

GOAL Strengthening Reading Instructional Programs

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Reading SGT of 61%.

Filing Cabinet Count	1	Budgeted:	\$20,432.32
SEA Resources Available	7	Actual:	\$20,553.28

STRATEGY 1. Core Reading Program

The Core Reading Program will include full implementation of the NM Common Core State Standards including Common Core shifts. Identify: Core program by name; grade levels being served; frequency and duration of delivery.

Filing Cabinet Count	0	Budgeted	\$19,760.32
		Actual	\$19,760.32

ACTION STEP Fidelity of Curriculum

The classroom teacher delivers the core program/curricula in a direct, explicit and systematic manner adhering to the fidelity of the program/curricula.

Status	In Progress 06/11/2013	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/22/2015		
Tags	CCSS, InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP Anchor Rubrics/Student Work Samples

Teachers will post anchor rubrics in classrooms and discuss with students what the expectations are for each score. Then student samples will be displayed with comments attached so students understand what it takes to score at each level.

Status	In Progress 09/17/2013	Filing Cabinet Count	1
Start-End Dates	08/18/2014 - 05/22/2015		
Tags	InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP Small Group Instruction

Teachers use flexible grouping to deliver differentiated instruction to students as needed.

Status	In Progress 09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/22/2015		
Tags	ELL, SpecialED		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **1. Core Reading Program**

ACTION STEP **Small Group Instruction**

ACTION STEP **Differentiated Instruction**

The core program includes whole group and small group instruction, collaborative learning (peer tutoring, Socratic seminar, reader's theater, fiction and non-fiction texts, etc.).

Status	In Progress	09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/22/2015			
Tags	CCSS, ELL, SpecialED, InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Walkthroughs**

A classroom observation tool (walkthrough) is used to monitor the fidelity of implementation of the core program/curricula and to ensure differentiated instruction is used to meet students' needs.

Status	In Progress	09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt, Denise Smythe			

ACTION STEP **Benchmark Assessments**

Core program includes benchmark assessments for all students three times a year - fall (two weeks after school begins), winter and spring.

Status	In Progress	09/27/2012	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/22/2015	Budgeted	\$642.32	
Tags	ELL, SpecialED	Actual	\$642.32	
Persons Responsible	Cheryl Chavez, Glenda Noblitt, Denise Smythe			

ACTION STEP **Assessment Data for the Core**

Periodic assessment data drives the services provided to students within the core.

Status	In Progress	09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/22/2015			
Tags	CCSS, ELL, SpecialED			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Universal Screening**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **1. Core Reading Program**

ACTION STEP **Universal Screening**

Universal screening occurs during the first month of school to identify which students are at a high risk academically and/or behaviorally.

Status	Completed 10/16/2014	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 10/01/2014	Budgeted	\$512.00
Tags	ELL, SpecialED	Actual	\$512.00
Persons Responsible	Cheryl Chavez, Glenda Noblitt, Denise Smythe		

ACTION STEP **Daily 90 Minute Reading Block**

We have a 90 minute block for core reading program every day.

Status	In Progress 03/15/2013	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/22/2015		
Persons Responsible	Glenda Noblitt, Denise Smythe		

ACTION STEP **McGraw Hill Reading Wonders Core Program**

Teachers will use Reading Wonders program for reading instruction. Wonders is aligned to Common Core State Standards. This program will meet the needs of 80% of our students, and help them attain grade-level or above reading proficiency rates.

Status	In Progress 10/16/2014	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/22/2015	Budgeted	\$18,606.00
Tags	CCSS	Actual	\$18,606.00
Persons Responsible	Cheryl Chavez, Diana Heimer, Glenda Noblitt		

ACTION STEP **Common Core Implementation**

Teachers in all grade levels will focus reading instruction on the CCSS English/Language Arts shifts. (See attached tasks) Implementation of the shifts will be developed and monitored in professional learning communities.

Status	In Progress 08/08/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/22/2015		
Tags	CCSS		
Persons Responsible	Cheryl Chavez, Diana Heimer, Glenda Noblitt		

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **1. Core Reading Program**

ACTION STEP **Common Core Implementation**

TASKS 0 of 5 Complete

<p>Balancing Informational & Literary Texts</p> <p>Students read a mix of 50% informational and 50% literary texts, including reading in ELA, science, social studies, technical subjects and the arts. Informational texts both within and across grades should be selected.</p>	In Progress	Due 5/23/2014
<p>Cultivate Students' Ability to Read Complex Text</p> <p>Students will read complex texts with increasing independence. Teachers create time and space in the curriculum for reading closely and thinking deeply about these texts and provide the necessary scaffolding and support so that all students can participate</p>	In Progress	Due 5/23/2014
<p>High Quality Text-Dependent Questions and Tasks</p> <p>Students will gather evidence, and insight from their reading of texts. The questions and tasks that students respond to will require careful scrutiny of the text in question and specific references to evidence in the text to support responses.</p>	In Progress	Due 5/23/2014
<p>Evidence-Based, Argument, and Informative Writing</p> <p>Students support their presentation of ideas, or claims with the use of specific and relevant evidence drawn from reading. As students progress through the grades, they spend a greater amount of time on argument and informative writing compared to narrative</p>	In Progress	Due 5/23/2014
<p>Academic Vocabulary</p> <p>By reading and writing about complex texts, students build the general academic vocabulary needed for the future. Students use understand the words by the context of how the words are being used in the text. Teachers offer support as needed.</p>	In Progress	Due 5/23/2014

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **1. Core Reading Program**

ACTION STEP **Practice**

Core classroom teachers provide ample practice opportunities for students to respond and demonstrate what they are learning.

Status	In Progress	10/20/2013	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/22/2015			
Tags	CCSS			
Persons Responsible	Cheryl Chavez, Diana Heimer, Glenda Noblitt			

ACTION STEP **Explicit Academic Vocabulary Instruction**

Many English learners lack opportunities to develop the sophisticated, abstract, academic vocabulary necessary to support reading, writing, and discussion of the academic topics covered in school. The Common Core State Standards for English Language Arts require that students acquire grade-appropriate general academic and domain-specific vocabulary, and use these words accurately. Teachers will use a variety of strategies including graphic organizers, multiple modalities, and grade level text to ensure that students interact with and learn academic vocabulary.

