

Pottsgrove School District

Continuous Improvement For Results

GOALS, STRATEGIES & ACTION STEPS

2014 - 2015

SCHOOL: Ringing Rocks	
PRINCIPAL: Lisa Jones	
	DATE: 9/16/14

TEAM MEMBERS

School Improvement Team:	Position/Role:
Lisa Jones	Principal
Meg Rendina	Reading Specialist
Karen Martin	Counselor
Robert Land	Reading Specialist
Jaleh Skeath	Special Education
Rebecca Diehl	Encore Chair
Maria Benedict	K-A Grade Level Chair
Crystal Lloyd	K-B Grade Level Chair
Sara Beaver	1-A Grade Level Chair
Lauren Delp	1-B Grade Level Chair
Vicki Winnick	2-A Grade Level Chair
Nancy Albright	2-B Grade Level Chair

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 on 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 ensures that <u>each member of the school community promotes, enhances, and sustains a shared vision of positive school climate.</u></i>	3

Goal #1 Action Plan Worksheet

Goal
<i>Establish a system within the school that fully ensures the consistent implementation of 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?
ELA-AIMsweb Benchmark Testing – Sept., January, May	K: K will attain score of 35 sounds/min. on PSF 1 st will attain 62 sounds/min. on NWF and 60 wc/min. on RCBM. 2 nd gr. Will attain 100/wcpm on RCBM.	Formative
ELA-F & P Benchmark Testing – November, February, May/June	85% of students will reach grade level benchmarks - K: Instructional Level D Grade 1: Instructional Level J Grade 2: Instructional Level M	Formative
ELA-K-PELI-trimester, Grade 1 and Grade 2 End of Unit Assessments – Mid and end of unit (approx. every six weeks)	85% of students will achieve proficient results=meeting grade level expectations	Summative
Math-EDM assessments – on-going, range from daily to end of unit	85% of students will achieve proficient results=meeting grade level expectations	Formative and Summative

Strategies	
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)	
Strategy 1:	Continue to revise and implement ELA curriculum to align with PA Core.
Strategy 2:	Maintain the balanced literacy cohort to continue to research best instructional practices within the Writing Workshop Framework, balanced literacy and guide curriculum and assessment development.
Strategy 3:	Embed Standards Aligned Common Assessments into curriculum to provide teachers with ongoing data relative to student progress.
Strategy 4:	Align PA Core with Every Day Math Program
Strategy 5:	Integrate new edition of Foundations in first grade.

Implementation Plan—Action Steps

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

Strategy 1: Revise ELA curriculum to align with the PA Core.

Action Step 1:	Description:	Review, analyze and revise curriculum to align with PA Core ELA Standards.		
Implementation Start Date: 6/1/14		Target Completion Date: 7/1/14		
Person Responsible for Managing and Monitoring the Action Step		L.Jones, D. Vorhis, and M. Rendina		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Development of ELA curriculum to match PA Core and the F&P Continuum. PLCs will refine throughout the year.		
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	none			

Action Step 2:	Description:	Continue to support opportunities for writing instruction using the PA Core ELA Standards		
Implementation Start Date: 6/17/14		Target Completion Date: 7/31/14		
Person Responsible for Managing and Monitoring the Action Step		L.Jones, D. Vorhis, and Meg Rendina		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		PSSA rubric and PA Core Standards used in classrooms to analyze student writing. Professional development regarding PSSA rubric and its affiliation with student writing.		
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	No costs but PD will occur according to plan established by elementary principals and director of curriculum.			

Action Step 3:	Description:	Implement the launching unit as unit 1 of each grade to support teaching student literacy independence (Daily Five) needed for guided reading to occur.		
Implementation Start Date: 8/25/14		Target Completion Date: 9/23/14		
Person Responsible for Managing and Monitoring the Action Step		L.Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		The first five weeks of The Daily 5 and the first 20 days of reading workshop included in unit 1 of each grade. Unit 1 of each grade also provides an overview of reading strategies and opportunities and resources to build a reading community. Establishment of stations, anchor charts, observations, and plans will be used as indicators.		
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	none			

Strategy 2: Maintain the balanced literacy cohort to continue to research best instructional practices within balanced literacy and guide curriculum and assessment development.

