

Final Action Plan

Goal #1: Professional Development

Goal: Promote higher levels of student achievement by providing meaningful and relevant staff development opportunities for teachers at RCS.

Core Activity	TASKS involved: (Who? When?)	How will we Measure it?	What is the impact on Students?
<p>Establish school wide instructional strategies via PD plan around mastery of those strategies.</p> <p>UCLA workshops</p> <ul style="list-style-type: none"> <input type="checkbox"/> Storytelling <input type="checkbox"/> Teaching all Modalities <input type="checkbox"/> Structured Discussion <p style="text-align: center;">K-2</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing Strategies <ul style="list-style-type: none"> ○ Complete Sentences ○ Punctuation ○ Draft version ○ Final Version ○ Mapping ○ Writing Across the Curriculum <p style="text-align: center;">3-5</p> <ul style="list-style-type: none"> <input type="checkbox"/> Writing Strategies <ul style="list-style-type: none"> ○ Complete Paragraphs ○ Correct Punctuation ○ Draft version ○ Final Version ○ Mapping ○ Word Processer 	<p><u>Jan. 2010</u> (Admin. Team) Identify teacher experts to re-enforce and present various strategies in PD to get more teachers on board.</p> <p><u>Jan. 2010</u> (UCLA) Workshops</p> <p><u>March 2010</u> Refine Goals, set new goals for the 2010-11 school year</p> <p><u>Monthly</u> (Admin. Team) Implement PD cycle that will include:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Teaching new strategy <input type="checkbox"/> Modeling/practicing w/peers <input type="checkbox"/> Peer observation <input type="checkbox"/> Student Work Analysis <p><u>Trimester</u> (Teachers) Quantitative data analysis on implementation of strategies</p>	<p>Create PD exit slips; implementation in classrooms; improved student achievement; improved scores in Benchmarks and CST's.</p> <p>Increased participation by teacher leaders in PD presentations.</p> <p>PD plan reflects PD cycle; exit slips indicate value of using cycle. Read exit slips bi-weekly and improve based on feedback.</p> <p>Use of template for observation to measure teacher implementation—add a number rating (Align with observation)</p> <p>Teacher feedback on exit slips at Teacher Support Meetings; improved instruction as observed by administration and peers</p>	<p>Consistently used instructional strategies school wide will improve student achievement in these foundational areas and impact product output in all other academic areas.</p> <p>Increased teacher expertise will improve student achievement in these foundational areas and impact product output in all other academic areas.</p> <p>Students will benefit from knowing and understanding the academic expectations and curricular plans of their teachers in each class, both in content and skills. This will lead to higher academic achievement overall.</p> <p>Improved and consistent PD will lead to better instruction, which will lead to improved student achievement.</p>

<ul style="list-style-type: none"> ○ Experience ○ Writing Across the Curriculum <p>Middle School</p> <ul style="list-style-type: none"> □ Writing Strategies <ul style="list-style-type: none"> ○ Thesis statement ○ Topic sentences ○ Formatted 8 sentence paragraph ○ Introducing evidence ○ Transition words ○ Writing Across the Curriculum <p>Future: Math workshops, particularly middle school (algebra).</p>	<p><u>Bi- Weekly</u> (Admin. Team) Create and Monitor PD Exit Slips that include implementation quantitative self-assessment of strategy implementation and reflection</p> <p><u>Trimester</u> (Admin. Team) Create and use various observation tools that address each specific instructional strategy the staff is targeting</p> <p><u>Bi-weekly</u> (Teachers and Admin Team) Use Teacher Support Meetings as a pipeline for re-training teachers in targeted strategies for teachers needing additional support</p>	<p>End of the year teacher evaluation surveys, PD and workshops, have teachers rate.</p>	<p>Focused observations and conversations in PD will lead to improved instruction</p> <p>Teachers will develop the necessary skills to improve instruction at a faster rate, and will therefore more effectively meet their students' needs.</p>
<p>Continue vertical pacing plans outlining and sequencing units. These will include:</p> <ul style="list-style-type: none"> □ CA standards □ CA Blueprints □ Content knowledge □ Instructional strategies □ Academic processes □ Assessments 	<p><u>August of 2010</u>(Administration) Ensure pacing plans align to school wide strategies. Each teacher will be accountable for submitting pacing plans (work collaboratively on development, per grade level)</p>	<p>Plans are submitted and utilized throughout the year.</p>	<p>Students will benefit from knowing and understanding the academic expectations and curricular plans of their teachers in each class, both in content and skills. This will lead to higher academic achievement.</p>
<p>Celebrate our successes publicly via bulletin boards, meetings and awards</p>	<p><u>On-going</u> (Administration) Recognize teacher strides and celebrate achievement (students and teacher).</p>	<p>Bulletin board will be up; monthly academic celebrations will take place; prizes will be awarded.</p>	<p>Celebrating success will increase teacher and student motivation, leading to a more positive school culture.</p>

Action Plan
Goal #2: Instruction

Goal: Continue to develop a stronger middle school with an emphasis on mathematics.