Status	In Progress	11/05/2014	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/22/2015			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

STRATEGY **2. Tier II Supports for Students in Reading**

Intervention Reading Programs intended for flexible use as part of differentiated instruction, or in more intensive intervention(s), to meet student learning needs in specific areas in alignment with the NM RTI Framework. Identify: research-based programs/strategies; students being served; and implementation timeframe (days/week, minutes/day).

Filing Cabinet Count 0

ACTION STEP **Benchmark Assessments**

Benchmark assessments identify students who exhibit low early literacy skills and are at-risk for reading difficulty.

Status	In Progress	09/27/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Curriculum and Frequency**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **2. Tier II Supports for Students in Reading**

ACTION STEP **Curriculum and Frequency**

Specialized, scientifically based reading research (SBRR) program/curricula emphasizing the five essential components (as appropriate) are utilized when working with students in homogenous small-group instruction for a minimum of thirty minutes per day, in addition to the minimum of 90 minutes of core reading instruction.

Status	In Progress 09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Progress Monitoring**

Frequent (every two weeks) progress monitoring on targeted skill(s) to ensure adequate progress is being made by each student is implemented by teachers.

Status	In Progress 09/27/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Qualified Teachers**

The supplemental interventionist is a classroom teacher, a specialized reading teacher or an external interventionist, specifically trained to implement supplemental interventions.

Status	In Progress 09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Instruction**

The interventionist delivers the specific intervention program/curriculum in a direct, explicit and systematic manner adhering to the fidelity of the program.

Status	In Progress 09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **School Wide Interventions**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **2. Tier II Supports for Students in Reading**

ACTION STEP **School Wide Interventions**

An intervention schedule has been made for every grade level to have at least two 45 minute intervention times per week in which every grade level teacher has a certified teacher or aide to assist them.

Status	In Progress 09/17/2013	Filing Cabinet Count	1
Start-End Dates	10/14/2012 - 05/22/2015		
Tags	InstrAudit		
Persons Responsible	Cheryl Chavez, Diana Heimer, Glenda Noblitt		

ACTION STEP **Data Driven Instruction and Decisions**

Progress-monitoring information is used to adjust daily classroom instruction, and as a measurement for exiting students when appropriate to ensure fluidity.

Status	In Progress 09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Data Folders/Evidence Binders**

Teachers keep a documented record for each student of the intervention and progress-monitoring data.

Status	In Progress 09/07/2012	Filing Cabinet Count	0
Start-End Dates	09/23/2012 - 05/22/2015		
Tags	InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

STRATEGY **3. Tier III Supports for Students in Reading**

Scientific research-based programs and/or intensive targeted intervention(s) to meet specific learning needs of students with disabilities as determined by individual IEPs.

Filing Cabinet Count	0	Budgeted	\$672.00
		Actual	\$792.96

ACTION STEP **Student Assistance Team**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **3. Tier III Supports for Students in Reading**

ACTION STEP **Student Assistance Team**

A data driven decision must be made about the student's instructional needs before the intensive intervention is begun to ensure the intervention will meet the needs of the student.

Status	In Progress	09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Tags	SpecialED, InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Intensive Instruction**

One round of intensive instruction occurs five days a week for a minimum of ten to twelve weeks.

Status	In Progress	09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Tags	SpecialED			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Alignment and Frequency**

Intensive intervention is provided daily (five days a week) through a minimum of thirty minutes of intensive, focused instruction aligned to the early reading skill level of the student.

Status	In Progress	09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Tags	SpecialED			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Differentiated Instruction**

Based on data, intensive intervention groups are organized according to the specific skills being targeted for each student within the group.

Status	In Progress	09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Tags	SpecialED, InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Flexibility**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **3. Tier III Supports for Students in Reading**

ACTION STEP **Flexibility**

Intensive Intervention groups must be flexible as instructional priorities for individual students may change based on progress monitoring data.

Status	In Progress 09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	SpecialED		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Data Folders/ Evidence Binders**

Teachers document record of the intervention and progress-monitoring data for each student in the intensive intervention group(s).

Status	In Progress 09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	SpecialED, InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Small Groups**

Intensive intervention groups do not exceed three to five students.

Status	In Progress 09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015	Budgeted	\$672.00
Tags	SpecialED	Actual	\$792.96
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Systematic and Explicit Instruction**

Intensive intervention is systematic and explicit (instruction with modeling, multiple examples, and frequent and specific feedback to individual students) as well as being aligned with Common Core Standards and state content standards.

Status	In Progress 09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	SpecialED		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Individualized Educational Program**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **3. Tier III Supports for Students in Reading**

ACTION STEP **Individualized Educational Program**

Students who are identified as Tier III readers have goals in their IEPs. Special Education teachers work with Regular Education teachers to meet those reading goals in the regular education setting during the 90 minute core time and 30 minute intervention time. Some students may also need additional pull out times for reading instruction.

Status	In Progress 03/15/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	SpecialED		
Persons Responsible	Cheryl Chavez, Glenda Noblitt, Amanda Sutherland		

STRATEGY **4. Professional Development to support Reading**

Professional Development in reading for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in reading, evidence based and follow up to professional development.

Filing Cabinet Count 0

ACTION STEP **Common Core Training**

Teachers receive continuous training on Common Core shifts and mapping from the Curriculum and Instruction Team. Discussions include how teaching methodology and delivery will need to change. It also covers how the rigor in reading will increase and students will be expected to read and deconstruct text at higher reading levels.

Status	In Progress 09/17/2013	Filing Cabinet Count	0
Start-End Dates	06/18/2012 - 05/22/2015		
Tags	CCSS		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Reading Coach**

Reading Coach provided 2 days a week for 3rd grade teachers by CREC. In district Rtl Director/reading coach will work with teachers in grades 4-6.

