

ACTION PLAN READING 2016-17

<p>School Name: St. Mary's Catholic School</p>	<p>Date: September 23, 2016</p>
<p>School District: Diocese of Cheyenne, Wyoming</p>	<p>Support Data Used in Selecting Goal: MAP STAR Reading 360 STAR Early Literacy Kindergarten Essential Skills Curriculum based assessments</p>
<p>NEA Goal: All students will improve in Reading Students below 25th percentile will be referred to Reading Interventions with Title I specialist. Students between the 25th and 50th percentile will demonstrate growth equivalent to one grade level per year based on MAP, Star 360, and Curriculum based assessments. Students above 50th percentile will continue to demonstrate growth by improved MAP and STAR testing scores. All students will utilize Compass Learning to increase their personal growth.</p>	
<p>Essence of Goal Students apply decoding, fluency and retelling strategies to identify the main idea and supporting details, and summarizing to comprehend reading. Effective comprehension strategy instruction is explicit or direct. 50% of students will be above 70 percentile</p>	<p>Research to support intervention:</p> <ol style="list-style-type: none"> 1. <i>Classroom Instruction That Works;</i> 2. <i>Linda Ward Bee – Visualization and Verbalization; Seeing Stars</i> 3. <i>Reading Street Basal – Pearson Publishing</i> 4. <i>The Literate Kindergarten</i> by Susan Kempton 5. <i>That Workshop Book</i> by Samantha Bennett
<p>Assessments Used to Measure Goal:</p> <ol style="list-style-type: none"> 1. Star Reading 360 and Accelerated Reading 2. STAR Early Literacy 3. MAP 4. Kindergarten Essential Skills 5. Curriculum based assessments 6. Start of year baseline 7. Compass Learning Data <p>Intervention: All students will learn and apply metacognitive strategies to improve reading in grades K-8.</p>	

Action Steps to Implement Intervention	Person Responsible/ Participants	Timeline		Resources	Funding Source	Amount	Staff Development Materials
		Start	Completed/ Follow-up				
1. Weekly, during Reading Street instruction or novel studies, teachers will model each reading comprehension strategy.	K-8 classroom teachers Title 1 Tutor	9/2016	5/2017	K-8 classroom teachers Intervention staff	Title 1		Reading Street Basal, Reading Street Remedial, Pearson Success
2. Students will apply each strategy during read aloud, leveled reading, shared reading, and silent reading.	K-8 classroom teachers	9/2016	5/2017	K-8 Teachers Intervention staff Compass Learning			Reading Street Basal Teach Smarter - Guide on the Side – Scott Foresman
3. Parents are offered information to support student learning.	K-8 classroom teachers	9/2016	5/2017	K-8 Teachers Renaissance Place Home Connect STAR Reading Parent Report			Renaissance Place Home Connect STAR Reading Parent Report
4. Students will read and take quizzes on AR books.	1-8 Classroom teachers	9/2016	5/2017	1-8 Teachers			
5. All students in Kindergarten will be assessed on initial sound fluency and letter naming fluency.	Kindergarten teachers	9/2016	5/2017	Kindergarten teachers	STAR Early Literacy		
6. Student assessment data will be reviewed quarterly and monthly to determine effectiveness of intervention	PLC Leadership Teach K-8 Classroom teachers Goal Committees	9/2016	5/2017	Quarter 1 Quarter 2 Quarter 3 Quarter 4	K-8 Staff Intervention staff PLC teams		
7. Increase student academic achievement through professional development opportunities for teachers and staff.	Patrick Lane, Principal	9/2016	9/2017		Title II and General Budget		AR 360 training Lindamood-Bell training
8. All Students will utilize Compass Learning to increase growth.	Classroom Teacher Patrick Lane, Principal	9/2016	9/2017	Computers Ipdas	Donation		

Check box to indicate which content or other goal:

Math X Reading Writing Parent Involvement Other

<input type="checkbox"/> Write one school wide goal for each area needed <input type="checkbox"/> School wide goals are used to lead teacher/class goals <input type="checkbox"/> Provide results for Quarterly Review	<input type="checkbox"/> All Goals must be written in SMART Terms and Standards Based <input type="checkbox"/> A Goal must be written to remedy specific gaps <input type="checkbox"/> Strategies must be based in scientifically based research
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Annual Goal: Each class will show 70% of students at or above the 50% percentile in Math MAP scores.