Action Step 1:	Description:	Balanced Literacy Cohort will meet throughout the year to review best practices within balanced literacy and their application to classroom instruction.		
Implementation Start Date: 8/25/14		Target Completion Date: 6/17/15		
Person Responsible for Managing and Monitoring the Action Step		L.Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Meeting notes and curriculum modifications		
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: Embed Standards Aligned Common Formative Assessments into Units of Study to provide teachers with ongoing data relative to student progress

Action Step 1:	Description:	Create and implement standards-aligned assessments to units of study to monitor and adjust instruction		
Implementation Start Date: 6/17/14		Target Completion Date: 6/10/15		
Person Responsible for Managing and Monitoring the Action Step		L.Jones and Meg Rendina		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Assessments, student work and results, data team meetings and 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	None			

Action Step 2:	Description:	Create and utilize standards-aligned formative assessments to gather ongoing data regarding student progress.		
Implementation Start Date: 8/25/14		Target Completion Date: 6/10/15		
Person Responsible for Managing and Monitoring the Action Step		L. Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Formative assessments (quizzes, student work, conferring notes, report card rubric, student profile)		
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	None			

Action Step 3:	Description:	Completed standards-aligned assessments to be evaluated and analyzed across grade levels.		
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Implementation Start Date: 8/25/14		Target Completion Date: 6-10-15	
Person Responsible for Managing and Monitoring the Action Step		L. Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		PLC notes - Teachers will compare and discuss student assessments with one another during PLCs. They will identify common areas of strengths and weaknesses. This information is to be used to guide instructional practices.	
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: Align PA Core with Every Day Math Program

Action Step 1:	Description:	Align PA Core Standards to EDM. Identify tested standards as presented in EDM.	
Implementation Start Date: June 18, 2014		Target Completion Date: 7/31/14	
Person Responsible for Managing and Monitoring the Action Step		D. Vorhis, L.Jones, and R. Bilinski	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Ensure EDM aligns with PA Core Standards	
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:	Complete implementation of EDM components.	
Implementation Start Date: August 25, 2014		Target Completion Date: June 2015	
Person Responsible for Managing and Monitoring the Action Step		L. Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Teachers are fully using EDM key components. Classroom observations will also be used to check for EDM implementation using the EDM Administrator’s 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	*Additional support by instructional coaches is needed to support teacher use of technology components.		

Action Step 3:	Description:	Regular PLC meetings with Director of Curriculum and Instructional Coaches for operational check-ins	
Implementation Start Date: September 2014		Target Completion Date: June 2015	
Person Responsible for Managing and Monitoring the Action Step		L. Jones and D. Vorhis	

Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Curriculum director and coach will meet with grade level PLCs to address questions/concerns and provide EDM operational support.	
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:	Technology support given to teachers for new EDM technology integration.	
Implementation Start Date: August 25, 2014		Target Completion Date: June 10, 2015	
Person Responsible for Managing and Monitoring the Action Step		L.Jones , M.Bono, and other instructional coaches	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Coaches will work with principal and teachers to create a system to support teachers with the technology branch of EDM.	
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			

Strategy 5: Integrate new edition of Foundations in first grade.

Action Step 1:	Description:	Review 1 st Foundations Second Edition for standards alignment, adjust assessments, and re-pace curriculum accordingly	
Implementation Start Date: 6/17/14		Target Completion Date: 6/17/15	
Person Responsible for Managing and Monitoring the Action Step		L. Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		1 st grade curriculum pacing guide and PLC meeting notes about Foundations and the curriculum	
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	none		

Goal #2 Action Plan Worksheet

Goal		
<i>Establish a system within the school that fully ensures the consistent implementation of effective instructional practices across all classrooms.</i>		
Indicators of Effectiveness		
Data Source	Specific targets that will indicate the action plan is having a positive impact on <u>student</u> achievement or	Is the Indicator

Include dates of implementation	performance.	summative or formative?
AIMsweb Benchmark Testing – September, January, May	K: Established on PSF and NWF Grade 1: Established on NWF and RCBM Grade 2 Established on RCBM	Formative & Summative
F & P Benchmark Testing – November, February, May/June	K: Instructional Level D Grade 1: Instructional Level J Grade 2: Instructional Level M	Formative & Summative
Grade level common assessments	85% of students will achieve proficient results=meeting grade level expectations	Summative & Formative
School and district level professional development	Professional development will be designed to meet the needs of teachers by reading specialists and coaches.	Formative

