

SCHOOL SITE 8 WEEK ACTION PLAN

Problem of Practice Focus (PLC / Challenging Content)	Desired Change in 6-8 Weeks w/ Expected Evidence	Principal’s Weekly Targeted Actions w/Expected Evidence	Supervisor’s Targeted Actions/Notes
<p>Third Grade scored lowest in ELA on both interims during the 16- 17 academic year, as well as SBAC 2016-2017.</p> <p>17 % of students met or exceeded standards in 2nd grade 1st interim in 2015-2016. By the time they got to 3rd grade, only 21% had met or exceeded standards in grade #3 Interim #1 2016-2017. That is only a 4% growth.</p> <p>20% of students met or exceeded standards in 2nd grade 2nd interim in 2015-2016. By the time they got to 3rd grade, only 25.7% scored meeting or exceeding standards in Interim #2 for 3rd grade which is only a 5% difference between 3rd and 2nd grade scores.</p>	<p><i>By October 20th, 2017, We will see growth of a minimum of 10% from 3rd grade Interim #1 ELA to Interim #1 ELA. That means in Interim #1 we should see 31% of students scoring meeting or exceeding standards in third grade.</i></p> <p><i>Our focus will be to be present in AC meetings as an admin team to help lead teacher in facilitation of discussions around data.</i></p>	<p>Action: <i>Week of August 7th through 11th, PL sessions were Literacy and Mathematics Tenets 2A and 2B. We discussed the use of essential standards and focus standards as well as identified resources to know rigor demand of the standard. Tulare County Office of Ed. was utilized as a resource. Staff also reflected of SBAC data and creation of SMART Goals for ELA and Mathematics for their grade level.</i></p> <p>Evidence:</p> <ul style="list-style-type: none"> • Smart goals submitted • Data-Driven Calendar and backwards maps with Claims and standards submitted. • Daily Calendar submitted with Core times and RTI block submitted. <p>Action: Week of August 14 through 18th, the PL sessions/ AC time and feedback to staff was around identification of essential standards aligned to our scope and sequence as well as creation of CCI/DDI calendar with the focus on re-teaching opportunities and assessments aligned to standards.</p> <p>Evidence:</p> <ul style="list-style-type: none"> • Data-Driven Calendar revamped and turned in to administration with opportunities to re-asses and RTI block included. • Classroom walkthroughs suggest, that 3rd grade along with all other grades visited are following scope and sequence and DDI calendar. Standards being taught correlate. 	<p>FEEDBACK:</p> <ul style="list-style-type: none"> • (Green Highlight)Your desired change has a goal of data (GREAT) I read your main focus is to be present at PLC’s. That is a passive focus without clarity • (Yellow Highlights) These action words are more passive in nature and lack the “How” and executable action words that move the work. They are good words that need clarity to become more focused • (Blue Highlights) These are Great executable action words that describe actions that are direct to making the desired change doable

Action:

Week of August 21st through 25th, team collaboration time and PL was around teaching the data analysis process and completing and looking our first CFA data, obtaining data, analysis of data, knowing needs of students by name. Our AC teams **completed their first Data analysis** sheet and **came up with** strategies on how to address the needs based on standards and student misconceptions.

Evidence:

- Our AC teams completed their first Data analysis sheet and came up with strategies on how to address the needs based on standards and student misconceptions.
- 3rd Grade struggled with completing the form due to absence of lead teacher and lack of data from each teacher. Teachers focused on writing down their data in spread sheet to be ready for meeting with Lead teacher on Thursday's AC.

Action:

Week of August 28th through September 1st, team collaboration and PL built capacity with RTI processes and data analysis as well as understanding the use of CCI cycle to drive monitoring of data, assessment, analysis, reflection, and re-teaching. AC's discussed 1st Math CFA and gathered data to drive their instruction.

Evidence:

- PLC's submitted Math data analysis sheet that defines RTI block or whole class re-teach.
- 3rd grades focus is 3 OA 9, multi-step word problems involving addition and subtraction of triple digit numbers.
- 3rd grade identified strategies to re-teach in data-analysis tool as addition and subtraction of 3 digit numbers, reteach rounding and concept of rounding, as well as re-teach of use of graphic organizer to solve multi-step word problems.

Action:

Week of September 5th through September 8th, built clarity around CCI cycle with use of data. Discussed CFA's and the importance they have on understanding students' needs in alignment to rigor of essential standards. Teachers were provided with links to coherence maps and progression documents to utilize during an AC meeting to drive discussions around the rigor of the assessments and their alignment to student needs. Teachers added their CFAs to their CCI calendar and were provided their PLC time to create first Math and ELA CFAs that aligned to the standards being taught.

Evidence:

- CCI/DDI calendar was updated with CFA's embedded and added uploaded to PLC binder on OneDrive.
- AC meeting for third grade utilized the coherence map on achievethecore.org to look at standards being addressed and sample task to plan for first assessment to use as CFA.

Action:

Week of September 11-15th, Focus is on providing time for our teachers to create their RTI #2 lessons and targeted groups for RTI level 3 students around ELA and mathematics. The use of the data analysis sheet will help guide the discussions and teachers will be able to implement previously learned skills around building rigorous targeted lessons to reach students individual needs.

Evidence:

- AC conversations in 2nd grade involved data chats and separating students into bands based on assessment data for RTI.
- All grade levels set their RTI block in case they need to use pullout model.
- All grade levels agreed that we will re-teach lesson as a whole class if 61% of students or higher did not meet standards in CFA.
- All grade levels agreed that we will do tier 2 pull out model if 31-60% of students did not master the standard assessed in CFA.
- All grade levels agreed that we will continue with whole class teaching with push-in RTI for group of students not mastering if 1-30% did not master the standard in CFA.
- Third grade agreed to reteach standard for math as a whole class due to __ % of students not mastering in CFA #1 for Math.

- Third grade agreed to reteach as a whole class ELA standards due to the fact that it is a recurring standard and will be touched on in future lessons.

Action:

Week of September 18- 22nd, **Implementation** of RTI tier 2 and 3 blocks to address standard based gaps. Tier 3 will be focused on students 2 years or below reading level or math skills. Targeted instruction with appropriate rigor will be focus of classroom visits during our RTI block. Assessment at end of 2-3 week RTI block will give data that shows growth from first assessment.

Evidence:

- AC discussions in grades 2, 3, 4, and 6 were around data from CFA and discussed strategies that worked in RTI 2. Others discussed data pertaining to CFA #1 and how they will address the students' misconception through their next sequence of standards.
- PLC discussion in grades K, 1st were around reading foundational skills and how their instruction and intervention is changing to meet their current data.

Action:

September 25- 29th, PL and AC time will be provided to assess data driven instruction practices, reflect through the use of data to drive their Tier 1 and Tier 2 RTI blocks and refine instruction as well as collaborate in creation of RTI lessons. We will walk AC meetings to **ensure** discussions are utilizing data and instructional plans are using evidence from data to drive the discussion.

Evidence:

- PLC discussions in K, 1, 2, discussed foundational reading skills related to phonemes, blending and fluency. Data was discussed around current number of students reading at grade level according to BAS and DRP.
- PLC discussions in 3,4,5,6 were around Core instruction and RTI data analysis as well as goal evaluation prior to Interim assessments.

		<p>Action: October 1st- 6, Interim assessments, we will monitor student progress towards meeting standards. Data will show an increase in proficiency/meeting standards, when compared to previous year's data. Core classroom implementation of essential standards as well as RTI focused discussion will continue to be focus of PLC and PL time.</p>	
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