

Oregon Department of Education

**Schoolwide Program
Worksheets**

Action Plans

Budget Summary

Action Plans

(The Action Plans are to be included in the end of the Written Plan)

Purpose: To completely describe the strategies or actions that will be taken by the school with important information included so the plans are seen as a “road map.”

Directions: The Action Plans should be organized so they are most relevant for the school. Here, the headings match the Five Dimensions of Student Achievement as well as Content Areas. If all the column information, listed below, is covered in your building’s School Improvement Plan, those Action Plans can be submitted in the district form rather than having the school create new Action Plans for this purpose. It is very important that **ALL** the information is included as some district plans do not include all of these elements.

Directions for First Goal Page:

This is probably the biggest change in the Action Plan pages as they are now organized as a group with all the goal information on the first page. One reason to have schools write this one summary page was to eliminate repetition.

Measurable Goals (written as SMART goals)

State complete measurable goals for math, reading, writing and other content areas, as appropriate for your school.

School Profile Data

Briefly describe the school profile data that most relates to the measurable goals (you can divide the box into separate content statements for clarity).

Monitor Student Progress

Identify how student progress will be monitored such as certain assessments, grades, etc.. Again, the content areas can be divided into statements.

Procedures for Parent Progress Information

Describe how parents will be given information such as conferences, progress reports, etc.

Definitions of Action Plan Columns:

Curriculum and/or Instructional Strategies

What will you do? List the solutions you have determined in the Inquiry section. This column should outline the plans you have determined will make a difference in your school. While it is not possible to list everything, the work you have done in writing the plan should clearly be listed here.

Who Provides Leadership

Who will provide the leadership to assure that this strategy is accomplished? Too often just the principal is listed which makes it nearly impossible for one person to do all the work. Try to determine if teams and/or individuals can take on the leadership. If it is a team, one person does need to be the “leader” so to speak or often no one takes the responsibility.

Timeline

When will this strategy or action begin and end? It is very difficult to say “September to June” or “On-going”. Usually plans have to start and they can’t all start in September. Try to create a useful and meaningful timeline.

Resources

What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy? This is a good way to begin determining what funding is needed or what other resources will need to be gathered.

Evidence

What indicators will demonstrate progress of this strategy? Take some time to determine how you will know you are making progress. This is very important and should not just be filled with “survey, lesson plan notes.” If you are really looking closely at your school, what would you see differently or what would you see in the classroom that will demonstrate progress?

Evaluation Methods and Who will be Responsible

How will you gather the evidence needed to demonstrate progress and achievement of this strategy? Whose task is it to gather the evidence? Again, take time to discuss reasonable ways to gather information so the data/evidence can be used to evaluate the Schoolwide Plan each year. The evidence may be analyzed in grade level or content teams or between the principal and individual staff members. The purpose is how you will know if you are making a difference. Having someone responsible will also help in the accountability.

Directions for Individual Action Plan Pages:

Trying to write plans that match the Five Dimensions of Student Achievement which you have been working with throughout the Schoolwide Planning and Comprehensive Needs Assessment is the purpose of the reorganization of the Action Plans. Rather than just making them a Math or a Reading or a Language Arts Plan, the school should determine how to organize the plans to best suit their needs.

Heading are listed above Action Plan Templates as suggestions. No school should have this many Action Plans, but should determine which are most relevant and useful. It is assumed that schools will have Curriculum and Instruction, Family and Community Involvement and Professional Development plans. Possible heading are listed here as ideas:

- Curriculum and Instruction Common Math and Reading Strategies
- Curriculum and Instruction Math Plans
- Curriculum and Instruction Reading Plans
- Curriculum and Instruction Language Arts or Literacy (reading/writing) Plans
- Curriculum and Instruction Science Plans
- Professional Development Plans (the first column would change to Actions)
- Family and Community Involvement Plans (the first column would change to Strategies and Action)
- School Context and Organization Plans (the first column would change to Actions)

Camas Valley Community Charter School Implementation Action Plans for 2013-2014 Years

Measurable Mathematics Goal:

By June 2014 the percentage of 11th grade students meeting or exceeding on the OAKS math assessment will increase from 50% to 55%.

