

2006-2007 Action Plan -- An Example

Rally Point Middle School

revised Feb 2009

Brief assessment of needs

Over the last several years, Rally Point Middle School has slowly increased overall student achievement as measured by the state standardized tests. Student writing, however, has not improved. Only 55% of our students are proficient or advanced in writing (see attached data). We will attempt to improve our writing proficiency while maintaining student achievement in the other language arts standards.

We have done a lot of foundational work on practices – curriculum alignment, use of data, student-teacher engagement. Now we need to strengthen these practices to ensure strong implementation in the classroom. Based on the results of our systemic coaching cycle (scored rubric attached), we also need to strengthen our “philosophy” and “implementation.” Philosophy was rated low average; implementation received a similar rating. We will have to take more purposeful steps to ensure the staff stays on the same page.

Last school year, we saw an increase in the number of referrals and suspensions for bullying. General student behavior seems to be declining and the teachers cite more problems with discipline (see data on types and number of referrals). This year we will help students understand what positive behavior looks like and reinforce positive habits of mind.

Philosophy -- beliefs, goals, and priorities of the organization

1. Ensure staff members understand and support the top academic priorities

We conducted a general needs assessment in February. The school accreditation team helped develop the Action Plan in March and April. Staff members reviewed a draft of the 2006-2007 Action Plan during the April staff development day. Teachers also assessed our organizational effectiveness using the systemic coaching cycle rubric in April.

Indicators of success

- 90% of the staff members are able to state the top four priorities of the school action plan as measured by the systemic coaching cycle survey conducted in November 2006.
- There is high congruence between what staff members believe the school priorities *are* and what they believe the priorities *should be* – at least 80% of the returned surveys show *high* congruence as determined by the District Curriculum Department in November.
- Each staff member submits two SMART goals that support the building goals by 15 September 2006. Seventy percent of the staff receives a proficient rating for goal accomplishment on their summative or end-of-year evaluation.

Specific actions

BUILDING LEADERS

- Include teacher leaders and school accreditation team in the action planning [conducted in April 2006].
- Simplify and review the 2006-2007 action plan with staff members on the August 9 staff development day; identify the top four priorities and discuss the philosophy.
- Communicate to the staff in August a professional development plan that demonstrates support and training on the key priorities.
- Begin each bi-monthly staff meeting with “philosophy first,” with selected volunteers explaining the rationale and beliefs behind each key action or initiative. Demonstrate how actions are tied to the priorities.
- Design a building communications plan by August 11 that identifies steps to call attention to the priorities through bulletin boards, newsletters, the website, and e-mails. Implement the plan.
- Hold bi-monthly, small-group leadership team meetings to enhance understanding of the priorities and receive input from key staff members. Make adjustments that address relevant concerns *and* that maintain focus on the indicators of success.
- Train staff on how to write SMART goals by 1 September 06. Review goals with each staff member by 30 September 06.
- Assess goal accomplishment of staff members, using page two of the summative evaluation form by 30 May 07.

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- Review the School Action Plan by 15 August. Identify the top four priorities of the Action Plan.
- Make sense of the school priorities and actions; ask for clarification or questions if necessary.
- Write two SMART goals that support the building goals by 15 September 2006. Accomplish those goals to a proficient degree by 30 April 2007.

Processes – methods, policies, or practices developed to facilitate goal accomplishment

2. Strengthen curriculum alignment

We conducted curriculum alignment workshops last year for department chairs and teacher leaders in the core disciplines. We reviewed assessment frameworks and drafted quarterly objectives. Teachers have only begun to think of the curriculum as being something other than the table of context of their primary textbook.

Indicators of success

- All language arts, math, science, and social studies teachers have a prioritized list (quarterly objectives) of what students have to know and be able to do by 15 August.
- All core-subject teachers can access and explain item graphs for CSAP-tested subjects (provided by assessment section) by 30 August.
- Effective lesson objectives are posted in 80% of the classrooms daily. By December 2006, the percentage will increase to 90%; it will increase to 100% by March 2007.
- Out of 200 spot observations of classrooms by the administrators first semester, the posted lesson objective is tightly aligned to the curriculum (what students have to know and be able to do) 80% of the time. That percentage will increase to 90 by 15 December, 2006.

Specific actions

BUILDING LEADERS

- Distribute item map graphs with the CSAP data to all core-subject teachers and review this data with individual teachers by 15 August. Train teachers to understand and use item map graphs by 30 August.
- Conduct enhanced curriculum alignment training on assessment frameworks, essential skills, and demonstrations of learning during one of the August late start days. [This training is to follow up on the training conducted by the central office on 8 August.]
- Facilitate department review of the quarterly objectives by 5 September. Revise the objectives based on the CSAP results.
- Conduct refresher training on effective lesson objectives and the alignment of objectives to lessons by 5 September.
- Monitor posting of objectives and alignment through spot observations. Collect this alignment data and disseminate the data to department chairs every three weeks.

STAFF

- Review quarterly objectives, item map graphs, assessment frameworks, and essential skills by 15 August.
- Post effective lesson objectives daily.
- Attend curriculum alignment training as appropriate.
- Plan and teach aligned lessons.

3. Improve student writing proficiency

Rally Point Middle School has been using the Step-Up-To-Writing program. This used to be a district initiative, but has not been a priority over the last three years. We have lost some of our Step-Up-To-Writing trainers and our capacity to develop the staff in this area is diminished. Still, we believe it is a solid program to teach writing and believe we should reinvest in training the language arts and social studies teachers this next school year.

