

Action steps/objectives/ processes Timeline	Person(s) Responsible	Resources Needed	Monitoring tools or data points (formative & summative)	Monitoring: Date and by whom	Results (Include evidence or notes that speak to status of each initiative)
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**Staff Focus:**

<p><b>Staff study groups:</b></p> <ul style="list-style-type: none"> <li>Monthly study groups focused on integrating writing with reading instruction: <u>Wise Words</u> and <u>Quick Guide to Reaching Struggling Readers</u></li> <li>Study groups will highlight best practices during monthly staff meetings</li> </ul>	Staff Development Teacher (SDT)	Two books for each professional staff	Completed Meeting Logs, Staff Surveys, & Best Practices Shared	Monthly - Teams	•
<p><b>Baldrige</b></p> <ul style="list-style-type: none"> <li>Classroom mission statements for all rooms</li> <li>My Job, Your Job, Our Job discussed, clarified, and reinforced regularly by all teachers and specialists</li> <li>Flow charts for daily routines such as morning work, centers, homework, etc.</li> <li>Data centers displayed and maintained by teachers &amp; specialists</li> </ul>	SDT & Staff	Student Generated Data	Charts, graphs, classroom specific data	On-going throughout the year	•
<p><b>Cultural diversity training</b></p> <ul style="list-style-type: none"> <li>Staff meetings that help staff plan more effectively for our diverse student body, help staff reflect on their personal experiences, beliefs, and practices</li> <li>Staff will complete journal entries about their personal experiences and share as appropriate</li> </ul>	SDT	Current diversity research	Agendas & Journal Entries	Monthly Staff Meetings	•
<p><b>Strengthening capacity of Professional Learning Community</b></p> <ul style="list-style-type: none"> <li>Consistently evaluate &amp; strengthen the status of our PLC</li> <li>Consistently reinforce key elements of PLC</li> <li>Self-evaluations during pre-service, SIT meetings, staff meetings</li> <li>Staff sharing of best practices during staff meetings</li> <li>Consistent collaboration and data analysis to make school decisions</li> <li>Maintain focus on staff development through study groups, meaningful staff meetings, focused staff development time with teams, etc.</li> <li>Continue development of Content Maps and Reading</li> </ul>	SDT	PLC & SDT	Self-monitoring, agendas of Team Leader, SIT, Staff Mtgs, Low staff mobility, consistent instruction at each level, evidence of staff learning and growing	SDT & SIT, Staff, TL	•

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Comprehension Monitoring Tool during quarterly planning days, and refine focus on vocabulary					
<b>Differentiation for students</b> <ul style="list-style-type: none"> <li>• Allow inclusion for SpEd &amp; co-teaching for ESOL students</li> <li>• Appropriate and challenging instruction for all students</li> <li>• Daily small group instruction will be provided for reading and math curricula</li> <li>• Small group instruction will be adjusted to meet the needs of students by providing scaffolded support or enrichment opportunities</li> </ul>	Entire Staff	Multiple levels of reading materials, modified student work, tech tools	Disaggregated data, report card grades & comments	On-going through formative & summative assessments	•
<b>Integrating technology</b> <ul style="list-style-type: none"> <li>• Promethean Technology integrated into instructional practices – expectations for our first year will be developed</li> <li>• Students will use technology in meaningful ways each week to access the curriculum during Media Center time and Computer Lab time</li> <li>• Staff training opportunities with Tech Consultant and Media Specialist to highlight ways to integrate technology into upcoming curriculum lessons</li> <li>• Teams will schedule 15-30 minutes with Media Specialist during planning days to plan for technology integration</li> <li>• Grades K, 1, &amp; 2 will utilize Progress Monitoring capabilities on Palms between mClass assessment windows</li> </ul>	Library Media Specialist, Technology Team, Reading Specialist	Promethean Technology, Hand-held Palms	MSA, MAP-R, Teacher Observations, teacher generated flip-charts, writing samples, tech products	Throughout the year, seasonal	•
<b>Increasing use of equity strategies</b> <ul style="list-style-type: none"> <li>• All students actively engaged in instruction and applying new skills</li> <li>• Equity strategies will be reviewed and distributed to staff</li> <li>• Equity strategies will be highlighted as “best practices” during staff meetings</li> </ul>	SDT & Staff	Study Groups, TL mtgs, Staff Mtgs	Surveys, consensograms	On-going, monthly staff mtgs	•

