



# DISTRICT SOLUTIONS

## SCHOOL IMPROVEMENT

30-60-90 Day Plan

### SCHOOL IMPROVEMENT ACTION PLAN FOR RILEY ELEMENTARY SCHOOL

**DATE: SEPTEMBER 6, 2017**

**PRINCIPAL: DR. SONYA COLEY**

**SOLUTION TREE COACH: KAREN POWER**

#### **PRIORITIES FOR 2017-2018**

1. To build common understanding and focus of the Professional Learning Community protocol (*aligns with District Strategic Goal #3*) and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement. (*as per School Improvement Goal and aligns with District Strategic Goal #1*)
2. To implement common formative assessments that are aligned to grade level essential standards (skills and concepts)(*aligns with District Goal #3 and #4*) and specific learning targets with the overall goal being to increase literacy achievement. (*as per School Improvement Goal and aligns with District Strategic Goal #1*)
3. To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall goal being to increase literacy achievement (*as per School Improvement Goal and aligns with District Strategic Goal #1 and #3*)). This priority includes coaching, professional learning, observation and feedback of specific strategies (guided reading, close reading, shared reading, writers workshop, vocabulary, phonics).

### 30-DAY GOAL

<b>Smart Goals (30 day plan)</b>	<p><b>Leadership Team</b></p> <p><b>Priority #1: To build common understanding and focus of the Professional Learning Community protocol and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement</b></p> <p><i>SMART</i> Goal: We will increase common knowledge of the PLC process and the Instructional Leadership Team's capacity to lead the PLC process with a focus on PLC Question #1- What do we want students to know and be able to do?</p> <p><b>Priority #2: To implement common formative assessments that are aligned to grade level essential standards (skills and concepts) and specific learning targets with the overall goal being to increase literacy achievement</b></p> <p><i>SMART</i> Goal: Dr. Coley and some of the leadership team will build their own understanding of effective common formative assessments during the month of September</p> <p><b>Priority #3: To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall goal being to increase literacy achievement. This priority includes coaching, professional learning, observation and feedback of specific strategies (guided reading, close reading, shared reading, writers workshop, vocabulary, phonics).</b></p> <p><i>SMART</i> Goal: We will develop a plan of action and prioritize literacy instructional strategies in collaboration with DOE, district and school personnel</p> <hr/> <p><b>Collaborative Teams</b></p> <p><b>Priority #1: To build common understanding and focus of the Professional Learning Community protocol and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement</b></p> <p><i>SMART</i> Goal: PLC leaders will co-facilitate (with Coach Boynton) collaborative team meetings</p> <p><b>Priority #2: To implement common formative assessments that are aligned to grade level essential standards (skills and concepts) and specific learning targets with the overall goal being to increase literacy achievement</b></p> <p><i>SMART</i> Goal: Collaborative teams will respond to intentional questions about appropriate instructional strategies that are aligned to the needs of students</p> <p><b>Priority #3: To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall</b></p>
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	<p>goal being to increase literacy achievement. This priority includes coaching, professional learning, observation and feedback of specific strategies (guided reading, close reading, shared reading, writers workshop, vocabulary, phonics).</p> <p><b>SMART</b> Goal: Collaborative teams will begin to understand the importance of backwards planning to ensure mastery of essential learning</p>
<b>Actions</b>	<p><b>Priority #1: To build common understanding and focus of the Professional Learning Community protocol and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement</b></p> <ul style="list-style-type: none"> <li>• Dr. Coley and Instructional Coach Boynton will model a PLC meeting for the Instructional Leadership Team</li> <li>• Instructional Leadership Team – The Instructional Leadership Team will model the PLC process for the faculty</li> <li>• Coach Power will provide PowerPoint slides, rubrics and templates to Dr. Coley and Coach Boynton for PLC implementation and training</li> <li>• Dr. Coley will do a presentation on PLCs and provide reading resources for all teachers</li> <li>• Collaborative teams will work with Coach Boynton to identify essential learnings and plan units of study from deconstructed core standards and scaffolded learning targets</li> <li>• The Leadership team will administer a collaborative planning rubric self assessment to all teams to establish a base line of implementation</li> </ul> <p><b>Priority #2: To implement common formative assessments that are aligned to grade level essential standards (skills and concepts) and specific learning targets with the overall goal being to increase literacy achievement</b></p> <ul style="list-style-type: none"> <li>• Dr. Coley and some of her staff will attend CFA training with Solution Tree on September 7</li> <li>• Dr. Coley and her team will determine next steps based on the training</li> </ul> <p><b>Priority #3: To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall goal being to increase literacy achievement. This priority includes coaching, professional learning, observation and feedback of specific strategies (guided reading, close reading, shared reading, writers workshop, vocabulary, phonics).</b></p> <ul style="list-style-type: none"> <li>• Dr. Coley will work with her leadership team, DOE and district staff to determine an action plan for non-negotiable literacy instructional strategies</li> <li>• Dr. Coley, AP Milner and Coach Boynton will ask intentional questions at collaborative meetings to create more thinking around necessary instructional strategies</li> </ul>

