Oakview El Sch

# School Level Plan

07/01/2018 - 06/30/2019

# School Profile

## Demographics

### *Oakview El Sch*

1387 School Rd
Stoneboro, PA 16153
(724)376-7911

Federal Accountability Designation: none
Title I Status: Yes
Schoolwide Status: Yes
Principal: Kevin Boariu
Superintendent: Hendley Hoge

## Stakeholder Involvement

| Name | Role |
|---|---|
| Hendley Hoge | Administrator : Schoolwide Plan |
| Adam Clayton | Board Member : Schoolwide Plan |
| Kevin Boariu | Building Principal : Schoolwide Plan |
| Adam Clayton | Business Representative : Schoolwide Plan |
| Jodi Ray | Community Representative : Schoolwide Plan |
| Lorraine Rutter | Ed Specialist - School Counselor |
| Barb Patton | Elementary School Teacher - Regular Education : Schoolwide Plan |
| Chelsea Costello | Elementary School Teacher - Special Education : Schoolwide Plan |
| Sarah Gibson | Parent |
| Jen Johnston | Student Services Director/Specialist |

# Federal Programs

## School Improvement

*All Title I Schools required to complete improvement plans* must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below.**Assurances 1 through 12**

*No assurances have been identified*

**Assurance 13**

*No strategies have been identified*

## Coordination of Programs

**Technical Assistance**

*The LEA provides guidance, technical assistance, and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.*

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

Professional Learning groups have been established at the elementary level as a means for teachers/staff to collaborate with one another in regard to best practice instructional strategies, student growth, and co-planning/differentiating. These monthly groups are facilitated by department coordinators or grade level leaders. The focus of group topics are academically and best-practice driven. Outside presenters may be part of the monthly group based on group needs. Additionally,building level teachers may attend outside trainings based on need and interest. Group members receiving outside training often return and present/share their learning with their respective group and/or the building as a whole.

| Provider | Meeting Date | Type of Assistance |
|---|---|---|
| District Personnel | 9/15/2016 | Team/Department Meetings- Curriculum/Learning Targets. |
| District Personnel | 1/12/2017 | Team/Department Meetings- Curriculum/Learning Targets. |
| District | 2/16/2017 | Team/Department Meetings- Curriculum/Learning |

| | | |
|---|---|---|
| Personnel | | Targets. |
| District Personnel | 3/16/2017 | Team/Department Meetings- Curriculum/Learning Targets. |
| District Personnel | 10/13/2017 | Team/Department Meetings- Curriculum/Learning Targets. |
| District Personnel | 11/15/2017 | Team/Department Meetings- Curriculum/Learning Targets. |
| District Personnel | 10/15/2018 | PLC Meeting |
| District Personnel | 11/19/2018 | PLC Meeting |
| District Personnel | 12/17/2018 | PLC Meeting |
| District Personnel | 1/21/2019 | PLC Meeting |
| District Personnel | 3/18/2019 | PLC Meeting |
| District Personnel | 4/15/2019 | PLC Meeting |
| IU5 | 8/30/2018 | Simple STEM and Project Based Learning |

**Student Assessment of Progress**
Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

The district utilizes various forms of data including: DIBELS, MAP, Study Island, PSSA, DRA, and formative assessment. Each marking term, teachers and administrators meet to discuss data and interventions in terms of individual students, classrooms, grade levels, and building. Teachers are also active members of the building RTII/MTSS process. Other group and/or committee involvement from teachers is evident in school-wide positive behavior support, family engagement events, professional development, and curriculum/resource decisions.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

| Options | Yes or No |
|---|---|
| **Extended School Day/Tutoring Programs** | Yes |
| Reading | Yes |
| Math | Yes |
| Science | No |
| Before School | No |
| After School | No |
| Lunch/Study Periods | Yes |

| | |
|---|---|
| **Summer School Program** | Yes |
| Reading | Yes |
| Math | Yes |
| Science | No |
| **In-class Instructional Support** | Yes |
| **Pull Out Instructional Support** | Yes |

**Consolidation of Funds**

Please indicate if your school/charter is consolidating state, local, and federal funds. (Your school/charter must keep on file an approval letter from your Regional Coordinator).

No, the school does not intend to consolidate the funds.

# Needs Assessment

## School Accomplishments

### Accomplishment #1:

Primary and intermediate grades have successfully used DRA, DIBELS, MAP, and other benchmarking data to drive reading instruction. The data is formally reviewed at least three times per year and is informally reviewed monthly. This information is used to track student growth and provided instruction and resources.

