

Winskill 3 YEAR PLAN

District Goal:

At the conclusion of the 2014-15 school year, we expect the percent of students at the district level who are proficient and advanced in Reading to grow by 7% to 36.2% and in Math to grow 7.5% to 50.2% in order to make the benchmarks set for the 2016-17 school year.

Building Focus:

1. **Professional Learning Community:** Communicating as a Staff to Make Data Driven Decisions
2. **Academic Consistency:** Use Common Core State Standards to drive instruction across grade levels.

	Action Steps 2014-2015	Action Steps 2015-2016	Action Steps 2016-2017	Resources Needed/To Be Investigated
<p>Objective 1: Develop our understanding of DuFour’s model of PLCs as evidenced by pre/post surveys</p> <ul style="list-style-type: none"> • What do we want students to know? • How do we know that they’ve learned it? • What do we do if they already know it? • What do we do if they don’t? 	<p>*Staff will complete pre/post survey</p> <p>*Faculty Leadership Team will be responsible for creating, collecting and analyzing survey data to create staff development</p> <p>*Staff will be provided with their WINSkill binder at August Inservice, including information of PLCs, PBIS, RtI and other pertinent information</p> <p>*WINSkill binders will be updated throughout the</p>	<p>*Staff will complete pre/post surveys</p> <p>*Faculty Leadership Team will monitor progress of implementation action steps and objectives and provide staff development</p> <p>*WINSkill binders will be revised/updated</p>	<p>*Staff will complete pre/post surveys</p> <p>*Faculty Leadership Team will monitor progress of implementation action steps and objectives and provide staff development</p> <p>*WINSkill binders will be revised/updated</p>	<p>-yellow 2 inch binders (50) -plastic sleeves</p> <p>PLC survey to be completed by staff in October, May</p>

	<p>year as new information is shared.</p>			
<p>Objective 2: Use data to drive instruction and make informed decisions so that 80% or more of our students meet Tier 1 criteria in the Rtl and PBIS processes based upon STAR, SWIS data</p>	<ul style="list-style-type: none"> *Director of Instruction and/or Building principal will attend PLC meetings on a monthly basis *Decision-making process, including Tiers of Support, as designed by the Rtl team, will be reviewed with staff (WIN binder) *PBIS Tier 1 will be introduced to the Winskill School Community *Arrow Time will be renamed W.I.N. Time (What I Need) to reflect a stronger focus on providing both intervention and extension support and will be developed based upon data results 	<ul style="list-style-type: none"> *Develop schedule to allow Intervention and/or Spec. Ed staff to attend PLC meetings *Examine/restructure how current resources/staff are being utilized to meet needs of our students (All Hands On Deck model or intervention support *Distribute updates from Rtl and PBIS teams *Evaluate W.I.N Time in order to make necessary adjustments based upon available data 	<ul style="list-style-type: none"> *Distribute updates from Rtl and PBIS teams *Evaluate W.I.N Time in order to make necessary adjustments based upon available data 	

	<p>* Data folders will be created to ensure consistent collection of necessary student data</p>			
<p>Objective 3: *Strengthen student ownership in assessment scores, by making him/her part of the goal-setting process, as developed and reviewed by grade level PLCs</p>	<p>*With the intent of creating a developmentally appropriate goal setting process to be used with all students, staff will research and pilot age-appropriate goal setting methods.</p> <p>*Continue to make changes as needed to the Benchmark report and send home to parents in a timely fashion</p>	<p>*Staff and student will set math and reading goals as a class or individually based upon benchmark data.</p> <p>-Review/revise goal mid-year using winter benchmark data</p> <p>-Class/Individuals will write an End of year goal reflection based upon spring benchmark data</p> <p>*Add Goal Setting form to the Data Folders, as well as a copy to be sent home to parents.</p> <p>*Explore student-led in conferences with possible piloting by volunteer teachers</p> <p>*Continue to make</p>	<p>* Goals will be shared with families at fall and spring conferences to allow for input and to increase their involvement in goal attainment.</p> <p>*students will create individual goals in core areas/meet with teacher to share and review goals</p> <p>* Update goal setting process with an eye towards to adding a Character/Behavior goal</p> <p>*Implement student-led conferences in the spring</p>	<p>Goal Sheet</p> <p>Creation of student assessment folders</p>

