

Schoolwide Action Plan/Timeline

Mt. Caesar School

2014-2015

Goal I: To improve the learning of all students in a culture of collective responsibility.

| Action Step/Activity | Who is Responsible | When | Rationale | Resources | Success Indicators |
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| MTC will begin practicing a balanced literacy model which includes reading and writing centers incorporated into the daily reading block | Classroom teachers, paraprofessionals, reading specialist, Title I teachers, Special Education teachers, administrator | Training will be on June 16, 2014. We will start using the model in August 2014 and continuing throughout the school year | To target the five components of reading (phonological awareness, phonics, vocabulary, fluency, and comprehension) and to make writing a more prominent component of the reading process | The model includes a technology center, a writing center, a learning game, and time with partners and the teacher in small groups. | Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week) using F & P Benchmarks, Running Records, MAPs |
| Increase the use of non-fiction reading and writing, for example writing math journals that show thinking in pictures, numbers, and text using Smarter Balance and common core rubrics to measure mastery | Classroom teachers, paraprofessionals, reading specialist, Title I teachers, Special Education teachers, administrator | We will begin in August 2014 and continue throughout the school year | Non-fiction reading and informational texts were shown by our comprehensive needs assessment to be areas of weakness | We will use Title I funds and our local budget to purchase non-fiction guided reading books | Scores on informational texts measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week) |
| Running Record assessments (given every 2 to 4 weeks) | Classroom teachers, Title I teachers, Interventionists, Special Education teachers, administrator | We will benchmark all students three times a year and follow up with progress monitoring for struggling students every six week to ensure our interventions are working. | Ongoing assessments and progress monitoring will allow instruction to be individualized for each student. | | Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week) |

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| MTC will continue to implement full day kindergarten for all kindergarten students as well as half-day Pre-School program and an Extended Day Care program for Pre-Kindergarten students. | Kindergarten teachers and Pre-School teachers under the supervision of the administrator | We will begin in August 2014 and continue throughout the school year | Increasing opportunities for early intervention and oral language development through our Pre-School program will insure a smooth transition to full day Kindergarten. Kindergarten students need to acquire reading skills before first grade. | Local and grant budgets | Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week) Kindergarten students take all school assessments |
| We will continue to increase our available leveled reading library and have plans to develop and organize a Leveled Book Room for all grades. | Teachers and Interventionists | August 2014 and continue throughout the school year | We will use a school wide guided reading library, with multiple copies of fiction and nonfiction books at differing levels that will be available for all staff to use. | Grant funds and the local budget | Classroom teachers, paraprofessionals, reading specialist, Title I teachers, Special Education teachers, and administrator reports |
| Extended school year opportunities through the 21 st Century Grant will be available for all students. | ACES 93 personnel | Summer 2014 | Summer school combats summer regression in students who would otherwise loose ground during the summer | Grant and the local budget | Student growth as measured by pre- and post- program data. |
| Fontas and Pinnell Benchmark assessments will be used for each student in addition to bi-weekly Running Record progress monitoring assessments provided for struggling students. | Classroom teachers, reading specialist, Title I teachers, Special Education teachers, administrator | We will benchmark all students one to three times a year and follow up with progress monitoring for struggling students every six week to ensure our interventions are working. | Ongoing assessments will allow instruction to be individualized for each student. | Local and Special Education funds | Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week). Several different types of |

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| Implement a high quality PLC data team process next year to ensure student achievement through summative and common formative assessments | Administrator, classroom teachers, Special Education teachers, Title I teachers, are an integral part of our data team process | Teams will meet weekly for a half hour before school and twice monthly for one hour | Data is used to identify students who need additional assistance through Response to Intervention. When students are identified, they begin specific strategies through Tier II and Tier III. | During this process teachers meet to collaborate on specific strategies to meet individual student needs. Substitutes will be provided for the half day meetings. Scheduling will allow for the half hour weekly and one hour monthly meetings. | Data will show whether we are applying appropriate interventions to meet students' academic needs |
| Increase Vocabulary Development through direct instruction, content area integration, word walls, read alouds, discussions, and oral language development. Additional training in KTL Vocabulary Strategies. | Classroom teachers, Interventionists, reading specialist, Title I teachers, Special Education teachers, administrator | We will begin in August 2014 and continue throughout the school year | For development of content area knowledge, understanding of suffixes, prefixes, root words (origin of words) will increase students' ability to apply strategies to break words apart for meaning | Local and Title I funds | Student growth as measured by benchmark assessments (three times a year) and continued progress monitoring for struggling students (every week or every other week) |
| The Common Core math curriculum is being used across all grade levels for math instruction. Teachers will follow the district developed scope and sequence. | Classroom teachers, paraprofessionals, Interventionists, Title I teachers, Special Education teachers | We will begin in August 2014 and continue throughout the school year | The curriculum is designed to support students as they make sense of math and become mathematical thinkers, focus on computational fluency (also addressed during math centers with additional practice), emphasize reasoning | Local funds | Student growth as measured by district common assessment benchmarks (three times a year) and continued progress monitoring for struggling students (every week or every other week) based on PLC developed targeted interventions. |

