

Expectations for this step

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- Teams will identify the most important strategies to benchmark and determine how to monitor the quality of their implementation.
- Teams will identify tools for measuring the plan's impact on students' skills, knowledge and behaviors.
- Teams will determine the amount of incremental progress that should be made on student outcomes if the school is on track toward reaching its goal.
- Teams will begin to outline the processes that will be needed to monitor the implementation and effects of the plan on an ongoing basis. (These processes will be further defined in Step 10.)

Tool Kit

Worksheets

[Appendix A: Documenting the plan](#) (School Improvement Plan Template, PIM Access Database, or an alternate format)

Other Materials and Equipment

School-based assessments, including both summative and formative assessments (e.g., DIBELS, GRADE), portfolio assessments, end-of-course exams, samples of student work, etc.

IMPORTANT: If the Improvement objective is very broad, it may be difficult to define a specific outcome. For example, if an improvement objective deals with differentiating instruction, the desired outcome will be an increase in the skills and knowledge in the grade level frameworks.

- 3. Determine what assessment or other data will be used to measure the outcome.**
- 4. Determine the dates when the outcome will be measured and the amount of progress expected at each interval. Ask:**
 - Given the baseline data, at what level is students' current performance? (If no baseline data are available, note when it will be collected.)
 - Given the MCAS performance levels targeted in the school's goals, how would students perform on these measures if they were prepared to reach the desired performance level?

Action Plans and Benchmarks

School name: Hightstown

District: Ridgeland

Content area(s): All content areas

Student group(s): All students

Goal: Meet the state target for adequate yearly progress (AYP)

Student learning objective (if applicable): N/A

IMPROVEMENT OBJECTIVE:

Students will receive high quality instruction and targeted support from teachers who understand how to integrate reading strategies into their content area and are supported in their areas of instructional weaknesses.

STRATEGY: Principal will give teachers oral feedback on classroom observations as appropriate and written feedback once a month.					
Start Date / Deadline	Activity	Frequency	Person responsible	Resources needed	Progress
10/3/2005	Create classroom observation checklist and feedback form in content area reading strategies based on priorities in the school improvement plan.	Once	School leadership team	Reading coach input and expertise	
10/18/2005	Meet with teachers to present classroom observation checklist and feedback form in content area reading strategies.	Once	Principal		
1/31/2006	Pilot classroom observation checklist and feedback form in content area reading strategies.	Monthly from 11/1/2005	Principal		
2/1/5/2006	Solicit reactions from teachers and make necessary adjustments to checklist and feedback form in content area reading strategies.	Once	School leadership team	Reading coach input and expertise; aggregated survey results	

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Student group(s): All students

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Student learning objective (if applicable): N/A

IMPROVEMENT OBJECTIVE:

Students will receive high quality instruction and targeted support from teachers who understand how to integrate reading strategies into their content area and are supported in their areas of instructional weaknesses.

STRATEGY:	Grade level teachers will use common planning time to present sample lessons for peer feedback once a month using a structured protocol.				
Start Date / Deadline	Activity	Frequency	Person responsible	Resources needed	Progress
10/18/2005	Create schedule of who must present at each meeting and what the requirements are for participation (for sharing sample lessons that incorporate strategies for content area reading.)	Once	Reading coach		
10/18/2005	Research and select a structured protocol for sharing sample lessons that incorporate strategies for content area reading.	Once	Reading coach		
11/1/2005	Grade level meetings (for sharing sample lessons that incorporate strategies for content area reading) will be attended by the principal and reading coach.	Monthly from 11/1/2005	Teachers, principal, reading coach		

Action Plans and Benchmarks

School name: Hightstown

District: Ridgeland

Content area(s): All content areas

Student group(s): Special Education students

Goal: Meet the state target for adequate yearly progress (AYP).

Student learning objective (if applicable): N/A

IMPROVEMENT OBJECTIVE:

Students will receive instruction from teachers who have sufficient content knowledge to adapt curriculum and differentiate the instruction of specific concepts as necessary to meet student needs.

STRATEGY:		Reschedule teachers so that where possible Special Education teachers are only teaching in their areas of expertise.			
Start Date / Deadline	Activity	Frequency	Person responsible	Resources needed	Progress
8/12/2005	Review Special Education teacher credentials and training.	Once	Principal, Department heads		
8/12/2005	Reconfigure teaching teams to allow Special Education teachers to teach only subjects within their area of expertise.	Once	Principal, Department heads		
8/12/2005	Develop common planning time schedule and process for new Special Education teams.	Once	Principal, Department heads		
9/3/2005	Implement new teaching teams.		Teachers		

STRATEGY:					
Special Education teachers will participate in ongoing professional development by attending department meetings for the subjects they teach.					
Start Date / Deadline	Activity	Frequency	Person responsible	Resources needed	Progress
9/1/2005	Review and adjust schedule to allow Special Education teachers to attend department meetings.	Once	Principal		
9/1/2005	Implement new schedule.		Teachers		

Action Plans and Benchmarks

School name: Hightstown

District: Ridgeland

Content area(s): English Language arts (ELA)

Student group(s): All students

Goal: Meet the state target for adequate yearly progress (AYP) in ELA

Student learning objective (if applicable): N/A

IMPROVEMENT OBJECTIVE:

Students will receive instruction tailored to their reading levels through delivery of the school's adopted literacy model by teachers who understand the purpose and appropriate use of the instructional methods.