### Accomplishment #2:

Oakview has successfully utilized MAP, DIBELS, Easy CBM, Reading Eggs, and DRA data and results to build a foundational reading and math program. The data is reviewed at least 3 times a year formally, and monthly informally, in order to track student growth and drive instruction.

### Accomplishment #3:

Primary grade teachers utilize Wilson Fundations for Kindergarten, First, Second grades in addition to selected groups of students to fill gaps in foundational reading skills. Initial DIBELS and NWEA MAP Foundational Skills results indicated students showing more advancement in foundational reading skills than in the past.

### Accomplishment #4:

PVAAS data from the last school year has indicated the school and subgroups within the school have made significant growth in reading and math. Teams have worked skillfully to create flexible groups at each level.

### Accomplishment #5:

Primary and Intermediate grades utilize MAP and curriculum based measures in mathematics. This information is formally reviewed at least three times per year and is used to track student growth and drive instruction.

### Accomplishment #6:

The building strives to implement a strong family engagement component by offering multiple family events throughout the year.

### Accomplishment #7:

The building implements Olweus school wide and evidenced based guidance/career programming K-5.

## School Concerns

### Concern #1:

Based on numerous math data sources (PSSA, MAP, Easy CBM) numbers and operations continues to be a relative weakness. The building would like to continue to focus in this area to enhance growth while incorporating hands on, experiential activities for students.

### Concern #2:

Understanding key ideas and details in both informational text and literature is an area noted as a relative weakness based on building data (PSSA, MAP, DRA). Strong informational text analysis skills are a necessary component in understanding and analyzing STEAM related activities while incorporating hands on, experiential activities for students to enhance connected/across curriculum learning.

### Concern #3:

Schoolwide data via NWEA MAP and DIBELS indicates that students are not developing a strong foundational skills base with their reading skills. This is also mirrored in our lower number of students scoring proficient and above in ELA by the conclusion of third grade, according to eMetric data.

### Concern #4:

Types of Writing is a relative area of weakness for the building as evidenced by NWEA MAP and PSSA data. The building would like to improve growth for all students in this area in addition to incorporating more hands on, experiential writing activities for students in order to foster cross curricular learning.

### Concern #5:

Parent involvement is evident at the elementary level, but previous surveys indicate the need for expanded activities, information, and times to reach a larger and greater variety of families.

### Concern #6:

Although transition is implemented at the elementary level, the building would like to continue and improve transition activities for incoming kindergarten students.

### Concern #7:

Consistent implementation of a school-wide positive behavior support philosophy and plan while creating more awareness of the program with families and the community at large.

## Prioritized Systemic Challenges

**Systemic Challenge #1** *(Guiding Question #2)* Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Aligned Concerns:**

Based on numerous math data sources (PSSA, MAP, Easy CBM) numbers and operations continues to be a relative weakness. The building would like to continue to focus in this area to enhance growth while incorporating hands on, experiential activities for students.

Understanding key ideas and details in both informational text and literature is an area noted as a relative weakness based on building data (PSSA, MAP, DRA). Strong informational text analysis skills are a necessary component in understanding and analyzing STEAM related activities while incorporating hands on, experiential activities for students to enhance connected/across curriculum learning.

Types of Writing is a relative area of weakness for the building as evidenced by NWEA MAP and PSSA data. The building would like to improve growth for all students in this area in addition to incorporating more hands on, experiential writing activities for students in order to foster cross curricular learning.

Consistent implementation of a school-wide positive behavior support philosophy and plan while creating more awareness of the program with families and the community at large.

Schoolwide data via NWEA MAP and DIBELS indicates that students are not developing a strong foundational skills base with their reading skills. This is also mirrored in our lower number of students scoring proficient and above in ELA by the conclusion of third grade, according to eMetric data.

Parent involvement is evident at the elementary level, but previous surveys indicate the need for expanded activities, information, and times to reach a larger and greater variety of families.

Although transition is implemented at the elementary level, the building would like to continue and improve transition activities for incoming kindergarten students.

**Systemic Challenge #2** *(Guiding Question #4)* Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Aligned Concerns:**

Based on numerous math data sources (PSSA, MAP, Easy CBM) numbers and operations continues to be a relative weakness. The building would like to continue to focus in this area to enhance growth while incorporating hands on, experiential activities for students.

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Consistent implementation of a school-wide positive behavior support philosophy and plan while creating more awareness of the program with families and the community at large.

