

Action Plan: Part I

<p>Student-Learning Goal:</p> <p>By June 2016, third grade students at Twin Oaks Elementary School will improve their performance in the area of Earth Science and achievement gaps will narrow between White students, African-American students, and Special Education students as evidenced by:</p> <p>A 8% increase in the percentage of students who score at the proficient level or higher on the Science CRCT (90% of students scoring proficient or higher)</p> <p>A 14% reduction in the gap between the average scores of White students and African-American students on the Science CRCT Test.</p> <p>A 10% reduction in the gap between the average scores of regular education students and Special Education students on the Science CRCT Test.</p> <p>Overall, a 15% increase in the percentage of questions answered correctly on the Earth Science section of the Science CRCT Test.</p> <p>A 10% increase in the percentage of students who are at or above proficiency on the Science Student Learning Objectives</p>						
Research-based Strategies	Actions	Person Responsible/By When	Resources/ Budget	Expected Outcomes	Monitoring Tools/ Assessments: Short-Term Medium-Term Long-Term	Person(s) Responsible for Monitoring/ By When
Strategy 1: Differentiation	Develop training schedule	Data Coach, Instructional Supervisor; April 30	Administration; no fee	Teacher knowledge and skills: Program 1: <i>Planning Curriculum and Instruction</i> - understanding of curriculum and students' existing	Teacher feedback during meetings and through online survey	Data Team, Instructional Supervisor; monthly

Schedule district and school leadership to facilitate workshop	Instructional Supervisor; May 10	Administration; no fee	<p>skills and readiness levels.</p> <p>Program 2: <i>Managing the Classroom</i> - visualize how a differentiated classroom actually works and understand how to handle multiple tasks and activities.</p> <p>Program 3: <i>Teaching for Learner Success</i> – understand how to become adept at these multiple roles and easily move from one to the other. <i>(Expected outcomes adapted from curriculum materials)</i></p>		
Check out <i>At Work in the Differentiated Classroom</i> , (by Carol Ann Tomlinson) materials from Central Office	Instructional Supervisor; July 21	Central Office Library; no fee			
Request substitutes teachers for workshop	Principal; July 31	School Professional Development Budget; 6 @ \$75 per day			
Arrange logistics for sessions	Data Coach, Instructional Supervisor; July 31	School Professional Development Budget; Board Training room – no fee Supplies (chart paper, markers, pens, copies) - \$250 Catering - \$150 per day (breakfast, lunch, snacks)			

	Implement 3-day differentiation workshop	Curriculum Supervisor K-5, Instructional Supervisor, Data Coach; August 17-19	Administration; no fee			
	Administer teacher feedback survey	Data Coach; Sept 1, Dec 1, Mar 1, May 20	Instructional Technology staff; 6 days; no fee	Teacher-practice: Fully implement differentiation strategies on a bi-weekly basis with consistency	Analysis of lesson plans	Instructional Supervisor; Data Team; monthly
	Review revised lesson plans	Instructional Supervisor, Data Coach, Data Team; monthly	Administration; no fee			
	Classroom observations	Principal, Instructional Supervisor; monthly	Administration; no fee		Classroom observations	Principal, Instructional Supervisor; monthly
Strategy 2: Purchase third grade inquiry-based Earth Science units for teachers	Request use of Gift Wrap Fundraiser funds for unit kits	Principal, Instructional Supervisor, 3 rd Grade Team Lead, Data Coach; April 30	Parent-Teacher Organization (PTO); no fee for request	Teacher Knowledge: Increase knowledge of earth science content and inquiry-based methodology	Teacher feedback during meetings and through online survey	Data Team, Instructional Supervisor; monthly

	Request approval for use of funds and purchase of units from School Board	Principal; Submit to Board Agenda by May 4, Present at meeting May 11	School Board; no fee for request			
	Purchase (<i>Science and Technology Concepts Elementary (STC): Soils and Science and Technology Concepts Elementary (STC): Rocks and Minerals</i>)	3 rd Grade Team Lead, Instructional Supervisor; May 26	<p>Gift Wrap Fundraiser: PTO;</p> <p><i>Science and Technology Concepts Elementary (STC): Soils – 6 @ \$799.95 each (*Note – teachers team teach 2 classes – each kit includes materials for 2 classes)</i></p> <p><i>Science and Technology Concepts Elementary (STC): Rocks and Minerals – 6 @ \$1375.95 (*Note – teachers team teach 2 classes – each kit includes materials for 2 classes)</i></p> <p>Shipping costs (10%) of total -</p>			

			Total cost - \$14,360.94			
	Review curriculum materials in study group	3 rd Grade Team Lead, 3 rd Grade Science teachers, Instructional Supervisor, Data Coach; August (pre-planning)	Administration, 3 rd Grade Team; no fee			
	Review revised lesson plans in study group	3 rd Grade Team Lead, 3 rd Grade Science teachers, Instructional Supervisor, Data Coach; September 11 (prior to soils unit); October 2 (prior to rocks and minerals unit)	Administration, 3 rd Grade Team; no fee	Teacher-practice: Implement inquiry-based units to completion in the specified time within the curriculum	Analysis of lesson plans	Instructional Supervisor; Data Team; monthly
	Classroom observations	Principal, Instructional Supervisor; every teacher once over implementation period (Soils: September 21 – October 8; Rocks and Minerals: October 14 – November 6)	Administration; no fee			
	Administer teacher feedback survey	Data Coach; September 11, October 8, November 6, May 2	Instructional Technology staff; 6 days; no fee			

**Parent &
Community
Involvement:**

Describe how you will communicate the action plan to parents and the larger community. Include how you might involve them in its implementation.

Parents of rising 3rd graders attending Twin Oaks Elementary School 3rd Grade Orientation night in May will receive a flyer of information (generated by the Data Coach) regarding the previous years' statistics, learning goals for 3rd grade for 2016, and a brief overview of the strategies being put into place to address those needs. The principal and assistant principal will also dedicate part of their presentation to highlight these same areas and give time for questions and input. Various agricultural and environmental community partners will also be given a sponsor flyer with the same information to generate interest in sponsoring some of the funding for the unit kits or hosting a 3rd grade field trip to go with the earth science focus. At the end of the school year, parents and community partners will be given an update newsletter to show progress achieved on district benchmarks.