<b>Level of Implementation</b>	<p>Rubrics being used from <i>School Improvement for All</i>, (Kramer and Schuhl, 2017):</p> <p>Figure 1.9- Chart a Course, Focused on Learning Rubric – Beginning</p> <p>Figure 5.1- Common Assessment Rubric- Beginning</p> <p>Figure 3.5- 21<sup>st</sup> Century Learner Rubric- Beginning</p> <p>Figure 6.8- Instructional Practices Rubric- Beginning</p>
<b>Expected Impact</b>	<ul style="list-style-type: none"> <li>- Increase in student literacy achievement</li> <li>- Increased confidence and knowledge by professionals working collaboratively to meet the needs of students</li> <li>- Introduction of effective literacy practices</li> </ul> <p>Rubrics being used from <i>School Improvement for All</i>, (Kramer and Schuhl, Bloomington: Solution Tree Press, 2017):</p> <p>Figure 1.9- Chart a Course, Focused on Learning Rubric – Beginning (1)</p> <p>Figure 5.1- Common Assessment Rubric- Beginning (1)</p> <p>Figure 3.5- 21<sup>st</sup> Century Learner Rubric- Beginning (1)</p> <p>Figure 6.8- Instructional Practices Rubric- Beginning (1)</p>
<b>Evidence</b>	<p>Rubrics being used from <i>School Improvement for All</i>, (Kramer and Schuhl, Bloomington: Solution Tree Press, 2017):</p> <ul style="list-style-type: none"> <li>- Indicators in Figure 1.9 Chart a Course, Focused on Learning Rubric (level- beginning)</li> <li>- Indicators in Figure 5.1- Common Assessment Rubric- Beginning</li> <li>- Indicators in Figure 3.5- 21<sup>st</sup> Century Learner Rubric- Beginning</li> <li>- Indicators in Figure 6.8- Instructional Practices Rubric- Beginning</li> <li>- Any assessment data available in September including running records</li> <li>- Lesson Planning</li> <li>- Classroom observations</li> <li>- PLC observations/agendas and minutes of meetings</li> </ul>
<b>End Date</b>	October 6, 2017
<b>Person(s) Responsible</b>	<p><b>Leadership Goals:</b> Principal and leadership team</p> <p><b>Collaborative Team Goals:</b> Teachers in collaborative teams</p>