By June 2014, the percentage of students in grades 3-8 meeting or exceeding on the OAKS math assessment will increase from 43% to 50 %.

By June 2014, the percentage of students in grades 1-2 meeting benchmark on STAR Math will increase from 50% to 60%.

Measurable Reading Goal:

By June 2014 the percentage of students of 11th grade students meeting or exceeding on the OAKS reading assessment will increase from 71% to 76%.

By June 2014, the percentage of students in grades 3-8 meeting or exceeding on the OAKS reading assessment will increase from 65% to 70%.

By June 2014, the percentage of students in grades K-2 meeting benchmark on DIBELS will increase from 68% to 75%.

School Profile data which related to these goals: The current 2012-2013 profile data relating to the action plan goals reflects the follow percent of students showing mastery in each grade level covered in the goals.

Math:

Grades 1-2 50% on STAR math assessment
Grades 3-8 43% on OAKS assessment
Grade 11 50% on OAKS assessment

Reading:

Grades K-2 26% on DIBELS assessment
Grades 3-8 65% on OAKS assessment
Grade 11 71% on OAKS assessment

Description of how student progress toward this goal will be measured: Student progress toward our goals will be measured through formative and summative assessments. The classroom teachers will use textbook driven formative assessments to judge how students are progressing through the grade level standards. DIBELS, STAR MATH, and OAKS assessments will used to determine if we are able to meet our action plan goals.

Description of procedures for reporting student progress toward this goal to parents: Parents of students in 4th-12th will receive weekly grade report letters if their students have a “C” or lower in any of their classes. Grade reports will be sent home to all parents every 9 weeks for all of their student’s classes. Parent-teacher conferences will happen twice a year to allow teachers time to share student progress with parents. At the end of each year progress toward school-wide goals will be presented to the School Board at the June board meeting.

Curriculum and Instruction Reading Strategies

NOTE: Items with an asterisk are common to both math and reading.

| Curriculum and Instructional Strategies What will you do? | Who Provides Leadership? Who will provide the leadership to assure that this strategy is accomplished? | Timeline When will this strategy or action begin and end? | Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy? | Evidence of Implementation What indicators will demonstrate implementation of this strategy? | Evidence of Impact How will you demonstrate progress and achievement of this strategy? |
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| Reading | | | | | |
| *Extend the day for grades K-3 up to one hour and fifteen minutes. | Principal | August 2013-June 2014 | Snacks in afternoon for K-3 Master Schedule | Master Schedule | Student performance: Grade 3-OAKs Reading Assessment Grade 1-2-Star Reading results |
| Provide additional academic support by providing paraprofessionals (parapros) at a designated time to help students needing assistance in reading in grades K-6. <ul style="list-style-type: none"> • Parapros will work within sight and sound of the classroom teacher. • The classroom teacher will provide lesson plans and supervise the | Principal | August 2013-June 2014 | <ul style="list-style-type: none"> • Paraprofessionals • Master Schedule • Paraprofessional training • Teacher training on how to use paraprofessionals | <ul style="list-style-type: none"> • Master Schedule with Paraprofessionals scheduled on it • Attendance from teacher and parapro trainings • Agenda from teacher and parapro trainings | Student performance: Grade 3-OAKs Reading Assessment Grade 1-2-Star Reading results |

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| parapros | | | | | |
| <p>Provide a reading intervention class for one period a day for students in grades 9-12.</p> <ul style="list-style-type: none"> •Students will be placed in this class using OAKS reading assessment data and teacher observations. •A reading strategies class will be offered to all 8th graders. | Principal | September 2013- June 2014 | <p>Reading Teacher</p> <p>Master Schedule</p> <p>Curriculum</p> <p>Test Scores</p> <p>Teacher observations</p> | <p>Master Schedule</p> <p>Class Roster</p> | Grades 9-12 OAKS reading assessment results |
| <p>*Create a study hall period for 35-45 minutes in the middle of the school day for students in grades 8-12.</p> <ul style="list-style-type: none"> •Students needing additional assistance in reading will go to a designated area to receive help from a cadre of core content | Principal | September 2013- June 2014 | <p>Master Schedule</p> <p>Alternative Activities</p> | <p>Master Schedule</p> <p>Eligibility List</p> <p>List of alternative activities offered</p> <p>List of teachers participating in study hall</p> | Grades 8-12 OAKS reading assessment results |