Essence of the Goal: The focus of the mathematics goal is to use MAP testing data to customize instructional strategies using NWEA's Descartes information.
Measure: Progress in Mathematics (Unit tests), Check your progress, Quarterly Assessments (Cumulative Reviews), MAP Testing, and STAR testing.

- State your Goal Action Plan for the each testing period. (only fill in by fall)
- Who will do the actions planned? When will data be collected? Who will collect the data? How will the data be collected?
- Put the plan in action.
- Study the results. Have results improved? What have you learned?
- Make recommendations for changes for the next testing period. (Goal Action Plan)
- Develop and publish your next testing period Goal Action Plan

Example:

(Plan) Goal Who are the target groups and what change should occur?	Fall Map	Winter Spring Plan/Goal	Spring Map Plan/Goal
	All students will be assessed using the Measures of Academic Progress (MAP) test. Using the Descartes Interface attached to the testing session, teachers will determine what skills are in need of the greatest improvement to increase RIT scores by their determined percentage. All students will use consistent mathematics terminology across the curriculum and essential vocabulary from Descartes learning continuum. Each vertical collaborative team of teachers (K-2, 3-5, 6-8) will communicate goals and progress monthly		

<p>(Do) Strategy: What is the optimal strategy to be used & describe how it will be implemented</p>	<p>DO/STRATEGY:</p> <p>Goal Setting and Lesson planning:</p> <ul style="list-style-type: none"> Teachers will use the Class Breakdown report / Descartes information to custom tailor instruction to meet the needs of all students. School wide incentive to kick off testing week. <p>Consistent Vocabulary:</p> <p>Classroom teachers will continue to implement the terminology that was implemented through last year's goal and action plan.</p> <p>Collaboration: Classroom teachers will meet monthly to discuss progress and any necessary interventions that should be implemented at grade level team meetings.</p> <p>Enrichment: Classroom teachers will use tools such as Compass Learning, NWEA Skills Navigator, and RIT driven computer enrichment (found on the school website) other than classroom lessons.</p>	<p>DO/STRATEGY</p>	<p>DO/STRATEGY</p>
<p>Resources:</p>	<p>Resources:</p> <p>MAP online interface used to determine scores and skills that need improvement.</p> <p>Vocabulary list of mathematics terms (already in teacher's possession)</p> <p>CD-Rom for each classroom books.</p> <p>MAP Class Reports will be analyzed after each testing session to determine whether each class is satisfactorily meeting progress to reach individual goals.</p>		
<p>Person(s) Responsible:</p>	<p>Teachers will use STAR Math to determine what the student knows and what they are ready to learn and use this to help each student improve.</p> <p>All classroom teachers will use individual class MAP results and customized lesson planning.</p>		
<p>Evaluation Methods:</p>	<p>Analysis of MAP scores</p> <ul style="list-style-type: none"> After each MAP test, evaluate the number of students showing proficiency 		

	<ul style="list-style-type: none"> at 50% or higher. Look for growth after every MAP test and what students still need help and instruction. Before MAP testing review the testing strategies provided to you (by the math committee) with students. Starting in 3rd grade teachers will instruct students to show their work and/or copy their answers on a separate sheet of paper which will be turned in at the end of the test. 		
<p>Study Results: Example: Percentage of students at or above proficient (show numbers)</p>	<p>STUDY/RESULTS:</p> <p>PROFICIENCY OF STUDENTS AFTER FALL MAP</p> <p>K: 80% 1st: 81% 2nd: 100% 3rd: 75% 4th: 60% 5th: 59% 6th: 83% 7th: 75% 8th: 67% School: 76%</p>		
<p>Act on the Results: If changes are necessary for next testing period, select the strategy, document the changes and do the plan again</p>	<p>Teachers will use the Class Breakdown report and Descartes information to customize classroom instructional strategies and plan instructional units.</p> <p>Collaborative teams will work together to plan necessary interventions for struggling students.</p>		

ACTION PLAN WRITING 2016-17

School Name: St. Mary's Catholic School
School District: Diocese of Cheyenne

DATE: 10/5/16

Support Data Used in Selecting Goal:

1. Quarterly Writing Assessments
2. Journal writing
3. Reading Street Writing
4. MAP

NCA Goal:

All students (Grades 3-8) will improve their language usage RTT scores by at least 8 points and to have at least 75% of the students at or above the mean RTT score by Spring. Seventy five percent (75%) of students in each class (Grades K-8) will score proficient (3) to advanced (4) on their quarterly writing assessments by the end of the school year.

