

Action Plan

<p>1. GOAL: Provide continuous feedback to students and employees in an effort to assist them in directing their own learning and using their results to continuously improve. Present findings and future recommendations for continued improvement to the Board of Education by June, 2003</p>				
<p>RELATIONSHIP TO DISTRICT/ SCHOOL GOAL: continuously improve student and employee performance.</p>				
WHAT? What actions need to be taken to complete the task?	RESULTS? What data or documents will indicate closure or success for each action?	TIMEFRAME? When will each action be conducted?	WHO? Who needs to be involved with each action?	RESOURCES? What tools/strategies need to be collected, developed or organized to complete the task?
<p>1. Provide SAI data to classroom teachers about last year student performance.</p>	<p>Student Summary sheets for current teacher based upon summative "I Can Do It" student forms</p> <p>Feedback Summary's from Student's Next Year Teachers</p> <p>Teacher Action Plans</p>	<p>Data will be available by August Building Retreats</p>	<p>Chuck, Peggy All staff at School Retreat Day</p>	<p>Process has already been developed at Central Office: process needs to be replicated each August School Retreat Team plan time and activity for reviewing data at August Retreat</p>
<p>2. Provide cycle SAI data to classroom teachers about pretest student performance.</p>	<p>Formative SAI student/classroom data sheets</p> <p>Teacher or Teaching Team Action Plans</p>	<p>Fall: Cycle 1 delivered - Sept. 3 Bubble Sheets due - Sept. 27 Results due to staff - Oct. 11 Winter: Cycle 2 delivered - Nov. 18 Bubble Sheets due - Dec. 6 Results due to staff - Dec. 20 Spring: Cycle 3 delivered - Feb. 10 Bubble Sheets due - Feb. 27 Results due to staff - March 13></p>	<p>Chuck Peggy Deb and Karen</p> <p>District Staff Developer, Principals and Building Staff</p>	<p>Process has already been developed at Central Office: process needs to be replicated each Cycle period Develop simple strategies with schools to use formative data to provide differentiated instruction in the areas of LA and Math (such as venn diagram/action plan template</p>

				at Wilson)
3. Provide ISAT disaggregated data to schools (groupings would be based upon Title I Requirements and District Information Needs) and 3 Year Trend ISAT data	Summary of Building ISAT Score Strengths and Opportunities in Specific Component of Assessment ISAT Weaknesses addressed through the SIP/PDSA School Improvement Plan (if needed)	Disaggregated data out to schools by September 15 th SIP/PDSA School Improvement Plans finalized by September 30 th	Chuck Building Principal and SILT/SIP Team	Guidelines for Analyzing the ISAT Data (both current and trend) Updated SIP/PDSA template that provide places for listing ISAT and local data and combines PDSA and SIP templates into one.
4. Provide ISAT data to students and families.	Summary of ISAT Strengths and Opportunities listed in School "Let Us Show You the Learning" brochures Data posted to each school website	Brochures sent home and posted to each school website (and district website) by September 30 th ISAT data posted by September 30 th	Building and Central Office Staff Central Office	Brochures updated each year
5. Provide School Goal Information to families	Summary of School Goal in "Let Us Show You Learning" Brochure School Goal Focus monthly on front page of school newspaper and Webpage	Brochures sent home and posted to school website by September 30 th Monthly update of Goal Progress, Strategies or Things to help achieve the Goal at home	Building and Central Office Staff Building Principal, Secretary, Webmaster and Family Coordinators	Brochures updated each year Strategies to Use at Home Resources developed by Family Coordinators
6. Through grade level meetings and SIP days, develop activities to assist	SIP/PDSA Improvement documentation; ISAT Data Improves in targeted area; ICDI Student Goal Plans	SIP/PDSA Dates vary based upon plan target dates; ISAT in August; Grade Level Team Goal	Chuck, Building Principals, Staff and District Staff Development	Learning Gap Data PDSA Workday, SIP and Wednesday Staff Meeting Data Charts, Improvement

staff address gaps in student performance.	Achieved; Grade Level Goal Achievement Plans Met or Exceeded	Improvement Targets Set at Fall Mtg, Focused upon at Winter and Spring Meeting; Student and Class Goal Plans vary based upon target dates	Coordinator	Tools, and Templates Grade Level Goal Improvement Plans (used in Cycle 1, 2, and 3 Meetings)
7. Through Professional Development Academy, develop activities to assist staff address gaps in teacher performance.	Teachers not receiving a Meets or Exceeds evaluation ratings will be enrolled in the PDA appropriate course (Look at data from end of year evaluations) Staff will rate high satisfaction with PDA training and will demonstrate high-level of application of knowledge and skills learned in PDA into the classroom	During Teacher Goal Setting Process in early Fall During and end of PDA courses and through ongoing observations of the evaluator	Principal and Director of Human Resources PDA-District Staff Developer Follow-Up Teaching will be Principal	Current Teacher Evaluation Process PDA Feedback Form Current Informal and Formal Observation Forms
8. Conduct Train-the-trainer activities with Jeff and Jackie Burgard at the intermediate and junior high levels to address Quality Classrooms.	Each Intermediate and Jr High Individual teacher will apply Quality Spirit and Learning Strategies in Classroom Students will use strategies to assess area of need, develop learning goal and implement improvement plan, review progress ongoing	Formal Training will be 2 ½ days per Intermediate and Jr High teams Informal Meetings of Teaching Teams will happen twice between each formal training period	Jeff, Jackie Burgard; teaching teams and Staff Development Coordinator Teaching Teams, Learning Center Teachers and Staff Development Coordinator	Planning and Implementation process with Burgards Aim Action Plan and “Next Steps” Log

9. Provide individual teachers with feedback on their teaching performance through evaluation.	Each teacher will have been provided informal feedback forms as appropriate	Ongoing	Principal	5 Teaching Area Forms (Strength, Concern)
10. Align teacher development activities with feedback given on their teaching performance through evaluation.	Teacher Goal Plans align with Teacher Evaluation Feedback	Annually set and updated as needed	Teachers and Principals	Current Informal and Formal Teacher Goal Plans
11. Provide student performance results to parents during each cycle and at the end of the school year.	Performance Progress Reports Provided each mid-cycle Formal Performance conference provided twice each year Informal Performance information provided as needed	Each cycle In fall and spring Ongoing	Teacher Teacher Teacher and Principal	Updated forms to include grades and written feedback Student Performance Portfolio Review Develop consistent forms to share informal feedback to parents
12. Ensure effective communication between families, student and teacher regarding student performance results.	Aligned School-Based Communication Process regarding student performance and activities	Determined by the school-based process	Principal and SILT/SIP team District Staff Developer to help with alignment process	Development of Communication Alignment System at each school