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| teachers. •Students who do not need additional assistance will participate in alternative activities with a teacher. | | | | | |
| Math | | | | | |
| Grades K-5 teachers will use the Saxon Enhancement Math Program to supplement Saxon Math instruction and increase correlation between Saxon Math and Common Core State Standards (CCSS). | Principal | August 2013-June 2014 | Enhancement Math Program Training Enhancement Math Program Curriculum alignment Common Core State Standards | Lesson Plans Agenda from training Curriculum aligned to CCSS | Student performance: Grade 3-OAKs Reading Assessment Grade 1-2-Star Math results |
| K-12 teachers will use the Saxon Math curriculum aligned to CCSS to guide math instruction. | Principal | August 2013-June 2014 | Time to align curriculum CCSS Aligned Curriculum K-12 Saxon Math Pacing Plan | Curriculum Alignment Lesson Plans Pacing Plan | Student performance: Grade 3-OAKs Reading Assessment Grade 1-2-Star Math results |
| *Extend the day for grades K-3 up to one hour and fifteen minutes. | Principal | August 2013-June 2014 | Snacks in afternoon for K-3 Master Schedule | Master Schedule | Student performance: Grade 3-OAKs Math Assessment Grade 1-2-Star Math results |
| Provide a math intervention class for one period a day for | Principal | September 2013-June 2014 | Math Teacher Master Schedule | Master Schedule Class Roster | Grades 9-12 OAKS Math assessment results |

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| <p>students in grades 9-12.</p> <ul style="list-style-type: none"> •Students will be placed in this class using OAKS math assessment data and teacher observations. | | | <p>Curriculum</p> <p>Test Scores</p> <p>Teacher observations</p> | | |
| <p>*Create a tutorial period for 35-45 minutes in the middle of the school day for students in grades 8-12.</p> <ul style="list-style-type: none"> •Students needing additional assistance in math will go to a designated area to receive help from a cadre of core content teachers. •Students who do not need additional assistance will participate in alternative activities with a teacher. | Principal | September 2013- June 2014 | <p>Master Schedule</p> <p>Alternative Activities</p> | <p>Master Schedule</p> <p>Eligibility List</p> <p>List of alternative activities offered</p> <p>List of teachers participating in study hall</p> | Grades 8-12 OAKS math assessment results. |

Professional Development Plans

| Strategies and Actions What will you do? | Who Provides Leadership? Who will provide the leadership to assure that this strategy is accomplished? | Timeline When will this strategy or action begin and end? | Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy? | Evidence of Implementation What indicators will demonstrate implementation of this strategy? | Evidence of Impact How will you demonstrate progress and achievement of this strategy? |
|--|--|---|---|--|---|
| Saxon Enhancement Math program training K-5 teachers. | Principal | August 2013 | Saxon Math trainer Stipends Saxon Enhancement Math program Aligned curriculum Pacing guide | Training agenda Training attendance Attendance of training Aligned curriculum Pacing guide | Student performance: Grades 3-5-OAKs Math Assessment Grade 1-2-Star Math results |
| Teachers in grades 4-12 will align Saxon Math curriculum to the CCSS and create a year-long pacing plan. | Principal | Summer 2013 | Common Core State Standards (CCSS) Saxon Curriculum Stipends | Aligned curriculum Pacing guide | Student performance: Grades 3-5-OAKs Math Assessment Grade 1-2-Star Math results Adjust the grade levels in this box based on the strategies box. |
| Time for teachers and paraprofessionals to define their roles and establish expectations. | Principal | August 2013 | Time to meet Training materials | Sign-in sheet | Student performance: Grades 3-5-OAKs Math and Reading Assessment Grade 1-2-Star Math results |
| Investigate and begin to implement | Principal | August 2013-June 2014 | Schedule of PLC meetings | Schedule of PLC meetings | Student performance: Grades 3-OAKs Math |