Schoolwide data via NWEA MAP and DIBELS indicates that students are not developing a strong foundational skills base with their reading skills. This is also mirrored in our lower number of students scoring proficient and above in ELA by the conclusion of third grade, according to eMetric data.

Parent involvement is evident at the elementary level, but previous surveys indicate the need for expanded activities, information, and times to reach a larger and greater variety of families.

Although transition is implemented at the elementary level, the building would like to continue and improve transition activities for incoming kindergarten students.

**Systemic Challenge #3** *(Guiding Question #3)* Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Aligned Concerns:**

Based on numerous math data sources (PSSA, MAP, Easy CBM) numbers and operations continues to be a relative weakness. The building would like to continue to focus in this area to enhance growth while incorporating hands on, experiential activities for students.

Understanding key ideas and details in both informational text and literature is an area noted as a relative weakness based on building data (PSSA, MAP, DRA). Strong informational text analysis skills are a necessary component in understanding and analyzing STEAM related activities while incorporating hands on, experiential activities for students to enhance connected/across curriculum learning.

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Schoolwide data via NWEA MAP and DIBELS indicates that students are not developing a strong foundational skills base with their reading skills. This is also mirrored in our lower number of students scoring proficient and above in ELA by the conclusion of third grade, according to eMetric data.

# School Level Plan

## Action Plans

**Goal #1**: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

**Indicators of Effectiveness:**

Type: Annual
Data Source: PVAAS
MAP
Study Island
eMetric
DRA
SRA
Classroom based measures
Attendance
Discipline
Dibels
Specific Targets: Facilitation of data meetings at least three times per year.
Utilization of RTII/MTSS meetings at least three times per year.

### *Strategies:*

*Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf )

**SAS Alignment:** Assessment, Instruction

*Parent Communication Strategies - school web page, DoJo, Blogs, Facebook, Private and Secure Social Media Network, ESchool, and/or Attendance Tracker, Podcasts, telephone system all-call and text messaging, Twitter, YouTube, Online/Paper Surveys*

**Description:**

(Source: http://www.readingrockets.org/article/building-parent-teacher-relationships) Resource: http://effectivestrategies.wiki.caiu.org/Parent+Involvement

Family engagement activities will be provided at least three times over the course of the school year.

**SAS Alignment:** Materials & Resources, Safe and Supportive Schools

## *Teaching Literacy in the Content Areas*

**Description:**

Literacy is the foundation of knowledge acquisition; therefore, all students must know how to read and write in the content areas to achieve. Effective content area teachers help students successfully and productively access, read, and understand text. Students need support with learning the skills that reinforce how to attack new text, solve problems, and learn new content. Texts are one of the tools of the trade for students. If students know how to read them and use them, there is a greater chance of transferring and retaining important and relevant content. When this happens, the success rate for students to know, understand, and be able to successfully perform in the content area will be greatly increased. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. (Source: http://effectivestrategies.wiki.caiu.org/file/view/Rdg-Tch-Cont.pdf/528268030/Rdg-Tch-Cont.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

**SAS Alignment:** Instruction

## *Multi-Tiered Systems of Support (MTSS-RtII)*

**Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Source: http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20(MTSS-RtII) Resource: http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources)

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

### *Classroom Size Reduction*

**Description:**

Very large class-size reductions, on the order of magnitude of 7-10 fewer students per class, can have significant long-term effects on student achievement and other meaningful outcomes. These effects seem to be largest when introduced in the earliest grades and for students from less advantaged family backgrounds. (Source: http://www.brookings.edu/papers/2011/0511_class_size_whitehurst_chingos.aspx) Reduced class size is statistically, positively correlated with higher academic performance at the secondary level but with less significance at the elementary level. (Source: http://nces.ed.gov/pubs2000/2000303.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Programs

**SAS Alignment:** Safe and Supportive Schools

### *Curriculum Resource Folders*

**Description:**

Creation of at least one grade level and/or department curriculum aligned supplemental resource folder over the course of the year.

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

## ***Implementation Steps:***

### *Data teaming*

**Description:**

Elementary teams will meet at least two times per year to review, analyze, and action plan based on obtained data from a variety of resources.

**Start Date:** 8/30/2018 **End Date:** 6/2/2023

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

## *Classroom Size Reduction*

**Description:**

Maintain four teachers at kindergarten level and increase the fifth grade to four teachers in order to decrease number of students in each classroom. Ideal number in kindergarten 15-18 and the ideal number in fifth grade 20-24.