Strategies	
Name, describe and provide the rationale for each strategy selected to address the goal. (Min. of 1)	
Strategy 1:	Continue with balanced literacy implementation.
Strategy 2:	Maintain the balanced literacy cohort to continue to share best instructional practices to support and expand their use within the school.
Strategy 3:	Administer, maintain and analyze assessments to guide instructional decision-making.
Strategy 4:	Continue to implement PA Core Everyday Math Program with fidelity including technology component
Strategy 5:	Continue to Implement New Teacher Supervision Model

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

Strategy 1: Implement Standards-aligned Curriculum including Balanced Literacy Components with a focus on the modeling and Guided Reading component

Action Step 1:	Description:	Strengthen guided reading practices	
Implementation Start Date:	8/25/14	Target Completion Date:	6/9/15
Person Responsible for Managing and Monitoring the Action Step		L.Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Meetings with RS, coaches, and team members as reflected in PLC notes. Use of One Hour meetings to enhance professional practice through 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	None		

Anticipated Costs	
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Action Step 2:	Description:	Establish Framework for ELA block		
Implementation Start Date:		8/25/14	Target Completion Date: 10/30/14	
Person Responsible for Managing and Monitoring the Action Step			L. Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.			Framework for ELA block and tier groups established. Observations, lesson plans, assessment data, and PLC discussions will be used to monitor balanced literacy ELA implementation.	
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	None			

Action Step 3:	Description:	Create, monitor and support independent learning activities during ELA (Daily Five)		
Implementation Start Date:		8/25/14	Target Completion Date: 9/30/14	
Person Responsible for Managing and Monitoring the Action Step			L. Jones and M. Rendina	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.			PD provided by RS to share best practices of independent learning. Classroom walkthroughs will be used to ensure independent learning structures are appropriately utilized to support student learning.	
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	none			

Action Step 4:	Description:	Utilize volunteers to support students with academic needs.		
Implementation Start Date:		10/30/14	Target Completion Date: 6/9/15	
Person Responsible for Managing and Monitoring the Action Step			L. Jones, R. Land, and V. Winnick	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.			Training notes, volunteers observed working with students, and increased student achievement on benchmark 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	None			

Action Step 5:	Description:	Continue to Implement New Teacher Effectiveness Model and Supervision Plan		
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Implementation Start Date:	9/25/14	Target Completion Date: 6/9/15	
Person Responsible for Managing and Monitoring the Action Step	L. Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	Use of Danielson Rubric and teacher professional development proposals		
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	None		

Strategy 2: Maintain the balanced literacy cohort to continue to research best instructional practices to support and expand their use within the school.

Action Step 1:	Description:	Establish and communicate expectations for Instructional Strategy discussion from cohort and non-cohort members	
Implementation Start Date:	8/25/14	Target Completion Date: 10/14/13	
Person Responsible for Managing and Monitoring the Action Step	L. Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	Cohort meeting notes, PLC 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	None		

Action Step 2:	Description:	Time will be afforded for Balanced Literacy Cohort members to share new learning and instructional strategies	
Implementation Start Date: 10/1/13		Target Completion Date: 6/10/15	
Person Responsible for Managing and Monitoring the Action Step	L. Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	Meeting Topics/Agendas, Balanced Literacy Cohort Minutes, 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	none		

Action Step 3:	Description:	Balanced Literacy Cohort Members will share (monthly) information about where they are within the writing workshop pilot. Pilot members will share lesson plan notes/unit reflections.		
Implementation Start Date: 9/1/14		Target Completion Date: 6/10/15		
Person Responsible for Managing and Monitoring the Action Step		L. Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Lesson plans/Guides based on Units of Study, PLC Minutes/ Presentations during faculty meetings and/or PD sessions.		
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	none			

Action Step 4:	Description:	Data teaming-PLCs will norm score student writing, discuss rubrics and instruction that produced proficient writing		
Implementation Start Date: 11/30/14		Target Completion Date: 6/10/15		
Person Responsible for Managing and Monitoring the Action Step		L. Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Writing Samples, PLC Minutes, anchor papers		
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	none			