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| <p>PLC's for grades K-3 and 4-6 plus the Special Education teacher. One day a week during prep for 50-55 minutes.</p> <ul style="list-style-type: none"> • Teachers will meet in their designated group one day a week during prep for 50-55 minutes. • Based on their Investigation, they will follow an agreed upon PLC procedure and use agreed upon tools to represent their PLC work. | | | <p>Procedures Tools</p> | <p>Procedures Tools Minutes and products from PLC meetings</p> | <p>Assessment Star Math results for 1-2</p> |
| <p>Create a teambuilding committee to design teambuilding sessions for the whole staff and to determine "fun" activities to do as a staff throughout the year.</p> | <p>Principal</p> | <p>September 30, 2013</p> | <p>Committee of Volunteers Teambuilding activities Schedule of "fun" activities</p> | <p>Schedule of "fun" activities Teambuilding session agenda Teambuilding sign-in sheet Photos</p> | <p>Student performance: Grades 3-OAKs Math Assessment Star Math results for 1-2</p> |

Family and Community Involvement Plans

| Strategies and Actions What will you do? | Who Provides Leadership? Who will provide the leadership to assure that this strategy is accomplished? | Timeline When will this strategy or action begin and end? | Resources What existing resources (or resources you will have as you implement this plan) will you use to accomplish this strategy? | Evidence of Implementation What indicators will demonstrate implementation of this strategy? | Evidence of Impact How will you demonstrate progress and achievement of this strategy |
|--|--|---|---|--|---|
| Hold Open House •Provide general information (vision for the year, Gear-up, etc.) and the change to the schoolwide program. •Present the compact and have parents and students sign it at Open House. •In addition, have a big copy of the Compact for parents, students and teachers to sign. This Compact will be displayed in the main entrance of the school. | Principal | August 21, 2013 | Compact Big poster of Compact Food Handouts Raffle items | Poster in hall Signed Compacts Sign-in sheet Copies of handouts | Student performance: Grades 3-OAKs Math Assessment Star Math results for 1-2 |
| Parent/Teacher Conferences K-12 *Provide parents with a list of teachers' needs which allows parents to volunteer in many areas. | Principal | August 21, 2013 | Volunteer sign-up sheet Volunteer activity ideas Handouts | Sign-up sheet Activity ideas Copies of handouts | Student performance: Grades 3-OAKs Math Assessment Star Math results for 1-2 |

Schoolwide Program Budget Summary for 2013-2014 School Year
(The Budget Summary is to be turned in the end of the Written Plan)

| Budget Areas | Title IA Funds | Other Federal Programs (Title IC, IIA, IID, III, etc.) | Carl Perkins School-to-Work | Grants (Identify) | General Funds (Identify) | Local Funds (Building Allocation, District) | Private and Business Funds |
|--|-----------------------|---|------------------------------------|--------------------------|---------------------------------|--|-----------------------------------|
| Licensed Salaries | \$4,100 | | | | \$552,658 | | |
| Classified Salaries | \$30,680 | | | | \$ 32,319 | | |
| Employee Benefits | \$13,566 | | | | \$401,055 | | |
| Purchased or Contract Services | | | | | \$ 41,100 | | |
| Supplies and Materials | \$ 5,655 | | | | \$ 45,157 | | |
| Equipment and Capital Outlay | | | | | | | |
| Assessment and Evaluation (School Level) | | | | | \$ 10,518 | | |
| Technology | | | | | \$ 58,891 | | |
| Professional Development | | \$6,905 | | | \$ 8,000 | | |
| Parent Involvement | | | | | | | |
| Travel | | | | | \$ 500 | | |
| Food Services | | | | | | | |
| Other (Identify) | | | | | | | |
| TOTALS | \$54,001 | \$6,905 | | | \$1,150,198 | | |

Budget Narrative – Schoolwide Program Budget Summary

Title I A Funds - \$54,001

Four part-time aides (2 FTE) will be hired for classroom flooding (\$30,680, plus benefits). In addition, stipends will be paid to licensed teachers for summer math curriculum development and additional Title I requirements (\$4,100, plus benefits). Supply budget includes purchase of software Star Math/Reading, Accelerated Math/ Reader as well as partial purchase of reading curriculum (\$5,655.)

Title II A - \$6,905

Title II A funds will be directed to professional development activities, including Saxon math curriculum alignment.

General Fund - \$1,150,198

Supplies and materials budget includes funding for purchase of supplemental math materials and balance of reading curriculum not paid for with Title I A funds.