Status	In Progress 09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/21/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Diana Heimer, Glenda Noblitt		

ACTION STEP **Using Data to Determine Professional Development**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL Strengthening Reading Instructional Programs

STRATEGY 4. Professional Development to support Reading

ACTION STEP Using Data to Determine Professional Development

We have used data from Discovery Education and DIBELS which is aligned to CCSS as well as Principal Walkthrough Data to determine appropriate Professional Development activities for staff.

Status	In Progress 03/29/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	CCSS		
Persons Responsible	Cheryl Chavez, Diana Heimer, Glenda Noblitt		

ACTION STEP Follow Up Professional Development

Professional Development will be followed up through Professional Learning Communities. Teachers will revisit and discuss the best practices that were learned in previous Professional Development sessions.

Status	In Progress 03/29/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

STRATEGY 5. Collaboration Time for Reading Teachers

Dedicated and scheduled time during the school day for data analysis and review to inform planning to deliver targeted instruction and support to students as needed.

Filing Cabinet Count 1

ACTION STEP Professional Learning Communities

Teachers from each grade level have 60 minutes each once a week to collaborate on data and instructional practices. They look at data and create strategic action plans for core instruction and interventions.

Status	In Progress 09/07/2012	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/22/2015		
Tags	InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

SCHOOL PLAN
UPPER ELEMENTARY

GOAL Strengthening Reading Instructional Programs

STRATEGY 6. Monitoring of Reading Instructional Programs

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teacher(s) adhere to the fidelity of the program.

Filing Cabinet Count 0

ACTION STEP Classroom observation/walkthrough

Teachscape is used to monitor the fidelity of implementation of the core program/curricula and to ensure differentiated instruction is used to meet students' needs.

Status	In Progress 10/03/2012	Filing Cabinet Count	1
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	InstrAudit		
Persons Responsible	Glenda Noblitt		

STRATEGY 7. College and Career Ready (Grades 8-12)

The school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

STRATEGY Use of Data to Analyze Reading

A dialogue around how students are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data and is uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count 4

ACTION STEP School Grade Analysis

Grade level teams will look over data discuss guiding questions. Decisions will be made about instruction and interventions as well as sub groups that need to be targeted.

Status	In Progress 09/17/2013	Filing Cabinet Count	0
Start-End Dates	09/24/2012 - 05/22/2015		
Tags	ELL, SpecialED		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP Grade Level Action Plans

SCHOOL PLAN
UPPER ELEMENTARY

GOAL Strengthening Reading Instructional Programs

STRATEGY Use of Data to Analyze Reading

ACTION STEP Grade Level Action Plans

Teachers will use data sources to look at subgroups in their grade level. Then, they will make an action plan.

Status	In Progress	11/15/2012	Filing Cabinet Count	1
Start-End Dates	10/14/2013 - 05/22/2015			
Tags	ELL, SpecialED, InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP Analysis of Short Cycle Assessments

Students will take Discovery Education SCA and DIBELS three times per year and the results will be analyzed by each teacher and grade level team. Action plans, intervention groups, and progress monitoring will result from the data.

Status	In Progress	09/17/2013	Filing Cabinet Count	1
Start-End Dates	11/06/2012 - 05/22/2015			
Tags	ELL, SpecialED, InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP Analyze Short Cycle Assessments for Q1 Students

Q1 students based on SOAP Data were identified and we will continue to analyze their performance on the Discovery Education SCA and DIBELS.

Status	In Progress	09/17/2013	Filing Cabinet Count	1
Start-End Dates	11/06/2012 - 05/22/2015			
Tags	CCSS, ELL, SpecialED, InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP Analyze Short Cycle Assessments- Q3 Students

Teachers, staff, and the principal analyze the data from Discovery Education SCA and DIBELS for Q3 students and make the appropriate action plans.

Status	In Progress	09/17/2013	Filing Cabinet Count	1
Start-End Dates	11/06/2012 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP Student Data Folders/Focus Walls

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Reading Instructional Programs**

STRATEGY **Use of Data to Analyze Reading**

ACTION STEP **Student Data Folders/Focus Walls**

Teachers will tie information in student data folders to CCSS learning targets for alignment and relevance. Students will be the owner of their data folder and take responsibility for it. Teachers will discuss data with students.

Status	In Progress 10/18/2013	Filing Cabinet Count	2
Start-End Dates	10/14/2013 - 05/22/2015		
Tags	CCSS, InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

SCHOOL PLAN
UPPER ELEMENTARY

GOAL Strengthening Math Instructional Programs

Within one year, the percentage of all students that are proficient or on track to proficiency (within 3 years) equals the Math SGT of 55%.

Filing Cabinet Count	1	Budgeted:	\$4,369.19
SEA Resources Available	7	Actual:	\$4,467.95

STRATEGY 1. Core Math Program

The Core Math Program will include full implementaiton of the NM Common Core State Standards including Common Core shifts. Identify: core program by name; grade levels being served; frequency, and duration of delivery.

Filing Cabinet Count	0	Budgeted	\$4,369.19
		Actual	\$4,467.95

ACTION STEP Fidelity of Curriculum

The classroom teacher delivers the core mathematics program/curricula in a systematic manner adhering to the fidelity of the program/curricula. The core math program aligned to standards, both content & process.

Status	In Progress	09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP Tier I Curriculum and Instruction

The core mathematics program meets the needs of 80-85% of students to attain grade-level or above math proficiency rates.

Status	In Progress	10/17/2014	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		Budgeted	\$3,919.19
Tags	InstrAudit		Actual	\$3,919.19
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP Anchor Rubrics/Student Work Samples

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **1. Core Math Program**

ACTION STEP **Anchor Rubrics/Student Work Samples**

Teachers will post anchor rubrics in classrooms and discuss with students what the expectations are for each score. Then student samples will be displayed with comments attached so students understand what it takes to score at each level.