Core Activity	TASKS involved: (Who? When?)	How will we Measure it?	What is the impact on Students?
<p>UCLA workshops</p> <ul style="list-style-type: none"> <input type="checkbox"/> Differentiation <input type="checkbox"/> Deductive Reasoning <input type="checkbox"/> Hands-on Math <input type="checkbox"/> Algebra <input type="checkbox"/> Brainteasers <input type="checkbox"/> Calendar <input type="checkbox"/> Estimation <input type="checkbox"/> Fractions <input type="checkbox"/> Geometry <input type="checkbox"/> Graphing <input type="checkbox"/> Measurement <input type="checkbox"/> Money <input type="checkbox"/> Number Operations <input type="checkbox"/> Puzzles and Shapes <input type="checkbox"/> Time <p>• Teachers will receive training in strategies to strengthen, problem solving, measurement and geometry</p> <p>• Identified students will receive 30 minutes a day of directed intervention instruction using appropriate strategies.</p> <p>• Teachers will collaboratively</p>	<p><u>Jan. 2010</u> (Admin. Team) Identify teacher experts to re-enforce and present various strategies.</p> <p><u>Jan. 2010- June 2010 (UCLA)</u> Workshops</p> <p><u>March 2010</u> Refine Goals, set new goals for the 2010-11 school year</p> <p><u>Monthly</u> (Admin. Team) Implement cycle that will include future workshops.</p> <p><u>Trimester</u> (Teachers) Quantitative data analysis on implementation of strategies</p> <p><u>Bi- Weekly</u> (Admin. Team) Monitor Math implementation.</p>	<p>Create Evaluation slips; implementation in classrooms; improved student achievement; improved scores in Benchmarks and CST's.</p> <p>Increased participation by teacher leaders in math presentations.</p> <p>Read Evaluations bi-weekly and improve based on feedback.</p> <p>Use of template for observation to measure teacher implementation—add a number rating (Align with observation)</p> <p>Teacher feedback at Teacher Support Meetings; improved instruction as observed by administration and peers</p> <p>End of the year teacher evaluation surveys. These 12 strands are practiced</p>	<p>Consistently used instructional strategies school wide will improve student achievement in these foundational areas and impact product output in all other academic areas.</p> <p>Increased teacher expertise will improve student achievement in these foundational areas and impact product output in all other academic areas.</p> <p>Students will benefit from knowing and understanding the academic expectations and curricular plans of their teachers in each class, both in content and skills. This will lead to higher academic achievement overall.</p> <p>New strategies will lead to better instruction, which will lead to improved student achievement.</p>

<p>develop lesson plans using the appropriate strategies</p> <ul style="list-style-type: none"> • Teachers will administer formative assessments and assignments that re-enforce mathematical reasoning and concept development in problem solving, measurement and geometry. • Teachers will administer Benchmark assessments aligned to the State Content Standards. 	<p><u>Trimester</u> (Admin. Team) Create and use various observation tools that address each specific instructional strategy the staff is targeting. Target Standards on report cards for growth.</p> <p><u>Bi-weekly</u> (Teachers and Admin Team) Use Teacher Support Meetings as a pipeline for re-training teachers in targeted strategies for teachers needing additional support</p>	<p>through hands-on independent activities; each one time per rotation, (a rotation usually lasting 3 to 4 weeks). Students use handouts (to be evaluated) to solve problems which sometimes require the use of manipulatives or cooperative learning. Students use the program's resources that are displayed on bulletin boards or kept in student folders.</p>	<p>Focused observations and conversations will lead to improved instruction.</p> <p>Teachers will develop the necessary skills to improve instruction at a faster rate, and will therefore more effectively meet their students' needs.</p>
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Action Plan
Goal #3: Intervention

Goal: Establish an RTI intervention program that directly targets matriculating students in grades 6-8.

Core Activity	TASKS involved: (Who? When?)	How will we Measure it?	What is the impact on Students?
<p>Vocabulary Development</p> <ul style="list-style-type: none"> • Teachers will receive specific RTI training in vocabulary development. • Teachers will use SSR time to focus on small group intervention instruction and guided reading. • Teachers will collaboratively develop lesson plans using the strategies of vocabulary development. • Teachers will implement and students will use vocabulary development strategies that are embedded into each subject area. <p>Higher Order Reasoning and Thinking</p> <ul style="list-style-type: none"> • Teachers will receive RTI training in strategies that promote inquiry, questioning, reasoning and thinking. • Identified students will receive 30 minutes a day of directed intervention instruction using 	<p><u>Jan. 2010</u> (Admin. Team) Identify RTI experts to present various strategies.</p> <p><u>Jan. 2010- June 2010 (UCLA)</u> Workshops</p> <p><u>March 2010</u> Refine Goals, set new goals for the 2010-11 school year</p> <p><u>Monthly</u> (Admin. Team) Implement cycle that will include future RTI workshops.</p> <p><u>Trimester</u> (Teachers) Quantitative data analysis on implementation of strategies</p> <p><u>Bi- Weekly</u> (Admin. Team) Monitor Math implementation.</p>	<p>Create Evaluation slips; implementation in classrooms; improved student achievement; improved scores in Benchmarks and CST's.</p> <p>Increased participation by teacher leaders in RTI intervention strategies.</p> <p>Read Evaluations bi-weekly and improve based on feedback.</p> <p>Use of template for observation to measure teacher implementation—add a number rating (Align with observation)</p> <p>Teacher feedback at Teacher Support Meetings; improved instruction as observed by administration and peers</p> <p>End of the year teacher evaluation surveys.</p>	<p>Consistently used RTI instructional strategies school wide will improve student achievement in these foundational areas and impact product output in all other academic areas.</p> <p>Increased teacher expertise will improve student achievement in these foundational areas and impact product output in all other academic areas.</p> <p>Students will benefit from RTI intervention techniques. This will lead to higher academic achievement overall.</p> <p>New strategies will lead to better instruction, which will lead to improved student achievement.</p>