Strategy 3: Administer, maintain and analyze formative assessments to guide instructional decision-making

Action Step 1:	Description:	Establish Expectations for collecting and analyzing formative assessment data		
Implementation Start Date: 9/20/14		Target Completion Date: 10/3/14		
Person Responsible for Managing and Monitoring the Action Step		L. Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Teachers will use student data during PLC discussions to guide their instruction. Assessments will be reviewed at each cycle.		
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:	Communicate Expectations for collecting and analyzing formative assessment data		
Implementation Start Date: 9/20/14		Target Completion Date: 10/10/14		
Person Responsible for Managing and Monitoring the Action Step		L. Jones		

Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Expectations, Meeting Agendas, 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	None		

Action Step 4:	Description:	Teachers collect anecdotal notes on students' strengths and areas of need through conferring and during guided reading instruction.	
Implementation Start Date:	9/1/14	Target Completion Date: through 6/10/15 – tchr. GR/conferring notes will be analyzed & discussed during data team meetings and PLCs	
Person Responsible for Managing and Monitoring the Action Step		L. Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Anecdotal Notes, Walk Through Notes, PLC notes, tchr. GR/conferring notes will be analyzed & discussed during data team meetings and PLCs	
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	none		

Action Step 5:	Description:	Teachers collect anecdotal notes of priority standards within each ELA unit of study	
Implementation Start Date:	9/1/14	Target Completion Date: 6/10/15 – each trimester/ongoing throughout year	
Person Responsible for Managing and Monitoring the Action Step		L. Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Formative assessments, Anecdotal Notes, Report Card Grades	
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	none		

Action Step 6:	Description:	PLCs data team around student work and anecdotal notes	
Implementation Start Date:	9/30/14	Target Completion Date: 6/10/15	
Person Responsible for Managing and Monitoring the Action Step		L. Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		PLC Minutes, Anecdotal Notes, 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	None
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Strategy 4: Implement PA Core Everyday Math Program with Fidelity

Action Step 1:	Description:	Teachers will use new EDM materials to implement EDM program with fidelity.		
Implementation Start Date: 8/25/14		Target Completion Date: 6/10/15		
Person Responsible for Managing and Monitoring the Action Step		L.Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Walk throughs, observations – utilizing EDM Administrator’s checklist, PLC discussions, and lesson plans		
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:	Monthly Math PLCs with principal, director of curriculum and coaches to ensure correct implementation of EDM with PA Core.		
Implementation Start Date: 9/4/14		Target Completion Date: June 10, 2015		
Person Responsible for Managing and Monitoring the Action Step		L. Jones and D. Vorhis		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		PLC notes and walk through 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				

Goal #3 Action Plan Worksheet

Goal
<i>Establish a system within the school that fully ensures that each member of the school community promotes, enhances, and sustains a shared vision of positive school climate.</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?
Office referrals	Office referrals and subsequent disciplinary action will be less than the previous year.	Summative
Principal’s 200 Club	Consistent use of golden tickets to promote positive school wide behavior	Formative

Faculty Input	Solicit feedback from teachers regarding school wide positive behavior plans	Formative
Parent involvement	Increased parent participation in school activities	Formative

Strategies

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

Strategy 1:	Model and teach SWPBS rules and incorporate intrinsic motivational component.
Strategy 2:	Partner with parents to enrich school programs.
Strategy 3:	Maintain Crisis Management to maximize student assistance and reduce instructional interruptions.
Strategy 4:	Continue social/emotional and decision-making guidance lessons and programs to promote character development.
Strategy 5:	Incorporate positive character development traits into SWPBS.

Implementation Plan—Action Steps

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

Strategy 1: Model and teach SWPBS rules and incorporate intrinsic motivational component.