Essence of Goal Students who use 6 traits of good writing (voice, word choice, organization, ideas, conventions, and sentence fluency), and identify and write in a variety of modes (i.e., compare/contrast, narrative, descriptive, etc.) will meet the goal.

Research to support Intervention:

1. *Reading Street basal*, Scott Foresman
2. *Teach Smarter Guide on the Side* by Scott Foresman
3. *Classroom Instruction That Works, Research Based Instruction for Increasing Student Achievement*. Robert J. Marzano
4. Scholastic Trait Crates
5. PEC SBS Thinking Strategies Institute

Intervention: All students will improve in using the Six-Traits of Writing in all content areas.

Action Steps to Implement Intervention	Person Responsible/ Participants	Timeline		Resources	Funding Source	Amount	Staff Development Materials
		Start	Completed/ Follow-up				
1. Teachers will model the monthly six traits of writing using various modes at grade level.	K-6 Classroom teachers	9/20/15	5/2016	Scholastic Trait Crate Reading Street Basal Daily 6-Trait Writing			Classroom Instruction that Works, Research Based Instruction for Increasing Student Achievement. Robert J. Marzano PECBS Thinking Strategies Institute
2. Writers' Workshop Model	K-6 Classroom teachers	9/2015	5/2016	Lucy Calkins Writing Workshop			Classroom Instruction that Works, Research Based Instruction for Increasing Student Achievement. Robert J. Marzano PECBS Thinking Strategies

<p>3. Teachers will use the student goal setting worksheet to aid students in choosing challenging, yet attainable goals for their MAP test.</p> <p>Teachers will use Norm Mean RIT values to set goals.</p> <p>Teachers will use the Class Breakdown report / Continuum of Learning information to custom tailor instruction to meet the needs of all students.</p>	3-8 Teachers	9/2015	5/2016	NWEA Website and Goal Setting Worksheet			Institute Lucy Calkins Writing Workshop NWEA Website Tutorials
<p>4. If changes are necessary for next quarter, select the strategy, document the changes and do the plan again.</p> <p>Teachers will use the Class Breakdown report and Continuum of Learning information to customize classroom instructional strategies and plan instructional units.</p>	3-8 Teachers	9/2015	5/2016	NWEA Website			

Revised 10/5/2016

ACTION PLAN CATHOLIC IDENTITY 2016-17

School Name: St. Mary's Catholic School		Date: 9/23/2016	
School District: (Diocese of Cheyenne)		Support Data Used in Selecting Goal: New Evangelization	
NCA Goal: Help students experience the Catholic faith.			
Essence of Goal Model our Roman Catholic Faith to our school family and friends, parish communities, and all who enter our doors through education, prayer, personal example and outreach.		Research to support Intervention: 1. USCCB data	
Assessments Used to Measure Goal: Summative and Formative Recitation of prayers, participation at Mass, formal tests/quizzes			
Intervention:			

Action Steps to Implement Intervention	Person Responsible/ Participants	Timeline		Resources	Funding Source	Amount	Staff Development Materials
		Start	Completed/ Follow-up				
Through the implementation of classroom curriculum and the Scriptures, students will develop an understanding of the Catholic faith.	Clergy Classroom teachers Student	August 29	May 29	Loyola Press curriculum Gr. K-8 Grade-level appropriate Bibles Catechism of the Catholic Church HolyHeroes.net Phaum Gospel weeklies Student presentations Pastors' comments/Q&A	NA	NA	Provide list of readings/schedule to classroom teachers
Students will develop an appreciation for prayer.	Classroom teachers & students	August 29	May 29	Roman Missal, USCCB.org Use of chapel			
Through modeling, students will recognize the value of the rites and traditions of the Catholic faith. Help students recognize the importance of service to others	Students lead ministries weekly at Mass (cantors, musicians, altar servers, lectors, gift-bearers, and prayer leaders)	August 29	May 29				