#### 60- DAY GOAL

<b>Smart Goals (60 day plan)</b>	<p><b>Leadership Team</b></p> <p><b>Priority #1: To build common understanding and focus of the Professional Learning Community protocol and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement</b></p> <p><b>SMART Goal:</b> The Instructional leadership team will continue to build their own capacity to lead the PLC process and provide guidance and support to collaborative teams</p> <p><b>Priority #2: To implement common formative assessments that are</b></p>
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	<p><b>aligned to grade level essential standards (skills and concepts) and specific learning targets with the overall goal being to increase literacy achievement</b></p> <p><b>SMART</b> Goal: The leadership team will assist with common formative assessment implementation based on the training in September to support collaborative team understanding of PLC Question #2- How will we know if students have learned?</p> <p><b>Priority #3: To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall goal being to increase literacy achievement. This priority includes coaching, professional learning, observation and feedback of specific strategies (guided reading, close reading, shared reading, writers workshop, vocabulary, phonics).</b></p> <p><b>SMART</b> Goal: The leadership team will assist with developing instructional look-fors and conduct collaborative walk-throughs focused on non-negotiable literacy strategies</p> <hr/> <p><b>Collaborative Teams</b></p> <p><b>Priority #1: To build common understanding and focus of the Professional Learning Community protocol and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement</b></p> <p><b>SMART</b> Goal: Collaborative teams will demonstrate more ownership of the PLC process as a protocol to respond to the needs of students</p> <p><b>Priority #2: To implement common formative assessments that are aligned to grade level essential standards (skills and concepts) and specific learning targets with the overall goal being to increase literacy achievement</b></p> <p><b>SMART</b> Goal: Collaborative teams will create common formative assessments that are aligned to essential grade level learning targets and that help them determine how to respond to the needs of students</p> <p><b>Priority #3: To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall goal being to increase literacy achievement. This priority includes coaching, professional learning, observation and feedback of specific strategies (guided reading, close reading, shared reading, writers workshop, vocabulary, phonics)</b></p> <p><b>SMART</b> Goal: Lesson plans, classroom observation data and evidence from student work indicates an increase in the use of effective literacy strategies</p>
<b>Actions</b>	<p><b>Priority #1: To build common understanding and focus of the Professional Learning Community protocol and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement</b></p> <ul style="list-style-type: none"> <li>• The leadership team will continue to build their own leadership skills by moving from a co-leadership model to fully leading the PLC</li> </ul>

	<p>process at collaborative teams</p> <ul style="list-style-type: none"> <li>• Leadership team members will meet with Coach Power to review their team's progress and next steps during the month of October</li> <li>• Dr. Coley will seek input from each team leader to determine their successes, roadblocks and challenges in implementing the PLC process with fidelity</li> <li>• Coach Boynton will provide support to leadership team members as part of the guiding coalition</li> </ul> <p><b>Priority #2: To implement common formative assessments that are aligned to grade level essential standards (skills and concepts) and specific learning targets with the overall goal being to increase literacy achievement</b></p> <ul style="list-style-type: none"> <li>• Common Formative Assessments will be introduced to the PLC process based on the training in September</li> <li>• Grade level teams will review the PLC process and the 4 critical questions of PLC work understanding that they are moving from Question 1 to Question 2 for deep implementation</li> <li>• Additional training will be provided to leadership team members and PLC members as needed (Coach Power can assist with this)</li> <li>• Each team will produce one Common Formative Assessment that is aligned with a grade level standard, create the scoring guide and determine the evidence from the assessment to inform their practice</li> </ul> <p><b>Priority #3: To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall goal being to increase literacy achievement. This priority includes coaching, professional learning, observation and feedback of specific strategies (guided reading, close reading, shared reading, writers workshop, vocabulary, phonics)</b></p> <ul style="list-style-type: none"> <li>• Selected non-negotiable literacy strategies (following the action plan determined in September) will be modeled for all teachers in addition to professional learning and coaching support</li> <li>• Expectations for implementation of the selected strategy (s) will be monitored through classroom observations, feedback and support</li> <li>• Collaborative teams will be asked probing questions to support an appropriate response to student needs using effective strategies including the non-negotiable strategies introduced during these first 60 days</li> </ul>
<b>Level of Implementation</b>	<p>Rubrics being used from <i>School Improvement for All</i>, (Kramer and Schuhl, Bloomington: Solution Tree Press, 2017):</p> <p>Figure 1.9- Chart a Course, Focused on Learning Rubric – Attempting (2)</p> <p>Figure 5.1- Common Assessment Rubric- Attempting (2)</p> <p>Figure 3.5- 21<sup>st</sup> Century Learner Rubric- Attempting (2)</p> <p>Figure 6.8- Instructional Practices Rubric- Attempting (2)</p>



