

School:

Status of Essential Actions and Action Steps

Strand I: Teaching for Learning

Domain 1 - English Language Arts

Strategy: Implement professional development that supports instructional improvements for student learning through the use of a reading lab site model.

Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		End of Year Reflection
		Date	Status Update	Date	Status Update	Date	Status Update	
1 Teachers will receive targeted professional development on Reader's Workshop components, peer feedback, and coaching strategies.	PD Calendar, Reading Lab Site Calendar days	11/13	All K-5 teachers and supporting resource teachers participated in two reading labs. Reading specialists are pushing into all K classrooms to provide assistance with implementing the RW model and training all new employees in RW components. Dates of the Labs were 9/10, 9/14, 10/9, and 10/12.	1/28/19	All K-5 teachers and supporting resource teachers participated in three additional reading labs. Reading specialists continue to push into K classroom daily and support new employees in RW components. Lab site topics are chosen by teams based on interest and need. Each lab site meeting, teachers participate in authentic practice with students and receive peer feedback. Dates of the Labs were 11/15, 11/30, 12/10, 12/14, 1/7, 1/11.			
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Strategy: Implement a balanced literacy approach with fidelity across K-5 classrooms.

Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		End of Year Reflection
		Date	Status Update	Date	Status Update	Date	Status Update	
1 All K-5 classrooms will be implementing Reading and Writing Workshop.	Lesson Plans, Formal Observations, MAP Data	11/13/18	All K-5 classrooms are implementing the Units of Study in both reading and writing as evidenced by lesson plans, walkthroughs, and observations. Kindergarten was trained and completed their first unit of study. Teachers new to Catoclin were also trained by the reading specialist.	1/28/19	All K-5 classrooms are implementing the Units of Study in both reading and writing as evidenced by walkthroughs and reading lab sites. All 2-5 classrooms took the winter MAP assessment in Reading and analyzed student progress in CLT's to plan for strategy groups.			

2 Special Education teachers will regularly push-in to classrooms and implement the same Units of Study objectives as the general education teacher.	Lesson Plans, Formal Observations, MAP Data	11/13/18	Special education teachers are pushing into classrooms for mini-lessons and reading instruction daily in K-5, as evidenced by walkthroughs and observations. Round One observations for reading for all certified teachers are complete and in MLP.	1/28/19	Special education teachers are continuing to push-in to classrooms for mini-lessons and reading instruction daily in K-5. Special education teachers participate in planning meetings and plan for the Units of Study with grade level team members. Round Two observations for all certified teachers are complete and in MLP.			
3 Grade levels will create pacing guides to plan for Units of Study.	Pacing Guides	11/13/18	All grade levels have updated first nine week plans on our school website.	1/28/19	During reading lab sites and CLT's, grade level teams and supporting teachers continue to plan and pace for units of study, both in reading and in writing.			
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Strategy:								
Student achievement supported by regular monitoring of student progress in CLTs.								
Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		End of Year Reflection
		Date	Status Update	Date	Status Update	Date	Status Update	
1 CLTs will regularly evaluate and analyze various data points (MAP, PS, formative and summative assessments) in order to effectively identify students in need of intervention or enrichment, and determine appropriate supports.	CLT Agendas	11/13/18	CLTs meet bi-weekly on Wednesdays to discuss and analyze data. Team leaders create and facilitate meetings using an agenda. CLTs include administrators, grade level general education teachers, supporting special education teachers, EL teachers, and reading specialists.	1/28/19	CLTs continue to meet bi-weekly to discuss formative and summative data and plan for instruction. During December, teams analyzed winter MAP data. Grade level teams, all supporting teachers and specialists analyzed student growth and used winter MAP scores to plan for Q3 instruction in both reading and math.			
2 Classroom teachers will utilize PowerSchool for formative data to support differentiation and practice with audio/ technology enhanced questions.	PowerSchool Assessment Data, MAP Data	11/13/18	All classrooms in grades 2-5 utilize PowerSchool for formative and/or summative assessments. K-1 utilize an appropriate equivalent such as RAZ Kids and Dreambox to practice technology based questions.	1/28/19	All classrooms K-5 are implementing appropriate technology to support instruction and personalize learning. Classrooms in grades 3-5 are effectively using one-to-one devices to support differentiation and practice with technology enhanced questions. All students who receive audio services practiced on the winter MAP assessment.			
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Strand II: School Environment

Domain 7 - Commitment to Professional Learning

Strategy: School Leadership team will facilitate differentiated professional development on school based PD days.

Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		End of Year Reflection
		Date	Status	Date	Status	Date	Status	
1 Offer choice professional development during county PD days.	PD Schedule	11/13/18	For the PD day on October 22, our IFT presented on designing lessons to meet the needs of all learners using the UDL framework and offered choice activities to demonstrate evidence of learning. Teachers who needed First Aid Training could select to complete the training at Catocotin on 11/5.	1/28/19	Our school leadership team and reading specialists created a list of possible Reading Lab topics. Teams met during January's Reading Lab dates and discussed each team's needs and interests for future lab site PD. All remaining lab site topics have been chosen by individual teams and vary based on team needs.			
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Strategy: 50% of all staff will attend PBL/PBA training by August 2019 with 100% attending by 2020.

Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		Reflection
		Date	Status	Date	Status	Date	Status	
1 Staff members signing up for PBL/PBA training through MLP.	Percentage of staff trained	11/13/18	Team Leaders communicated PBL/PBA training expectations and available MLP dates during CLTs in September.	1/28/19	Team Leaders continue to encourage team members to sign up for PBL/PBA trainings during CLTs.			
2 Staff participate in biyearly meeting to share projects with specialists and adapt projects based on recommendations	PD Agendas	11/13/18	Team leaders are planning a PBL workshop for our January/February staff meeting. Specialists meet monthly on Tuesdays for their CLT.	1/28/19	Our PBL workshop has been scheduled for our April 1st PD day. Specialists continue to meet monthly for their CLT and support grade level teachers in curriculum enrichment. For example, art lessons are aligned with grade level curriculum each quarter whenever possible.			
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Strategy: Train all Kindergarten teachers in Reading Workshop Units of Study and all reading teachers will complete 8 Reading Labs.

Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		Reflection
		Date	Status	Date	Status	Date	Status	

1 Reading Specialists working with Kindergarten Teachers	Lesson Plans, Formal Observations	11/13/18	Reading specialists support all Kindergarten classrooms during reading workshop to implement Units of Study components. Kindergarten students successfully completed their first unit of study and celebrated with a storybook parade around the school in October.	1/28/19	Reading specialists continue to support all Kindergarten classrooms daily during reading workshop. Kindergarten students participate in guided reading groups, partner reading, and conferencing.		
2 Teachers participate in eight reading labs throughout the year	Reading Lab Supervisor, Reading Lab Participation	11/13/18	Teachers have participated in two Reading Labs in first quarter. These sessions include coaching, practicing with students, and peer feedback. Lessons and strategies are differentiated based on grade level needs. Reading Lab Dates: 9/10 K-2, 9/14 3-5, 10/9 3-5, 10/12 K-2.	1/28/19	Teachers participated in three Reading Labs in the second quarter. Topics included conferencing, planning for strategy groups, choosing powerful mentor texts, and creating student partnerships. Reading lab Dates: 11/15, 11/30, 12/10, 12/14, 1/7, 1/11.		
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