		changes as needed to the Benchmark report and send home to parents in a timely fashion	*Continue to make changes as needed to the Benchmark report and send home to parents in a timely fashion	
Objective 4: Ensure CCSS are being addressed across grade levels with consistent curriculum resources to ensure a common language/foundation for all students, staff and parents, as noted in teacher lesson plans.	<p>*Implement Math Expressions resource across all grade levels</p> <p>* K-3 staff will use the Fountas and Pinnell Benchmark assessment to better match reading materials /instruction to student reading levels</p> <p>*Students will be given daily opportunities to read books at their ability and interest level</p> <p>*Students will be given daily opportunities for authentic writing across the content areas (ie Math Journals, Library Log, Readers' Response Journals, Daily Journals)</p> <p>*Strengthen staff understanding of the</p>	<p>*Evaluate and refine Math Expressions instruction across all grade levels</p> <p>*Staff will explore use of online fact fluency programs, such as FastMath and Xtra Math to enhance students' acquisition of math facts.</p> <p>*Introduce Math Problem Solving Journals across all grade levels</p> <p>* K-3 staff will use the Fountas and Pinnell Benchmark assessment to better match reading materials /instruction to student reading levels</p> <p>*Students will be given daily opportunities to read books at their ability and interest level</p>	<p>*Evaluate and refine Math Expressions instruction across all grade levels</p> <p>*Staff will address students' fact fluency needs using FastMath and XtraMath online programs.</p> <p>*Students will use Math Problem Solving Journals across all grade levels</p> <p>* K-3 staff will use the Fountas and Pinnell Benchmark assessment to better match reading materials /instruction to student reading levels</p> <p>*Students will be given daily opportunities to read books at their ability and interest level</p>	<p>Purchase/Implement Math Expressions resource K-6</p> <p>Math Expressions professional development -Mary Richards, fall 2014</p> <p>-FastMath and XtraMath online fact fluency programs</p> <p>-Purchase Fountas & Pinnell Benchmarking Assessment kits for K-3 grade levels; support provided by Title 1 staff</p> <p>-Donalyn Miller workshop Oct 2014</p> <p>-Provide monthly professional development opportunities on range of math and literacy topics</p> <p>*Daily 5 and Café books</p>

	<p>Daily 5 and CAFÉ frameworks in order to improve students' independent literacy skills through professional development and collaboration opportunities.</p> <p>. *Provide staff development and collaboration time to focus on the use of differentiation strategies and techniques to best meet students' needs using W.I.N. Time (Intervention/Extension)</p>	<p>*Strengthen and support staff understanding and use of the Daily 5 and CAFÉ frameworks in order to improve student literacy skills through professional development and collaboration opportunities.</p> <p>*Students will be given daily opportunities for authentic writing across the content areas (ie Math Journals, Library Log, Readers' Response Journals, Daily Journals)</p> <p>* Continue to provide staff collaboration time to focus on the use of differentiation strategies and techniques to best meet student needs using W.I.N. Time (Intervention/Extension)</p> <p>*Create core group to investigate writing resources appropriate for a K-5 setting</p>	<p>*Continue to support staff understanding and use of the Daily 5 and CAFÉ frameworks in order to improve students' independent literacy skills through professional development and collaboration opportunities.</p> <p>*Students will be given daily opportunities for authentic writing across the content areas (ie Math Journals, Library Log, Readers' Response Journals, Daily Journals)</p> <p>* Continue to provide staff with collaboration time in order to focus on the use of differentiation strategies and techniques to best meet student needs using W.I.N. Time (Intervention/Extension)</p> <p>*Research, select and pilot writing resources in order to strengthen our students' writing skills.</p>	<p>and videos, as well as Daily Café website resources will be made available to staff -PD by staff who completed Daily 5 graduate classes</p> <p>Aimee Buckner Writer's Notebook sessions at CESA 3-2014-15 sy</p> <p>Utilize Howe Elementary Spotlight visit connection with Write Stuff writing program</p>
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