<b>Expected Impact</b>	<ul style="list-style-type: none"> <li>- Increase in student literacy achievement</li> <li>- Increase use of PLC time to inform practice</li> <li>- Introduction of CFAs as an important step in PLC process</li> <li>- Beginning to implement non-negotiable instructional practices for literacy</li> </ul> <p>Rubrics being used from <i>School Improvement for All</i>, (Kramer and Schuhl, Bloomington: Solution Tree Press, 2017):  Figure 1.9- Chart a Course, Focused on Learning Rubric – Attempting (2)  Figure 5.1- Common Assessment Rubric- Attempting (2)  Figure 3.5- 21<sup>st</sup> Century Learner Rubric- Attempting (2)  Figure 6.8- Instructional Practices Rubric- Attempting (2)</p>
<b>Evidence</b>	<p>Rubrics being used from <i>School Improvement for All</i>, (Kramer and Schuhl, Bloomington: Solution Tree Press, 2017):</p> <ul style="list-style-type: none"> <li>-Indicators in Figure 1.9 Chart a Course, Focused on Learning Rubric – level- Attempting (2)</li> <li>-Indicators in Figure 5.1- Common Assessment Rubric-Attempting (2)</li> <li>-Indicators in Figure 3.5- 21<sup>st</sup> Century Learner Rubric- Attempting (2)</li> <li>-Indicators in Figure 6.8- Instructional Practices Rubric- Attempting (2)</li> <li>-Any assessment data available in October including running records</li> <li>-Common Formative Assessment products</li> <li>-Lesson Planning including instructional strategies</li> <li>-Classroom observations</li> <li>-PLC observations/agendas and minutes of meetings</li> </ul>
<b>End Date</b>	November 3, 2017
<b>Person(s) Responsible</b>	<b>Leadership Goals:</b> Leadership Team <b>Collaborative Team Goals:</b> Teachers in collaborative teams

### 90 -Day Goal

<b>Smart Goals (90 day plan)</b>	<p>Leadership Team</p> <p><b>Priority #1: To build common understanding and focus of the Professional Learning Community protocol and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement</b></p> <p><b>SMART</b> Goal: The leadership team will evaluate the progress of PLC implementation based on evidence and determines next steps for Riley Elementary School</p> <p><b>Priority #2: To implement common formative assessments that are aligned to grade level essential standards (skills and concepts) and specific learning targets with the overall goal being to increase literacy achievement</b></p> <p><b>SMART</b> Goal: The leadership team will monitor CFA data from collaborative teams to determine overall next steps for deep implementation</p>
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	<p><b>Priority #3: To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall goal being to increase literacy achievement. This priority includes coaching, professional learning, observation and feedback of specific strategies (guided reading, close reading, shared reading, writers workshop, vocabulary, phonics)</b>  <b>SMART Goal:</b> The leadership team conduct classroom observations and use the data to revisit goals and action plans for literacy instruction</p> <hr/> <p><b>Collaborative Teams</b>  <b>Priority #1: To build common understanding and focus of the Professional Learning Community protocol and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement</b>  <b>SMART Goal:</b> PLC teams will use CFA data to respond to student needs and will use the data to show their progress to date in increasing student achievement  <b>Priority #2: To implement common formative assessments that are aligned to grade level essential standards (skills and concepts) and specific learning targets with the overall goal being to increase literacy achievement</b>  <b>SMART Goal:</b> CFA data is aligned to the rigor of the grade level standards and provides timely feedback about student learning  <b>Priority #3: To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall goal being to increase literacy achievement. This priority includes coaching, professional learning, observation and feedback of specific strategies (guided reading, close reading, shared reading, writers workshop, vocabulary, phonics)</b>  <b>SMART Goal:</b> PLC teams use the data to determine next steps for literacy instruction based on non-negotiable literacy expectations</p>
<b>Actions</b>	<p><b>Priority #1: To build common understanding and focus of the Professional Learning Community protocol and develop processes to guide and improve this practice with the overall goal being to increase literacy achievement</b></p> <ul style="list-style-type: none"> <li>• The leadership team will review student data to determine progress to data and to revisit goals and plans for the next 90 days</li> <li>• The leadership team will re-administer the Collaborative Planning Rubric to self-assess progress to date</li> <li>• Collaborative teams will use student data to determine the level of implementation success of the PLC process</li> <li>• Collaborative teams will focus on PLC Question 3- What will we do if students are not learning to improve their practice</li> </ul> <p><b>Priority #2: To implement common formative assessments that are aligned to grade level essential standards (skills and concepts) and specific learning targets with the overall goal being to increase</b></p>



