

School:								
Status of Essential Actions and Action Steps								
Strand I: Teaching for Learning								
Domain 1--English/Language Arts Domain 2--Math Domain 3--Science								
Strategy: We will provide a comprehensive Reading Workshop approach that includes all components and specialized reading support for Tier 2 and 3 students. Support and Labsites (Units of Study)								
Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		End of Year Reflection
		Date	Status Update	Date	Status Update	Date	Status Update	
1) Reading Workshop Training and Labsites	Quarterly Data Charts, CLT discussions/minutes/notes			1/15/19	Continue with labsites and reading and writing professional development.			
2) Literacy Coaching	Quarterly Data Charts, CLT discussions/minutes/notes			1/15/19	Reading specialist continues to support teachers with reading and writing instruction. In addition, administration co			
3) Specialized Reading -- Training and Support	FastBridge, MAP, Anecdotal notes			1/15/19	RtI team attended training provided by County (1/19). Continue to monitor student progress.			
Strategy: We will address Tier 2 and Tier 3 readers with targeted reading interventions in the classroom or in specialized environments. We will base our intervention on data collected on comprehension versus decoding.								
Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		End of Year Reflection
		Date	Status Update	Date	Status Update	Date	Status Update	
1. All Tier 3 students will receive FastBridge screeninngs in the fall, winter, and spring.	FastBridge Universal Screener			1/15/19	Continue to monitor data. Recognize student growth.			
2. All Tier 3 students with decoding weakness as defined by PALs or FastBridge will recieve Orton Gillingham 3-5 times per week.	Orton Gillingham classroom observations, running records			1/15/19	Continue to monitor data. Recognize student growth.			
3. All Tier 3 students with comprehension weaknesses as defined by EL screening or DRA will receive LLI 3-5 times per week.	EL lesson plans, running records			1/15/19	Continue to monitor data.			
4. Tier 3 students who are close to Tier 2 in PALs or FastBridge will receive PALs tutoring.	PALs data, PALs tutor summary			1/15/19	Continue to monitor data. Weekly checkpoints on PALs tutors.			
5. Students will receive progress monitoring with duration determined by FastBridge Tier.	FastBridge Proress Monitoring Screener			1/15/19	Continue to monitor data.			
Strategy: We will use universal and targeted assessments to identify individual strengths and weaknesses in math skills. We will apply this knowledge to whole and small group lessons during Math Workshop.								
Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		End of Year Reflection
		Date	Status Update	Date	Status Update	Date	Status Update	
1. Universal Screening VKRP	VKRP data spreadsheet							
2. aMath in Fastbridge Universal Screening for all grade 1 students	aMath data spreadsheet			1/15/19	Continue to monitor data.			
3. Universal MAP screenings, quarterly benchmarks, 2 common grade level assessment for each standard taught during quarter.	Team data walls: MAP data, benchmark data, common grade-level data, Question by qestion analysis			1/15/19	Continue to monitor data.			
4. Tier 1, 2, and 3 interventions completed during math workshop K-5.	Observations and walk-throughs			1/15/19	Continue to monitor data.			
7. Co-teachers for EL and Sped co-teach math workshop lessons for Tier 3 interventions.	Math workshops on calendar and attended			1/15/19	Monitor data. Conduct Walkthroughs. Provide feedback.			

Status of Essential Actions and Action Steps

Strand II: School Environment

Attendance Inclusion

Strategy: We will emphasize the value of coming to school each day through parent communication and school events.								
Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		End of Year Reflection
		Date	Status	Date	Status	Date	Status	
1. Monthly "attendance" class winners are announced at Student of the Month Assemblies.				1/15/19	Continue to monitor attendance data. Send home attendance (retention) letters with January report card. Continue with Traveling Attendance Trophy/Ice Cream Social.			
2. Classroom celebrations with the principal for classes who have least absences each month.				1/15/19	Continue with classroom celebrations.			
3. Phone message to families emphasizing importance of attendance. Discussion of attendance in Kindergarten introduction meeting.				1/15/19	Continue with telephone calls. Retention letters sent with January report card to get parents' attention.			
4. Student of the month assemblies to reward high scores, growth over time, character.				1/15/19	Continue with growth medals during MVP assemblies. Continue with Principal Note of encouragement.			
5. Monthly newsletters and calendars of important events by grade level to encourage attendance.				1/15/19	Continue with monthly newsletters and ConnectEd Messages/E-mails.			

Strategy: We will maximize the time special education students participate with non-disabled peers through powerful planning, CLTs, coteaching, and tiered interventions within the general education classroom.								
Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		Reflection
		Date	Status	Date	Status	Date	Status	
1. Master schedule and class placement developed with time for special education teachers to coteach and attend CLTs and powerful planning sessions.		9/18/19	92.1% in general education between 80 - 100%	1/19/19	97.3% in general education between 80 - 100%			
2. Special education teachers attend grade level weekly CLTs for data analysis and next instructional steps.				1/15/19	Sped teachers continue to attend clts.			
3. Special education teachers attend grade level weekly powerful planning sessions to target tiered intervention strategy groups in the general education classroom.				1/8/19	Sped teachers continue to attend powerful planning sessions.			
4. Special education teachers coteach math and reading lessons in inclusion classrooms while supporting specific behavioral and academic needs of students.				1/15/19	Continue co-teaching and supporting behavioral and academic needs.			

5. Special education, EL, and reading teacher meet quarterly to discuss tiered intervention for reading and to align tier 3 students with specialized reading to meet their needs.			1/15/19	Continue to hold data dive sessions to discuss interventions.		
--	--	--	---------	---	--	--

Strategy:

Action Steps	Artifacts / Evidence Reviewed	Fall		Winter		Spring		Reflection
		Date	Status	Date	Status	Date	Status	
1								
2								
3								
4								
5								