**Start Date:** 8/29/2018 **End Date:** 6/7/2019

**Program Area(s):**

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Classroom Size Reduction

## *Data Teaming- Curriculum and Resource Alignment*

**Description:**

Grade level or department teams will meet at least four times per year to begin working on curriculum aligned resource folders and updating maps. One curriculum aligned supplemental resource folder or content should be completed or updated at each grade or department level.

**Start Date:** 8/29/2018 **End Date:** 6/4/2021

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Teaching Literacy in the Content Areas
- Curriculum Resource Folders

## *Data Teaming-Instructional Coaching*

**Description:**

Data teams will meet at least two times per year to review and analyze student growth. As part of the MTSS/RTII process, intervention personnel will collaborate, provide resources/supports, co-teach with regular education teachers to foster student growth. RTII/MTSS meetings will be utilized at least four times during the school year.

**Start Date:** 8/29/2018 **End Date:** 6/2/2023

**Program Area(s):** Special Education, Student Services, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Teaching Literacy in the Content Areas
- Curriculum Resource Folders

## *RTII/MTSS*

**Description:**

Utilization of at least 4 RTII/MTSS meetings during each school year.

**Start Date:** 8/29/2018 **End Date:** 6/2/2023

**Program Area(s):** Special Education, Student Services, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Parent Communication Strategies - school web page, DoJo, Blogs, Facebook, Private and Secure Social Media Network, ESchool, and/or Attendance Tracker, Podcasts, telephone system all-call and text messaging, Twitter, YouTube, Online/Paper Surveys
- Multi-Tiered Systems of Support (MTSS-RtII)

**Goal #2**: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

**Indicators of Effectiveness:**

Type: Annual

Data Source: Study Island

Dibels

DRA

SRA

PVAAS

eMetric

Attendance

Discipline

Specific Targets: Data meetings will occur at least quarterly or four times per year to review and analyze data to drive instruction.

## ***Strategies:***

### *Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf )

**SAS Alignment:** Assessment, Instruction

### *Multi-Tiered Systems of Support (MTSS-RtII)*

**Description:**

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Source: http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20(MTSS-RtII) Resource: http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources)

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

## *Instructional Coaching: The Principles of Partnership*

**Description:** Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: http://instructionalcoach.org/about/about-coaching Resource: http://effectivestrategies.wiki.caiu.org/Professional+Development)

**SAS Alignment:** Instruction

## *Positive Behavioral Interventions and Supports*

**Description:** ?Positive behavior support strives to use a system to understand what maintains an individual's challenging behavior. It also summarizes and creates a hypothesis about the behavior, and directly observes the behavior and takes data to get a baseline. The positive behavior support process involves goal identification, information gathering, hypothesis development, support plan design, implementation and monitoring. Strategies are needed that teachers and parents are able and willing to use and that have an impact on the child's ability to participate in community and school activities.? (Source: http://en.wikipedia.org/wiki/Positive_behavior_support ) Measures of fidelity of PBS implementation were established in 2009, which means that the correlation between fidelity of implementation and measures of student behavior (e.g. number of behavioral referrals) can and needs to be determined before PBS can be verified as having a statistically significant impact on student behavior. A number of tools provide indicators of implementation, but indicators of effectiveness remain to be verified. The following site provides technical information related to PBS. (Source: http://www.pbis.org/default.aspx ) While empirical evidence is being developed regarding the effectiveness of School Wide PBS at the high school level, there is

initial support for use of PBS in high schools. (Source: http://www.pbis.org/school/high_school_pbis.aspx )The Technical Assistance Center on Positive Behavioral Interventions and Supports is established by the U.S. Department of Education's Office of Special Education Programs (OSEP) to define, develop, implement, and evaluate a multi-tiered approach to Technical Assistance that improves the capacity of states, districts and schools to establish, scale-up and sustain the PBIS framework. Emphasis is given to the impact of implementing PBIS on the social, emotional and academic outcomes for students with disabilities. Resource: http://effectivestrategies.wiki.caiu.org/Safe+and+Supportive

**SAS Alignment:** Safe and Supportive Schools

### *Charlotte Danielson Framework*

**Description:**

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility. (Source: http://www.danielsongroup.org/framework/) Resource: http://effectivestrategies.wiki.caiu.org/Curriculum+Framework