Status	In Progress 09/28/2012	Filing Cabinet Count	1
Start-End Dates	08/19/2013 - 05/22/2015		
Tags	InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Differentiated Instruction**

Teachers use flexible grouping to deliver differentiated instruction to students as needed. The core mathematics program at each grade level includes: whole group instruction, small group instruction, collaborative learning: students working in small groups to solve a rich math problem and share their findings with the class.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/22/2015	Budgeted	\$450.00
Tags	CCSS, ELL, SpecialED, InstrAudit	Actual	\$548.76
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Walkthroughs**

Teachscape is used to monitor the fidelity of implementation of the core program/curricula and support teachers in areas that need improvement.

Status	In Progress 09/28/2012	Filing Cabinet Count	1
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	InstrAudit		
Persons Responsible	Glenda Noblitt		

ACTION STEP **Formative Assessments**

Teachers use formative assessments daily to make sure students are learning.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Data Decisions**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **1. Core Math Program**

ACTION STEP **Data Decisions**

Periodic assessment data, which include benchmark assessments and common grade-level assessments, is used to determine intervention strategies for students needing additional support.

Status	In Progress	09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Common Core Implementation**

Teachers in all grade levels will focus math instruction on the CCSS mathematical practices. Implementation of the practices will be developed and monitored through the observation and feedback process as well as professional learning communities.

Status	In Progress	01/21/2014	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/22/2015			
Tags	CCSS			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **McGraw Hill My Math Core Program**

Teachers will use My Math program for math instruction. My Math is aligned to Common Core State Standards. This program will meet the needs of 80% of our students, and help them attain grade-level or above math proficiency rates.

Status	In Progress	01/21/2014	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/22/2015			
Tags	CCSS			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Explicit Academic Vocabulary Instruction**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL Strengthening Math Instructional Programs

STRATEGY 1. Core Math Program

ACTION STEP Explicit Academic Vocabulary Instruction

Many English learners lack opportunities to develop the sophisticated, abstract, academic vocabulary necessary to support reading, writing, and discussion of the academic topics covered in school. The Common Core State Standards for English Language Arts require that students acquire grade-appropriate general academic and domain-specific vocabulary, and use these words accurately. Teachers will use a variety of strategies including graphic organizers, multiple modalities, and grade level text to ensure that students interact with and learn academic vocabulary.

Status	In Progress 11/05/2014	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

STRATEGY 2. Tier II Support for Students in Math

Strategic/Supplemental intervention addresses the needs of students who are not progressing adequately in the core mathematics program. Specialized, scientifically based research is utilized when working with students in homogenous small-group instruction for a minimum of 30 minutes per day, in addition to the minimum of 75 minutes of core mathematics instruction.

Filing Cabinet Count 1

ACTION STEP Identify Tier II Students

Benchmark and diagnostic assessments are completed within one to two weeks after the start of the school year to provide baseline data for every student. Benchmark and diagnostic assessments identify students who exhibit low early numeracy skills and are at-risk for difficulty in mathematics.

Status	In Progress 10/20/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP Research Based Interventions

Specialized, researched based interventions are utilized when working with students in homogeneous small-group instruction for a minimum of 30 minutes per day, in addition to the minimum of 75 minutes of core mathematics instruction.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP Progress Monitoring

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **2. Tier II Support for Students in Math**

ACTION STEP **Progress Monitoring**

Regular progress monitoring on targeted concepts and skill(s) to ensure adequate progress is being made by each student is implemented by teachers or interventionist. Progress-monitoring information is used to adjust daily classroom instruction, and as a measurement for exiting students when appropriate to ensure fluidity.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Highly Qualified Teacher**

The supplemental interventionist is a classroom teacher, a specialized mathematics teacher or an external interventionist, specifically trained to implement supplemental interventions.

Status	In Progress 10/20/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Fidelity of Curriculum**

The mathematics interventionist delivers the specific intervention program/curriculum in an explicit and systematic manner adhering to the fidelity of the program.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **School Wide Interventions**

An intervention schedule has been made for every grade level to have at least two 45 minute intervention times per week in which every grade level teacher has a certified teacher or aide to assist them.

Status	In Progress 10/20/2013	Filing Cabinet Count	0
Start-End Dates	10/14/2013 - 05/22/2015		
Tags	InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Data Folders/Evidence Binders**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **2. Tier II Support for Students in Math**

ACTION STEP **Data Folders/Evidence Binders**

Teachers keep a documented record of the intervention and progress-monitoring data being used for each student.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

STRATEGY **3. Tier III Supports for Students in Math**

Intensive intervention is generally for students who have received a minimum of 6 – 8 weeks of consistent supplemental instruction and have not made adequate progress. The interventionist delivers the selected intervention program in a direct, explicit and systematic manner adhering to the fidelity of the program/curriculum.

Filing Cabinet Count 0

ACTION STEP **Data Decisions**

A data driven decision must be made about the student’s instructional needs before the Intensive intervention is begun to ensure the intervention will meet the needs of the student.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	SpecialED, InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Intensive Instruction**

One round of intensive instruction occurs five days a week for a minimum of ten to twelve weeks.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	SpecialED		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Curriculum and Frequency**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **3. Tier III Supports for Students in Math**

ACTION STEP **Curriculum and Frequency**

Intensive intervention is provided daily (five days a week) through a minimum of thirty minutes of intensive, focused instruction aligned to the mathematics conceptual and skill level of the student.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	SpecialED		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Differentiated Instruction**

Based on data, Intensive intervention groups are organized according to the specific mathematics concepts and skills being targeted for each student within the group.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	SpecialED, InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Flexibility**

Intensive intervention groups must be flexible as instructional priorities for individual students may change based on progress monitoring data.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	SpecialED		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Data Folders/Evidence Binders**

Teachers document a record of the intervention and progress-monitoring data for each student in the Intensive intervention group(s).

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	SpecialED, InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Small Groups**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **3. Tier III Supports for Students in Math**

ACTION STEP **Small Groups**

Intensive intervention groups do not exceed three to five students.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	SpecialED		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Systematic and Explicit Instruction**

Intensive intervention is systematic and explicit (instruction with modeling, multiple examples, and frequent and specific feedback to individual students) as well as being aligned with Common Core Standards.

