

CATOCTIN ELEMENTARY SCHOOL ACTION PLAN

REVISED December 2011

Directions:

In responding to each item below, please use the following response scale:

'Status' column

Not Started (N) -- (The activity occurs less than 24% of the time)

In Progress (I) -- (The activity occurs approximately 25% to 74% of the time)

Achieved (A) -- (The activity occurs approximately 75% to 100% of the time)

If the item is 'In Progress' or 'Achieved', cite specific evidence in the 'Evidence' column.

If the item is 'Not Started', determine 'Who Will be Doing What' and 'When'

Highlight immediate action items in red, 'In Progress' items in yellow and 'Achieved' items in green.

Each Broad Area must have at least one 'Red' Item

Building Consensus and Support ***Provide Evidence for All Items***	Status	Evidence	Who Will be Doing What	When
1. Provide information to staff and parents about RI (e.g. newsletter, brochure, "Back to School Night").	A	Talked to PTA Board Still need to develop brochure, plan presentation to staff, summer letter, back to school, open house, website	RI Team	Sept. 2010

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2. Assess school needs using the <i>RI Needs Assessment</i> .	A	Document		
3. Take steps to promote the RI initiative within the community.	I	School/Classroom Newsletters, PTA Mtgs, Reading Night	RI Team, Classroom Teachers, Admin	Ongoing 2011-2012
4. Select a team to lead RI efforts from across grades/disciplines and include instructional support personnel (e.g., reading specialists, special education teachers, educational diagnostician).	A	RI School Leadership Team		
5. Select RI component/s that will be the initial focus. (ie. Universal screening, progress monitoring, intervention manual, tier 1, 2 or 3, grades, reading, writing or math)	A		RI School Leadership Team will select initial focus by...	Oct. 2010
6. Draft a 3 year plan to launch the RI initiative (reading, writing and math).	I		RI School Leadership team will draft a 3 year plan by...	July 2011
7. Create infrastructures to facilitate collaboration and problem solving (e.g. time for planning, etc.)	A		Master Schedule to be completed by school Admin and scheduling team.	Aug. 2010
8. Decide on the first steps for implementing the long-range plan.	A	Core Analysis Universal Screening Power Up Schedule		Aug. 2010
9. Analyze and interpret baseline data in specific areas. (Pre-RI data)	A	PALS, DSA, Word Study, SME		Ongoing
10. Develop an ongoing, high-quality professional development program to support the components being put in place. (utilize the <i>RI Skills Survey</i> administered in Dec. and May)	A	Map out calendar dates -Aims Web training -Select Univ. Screeners -Data Analysis -Instructional Techniques		Ongoing
11. Secure or reallocate resources to ensure support for teachers in learning.	A	-Ask PTA for funding -Re-assign staff for groups	School Admin.	Nov. 2010

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Universal Screening Data	Status	Evidence	Who Will be Doing What	When
1. Select and implement a school-wide academic program that aligns with your curriculum.	A	Pathways, Literacy Framework	DETERMINED BY DISTRICT	
2. Determine and secure the resources required to implement universal screening.	A	Aimsweb provided by Central Office		
3. Administer the screening measure/s three times a year.	A	Fall Universal Screening Completed 10/8/10	Screening Team will screen the RI classrooms by....	Oct '10 Jan '11 May '11
4. Create a manageable database to record student information scores.	I	Aims-Web	Diagnostic Team Members' TRT	Sept-Dec.2010
5. Organize the screening results (e.g. graphs and tables) to provide intra- and inter-student comparisons. (Aimsweb, Pals, DRA)	I	Aims-Web PALS DRA	Data Team, Reading Specialists	Oct – Dec 2010
6. Add screening results to a “database” so that students’ performance can be monitored over time.	A	Aims-Web in Conjunction w/PALS, DRA, Teacher Input		Oct – Nov 2010
7. Specify written steps to follow when further scrutiny is needed for students not making progress.	A	Follow LCPS Child Study protocol when needed	RI Team	As needed