STRATEGY: Advanced professional development in the school's literacy model will be provided to teachers.					
Start Date / Deadline	Activity	Frequency	Person responsible	Progress	
2/8/2006	Full day workshop in delivery of the school's adopted literacy model provided on staff development day in the effective implementation of the school's adopted literacy model.	Once	Reading coach		
STRATEGY: School reading coach will visit each classroom to observe the teacher, provide feedback and model lessons in the literacy model.					
Start Date / Deadline	Activity	Frequency	Person responsible	Resources needed	Progress
10/3/2005	Reading coach will meet with each teacher to jointly set individual goals for improving instruction within the school's adopted literacy model.	Quarterly	Reading coach		
10/3/2005	Develop a schedule allowing the reading coach to visit each classroom for a sustained amount of time each quarter to support full implementation of the school's adopted literacy model.	Once	Reading coach		

Action Plans and Benchmarks

School name: Hightstown

District: Ridgeland

Content area(s): English language arts (ELA)

Student group(s): All students

Goal: Meet the state target for adequate yearly progress (AYP) in ELA

Student learning objective (if applicable): N/A

IMPROVEMENT OBJECTIVE:

Students will receive instruction tailored to their reading levels through delivery of the school's adopted literacy model by teachers who understand the purpose and appropriate use of the instructional methods.

Implementation Benchmarks

STRATEGY: School reading coach will visit each classroom to observe teachers, provide feedback and model lessons in the literacy model.

Method of collecting evidence	Criteria for quality implementation	Frequency	Person responsible	Start date
Trends from classroom observations reported to school leadership team.	Mini-lessons and structured discussions reflect needs of students contained in conference and guided reading notes. Students are grouped appropriately and reading books at their reading level as indicated by records of student assessments	Bi-monthly	Reading coach	11/10/2005

OUTCOME:	Percentage of students reading at or above grade level for all reading fluency.	Person responsible	Frequency
Method of collecting data		Reading coach	Every 3 months
DIBELS (Progress monitoring of at-risk students, benchmark assessments, review of individual student progress monitoring data)			
Date	Desired level of improvement	Progress	
11/10/2005	50% of students on grade level		
2/17/2006	70% of students on grade level		
5/14/2006	75% of students on grade level		

Action Plans and Benchmarks

School name: Hightstown

District: Ridgeland

Content area(s): English language arts (ELA)

Student group(s): All students

Goal: Meet the state target for adequate yearly progress (AYP) in ELA

Student learning objective (if applicable): Students will know/be able to read grade level text fluently and with comprehension (7.10)

IMPROVEMENT OBJECTIVE:

Students who fail to make adequate progress in reading will receive individual reading support from a trained reading teacher in addition to their regular ELA class time.

Implementation Benchmarks

STRATEGY:		Hire a part time reading teacher to provide individual and small group support to struggling readers.			
Method of collecting evidence	Criteria for quality implementation	Frequency	Person responsible	Start date	
Reading teacher records for each student	Records include assessment data, summary of skills in need of development, appropriate individualized instructional strategies used, charted growth of student skills.	Twice a year	Reading coach	1/32006	
OUTCOME:	Words per minute	Person responsible	Frequency	Progress	
Method of collecting data		Person responsible	Reading coach	Desired level of improvement	
DIBELS (Progress monitoring of at-risk students, benchmark assessments, review of individual student progress monitoring data)					Every 3 months
Date					
January 2006				26 words per minute (Grade 2)	
February 2006				38 words per minute (Grade 2)	
March 2006				40 words per minute (Grade 2)	
April 2006				52 words per minute (Grade 2)	

Action Plans and Benchmarks

School name: Hightstown District: Ridgeland
 Content area(s): Mathematics Student group(s): Special Education students
 Goal: Meet the state target for adequate yearly progress (AYP) in Mathematics

Student learning objective (if applicable): N/A

IMPROVEMENT OBJECTIVE:

Students will receive instruction from teachers who have sufficient content knowledge to adapt curriculum and differentiate the instruction of specific concepts as necessary to meet student needs.

STRATEGY: Math content professional development for all Special Education teachers teaching math.					
Start Date / Deadline	Activity	Frequency	Person responsible	Resources needed	Progress
1/23/2005	Review Special Education math teacher credentials, past training, and notes from supervision and evaluation to determine appropriate math content training for teachers.	Once	Principal		
10/3/2005	Meet individually with Special Education math teachers to determine appropriate math professional development.	Once	Math department head		
3/1/2006	Review teacher attendance at professional development.		Math department head		
STRATEGY: Special Education teachers will teach same math curriculum as regular ed teachers.					
Start Date / Deadline	Activity	Frequency	Person responsible	Resources needed	Progress
8/29/05	Attend professional development in use of math curriculum for Special Education teachers.	Once	Math department head		
9/1/2005	Model math lessons for Special Education teachers.	Weekly	Math department head		