Indicators of success

- 75% of the students are proficient or advanced in writing in March as measured by a writing assessment team using the Colorado Department of Education writing rubric.
- 80% of the students who were below proficient in writing on last year's state test have advanced at least one proficiency level by March 2007 as measured by a writing assessment team using the Colorado Department of Education writing rubric.
- 100% of the social studies teachers use the short constructed response graphic organizer at least once a week and on each major exam.
- All language arts teachers administer common timed writing assessments once every two weeks.

Specific actions

BUILDING LEADERS

- Conduct refresher training for the language arts teachers during the district professional development day on 20 September.
- Train social studies teachers on 20 September to use the short constructed response graphic organizer. Establish goals for social studies teachers to use the graphic organizer at least once a week and on each major exam.
- Train language arts and social studies teachers to use the CDE writing rubric.
- Create a writing assessment team and train them on consistent scoring, using the CDE writing rubric. Train the team by the end of September.
- Administer common writing assessments once every two weeks beginning 1 October.

- Train language arts teachers on the difference between advanced and proficient responses, using released items and model responses. Conduct this training during an October late start.
- Monitor the progress of writing proficiency; language arts and social studies department chairs report monthly.

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- Language Arts and social studies teachers improve ability to teach writing by attending school or District writing training.
- Language Arts and social studies teachers learn how to use the CDE writing rubric.
- Language Arts teachers administer common writing assessments once every two weeks beginning 1 October.
- Social Studies teachers use SCR graphic organizer at least once a week and on every major exam.

4. Improve student respect and discipline.

Last school year, we saw an increase in the number of referrals and suspensions for bullying. General student behavior seems to be declining and the teachers cite more problems with discipline. This year we will help students understand what positive behavior looks like and reinforce positive habits of mind.

Indicators of success

- The overall number of student discipline referrals for each quarter declines by 25% when compared with the previous year.
- Each student receives a *Positive Habits of Mind* report card in September, November, February, and April.
- 70% of the students who had received an unsatisfactory or partially proficient score on the *Positive Habits of Mind* report card in September improve as measured by the April report cards.

Specific actions

BUILDING LEADERS

- Work with the technology department to place PHM report card on the platform for the student information system by the end of July 2006.
- Introduce the Positive Habits of Mind rubric to staff during an August late start; allow for input.

- Design affective behavior lesson plans that will focus on teaching students what the Positive Habits of Mind looks like at the proficient and advanced levels.
- Work with the elective teachers to teach the affective behavior lessons to students once every three weeks.
- Train teachers to fill out the PHM rubric by 15 September.
- Send PHM report cards to parents in September, November, February, and April.
- Keep data on student behavior as measured by the PHM rubrics.

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- Attend training on PHM rubric and report card; learn how to use the rubric.
- Assess student habits of mind and record data regularly.
- Submit PHM report cards on students by the deadline in September, November, February, and April.
- Elective teachers teach affective behavior lessons once every three weeks.
- Award PHM tickets as appropriate.

Implementation -- *how the organization monitors the system for continuous improvement, provides feedback, and acts*

5. Provide more effective instructional feedback

This is a priority for the District Curriculum Department. We have already had some “walkthrough” training and the building administrators conducted daily observations. We have not been using a form to give feedback, but plan to use a spot observation form this year.

Indicators of success

- The school has a spot observation form that was developed with the input of the classroom teachers.
- The spot observation form is being used by 15 September. The form meets the criteria established by the Curriculum Department.
- The principal (or her assistant) spot observe non-probationary teachers at least five times each semester. They observe probationary teacher at least 12 times each semester.
- The principal collects data on the elements she is monitoring and uses that data to assess progress on instructional objectives.

Specific actions

BUILDING LEADERS

- On 9 August, review with staff the spot observation form that was developed in the spring with the input of the teachers.
- Establish goals with the building administrators for conducting spot observations by 30 August.
- Provide instructional feedback to teachers using the spot observation form beginning 1 September.
- Collect data on the key academic objectives and plan additional staff development based on a monthly review of the data.
- Review spot observation data with each teacher during the mid-year conference and review general data with each department each quarter.

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- Improve instructional behavior as a result of constructive feedback.
- Review spot observation form and criteria; review parts of the teacher evaluation instrument that are assessed similarly by the spot observation form.

Leadership – *the leadership density of the staff as measured by the leadership rubric*

7. Expand level one and level two leadership of the staff

Leadership is the glue that holds the entire system together. Without leadership density, our ability to implement the other key actions will be limited. While we have worked hard to provide leadership opportunities for department chairs and other teacher leaders, we realize that we must also develop the leadership potential of all of the staff.

Indicators of success

- The staff's self-assessment of its level one and level two leadership grows as measured by the pre and post assessment conducted in August and May of this school year.
- By the end of October, 80% of the staff can describe the change model, can describe their change preferences, and can assess how understanding their preference will help them be a better leader.

Specific actions

BUILDING LEADERS

- In August, review the leadership framework and conduct a pre-assessment of level one and level two leadership with the staff.
- By 15 September, conduct professional development on the Marilyn Turner change model and the *Change Style Indicator*.
- By 15 October, review individually staff members' change preferences and how our reform elements affect them and vice versa.
- By 30 October, lead staff through five different level 1 and 2 leadership exercises.

STAFF

- Learn the change model, describe one's change preferences, and explain how understanding one's change preferences helps develop leadership capacity.
- Participate in leadership exercises during professional development.
- Expand individual leadership capacity by reviewing the leadership rubric and practicing level 1 and level 2 leadership.