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Core Instruction ***Provide Evidence for All Items***	Status	Evidence	Who Will be Doing What	When
1. Select instructional strategies that improve student performance. (Revisit similarities/differences, graphic organizers, feedback/data)	A	Marzano, Lit Framework, Pathways, Student Engagement Strategies	RI Team will formalize list of strategies – Moser (Marzano)	Fall 2010
2. Determine and secure the resources required to implement instructional strategies.	A			
3. Monitor the duration and fidelity of implementation of core instruction.	I	Observations of instruction	RI Program Coordinator, Admin	Ongoing

Progress Monitoring	Status	Evidence	Who Will be Doing What	When
1. Select progress-monitoring instruments/procedures that align with instruction in targeted areas.	A	Aimsweb, PALS Quick Check		
2. Identify a team and process to analyze progress-monitoring results.	A		Data Team, Grade Level Teams, RI Team	Oct. 2010
3. Determine and secure the resources required to implement progress monitoring.	A	Aimsweb Provided by Central Office		
4. Develop and document 'decision rules' (including cut scores) to determine which students are at risk and require more intense instructional support.	A	Aimsweb cut scores, DRA and PALS performance, Teacher Input		Ongoing

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5. Implement a system of data collection and progress monitoring that includes determining both level and growth rate.	A	Aims Web		Ongoing
6. At tier 2, administer the progress-monitoring measure frequently enough to assess a learner's responsiveness (e.g., weekly or every other week).	A		Interventionist/classroom teacher will begin progress monitoring tier 2 students by...	Jan 2011
7. At tier 3, administer the progress-monitoring measure frequently enough to assess a learner's responsiveness (e.g., two to five times per week).	A		Staff designated as Tier 3 providers	2011-2012 school year
8. Organize results to provide a profile of the student's progress within tiers. This could be a graph of test scores supplemented with student work samples. (<i>utilize the Data Collection Form</i>)	A		Teachers will complete Data Collection form and print Aims Web graphs	2011-2012 school year
9. Monitor results to determine whether a student is or is not responding to the intervention.	A		Teachers (RI classes)	By Nov. 2010
10. Monitor results at the classroom level and make decisions about when teachers or instructional programs require more support.	A		Teachers (RI classes)	By Nov. 2010
11. Ensure time is scheduled and process is established for teams to meet and review student needs.	A		RI Team	Oct 2010

Intervention Strategies	Status	Evidence	Who Will be Doing What	When
1. Select interventions and resources to supplement core instruction.	A	Interventions pulled from VISION/Other resources and re-created by Strategies Team	Classroom RI teachers will be familiar with intervention strategies by...	Nov 2010
2. Document interventions and resources to supplement core instruction. (Utilize the RI Intervention Strategies in Vision)	A		Classroom RI teachers will be utilizing intervention strategies by...	Jan 2011
3. Adopt a system to measure fidelity of implementation of interventions. (<i>Fidelity Checklist</i>)	A	Fidelity Checklist provided by Kate and Kirk	RI team will determine system	Sept 2010
4. Decide when and how to initiate parent involvement.	A	WATCH D.O.G.S. Regular Volunteers	RI Team will determine system for parent involvement	Jan 2011
5. Determine level of intensity of instruction for tier 2 (how often, how long, size of instructional group).	A		Grade level RI teams or school leadership team will homogeneously group tier 2 students by...	Jan 2011
6. Schedule time for ALL teachers to collaborate, observe, implement, and evaluate strategies.	A	Tuesday Team Meeting Days	Admin will make time in master schedule	Sept. 2011
7. Develop and implement a process for collaborating with the problem-solving team and monitoring student movement between the tiers.	A		Grade level RI teams or school leadership team will be formed by...	Jan 2011

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8. Include progress-monitoring records from all tiers when making decisions regarding special education referral, evaluation and/or eligibility.	I			2011-2012
9. Develop ways to work as a team to deliver a comprehensive program of accommodations, modifications, and remediation for students with disabilities.	A	IEP Team SAT, Child Study 504 Plans	Special Education Contact	