Status	In Progress 09/28/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	CCSS, SpecialED		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Individualized Education Plan**

Students who are identified as Tier III in math have goals in the their IEPs. Special Education teachers work with Regular Education teachers to meet math goals in the regular education setting during the 75 minute core time and 30 minute intervention time. Some students may also need additional pull out times for math instruction.

Status	In Progress 03/29/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	SpecialED, InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt, Amanda Sutherland		

STRATEGY **4. Professional Development to support Math**

Professional Development in Math for teachers and administrators aligned with the Common Core State Standards including: description of delivery, methodology, length, relationship to student achievement in math, evidence based, and follow up to professional development

Filing Cabinet Count 0

ACTION STEP **Classroom Observations/Walkthroughs**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **4. Professional Development to support Math**

ACTION STEP **Classroom Observations/Walkthroughs**

A classroom observation tool (walkthrough) is used to monitor the fidelity of implementation of the core program/curricula and to ensure differentiated instruction is used to meet students' needs.

Status	In Progress	10/01/2012	Filing Cabinet Count	1
Start-End Dates	08/20/2012 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Follow Up Professional Development**

Professional Development will be followed up through Professional Learning Communities. Teachers will revisit and discuss the best practices that were learned in previous Professional Development sessions.

Status	In Progress	03/29/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

STRATEGY **5. Collaboration Time for Math Teachers**

Dedicated and scheduled time during the school day for data analysis and review to inform planning to delivery targeted instruction and support to students as needed.

Filing Cabinet Count 1

ACTION STEP **Professional Learning Communities**

Teachers from each grade level have 1 hour every week to collaborate on data and instructional practices. They look at data and create strategic action plans for core instruction and interventions.

Status	In Progress	10/03/2012	Filing Cabinet Count	0
Start-End Dates	08/19/2013 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **6. Monitoring of Math Program**

School administrators/designees monitor delivery of the specific program/curriculum to ensure that all classroom teachers adhere to the fidelity of the program.

Filing Cabinet Count 0

ACTION STEP **Classroom observation/walkthrough**

Teachscape is used to monitor the fidelity of implementation of the core program/curricula and to ensure differentiated instruction is used to meet students' needs.

Status	In Progress 10/03/2012	Filing Cabinet Count	1
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	CCSS, InstrAudit		
Persons Responsible	Glenda Noblitt		

STRATEGY **7. College and Career Ready (Grades 8-12)**

the school initiates, and updates on an annual basis, Next Step Plans and provides opportunities and academic supports to enable all students to succeed in rigorous courses designed for college and career readiness in grades 9-12.

Filing Cabinet Count 0

STRATEGY **Use of Data to Analyze Math**

A dialogue around how students are performing to establish action steps needed to address gaps. Subgroup data are analyzed (describes facts, detects patterns, compares results and organizes data) and uploaded to the Web EPSS File Cabinet.

Filing Cabinet Count 5

ACTION STEP **SBA/ School Report Card Analysis**

Grade level teams will look over data discuss guiding questions. Decisions will be made about instruction and interventions

Status	In Progress 10/20/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	CCSS, ELL, SpecialED, InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Grade Level Action Plans**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **Use of Data to Analyze Math**

ACTION STEP **Grade Level Action Plans**

Teachers will use data sources to look at subgroups in their grade level. Then, they will make an action plan.

Status	In Progress	11/15/2012	Filing Cabinet Count	1
Start-End Dates	10/14/2013 - 05/22/2015			
Tags	CCSS, ELL, SpecialED, InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Analyze Math Data**

Teachers, staff and principal will analyze the data from Discovery Education SCA and common formative assessments for all students.

Status	In Progress	10/20/2013	Filing Cabinet Count	1
Start-End Dates	11/06/2012 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Analyze Data- Discovery Education SCA-Q1 Students**

Teachers, staff, and the principal analyzed the data for Q1 students identified by the SOAP data.

Status	In Progress	10/20/2013	Filing Cabinet Count	1
Start-End Dates	11/06/2012 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Analyze Data- Discovery Education SCA- Q3 Students**

Teachers, staff, and principal analyzed data for the students who were identified as Q3 or top 3 quartiles.

Status	In Progress	10/20/2013	Filing Cabinet Count	1
Start-End Dates	11/06/2012 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Student Data Folders/Focus Walls**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Strengthening Math Instructional Programs**

STRATEGY **Use of Data to Analyze Math**

ACTION STEP **Student Data Folders/Focus Walls**

Teachers will tie information in student data folders to CCSS learning targets for alignment and relevance. Students will be the owner of their data folder and take responsibility for it. Teachers will work with students on setting goals.

Status	In Progress	10/20/2013	Filing Cabinet Count	2
Start-End Dates	10/14/2013 - 05/22/2015			
Tags	CCSS, InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

Transformation strategies that provide the foundational work required to meet the challenges of school reform.

Filing Cabinet Count	0	Budgeted:	\$6,395.02
SEA Resources Available	2	Actual:	\$6,395.02

STRATEGY **1. Use of Data**

Identify the systems in place to ensure timely and periodic access to data that includes:
 omonitoring and evaluating student knowledge and skills,
 oplanning for future educational programs
 oadapting instruction to meet the needs of students
 omonitoring student progress towards college and career goals
 oidentifying students who may be at risk for dropping out of High school
 (High School only)
 omatching students to appropriate interventions to assure 85% or higher
 graduation rates

Filing Cabinet Count	10
----------------------	----

ACTION STEP **School-wide Data Room**

Grade level data spreadhseets(e.g.,DIBELS, short cycle assessments, ACCESS, SBA, discipline, attendance) are collected through an efficient and effective systematic process and given to teachers to guide action plans.

Status	In Progress 10/03/2012	Filing Cabinet Count	7
Start-End Dates	09/23/2013 - 05/22/2015		
Tags	InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt		

ACTION STEP **Databases**

Statewide and other databases are used to make data based decisions.

