthroughs Data Team Minutes Tier 1 and Tier 3 Progress Monitoring data Unit assessment 			
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	Year 1		Year 2		Year 3	

Action Step 9:	Description:	Create a monitoring plan for strategy 2				
Implementation Start Date:		September 2014	Target Completion Date:		October 2014	
Person Responsible for Managing and Monitoring the Action Step			Building Principals			
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.			<ul style="list-style-type: none"> Monitoring 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	Year 1		Year 2		Year 3	

Strategy 3: Refine Implementation of the Data Team Process involved with Social/Emotional Development of students

Action Step 1:	Description:	Screen students for social/emotional needs <ul style="list-style-type: none"> Guidance Counselor screens students using a universal screening tool OR Parents communicate concerns about their children OR Teachers or support staff bring forward concerns/observations of students OR
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		<ul style="list-style-type: none"> Behavioral data shows evidence of patterns of aggressive or negative behaviors OR All of the above 				
Implementation Start Date:	September 2014	Target Completion Date:	October 2014			
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Guidance Counselor				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Counselor's record of PLC and classroom attendance ESAP weekly meetings Child Study weekly 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	Year 1		Year 2		Year 3	

Action Step 2:	Description:	Implement ongoing analysis of data				
		Guidance counselors analyzes results of universal screening				
Implementation Start Date:	October 2013	Target Completion Date:	May 2016			
Person Responsible for Managing and Monitoring the Action Step		Guidance counselor and Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Results of screening Anecdotal notes ESAP minutes Child Study minutes SWIS data ISS 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	Year 1		Year 2		Year 3	

Action Step 3:	Description:	Communicate Results				
		Guidance counselor meets with PLC's, ESAP Team or Child Study Team (according to needed level of support) and communicates results to the teacher and team.				
Implementation Start Date:	October 2014	Target Completion Date:	May 2015			

Person Responsible for Managing and Monitoring the Action Step		Building Principals and Guidance Counselor, Classroom Teacher				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Minutes from ESAP, Child Study meetings, Classroom teacher records 				
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	Year 1		Year 2		Year 3	

Action Step 4:	Description:	Design and implementation of prescribed interventions or programs Administrators, guidance counselor, psychologist, social worker, teacher, and grade level team collaboratively design and implement interventional programs specific to student needs. Outside agencies may be contacted and utilized in order to support mental health and/or emotional needs for students and families.				
Implementation Start Date:		October 2014	Target Completion Date:		May 2015	
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Guidance Counselors				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> ESAP data Child Study Data SWPBS and ISS 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	Year 1		Year 2		Year 3	

Action Step 5:	Description:	Monitor student progress Guidance Counselor, ESAP or Child Study Team monitor progress through weekly and/or biweekly check-ins with student and teacher (and family when necessary)				
Implementation Start Date:		October 2014	Target Completion Date:		May 2015	
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Guidance Counselor				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Anecdotal and observational evidence ESAP and Child Study Team 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	Year 1		Year 2		Year 3	

Action Step 6:	Description:	Repeat steps 1-5 Key personnel go through the process throughout the school year in order to analyze data and/or determine student progress or lack of progress.				
Implementation Start Date:		October 2014	Target Completion Date:		May 2015	

Person Responsible for Managing and Monitoring the Action Step		Building Principals and Guidance Counselor				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> ESAP and Child Study Meeting Minutes Check-ins SWIPBSand ISS 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	Year 1		Year 2		Year 3	

Action Step 7:	Description:	Analyze ESAP/Child Study Process Key personnel meet at the end of the 2014-15 school year to analyze data in order to make recommendations for improvement				
Implementation Start Date:		May 2014	Target Completion Date:		May 2015	
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Guidance Counselor				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> ESAP and Child Study 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	Year 1		Year 2		Year 3	

Action Step 8:	Description:	Monitor data and continue process Administrators, guidance counselor, psychologist, ISS supporter, social worker, nurse, maintain data and the progress of every student, especially Child Study. Records carry over to next year for further implementation, if needed.				
Implementation Start Date:		October 2013	Target Completion Date:		May 2015	
Person Responsible for Managing and Monitoring the Action Step		Building Principals and Guidance Counselor				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Anecdotal and observational evidence ESAP and Child Study Team Meeting Minutes Health records 				
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	Year 1		Year 2		Year 3	

Anticipated Costs						
Action Step 9:	Description:	Create a monitoring plan for strategy 3				
Implementation Start Date:	September 2014	Target Completion Date:	October 2014			
Person Responsible for Managing and Monitoring the Action Step		Building Principals				
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		<ul style="list-style-type: none"> Monitoring 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	Year 1		Year 2		Year 3	