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<b>Writing</b> <ul style="list-style-type: none"> <li>Daily instruction will be provided to allow students to demonstrate their reading comprehension through their writing</li> <li>Implementing strategies from study group books</li> <li>Staff will complete journal entries to allow them to reflect and strengthen instructional practices</li> </ul>	Entire Staff	Multiple levels of reading materials, modified student work, journals	Journal entries, disaggregated data, report card grades & comments	On-going through formative & summative assessments	•
<b>Academic Vocabulary Instruction</b> <ul style="list-style-type: none"> <li>Focused vocabulary words on Content Maps that identify words that are explicitly taught and assessed.</li> </ul>	SDT & Staff	Trainings During Quarterly Planning Mtgs	Content Maps & Student Assessments	On-going through-out the year	•

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**Process Management:**

<p><b>CAP process</b></p> <ul style="list-style-type: none"> <li>• Allow students to access systematic &amp; documented interventions (SOAR, Passageways, Clubs, Mentors, Reading Recovery, and/or diagnostic assessments, etc.)</li> <li>• Improve consistency and effectiveness of the process</li> <li>• Clarify the process, the form, and the expectations of CAP during pre-service</li> <li>• Monitor the consistency of the use of the process by each team</li> <li>• Gather feedback from each team about the process during each team leader meeting and determine possible improvements and next steps after the first semester</li> <li>• Improve consistency and effectiveness of “CAP Red Flagger” Lists at each grade level</li> </ul>	Classroom Teachers & Specialists	CAP Form, Assessments	# of students capped, effective interventions	CAP Team, Feedback from teachers	•
<p><b>Family Learning Nights (FLNs)</b></p> <ul style="list-style-type: none"> <li>• Train parents &amp; motivate students to read and write in all content areas</li> <li>• Family Involvement Committees will continue to provide meaningful training and support opportunities for parents</li> <li>• Family Involvement Committees will coordinate 6 FLNs with meaningful topics aligned to the school goal and responsive to the communicated needs of our parents</li> </ul>	SDT, & Family Involvement Committees	Input & Suggestions from parents & Teachers on topics through surveys	Parents & student attendance, feedback from participants through evaluations & surveys	9/22/09 10/08/09 12/01/09 02/09/10 04/20/10 05/25/10	
<p><b>Formative assessments</b></p> <ul style="list-style-type: none"> <li>• Formative assessments will be used to make instructional decisions to meet the needs of all students</li> <li>• Core Team will provide support to teams to help utilize assessment reports</li> <li>• Student performance updates will be provided to monitor individual student growth, performance of critical population cells, and help teachers and teams</li> </ul>	Grade level teams, Core Team	Support w/ how to utilize formative assess data reports	mClass, MAP-R, RCMT, Math Unit Assessments, LAS data, PR, RC, QRI etc.	On-going throughout the year	•

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monitor grading and reporting practices					
<b>Organizational Buddies</b> <ul style="list-style-type: none"> <li>Home School Model (HSM) team will reinforce organizational practices with students with critical organizational needs</li> <li>HSM team will clarify grade level specific expectations for organizational support</li> <li>HSM team will pilot this initiative and provide feedback to SIT representing HSM, classroom teacher, and student impact information</li> </ul>	Non-classroom teachers – HSM team coordinate	Checklists of expectations, list of identified & prioritized students	Discussion, feedback from HSM team and classroom teachers to effectiveness	Quarterly feedback from HSM team, student performance	
<b>Strong Parent Outreach</b> <ul style="list-style-type: none"> <li>Increase the amount of grade-level specific information communicated to parents by classroom teachers and specialists</li> <li>Increased team-wide communication routines with parents through newsletters, weekly performance notes, Connect-ED phone calls</li> <li>Increased use of Connect-ED calls to inform parents of grade level events and ways to be involved</li> <li>Increased use of Language Line to break through language barriers</li> </ul>	All Professional Staff	Newsletters, Connect-Ed, Language Line	Newsletters/notes, higher attendance at school events, Language Line Report, Connect-ED Log	Quarterly updates from Team Leaders	
<b>Extended Day – Focused Interventions Before &amp; After School</b> <ul style="list-style-type: none"> <li>Academic Intervention Teachers, Math Content Coach &amp; Special Education Paraeducators will meet with identified students to meet specific needs in reading and math</li> <li>Classroom teachers, specialists, and paraeducators will sponsor after school clubs from 3:10-4:10 pm</li> </ul>	Club Sponsors, Administration & Title I Specialist	Reader's Theater, Literacy Clubs, Test Prep	Specified goals	Fall & Winter	