Action Step 1:	Description:	Clarification of referral process.		
Implementation Start Date: 8/25/14		Target Completion Date: 9/19/14		
Person Responsible for Managing and Monitoring the Action Step		L.Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Work with all faculty to clarify when a student should be sent to office and when an infraction should be handled by a teacher or an aide. Principal will meet with aides and teachers to clarify expectations of supervision.		
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:	Lessons will be reviewed, revised and retaught throughout the school year		
Implementation Start Date: 8/25/14		Target Completion Date: 5/30/15		

Person Responsible for Managing and Monitoring the Action Step	L.Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	Work with SWPBS team to revise rules if necessary and reteach according to a specified timetable.		
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:	Work with SWPBS Team to continue "Bucket Filler Program" based off of "Have You Filled a Bucket?" book.	
Implementation Start Date: 8/25/14		Target Completion Date: 6/9/15	
Person Responsible for Managing and Monitoring the Action Step	L.Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	Team will continue school wide Bucket Filler program that will launch at the beginning of the year.		
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: Partner with parents to enrich school programs.

Action Step 1:	Description:	Create and utilize a parent volunteer system for classroom activities.	
Implementation Start Date: 8/25/14		Target Completion Date: 6/9/15	
Person Responsible for Managing and Monitoring the Action Step	L. Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	As a result of standard volunteer form and teacher requests, more parents/community volunteers will volunteer in the school.		
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:	Collaborate with parents to implement school-wide events	
Implementation Start Date: 8/14/14		Target Completion Date: 6/10/15	
Person Responsible for Managing and Monitoring the Action Step	L. Jones		
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.	School wide social events hosted and attended by Ringing Rocks families.		
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:	Provide childcare for Back to School Night and possibly conferences	
Implementation Start Date: 9/3/14		Target Completion Date: 3/9/15	
Person Responsible for Managing and Monitoring the Action Step		L. Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		School will solicit HS and/or youth groups to provide childcare.	
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: Crisis Team will be used to maximize student assistance and reduce instructional disruptions.

Action Step 1:	Description:	Train additional staff members in CPI.	
Implementation Start Date: 8/25/14		Target Completion Date: 11/30/14	
Person Responsible for Managing and Monitoring the Action Step		L.Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Additional faculty will complete formal CPI training sessions.	
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:	Reinforce written crisis response process.	
Implementation Start Date: 8/25/14		Target Completion Date: 11/30/14	
Person Responsible for Managing and Monitoring the Action Step		L. Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		If a student is in crisis, the principal or guidance counselor will be notified. If they are unavailable or need additional support, a trained CPI member will be called for assistance.	
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 social/emotional and decision-making guidance lessons and programs to promote character development.

Action Step 1:	Description:	Lead grade level specific, strategy focused guidance lessons in classrooms, during small group, lunch groups and individual counseling sessions.	
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Implementation Start Date: October 13, 2014 or sooner		Target Completion Date: 6/6/15	
Person Responsible for Managing and Monitoring the Action Step		K.Martin – school guidance counselor	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Observations, follow-up meetings with Mrs. Martin, classroom teachers' daily schedules	
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:	Partner with outside counseling services to offer classroom-based guidance programs to students	
Implementation Start Date: September, 2014		Target Completion Date: 6/6/15	
Person Responsible for Managing and Monitoring the Action Step		K.Martin – school guidance counselor	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Classroom visits from counseling professionals, small group sessions, follow-up meetings, and 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 3:	Description:	Partner with county agencies to provide parent and individual student support.	
Implementation Start Date: August, 2014		Target Completion Date: 6/6/15	
Person Responsible for Managing and Monitoring the Action Step		K.Martin – school guidance counselor	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Attendance of agency partners at ESAP meetings, follow-up meetings, students enrolled in agency programs	
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:	In conjunction with Falcon Five, implement Six Pillars Character Traits through literature and home/school connections	
Implementation Start Date: September, 2014		Target Completion Date: 6/6/15	
Person Responsible for Managing and Monitoring the Action Step		L. Jones	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Book of the month to focus on a pillar character trait. Introduced by teacher, and reinforced by guidance counselor, principal and 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 5:	Description:	Communicate with staff procedures/processes for student support services	
Implementation Start Date: September, 2014		Target Completion Date: 9/30/1	
Person Responsible for Managing and Monitoring the Action Step		L. Jones, K. Martin, B. Wykle	
Indicator of Implementation: Evidence that will indicate the Action Step has been implemented.		Review process during a faculty meeting and keep forms/flow chart available in office	
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			