Status	In Progress 10/03/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Melanie Chavez, Dawn Kadera, Glenda Noblitt		

ACTION STEP **Data Analysis**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

STRATEGY **1. Use of Data**

ACTION STEP **Data Analysis**

School-wide data is presented to staff after each benchmarking session. Teams(e.g., School-Based Leadership Team, Grade Level Teams, and Student Assistance Team) implement effective cause analysis procedures.

Status	In Progress	10/03/2012	Filing Cabinet Count	8
Start-End Dates	08/19/2013 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

TASKS 0 of 1 Complete

Rtl Checklist	In Progress	Due 5/24/2013
Teachers will analyze data and use the Rtl checklist to make data decisions.		Glenda Noblitt (LEA)

ACTION STEP **Data Collection**

Data are collected to inform and guide decision making on school improvement initiatives (instruction, school culture, discipline, instructional materials, etc.)

Status	In Progress	10/03/2012	Filing Cabinet Count	1
Start-End Dates	08/19/2013 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt, Denise Smythe			

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

STRATEGY **1. Use of Data**

ACTION STEP **Data Collection**

TASKS 0 of 6 Complete

School Wide Data	In Progress	Due 5/24/2013
School-wide data (e.g., DIBELS, Curriculum-Based Measures, ACCESS) are collected through an efficient and effective systematic process.		Glenda Noblitt (LEA)
Databases	In Progress	Due 5/24/2013
Statewide and other databases (e.g., Progress Monitoring and Reporting Network [PMRN], School-Wide Information System [SWIS]) are used to make data based decisions.		Glenda Noblitt (LEA)
Grade Level Teams	In Progress	Due 5/24/2013
School-wide data are presented to staff after each benchmarking session (e.g., staff meetings, team meetings, grade-level meetings).		Glenda Noblitt (LEA)
Evaluate Instruction	In Progress	Due 5/24/2013
School-wide data are used to evaluate the effectiveness of core instruction.		Glenda Noblitt (LEA)
Evaluation and Accountability	In Progress	Due 5/24/2013
The school/district implements a data system to track collective and individual teacher and student data to inform school improvement strategies and initiatives.		Glenda Noblitt (LEA)
Staff Evaluation System	In Progress	Due 8/20/2012
There is an instructional staff evaluation system that is implemented that includes accountability provisions at the school, district, and state levels.		Glenda Noblitt (LEA)

ACTION STEP **SMART Goals Based on Data**

Staff will analyze school, grade level, and classroom data. Then they will create short term SMART goals to work on improvement.

Status	In Progress 12/10/2013	Filing Cabinet Count	5
Start-End Dates	09/27/2013 - 05/22/2015		
Tags	InstrAudit		
Persons Responsible	Cheryl Chavez, Glenda Noblitt, Denise Smythe		

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

STRATEGY **2. Providing Strong Leadership**

An effective leader with a record in improving student achievement and has the ability to lead the turnaround effort to achieve outstanding results and task-oriented actions required for success.

Action Steps:

are based on data and clearly articulate what everyone involved needs to do differently; specify how the leader personally analyzed data to inform decisions, make clear logical plans that people can follow; and ensure that a strong connection between school learning goals and classroom activity; specify how the leader has implemented a system to measure and report interim results often; and specify how the leader reports progress and keeps the organization focused on high level goals.

Filing Cabinet Count 1

ACTION STEP **Establish a School Leadership team**

A School-Based Leadership Team is established and represents the roles of an administrator, facilitator, data mentor, content specialist, parent, and teachers from representative areas (e.g., general ed., special ed.)

Status	In Progress 06/06/2013	Filing Cabinet Count	4
Start-End Dates	08/10/2012 - 05/22/2015		
Persons Responsible	Cheryl Chavez, Glenda Noblitt, Denise Smythe		

TASKS 0 of 3 Complete

Training and Support	In Progress	Due 5/23/2014
The school leadership provides training, support and active involvement as it relates to school improvement initiatives		Cheryl Chavez (LEA) , Glenda Noblitt (LEA) , Theresa Hough (LEA)
Meet with District Leadership Team	In Progress	Due 5/23/2014
The School-Based Leadership Team meets at least twice each year with the District Leadership Team to review data, budget, program, staffing, and implementation and implementation issues.		Audie Brown (LEA) , Glenda Noblitt (LEA)
Monthly Leadership Team Meetings	In Progress	Due 5/23/2014
The leadership team will meet on the second Monday of the month to discuss school related issues and look at school wide data.		Cheryl Chavez (LEA) , Glenda Noblitt (LEA) , Theresa Hough (LEA)

ACTION STEP **Strategic Planning (90 day Plans)**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

STRATEGY **2. Providing Strong Leadership**

ACTION STEP **Strategic Planning (90 day Plans)**

A strategic plan (90 day plan) exists and is used by the School-Based Leadership Team and the School Principal in school improvement efforts.

Status	In Progress	10/03/2012	Filing Cabinet Count	5
Start-End Dates	08/20/2012 - 05/22/2015			
Persons Responsible	Cheryl Chavez, Glenda Noblitt, Denise Smythe			

STRATEGY **3. Effective Teachers**

Effective teachers demonstrate a set of behaviors they incorporate into their daily professional practice. these include:

a deep understanding of subject matter, learning theory, and student differences;
planning, classroom instructional strategies;
assessment of student understanding and proficiency with learning outcomes; and
ability to reflect, collaborate with colleagues.

Filing Cabinet Count 3

ACTION STEP **Learning Goals**

Teachers will start class by stating the learning goal and posting it on the learning target. At the end of the lesson, teachers will review by asking what the learning target was.

Status	In Progress	10/20/2013	Filing Cabinet Count	0
Start-End Dates	10/20/2013 - 05/22/2015			
Tags	CCSS, InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

STRATEGY **4. Redesigning Day, Week, Year**

Expanding or redesigning the school academic day to provide additional time for student learning and teacher collaboration.

Filing Cabinet Count 1

ACTION STEP **Common Grade Level Prep Time**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

STRATEGY **4. Redesigning Day, Week, Year**

ACTION STEP **Common Grade Level Prep Time**

All teachers in each grade level have a common prep time for 45 minutes at least twice a week. They use this time to collaborate and prepare for instruction.