Goal II: Develop a culture of lifelong learning beyond the faculty and throughout the greater district community.

| Action Step/Activity | Who is Responsible | When | Rationale | Resources | Success Indicators |
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| KTL Strategies will be employed in all literacy instruction. Trained KTL coaches are in every building to ensure staff is supported in the use of KTL strategies. | KTL school coaches will provide support and training for their peers to ensure they are effectively using the KTL strategies in their lesson planning | We will begin in August 2014 and continue throughout the school year | A balanced literacy approach incorporates the elements of the KTL strategies in teaching reading and writing | Local funds | Student growth as measured by district common assessments. Ongoing sharing during monthly staff and PLC meetings. |
| Embedded professional development including monthly workshops and/or individual coaching sessions will be provided to improve our instruction in guided reading and balanced literacy | Administrator will organize events with our literacy coach | Beginning in August 2014 | Teachers will learn balanced literacy strategies and practice teaching non-fiction literacy using guided reading strategies | Local and grant funds | Successful implementation of balanced literacy centers |
| Embedded professional development will be provided in our math curriculum | Administrator will organize the event | Teacher release day | Teachers need a chance to learn new math teaching strategies, try them, and then reflect on them with the trainer | | Growth shown on the math MAPS assessment and district common assessments |
| District grade-level meetings are scheduled throughout the year to provide staff development opportunities on grade-specific topics | The event is organized by the district central office personnel | Periodically throughout the school year | We need to provide all staff with the opportunity to meet with their grade level peers to share strategies, curriculum, and common assessment results | The district central office personnel | Teacher reports on surveys |
| Professional Development in the Wilson <i>Foundations</i> early phonics program will be provided for all teachers | Classroom teachers, reading specialists, Interventionists, Title I teachers, Special Education teachers | We will begin in June 2014 and continue throughout the school year | Consistency in phonics, phonemic awareness, vocabulary, fluency, and comprehension instruction | Local and Special Education funds | Student growth as measured by <i>Foundations</i> Unit Assessments. |

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| Teachers will meet twice a month for one hour to analyze progress monitoring data, formative, MAPs, and district common assessments | Teachers and professional support staff | Twenty times a year after school | These meetings will give teachers time to collaborate on student achievement data analysis, improving the RTI process in the school and planning for individual student needs | These meeting times are embedded in the teachers' job description | Teacher reports given to the administrator and the results of student data |
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Goal III: To improve the level of community awareness and involvement at Mt. Caesar School and broaden the information available to stakeholders.

| Action Step/Activity | Who is Responsible | When | Rationale | Resources | Success Indicators |
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| Post pictures of our student activities, curricular resources, and a listing of what is coming up on our web site and through our School Newsletter | Administrator | Periodically throughout the school year | Research shows that the more parents are included and involved in their child's schooling, the more successful the child is | Building IT person | Parent input and comments, Effective Schools Parent Survey |
| Conduct Parent Nights where parents are invited to come to school and engage in learning activities with their children | Administrator, teachers | At least once a quarter during the school year | Research shows that the more parents are included and involved in their child's schooling, the more successful the child is | Teacher and staff support | Parent input and comments |
| Increase publicity of school events and students accomplishments in local newspapers | Administrator | Periodically during the school year | Research shows that the more parents are included and involved in their child's schooling, the more successful the child is | | Parent input and comments |
| Make sure MAP scores, common assessment scores and grade level expectations are available to parents at conference time | Classroom teachers and administrator | During Parent Teacher Conferences | Parents need to be informed as to how their child is performing in reading and math based on a national norm | District funds pay for the licenses | Parent input and comments |

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| The principal will connect with the families over the summer by sending home an informational newsletter on getting ready for the school year and any changes that have happened over the summer | Administrator | A letter will be sent home in June encouraging families to engage in summer homework and at the end of the summer to welcome families back to school | Research shows that the more parents are included and involved in their child's schooling, the more successful the child is | Postage | Parent input and comments |
| More principal articles in the newsletter about schoolwide services | Administrator | Periodically throughout the school year | Parents need to be informed of the programs at school | Building IT person | Parent input and comments |