**SAS Alignment:** Standards, Assessment, Curriculum Framework, Instruction

### *Research-Based Effective Teaching Principles*

**Description:**

The use of research-validated instructional methods is one of the most powerful tools you, as a Pennsylvania teacher, have to target the specific needs of individual students. Effective instruction encompasses more than your lesson plans – it defines the arrangement of your classroom, how you allocate instructional time, the supplemental resources you select, how you determine whether your students are learning, and the way you communicate with your students' families. Pennsylvania Department of Education, Bureau of Special Education, Pennsylvania Training and Technical Assistance Network. Adapted from: Ellis, E. & Worthington, L. (1994). Research Synthesis on Effective Teaching Principles and the Design of Quality Tools for Educators. National Center to Improve the Tools of Educators, University of Oregon. (Source: http://effectivestrategies.wiki.caiu.org/file/view/Effect_Tchng_Princ1113.pdf/528264468/Effect_Tchng_Princ1113.pdf) Resource: http://effectivestrategies.wiki.caiu.org/Instructional+Practices

**SAS Alignment:** Instruction

## ***Implementation Steps:***

## *School wide positive behavior support and family engagement*

**Description:**

The building will implement the Olweus bullying prevention program at the start of the 2018 school year.

Families will be updated on school-wide positive behavior support outcomes and information/education at least three times per year.

Additionally, at least three family involvement activities will be provided over the course of the school year, one specifically focused on incoming K transition.

**Start Date:** 8/29/2018 **End Date:** 6/3/2022

**Program Area(s):** Professional Education, Special Education, Student Services

**Supported Strategies:**

- Positive Behavioral Interventions and Supports
- Multi-Tiered Systems of Support (MTSS-RtII)

## *Data Teaming-Instructional Coaching*

**Description:**

Data teams will meet at least two times per year to review and analyze student growth. As part of the MTSS/RTII process, intervention personnel will collaborate, provide resources/supports, co-teach with regular education teachers to foster student growth. RTII/MTSS meetings will be utilized at least four times during the school year.

**Start Date:** 8/29/2018 **End Date:** 6/2/2023

**Program Area(s):** Special Education, Student Services, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Charlotte Danielson Framework
- Research-Based Effective Teaching Principles

### *Data teaming*

**Description:**

Elementary teams will meet at least two times per year to review, analyze, and action plan based on obtained data from a variety of resources.

**Start Date:** 8/30/2018 **End Date:** 6/2/2023

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Charlotte Danielson Framework

### *Data Teaming- Curriculum and Resource Alignment*

**Description:**

Grade level or department teams will meet at least four times per year to begin working on curriculum aligned resource folders and updating maps. One curriculum aligned supplemental resource folder or content should be completed or updated at each grade or department level.

**Start Date:** 8/29/2018 **End Date:** 6/4/2021

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Instructional Coaching: The Principles of Partnership
- Charlotte Danielson Framework

- Research-Based Effective Teaching Principles

**Goal #3**: Ensure that there is a system within the school that fully ensures consistent implementation of a standards aligned curriculum framework across all classrooms for all students.

**Indicators of Effectiveness:**

Type: Annual

Data Source: MAP

Study Island

SAS

DIBELS

DRA

SRA

Classroom based assesment

eMetric

Specific Targets: Data meetings will occur at least one time each marking term or 3 times per year.

Each team and/or department will develop at least one curriculum aligned supplemental resource folder during the course of the year.

## *Strategies:*

*Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing*

**Description:** Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf )

**SAS Alignment:** Assessment, Instruction

### *Curriculum Mapping*

**Description:** A curriculum map is a working document that illustrates exactly what is taking place in classrooms. Maps reveal what is being taught over the course of a year, within a unit of study, and even down to a specific lesson. Often, a map for a lesson will include essential questions, the content that will be covered, skills students will demonstrate if they understand the content, assessments, and activities. (Sources: Getting Results with Curriculum Mapping)

**SAS Alignment:** Curriculum Framework

## ***Implementation Steps:***

### *Data Teaming- Curriculum and Resource Alignment*

**Description:**

Grade level or department teams will meet at least four times per year to begin working on curriculum aligned resource folders and updating maps. One curriculum aligned supplemental resource folder or content should be completed or updated at each grade or department level.

**Start Date:** 8/29/2018 **End Date:** 6/4/2021

**Program Area(s):** Professional Education, Special Education, Student Services, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping

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**Start Date:** 8/29/2018 **End Date:** 6/2/2023

**Program Area(s):** Special Education, Student Services, Gifted Education

**Supported Strategies:**

- Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing
- Curriculum Mapping