Status	In Progress	10/03/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Additional Reading and Math Time**

Reading Instruction= 90 minutes and an additional 30 minutes of intervention or enrichment.
 Math Instruction= 75 minutes and an additional 30 minutes of intervention or enrichment.

Status	In Progress	10/03/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

STRATEGY **5. Parent, Family and Community**

Ongoing mechanisms for family and community engagement including:
 improving communication;
 promoting positive parenting;
 enhancing student learning;
 increasing volunteerism; and
 support decision-making through student advocacy.

Filing Cabinet Count	0	Budgeted	\$4,873.64
		Actual	\$4,873.64

ACTION STEP **Parent Advisory Committee**

Families are participants in school decisions, governance, and advocacy activities through councils or improvement teams, committees, and parent organizations. One parent from each grade level, a teacher from each grade level, and the principal will meet once every quarter to discuss school improvement items.

Status	In Progress	10/03/2012	Filing Cabinet Count	11
Start-End Dates	10/02/2012 - 05/22/2015			
Persons Responsible	Glenda Noblitt, Denise Smythe			

ACTION STEP **School Website**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

STRATEGY **5. Parent, Family and Community**

ACTION STEP **School Website**

The school website is updated regularly with current events, lunch menus, and parent tips.

Status	In Progress	10/03/2012	Filing Cabinet Count	3
Start-End Dates	09/03/2012 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Glenda Noblitt, Denise Smythe			

ACTION STEP **Fall Festival**

Carnival for students and family where students and their parents play fun games that are run by the elementary staff.

Status	Completed	10/28/2014	Filing Cabinet Count	0
Start-End Dates	10/23/2014 - 10/23/2014			
			Budgeted	\$1,290.69
			Actual	\$1,290.69
Persons Responsible	Glenda Noblitt, Denise Smythe			

ACTION STEP **Open House**

Parents invited to come and participate in an open house where the school wide expectations were discussed and then parents and students were able to visit classrooms. Every parent received a copy of the Common Core Standards for the appropriate grade levels.

Status	Completed	10/18/2013	Filing Cabinet Count	1
Start-End Dates	09/09/2014 - 09/09/2014			
Tags	CCSS, InstrAudit, Parent			
Persons Responsible	Cheryl Chavez, Glenda Noblitt, Denise Smythe			

ACTION STEP **Parent Conferences**

The school communicates with families about school programs and student progress. Formal conferences are twice a year and by appointment throughout the year as needed. SBA scores as well as short cycle assessment data is explained to parents so they understand how to help their child at home.

Status	In Progress	10/03/2012	Filing Cabinet Count	0
Start-End Dates	08/18/2014 - 05/22/2015			
Tags	InstrAudit			
Persons Responsible	Cheryl Chavez, Glenda Noblitt, Denise Smythe			

ACTION STEP **Student Agendas**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

STRATEGY **5. Parent, Family and Community**

ACTION STEP **Student Agendas**

Student agenda planners are used to involve families with their children in academic learning at home, including homework, goal setting, and other curriculum related activities.

Status	In Progress 10/03/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015	Budgeted	\$2,214.00
		Actual	\$2,214.00
Persons Responsible	Glenda Noblitt, Denise Smythe		

ACTION STEP **School Social Worker**

The school coordinates resources and services for families, students, and the school with community groups, including businesses, agencies, cultural and civic organizations.

Status	In Progress 10/03/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Glenda Noblitt		

ACTION STEP **High School Football Buddies**

Players from the High School football team adopted a class. Players act as mentors both at school and outside school in the community. The players come to the elementary during the afternoon of home games to support students in their class.

Status	In Progress 10/20/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Glenda Noblitt, Denise Smythe		

TASKS 0 of 1 Complete

Bear Buddy Passes	In Progress	Due 11/21/2014
Teacher choose students who have shown their bear skills through respect, responsibility, and safety. Those students receive free passes to the football games.		Denise Smythe (LEA)

ACTION STEP **PowerSchool**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

STRATEGY **5. Parent, Family and Community**

ACTION STEP **PowerSchool**

We will use Powerschool, our student database, to communicate with parents. Parents can log in to check their childrens' progress and the school can send email, phone, and text messages to notify parents of important school events and notifications.

Status	In Progress	11/21/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Tags	Parent			
Persons Responsible	Dawn Kadera, Glenda Noblitt, Denise Smythe			

ACTION STEP **PMS Multi-Systemic Therapy**

Students can be referred through the school for this service. The goal is to improve the mental and emotional well being of young people and their families and to decrease delinquent and negative behaviors in youth by treating the entire environment in which the youth lives.

Status	In Progress	02/22/2013	Filing Cabinet Count	1
Start-End Dates	01/22/2013 - 05/22/2015			
Persons Responsible	Glenda Noblitt, Denise Smythe			

ACTION STEP **Family Nights**

The community is invited to the school to play math and literacy games. Every teacher has a a game prepared. Student data is explained to parents so they understand how to assist their child at home.

Status	In Progress	10/18/2013	Filing Cabinet Count	2
Start-End Dates	11/01/2013	05/22/2015	Budgeted	\$233.26
Tags	CCSS, InstrAudit, Parent	Actual	\$233.26	
Persons Responsible	Cheryl Chavez, Glenda Noblitt			

ACTION STEP **Kindergarten Orientation**

Kindergarten staff and additional school staff invite kindergarten students and families in for a meet and greet as well as a tour of the school before Kindergarten starts.

Status	Completed	03/29/2013	Filing Cabinet Count	0
Start-End Dates	08/22/2014 - 08/22/2014			
Tags	Parent			
Persons Responsible	Cheryl Chavez, Glenda Noblitt, Denise Smythe			

ACTION STEP **Educational Field Trips**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

STRATEGY **5. Parent, Family and Community**

ACTION STEP **Educational Field Trips**

Students, staff, and parents will attend field trips that extend the learning from the classroom to the community.

