

Pottsgrove School District Continuous Innovation Plan

GOALS, STRATEGIES & ACTION STEPS 2015 - 2016

SCHOOL: Ringing Rocks Elementary School	
Principal: Lisa Jones	
	DATE: October 26, 2015

TEAM MEMBERS

School Improvement Team:	Position/Role:
Maria Benedict	Kindergarten teacher/K-B team leader
Crystal Lloyd	Kindergarten teacher/K-A team leader
Sara Beaver	1 st grade teacher/ 1-A team leader
Lauren Delp	1 st grade teacher/ 1-B team leader
Kari Klaus	2 nd grade teacher/ 2-B team leader
Vicki Winnick	2 nd grade teacher/ 2-A team leader
Rebecca Diehl	Physical Education/Health Teacher- encore team leader
Karen Martin	Guidance Counselor
Meganlynn Norris	Reading Specialist
Telah Skeath	Special Education teacher
Lisa Jones	Principal

***Systemic Challenges** relate to systems within a school that have been identified by the School Improvement Team as areas that, if strengthened, will have the greatest impact academic growth. **Systemic Challenges** are translated into yearly **GOALS** and incorporated into the School Improvement Plan. Research-based **STRATEGIES** are then selected by the School Improvement Team as means to reach the yearly **GOALS**. Finally, **ACTION STEPS** are the sequential milestones needed to effectively reach the yearly **GOAL**.*

Systemic Challenges	GOAL
<i>Establish a system within the school that fully ensures the <u>consistent implementation of standards-aligned curricula across all classrooms for all students.</u></i>	1
<i>Establish a system within the school that fully ensures the <u>consistent implementation of effective instructional practices across all classrooms.</u></i>	2
<i>Establish a system within the school that fully <u>ensures students who are academically at risk are identified early and are supported by a process that provides interventions based upon student needs and includes procedures for monitoring effectiveness.</u></i>	3
<i>Establish a system within the school that fully ensures that <u>each member of the school community promotes, enhances, and sustains a shared vision of positive school climate.</u></i>	4

Goals 1 & 2:

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

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

Strategies and Action Steps for Goals 1 & 2		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 1:	Balanced Literacy implementation and modification.	<ul style="list-style-type: none"> Walkthrough data Writing Workshop(Units of Study) lesson plans. Heinemann coaching report indicating building/grade level trends. 	<ul style="list-style-type: none"> 70% of first and second grade students will score a 3 or higher on the on demand writing assessments. K students will show growth in writing via the established checklists for K students. 80% of students will reach grade level expectations as measured by F&P data by May administration <ul style="list-style-type: none"> K= level D 1st = level J 2nd = level M 80% of students will be on Tier One as measured by May administration of Aimsweb. ELA Aimsweb (End of year goals) <ul style="list-style-type: none"> K will attain score of 45 sounds/min of PSF. 1st will attain 62 sounds/min on NWF

			<p>and 60 wc/min on RCBM.</p> <ul style="list-style-type: none"> ○ 2nd grade will attain 90-100/wcpm on RCBM. ● PELI – 80% of all students will be proficient on all categories of the PELI by the May administration. ● SLOs will be used to measure student performance growth over the course of the year. ● Unit Assessments to monitor student growth and curriculum
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Action Steps:

1. Monitor teacher competency utilizing the Guided Reading Rubric and appropriate growth target as evidenced on SLOs.
2. Continue to implement the current program components with fidelity.
3. Fully implement Writing Units of Study.
4. Engage in PD through Heinemann coaching specific to text dependent questions & evidence, Guided Reading, fluency, conferring, and close reading. Incorporate strategies into instruction.
5. Identify additional resources if needed.

Strategies and Action Steps for Goals 1 & 2		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 2:	Determine the effectiveness of our current EDM programming.	<ul style="list-style-type: none"> ● PQR document ● Curriculum renewal process documented. ● PLC collaboration logs. ● Observations and walkthroughs. 	<ul style="list-style-type: none"> ● 85% of students will achieve proficient results (meet grade level expectations) as measured by EDM assessments.

Action Steps:

1. Analyze results of student performance to adjust curriculum and pacing calendars to target standards.
2. Engage in math PQR to identify strengths, needs and recommendations for future programming.
3. Engage staff in established curriculum renewal process to inform recommendations for future programming.
4. Establish expectations for implementing Exemplars to enhance math curriculum.

