

The Action Plan

2014-2015

The action plan includes strategies for ensuring that each goal is implemented in every classroom, at every grade level, and across grade levels. It includes time for teachers to meet in Grade Level Teams and across grade levels.

The Grant Line staff will continue to align current curriculum to meet Indiana State Academic Standards. Teachers will work with the district staff to adopt new assessment tools for ongoing assessment related to these standards.

Immediate Improvement

Grant Line will continue to utilize its grade level teams with the support of the Grant Line Leadership team. Each staff member is a part of one of these teams. Grade level teams will monitor student progress and recommend additional strategies and assessments as needed under the support of the Grant Line Leadership team. Grade level teams will also take an active role in professional development activities relating to their own personal goals and needs as well as work to fully understand the name and individual needs of all students in their grade level. All grade level teams with the exception of first grade, which meets on Mondays during the teacher's planning team. First grade meets on Tuesdays of each week also during their planning time.



We will use these teams to address our most immediate need for improvement. The immediate needs for improvement exist in our instructional practices for ELA, which include guided reading. We are accomplishing this through discussions, observations with other schools, professional development, our literacy coach, and other teacher resources and in-services. Although all grade level teams are used to improve instructional practices and analyze data in both ELA and Math, the Grant Line leadership team has been essential in ensuring data is being used to provide needed in-services and professional development opportunities for teachers along with operational discussions as they pertain to instructional needs. It is important that the Grant Line leadership team not be confused with the building committee. The leadership team's primary focus is to support every student's needs in the building by supporting teachers with resources, interventions, and professional development. In short, the Grant Line leadership team is there to support all instruction and work to know every student by name and need building wide.

The following is a list of our building's Leadership Team for the 2014-2015.

Grant Line Leadership Team

Kyle Lanoue
Stacey Meadors
Lisa Ray
Erin Banet
Patricia Kitzmiller
Erin Kaiser
Emy Lorigan
Lindsay Brown

Principal
Assistant Principal
Counselor
Literacy Coach
1st Grade Teacher
Special Education Teacher
Special Education Teacher
Speech Teacher

Role of the Goal Teams:

- improve instruction in their goal area by solving school-wide curricular issues
- review data and plan for improvement
- be a resource for other teachers
- respond to content issues from staff
- post minutes of meetings for all staff
- advise the principal of progress and concerns
- oversee staff development activities that will help the building reach its goal
- monitor the assessment and evaluation of their goals

Response to Intervention

We have worked very hard to build strong support networks for our students. Our Response to Intervention program is no different. The RTI team is made up of a Grant Line Elementary leadership team mentioned above along with the grade level team associated with the child struggling. The team may also need at times to call upon experts in psychology, medical, and effective instructional practices. Together with our coordinator of RTI they have worked to target our students effectively through the use of data and quality interventions. They have also built an intensive reading intervention lab that serves students in need of tier two and three interventions.

Action Plan and Professional Development

Action Plan Smart Goals

By Spring 2015 90% of students in grades 3-4 will meet or exceed Indiana College and Career Ready Standards as measured by ISTEP+.

By Spring 2015 97% or 5% fewer failures of students on 3rd Grade IREAD-3 test.

By Spring 2016 93% of students in grades 3-4 will meet or exceed Indiana College and Career Ready Standards in English/Language Arts as measured by ISTEP+.

By Spring 2016 98% or 5% fewer failures of students on 3rd Grade IREAD-3 test.

By Spring 2017 95% of students in grades 3-4 will meet or exceed Indiana College and Career Ready Standards in English/Language Arts as measured by ISTEP+.

By Spring 2016 99% or 5% fewer failures of students on 3rd Grade IREAD-3 test.

Strategies and Timeline to Reach this Goal

1. Teachers will implement the 3-block balanced literacy framework.
2. Teachers will follow the E/LA pacing guides.
3. Teachers will begin implementation of the writer's workshop.
4. Teachers in grades K-2 will implement the phonics strand of SRA Imagine It!
5. Teachers will collaborate within grade level teams weekly to review data and analyze student progress in order to inform core instruction and the need(s) for acceleration groups.
6. Teachers will meet each grading period to collaboratively score writing samples using ISTEP+ rubrics or developmentally appropriate rubrics aligned to ISTEP+ to determine the focus for instruction.
7. Teachers will utilize DIBELS probes and DRA 2 to determine skill deficits and point of need for interventions.
8. Teachers of grades 2-4 will utilize common formative assessments to monitor ongoing progress and determine point of need for interventions.
9. Teachers will work with students on the importance of monitoring their own learning and progress through the use of data binders and I can...statements.

Corresponding Professional Development Activities

1. Individual, grade level, and whole group work with the literacy coach on the implementation of the 3-block balanced literacy framework, E/LA scope and sequence, etc.... Training will be designed on the ongoing needs of the teacher(s) and the student(s).
2. Individual, grade level, and whole group work with the literacy coach on the implementation of the writer's workshop. Training will be designed on the ongoing needs of the teacher(s) and the student(s).

3. Training for teachers new to the district or new to K-2 on SRA Imagine It!
4. Training in collaborative scoring of writing samples.
5. Ongoing training in data team meetings, common formative assessments, DIBELS, DRA 2.
6. Teachers will be encouraged to attend the district grade level trainings scheduled throughout the school year.
7. Teachers will be encouraged to observe in each other's classrooms for the purpose of providing collegial support and explicit feedback regarding the implementation of instructional strategies.
8. Teachers will be encouraged to attend training by Jan Richardson, author of "Next Steps in Guided Reading."