	<p><b>literacy achievement</b></p> <ul style="list-style-type: none"> <li>• Collaborative teams, with the support of coaching and leadership will continue to create CFAs as part of a short assessment cycle</li> <li>• Collaborative teams will use of the CFA data to determine instructional practices needed to meet the needs of students</li> <li>• Collaborative teams will continue to deepen their understanding of aligned standards- assessments-instruction to meet the needs of students and to ensure grade level proficiency</li> </ul> <p><b>Priority #3: To establish non-negotiable literacy strategies that will be consistently used to respond to the needs of students with the overall goal being to increase literacy achievement. This priority includes coaching, professional learning, observation and feedback of specific strategies (guided reading, close reading, shared reading, writers workshop, vocabulary, phonics).</b></p> <ul style="list-style-type: none"> <li>• Non-negotiable instructional strategies will be used by teachers consistently in core instruction</li> <li>• Teachers will continue to be supported through modeling, professional development and coaching to improve implementation of instructional practice</li> <li>• Based on data from student achievement, classroom observations and PLC observations, next steps for improving core instruction will be determined by the leadership team</li> </ul>
<b>Level of Implementation</b>	<p>Rubrics being used from <i>School Improvement for All</i>, (Kramer and Schuhl, Bloomington: Solution Tree Press, 2017):</p> <p>Figure 1.9- Chart a Course, Focused on Learning Rubric – Practicing (3)</p> <p>Figure 5.1- Common Assessment Rubric- Practicing (3)</p> <p>Figure 3.5- 21<sup>st</sup> Century Learner Rubric- Practicing (3)</p> <p>Figure 6.8- Instructional Practices Rubric- Practicing (3)</p>
<b>Expected Impact</b>	<p>-Increase in student literacy achievement to meet School Improvement Goal</p> <p>-Increase in quality assessment questions aligned to grade level expectations</p> <p>-Increase in the response of teachers to meeting the needs of students in Tier 1 and Tier 2 instruction</p> <p>-Increase in quality of formative feedback to students about learning</p> <p>-Increase in student ownership of learning</p> <p>-Increase in the number of times effective non-negotiable literacy strategies are used in the classroom</p> <p>Rubrics being used from <i>School Improvement for All</i>, (Kramer and Schuhl, Bloomington: Solution Tree Press, 2017):</p> <p>-Indicators in Figure 1.9 Chart a Course, Focused on Learning Rubric – level- Attempting (2)</p> <p>-Indicators in Figure 5.1- Common Assessment Rubric-Attempting (2)</p> <p>-Indicators in Figure 3.5- 21<sup>st</sup> Century Learner Rubric- Attempting (2)</p> <p>-Indicators in Figure 6.8- Instructional Practices Rubric- Attempting (2)</p>

<b>Evidence</b>	<p>Rubrics being used from <i>School Improvement for All</i>, (Kramer and Schuhl, Bloomington: Solution Tree Press, 2017):</p> <ul style="list-style-type: none"> <li>-Indicators in Figure 1.9 Chart a Course, Focused on Learning Rubric – level- Attempting (2)</li> <li>-Indicators in Figure 5.1- Common Assessment Rubric-Attempting (2)</li> <li>-Indicators in Figure 3.5- 21<sup>st</sup> Century Learner Rubric- Attempting (2)</li> <li>-Indicators in Figure 6.8- Instructional Practices Rubric- Attempting (2)</li> <li>-Any assessment data available in November including running records</li> <li>-Common Formative Assessment products</li> <li>-Instructional strategies determined by teams to meet the needs of students based on evidence and the results indicators and progress monitoring that aligns to this work</li> <li>-Lesson Planning including instructional strategies</li> <li>-Classroom observations</li> <li>-PLC observations/agendas and minutes of meetings</li> </ul>
<b>End Date</b>	December 8, 2017
<b>Person(s) Responsible</b>	<p><b>Leadership Goals:</b> Leadership Team</p> <p><b>Collaborative Team Goals:</b> Teachers in collaborative teams</p>