5. Each teacher will receive customized internal coaching for identified area of need.
6. Utilize a benchmark assessment in math proficiency for grades K-2.

Strategies and Action Steps for Goals 1 & 2		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 3:	Refine professional learning communities that use data to inform instruction and identify interventions/enrichment for students.	<ul style="list-style-type: none"> • PLC collaboration logs. 	<ul style="list-style-type: none"> • Establish a baseline utilizing the Innovation Configuration Map Rubric. Identify a growth measure.
Action Steps:			
<ol style="list-style-type: none"> 1. Share expectations for district PLCs during building leadership team meeting. 2. Evaluate current PLCs through PLC Innovation Configuration rubric. 3. Provide data analysis with instructional coaches during PLCs. 			

Goals 3 & 4:

Goal 3
Establish a district system that fully ensures <u>students who are academically at-risk are identified early and are supported by a process that provides interventions based upon students needs and includes procedures for monitoring effectiveness.</u>

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

Strategies and Action Steps for Goals 3 & 4		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 1:	Analyze intervention program (including Tier Time and Summer Success) to monitor effectiveness and make appropriate modifications.	<ul style="list-style-type: none"> • Logs of attendance • Collected data. 	ELA AIMsweb (Sept./Jan./May) <ul style="list-style-type: none"> • K will score 45 (end of year) sounds/min on PSF. 23 sounds on

			<p>LSF in Jan. or 25% increase from baseline data.</p> <ul style="list-style-type: none"> • 1st will score 62 sounds/min. on NWF and 60 wc/min. on RCBM or 25% increase from baseline data. • 2nd will score 90 wcpm on RCBM or 25% increase from baseline data. <p>Math</p> <ul style="list-style-type: none"> • Establish baseline and growth target utilizing Xtra Math(1st& 2nd) or Aimsweb.
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Action Steps:

Intervention

1. Continue to utilize intervention strategies within the intervention framework.
2. Expand Summer Success for identified students and develop a monitoring plan to determine effectiveness and ensure data review.
3. Need action steps and data collection.

Strategies and Action Steps for Goal 3		Indicators of Implementation	Indicators of Effectiveness
Name, describe and provide the rationale for each strategy selected and document the action steps that will be taken to implement the strategies in accomplishing the goal		What tells you that the strategy has been implemented?	What tells you that the strategy is effective (must be measurable using data).
Strategy 2:	Develop an integrated SWPBIS K-12 model for Tiered Intervention Support within MTSS framework	<ul style="list-style-type: none"> • Logs of attendance at meetings and training sessions • Summary report of building based plan. 	<ul style="list-style-type: none"> • Obtain a baseline score for the building based on the Benchmarks of Quality to assess fidelity of Tier I implementation (spring 2016). • SWPBIS items in place based on the Self Assessment Survey will be summarized to determine the items that are in place, partially in place or not in place at all along with the number of participants (determine the baseline and growth target).

			<ul style="list-style-type: none"> • Collect baseline data on the Tiered Fidelity Inventory. • Reduction in discipline referrals (determine baseline & reduce 20%). • SWPBS monthly celebration and CICO data. • Identify Tier 2 students, provide and account for interventions.
Action Steps:			
<ul style="list-style-type: none"> • Attend Tier I, Tier II and Tier III trainings and technical assistance by PaTTAn and MCIU. • Review 2015 SAS data to identify targets for improvement. • Establish discipline data monitoring system (e.g. compare the frequency of monthly office discipline and in-school suspension and suspension rates for the building). • Enhance Tier I and Tier II Action Plan (includes Book of the Month, Principal’s 200 Club, grade level monthly celebrations, school/grade level behavior plans, social/emotional tool kit, resiliency use in classrooms, etc). • Formalize Check-in and Check-out system for at-risk students. • Administer and analyze the Self Assessment Survey and Benchmarks of Quality. • Administer and analyze the Tiered Fidelity Inventory (TFI) (formally referred to as Benchmarks for Advanced Tiers) to determine the extent of the Tier II and Tier III implementation. • Electronically document and share the interventions for each tier so teams can track the success of interventions. 			