Status	In Progress 03/29/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015	Budgeted	\$360.00
Tags	CCSS, Parent	Actual	\$360.00
Persons Responsible	Glenda Noblitt, Denise Smythe		

ACTION STEP **Red Ribbon Week**

Students, staff, and families participate in drug free week. Students and staff dress up each day to show their support for being drug free. Students learn ways that they can live a drug free life.

Status	Completed 11/10/2014	Filing Cabinet Count	0
Start-End Dates	10/27/2014 - 10/31/2014	Budgeted	\$235.60
Tags	Parent	Actual	\$235.60
Persons Responsible	Glenda Noblitt, Denise Smythe		

ACTION STEP **Semester Awards Ceremonies**

Students will be recognized twice a year at the end of the semester for attendance, academics, and citizenship. Parents are invited to the awards ceremonies.

Status	In Progress 03/29/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015	Budgeted	\$540.09
Tags	Parent	Actual	\$540.09
Persons Responsible	Glenda Noblitt, Denise Smythe		

STRATEGY **6. School Safe Environments**

A school environment that improves school safety and discipline to include:
 a positive, respectful classroom climate,
 a culture where relationships, communication and collaboration are demonstrated within the school community; and
 a safe and orderly environment conducive to learning.

Filing Cabinet Count	0	Budgeted	\$1,521.38
		Actual	\$1,521.38

ACTION STEP **Positive Behavior Supports**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

STRATEGY **6. School Safe Environments**

ACTION STEP **Positive Behavior Supports**

Teachers and staff work with students on being respectful, responsible, and safe. Students are rewarded with CUB bucks when they exhibit those traits.

Status	In Progress 10/03/2012	Filing Cabinet Count	1
Start-End Dates	08/20/2012 - 05/22/2015	Budgeted	\$643.94
		Actual	\$643.94
Persons Responsible	Glenda Noblitt, Denise Smythe		

TASKS 0 of 2 Complete

BEAR Skills Competition	In Progress	Due 5/24/2013
Ongoing competition between grade levels where students can earn points for attendance, no discipline referrals, no missing work, and participation in bear games. Winning grade level will be rewarded in December and May.		Glenda Noblitt (LEA)
Bear Pride	In Progress	Due 5/24/2013
Students get bears for being respectful, responsible, and safe. The bears go into a raffle for student of the month.		Glenda Noblitt (LEA)

ACTION STEP **Check in/ Check Out**

All visitors must check in at offices before entering classrooms, or playgrounds. Parents will receive a pink slip that they will give staff when they take a student.

Status	In Progress 10/03/2012	Filing Cabinet Count	3
Start-End Dates	08/20/2012 - 05/22/2015		
Tags	Parent		
Persons Responsible	Glenda Noblitt, Denise Smythe		

ACTION STEP **BEAR Skills**

School counselor works with each class several times a month on skills like confidence, bullying, self image, etc.

Status	In Progress 10/03/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Glenda Noblitt, Denise Smythe		

ACTION STEP **Student Drop Off and Pick Up**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

STRATEGY **6. School Safe Environments**

ACTION STEP **Student Drop Off and Pick Up**

By using cones and chains in each parking lot to stop traffic, students and parents will be safe when students are being picked up or dropped off.

Status	In Progress 10/20/2013	Filing Cabinet Count	1
Start-End Dates	08/20/2012 - 05/22/2015	Budgeted	\$56.00
		Actual	\$56.00
Persons Responsible	Glenda Noblitt, Denise Smythe		

ACTION STEP **Discipline Matrix**

Staff will use a discipline matrix to provide consistent consequences for students. The discipline matrix is sent home in the student handbook at the beginning of the year.

Status	In Progress 10/03/2012	Filing Cabinet Count	1
Start-End Dates	08/20/2012 - 05/22/2015		
Persons Responsible	Glenda Noblitt, Denise Smythe		

ACTION STEP **Emergency Situation Folders and Drills**

Emergency folders are given to teachers and they are posted in every classroom and space occupied by students. We practice each kind of drill throughout the school year.

Status	In Progress 11/20/2012	Filing Cabinet Count	1
Start-End Dates	08/20/2012 - 05/22/2015	Budgeted	\$787.50
		Actual	\$787.50
Persons Responsible	Glenda Noblitt, Denise Smythe		

ACTION STEP **District Crisis Team**

A district crisis team is formed and meets occasionally to go over procedures. A manual is in place for the team to follow for crisis management.

Status	In Progress 11/21/2012	Filing Cabinet Count	2
Start-End Dates	10/08/2012 - 05/22/2015		
Persons Responsible	Audie Brown, Glenda Noblitt, Denise Smythe		

ACTION STEP **School Resource Officer**

SCHOOL PLAN
UPPER ELEMENTARY

GOAL **Transformation**

STRATEGY **6. School Safe Environments**

ACTION STEP **School Resource Officer**

The school resource officer will check in at every building several times a day. He will assist the principal as issues arise.

Status	In Progress	11/21/2012	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Persons Responsible	Glenda Noblitt, Denise Smythe			

ACTION STEP **Clean Schools**

Staff, Students, and Janitorial staff will work to keep the school clean and safe for everyone.

Status	In Progress	03/29/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Persons Responsible	Glenda Noblitt, Denise Smythe			

ACTION STEP **Ideal Learning Climate**

We will strive to provide students with a learning climate that meets their needs.

Status	In Progress	03/29/2013	Filing Cabinet Count	0
Start-End Dates	08/20/2012 - 05/22/2015			
Persons Responsible	Glenda Noblitt, Denise Smythe			

ACTION STEP **Door Bell at Front Door**

All doors to the building will remain locked throughout the day. Students, and parents will ring the bell at the front door and secretaries or other staff members will let them in.

Status	In Progress	03/29/2013	Filing Cabinet Count	0
Start-End Dates	01/08/2013 - 05/22/2015		Budgeted	\$33.94
			Actual	\$33.94
Persons Responsible	Glenda Noblitt, Denise Smythe			

TOTAL PLAN FUNDS:	\$0.00
Budgeted	\$31,196.53
Actual	\$31,416.25