Methods of evaluation that will be conducted and analyzed to determine the effectiveness of the strategies and professional development activities.

- Students' reading progress will be monitored using the data from the common formative assessments, DRA 2 and *DIBELS*. This will provide valuable information to determine the effectiveness of reading strategies as well as the point of need to determine the focus for instruction.
- Students' writing progress will be monitored using rubrics and the collaborative scoring process. This will provide valuable information to determine the effectiveness of writing strategies as well as the point of need to determine the focus for instruction.
- Progress will heavily be determined by the complete analysis of the grade 3 IREAD data.
- Progress will heavily be determined by the complete analysis of the grade 3 and 4 ISTEP+ data.
- Individual teacher growth will be monitored and supported using the Performance Management System.
- At the completion of each formal professional development training a feedback form is distributed to teachers to determine the effectiveness of the training from their perspective as well as next steps.

Action Plan and Professional Development

Action Plan Smart Goals

By Spring 2015 90% of students in grades 3-4 will meet or exceed Indiana College and Career Ready Standards in math as measured by ISTEP+.

By Spring 2016 95% of students in grades 3-4 will meet or exceed Indiana College and Career Ready Standards in math as measured by ISTEP+.

By Spring 2017 97% of students in grades 3-4 will meet or exceed Indiana College and Career Ready Standards in math as measured by ISTEP+.

Strategies and Timeline to Reach this Goal

10. Teachers will follow the math pacing and planning guides.
11. Teachers will implement the Daily Math Review, Mental Math, and Math Fact Mastery as described in Five Easy Steps to a Balanced Math Program and trained by Jan Christinson.
12. Teachers will explicitly teach problem solving strategies as described in Five Easy Steps to a Balanced Math Program and trained by Jan Christinson.
13. Teachers will collaborate within grade level teams weekly to review data and analyze student progress in order to inform core instruction and the need(s) for acceleration groups.
14. Teachers will utilize common formative assessments to monitor ongoing progress and determine point of need for interventions.
15. Teachers will work with students on the importance of monitoring their own learning and progress through the use of data binders and I can...statements.

Corresponding Professional Development Activities

9. Grade level team and whole faculty work on the implementation of the Five Easy Steps to a Balanced Math Program.
10. Ongoing training in data team meetings and common formative assessments.
11. Teachers will be encouraged to attend the district grade level trainings scheduled throughout the school year.
12. Teachers will be encouraged to observe in each other's classrooms for the purpose of providing collegial support and explicit feedback regarding the implementation of instructional strategies.
13. Teachers will be encouraged to ask questions and seek support from their building math teacher leaders.

Methods of evaluation that will be conducted and analyzed to determine the effectiveness of the strategies and professional development activities.

- Students' math progress will be monitored using the data from the common formative assessments. This will provide valuable information to determine the effectiveness of math strategies as well as the point of need to determine the focus for instruction.
- Progress will heavily be determined by the complete analysis of the grade 3 and 4 ISTEP+ data.
- Individual teacher growth will be monitored and supported using the Performance Management System.
- At the completion of each formal professional development training a feedback form is distributed to teachers to determine the effectiveness of the training from their perspective as well as next steps.

Action Plan and Professional Development

Action Plan Smart Goals

100% of the staff will be trained in “Conscious Discipline,” the comprehensive self-regulation program that integrates social-emotional learning and discipline.

Strategies and Timeline to Reach this Goal

16. Counselors will incorporate Conscious Discipline concepts during guidance lessons with grade K-4 students.
17. Teachers will incorporate the “7 Skills of Discipline” into their classrooms once they have completed training and experimented with the ideas. The 7 Skills transform any problem into a life lesson.
18. Teachers will incorporate “School Family” concepts and approaches into their classrooms once they have completed training and experimented with the ideas. This concept includes creating a positive school climate by eliminating reward and punishment in favor of the safety, connection, and problem solving of a school family.
19. Teachers will incorporate the “7 Powers for Conscious Adults” into their classrooms once they have completed training and experimented with the ideas. This involves a perceptual shift that empowers us to see discipline encounters as an opportunity to teach new skills.
20. Teachers will understand the “Brain State Model” once they have completed training. The Brain State model addresses internal state first, using a neurodevelopmental brain model, so adults and children may learn to self-regulate effectively.

Corresponding Professional Development Activities

1. Counselors and administrators will provide training for teachers regarding the “7 Skills of Discipline.” Skills to transform any problem into a life lesson.
2. Counselors and administrators will provide training for teachers regarding the “School Family.” Creating a positive school climate by eliminating reward and punishment in favor of the safety, connection, and problem solving of a school family.
3. Counselors and administrators will provide training for teachers regarding the “7 Powers for Conscious Adults.” Perceptual shift that empowers us to see discipline encounters as an opportunity to teach new skills.

4. Counselors and administrators will provide training for teachers regarding the “Brain State Model.” Addresses internal state first, using a neurodevelopmental brain model, so adults and children may learn to self-regulate effectively.

Methods of evaluation that will be conducted and analyzed to determine the effectiveness of the strategies and professional development activities.

- Monitor # of discipline referrals
- Monitor bullying incidents
- Track attendance rates
- Monitor standardized test performance