strategies that promote student to student interaction, inquiry, questioning, reasoning and thinking.

- Teachers will collaboratively develop RTI lesson plans using the strategies that promote inquiry, questioning, reasoning and thinking.
- Teachers will administer formative assessments and assignment that engage students in inquiry, questioning, reasoning and thinking
- Teachers will administer Benchmark assessments aligned to the State Content Standards.

Comprehension

- Teachers will receive RTI training in strategies for checking for understanding and that promote summarizing, inference and comprehension.
- Identified students will receive 30 minutes a day of directed intervention instruction using strategies that promote summarizing, inference and comprehension.

Future: Develop RTI Goals for Mathematics.

Trimester (Admin. Team)

Create and use various observation tools that address each specific RTI instructional strategy the staff is targeting. Target Standards on report cards for growth.

Bi-weekly (Teachers and Admin Team) Use Teacher Support Meetings as a pipeline for re-training teachers in targeted strategies for teachers needing additional support

Focused RTI observations and conversations will lead to improved instruction.

Teachers will develop the necessary skills to improve instruction at a faster rate, and will therefore more effectively meet their students' needs.

Revised Action Plan
Goal #4: Instructional Delivery

Goal: Increase the use of the new instructional strategies, particularly differentiation acquired in PD in everyday delivery of instruction when there are varying ability in students.

Core Activity	TASKS involved: (Who? When?)	How will we Measure it?	What is the impact on Students?
<p>Book- The Active Classroom (Ron Nash)</p> <ul style="list-style-type: none"> • Teachers will pair up and present a chapter of the book to the rest of the staff. • Teachers will collaboratively develop lesson plans using the strategies identified in active teaching. • Teachers will implement differentiated lessons into their daily routines. <p>Upon conclusion of the book an Active Strategies workshop will be provided by BTSA.</p> <p>Additionally, this will be a focus area beginning in January with UCLA.</p> <p>Chapter 1: Creating the Right Environment Chapter 2: Incorporating Structured Conversations</p>	<p><u>Jan. 2010</u> (Admin. Team) Identify and pair teachers.</p> <p><u>Jan. 2010- June 2010 (UCLA)</u> Workshops and chapter presentations.</p> <p><u>March 2010</u> Refine Goals, set new goals for the 2010-11 school year</p> <p><u>Monthly</u> (Admin. Team) Implement cycle that will include future teaching strategy workshops.</p> <p><u>Trimester</u> (Teachers) Quantitative data analysis on implementation of strategies</p> <p><u>Bi- Weekly</u> (Admin. Team) Monitor Strategies.</p>	<p>Create Evaluation slips; implementation in classrooms; improved student achievement; improved scores in Benchmarks and CST's.</p> <p>Increased participation by teacher leaders in instructional strategies.</p> <p>Read Evaluations bi-weekly and improve based on feedback.</p> <p>Use of template for observation to measure teacher implementation—add a number rating (Align with observation)</p> <p>Teacher feedback at Teacher Support Meetings; improved instruction as observed by administration and peers</p> <p>End of the year teacher evaluation surveys.</p>	<p>Consistently used instructional strategies school wide will improve student achievement in these foundational areas and impact product output in all other academic areas.</p> <p>Increased teacher expertise will improve student achievement in these foundational areas and impact product output in all other academic areas.</p> <p>Students will benefit from new techniques. This will lead to higher academic achievement overall.</p> <p>New strategies will lead to better instruction, which will lead to improved student achievement.</p>

<p>Chapter 3: Managing Movement in the Classroom Chapter 4: Using Music to Facilitate Process Chapter 5: Presenting with Confidence Chapter 6: Teaching to all Modalities Chapter 7: Using Visuals and technology Chapter 8: Unlocking Doors with Storytelling Chapter 9: Considering the New Reality and Practical Applications Chapter 10: Planning for an Active Classroom</p>	<p><u>Trimester</u> (Admin. Team) Create and use various observation tools that address each specific instructional strategy the staff is targeting. Target Standards on report cards for growth.</p> <p><u>Bi-weekly</u> (Teachers and Admin Team) Use Teacher Support Meetings as a pipeline for re-training teachers in targeted strategies for teachers needing additional support</p>		<p>Focused observations and conversations will lead to improved instruction.</p> <p>Teachers will develop the necessary skills to improve instruction at a faster rate, and will therefore more effectively meet their students' needs.</p>
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