

Prairie Seeds Academy
Literacy Plan
 (Revised 04/2015)

Goal: By spring of 2015, 50% of K-5 will show proficiency as measured on the assessment rubric.

Component I: Instructional Leadership

Strategy	Actions Required for Implementation	People Accountable for Action Step	Timeline	Fully, Partially, or Not in Place	Measurable Evidence of Implementation
A) Establish a literacy team					
	calendar, establish roles and responsibilities	Admin, Lead Teacher, PLC Chairs, teachers, and literacy coach	September, 2012 Updated September 2013		Minutes
	Buy in with all levels of educators	All staff	Weekly PLC meetings		Staff survey
B) Implement the plan					
	Identify action steps	Admin, Lead Teacher, PLC Chairs, teachers, literacy coach	Monthly		Collaboration notes, Results of common assessments, PLC Notes, Scope and sequence
	Identify implementation calendar	Admin, Lead Teacher, PLC Chairs, teachers, literacy coach	Monthly		Finished calendar
	Monthly check in for implementation	Admin, Lead Teacher, PLC Chairs, teachers, literacy coach	Monthly		Collaboration notes, Results of common assessments, PLC Notes, Q-Comp Nptes

	and/ or need for modification				
	Modeling innovative practices, including integration of technology for engaging all learners	PLC Lead Teachers, Chairs, and Literacy Coach	Weekly PLC Meetings and throughout the year		Observation of practices in place
	Collective ownership for learning by administration, teachers, support staff and students	Administration, teachers, support staff and students	Daily		Surveys of staff, students, and parents; PBIS reports; Assemblies; Tracking of Reading Incentive Program,
C) Monitor the plan					
	Identify evidence tools	Admin, Lead Teacher, PLC Chairs, teachers, literacy coach	Monthly		PLC Minutes, Data Notes, Q-Comp Notes
	Examine evidence and modify as appropriate.	Admin, Lead Teacher, PLC Chairs, teachers, literacy coach	Monthly		Data Analysis Forms, Meeting Minutes, Progress on calendar and action plan
	Report results to appropriate stakeholders	Admin, Lead Teacher, PLC Chairs, teachers, literacy coach	Annually		Summary
	Coaching by literacy coach, PLC chairs and/or instructional leaders	Literacy coach, PLC chairs, and instructional leaders	As needed throughout the year		Improved Observation scores, student data, staff survey

	Structured and meaningful instructional time focused on appropriate literacy practices, resources for intervention and enrichment are included daily	Classroom teachers, licensed support staff	Daily		Observations, data
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Component II: Multi-tiered Systems of Support / Aligned Curriculum and Instruction

Strategy	Actions Required for Implementation	People Accountable for Action Step	Timeline	Fully, Partially, or Not in Place	Measurable Evidence of Implementation
A) Align curriculum and articulate horizontally and vertically with K-12					
	Identify learning targets from ELA standard documents	Grade level teachers	On-going throughout the year		Scope and Sequence Documents
	Alignment of district practices reflect the unification of regular education and special education curriculum	Special education teachers and classroom teachers	On-going throughout the year		Collaboration logs, Observations, Unit Planner Reflections
	Effective teachers provide culturally responsive instruction by building on students' cultural strengths.	All teachers	On-going throughout the year		IDI Results, Train the Trainer, Climate Survey results, Teacher observation rubric
B) Staff Development					
	Training and coaching for	All teachers and support	On-going		Observations, data

	differentiation	staff	throughout the year		reports, coaching feedback
	Flexibility to modify student learning targets, processes and products	All teachers	On-going throughout the year		Included in unit planners and unit assessment reflection
	Procedures for accelerating instruction	All teachers	On-going throughout the year		Included in unit planners and unit assessment reflection
	Training for administration and teachers in formative assessments and flexible groupings	Consultant, Coaches, All teachers	Beginning in August and continuing throughout the year.		CEU's, Observations, Common and formative are differentiated.
	Training in gradual release of responsibility	Consultant, Coaches, All teachers	Jan. 2015 through School year 15-16		Walk through observations in all levels: I do, we do, etc. Lesson plans using the GRR template
C) Classroom					
	Instructional practices are in place to make sure all students receive challenging, differentiated and appropriate instruction	All staff	Year-round		Teacher observations, student feedback, less office referrals through PBIS,
	Appropriate supports are in place, including coaching on literacy practices and interventions	All staff, literacy coach, SPED, SST	Year-round		Data, Observations, Coaching logs, Teacher surveys
	Students who are behind spend more time on purposeful reading to accelerate rate of learning to achieve beyond grade level to college readiness	Title One, All teachers, AmeriCorps	Year-round		Stamina graphs, Class and School-wide Book campaigns

	Intervention is balanced, fast-paced, engaging instructional routines provided by well-trained as defined in Rule 8710.3000 and 8710.3200	Licensed teachers	Year-round		Observations, data notes
	Training for all staff in Content and Language Objectives	Coaches and Teachers	End of year 2015 and into 2016		Walk throughs noting CO/LO

Component III: Assessment –Data Driven

Strategy	Actions Required for Implementation	People Accountable for Action Step	Timeline	Fully, Partially, or Not in Place	Measurable Evidence of Implementation
A. Regular and continuous use of data is used to inform, align, and improve instruction, grouping, and assessment practices as a part of the school and classroom way of doing business.					
	Implement DuFours 4 Qs to analyze and reflect on data	PLC Chairs, Teachers	Each PLC Meeting		Data reflection notes
	Use Common Summative Assessments	All teachers	Every Unit		Unit Planners and Assessments,
	Use data to identify necessary professional development for all instructional staff.	Admin, teachers	Annually and as needed		Staff development records, data
	Teachers regularly revisit assessments for intentional planning of lessons	All teachers and support staff	Weekly		Coach planning/ presentation, data meeting notes
B. Use data to drive student learning (adjust based on student needs)					

	Home visits	Elementary teachers and EA's	August-mid September		Be Binder, Family Contact Log, Goal sheets, Parent Surveys at end of the year
	Staff communicate student-level data to students in ways that enable them to monitor their progress and promote development of personal achievement	All licensed staff and admin	Throughout the year		In house assessments, PLC Notes, Testing data, portfolios, Student led-conferences
	Purposeful planning of daily interventions and enrichment	Licensed staff, EA's	Throughout the year		Written evidence of "the how" in Lesson Plans, Walk-throughs, Observations, Data notes, Collaboration time
	Collaborate vertically to share resources, strategies and "how"	Licensed staff, Vertical planning teams	Throughout the year		PLC Data notes, Vertical team notes, Collaboration notes

Component IV: Job-embedded Professional Development

Strategy	Actions Required for Implementation	People Accountable for Action Step	Timeline	Fully, Partially, or Not in Place	Measurable Evidence of Implementation
A. Professional development opportunities are built into the school schedule.					
	2 hours of weekly PLC time are built into the school schedule with opportunities to analyze data and learn about new research and	Q-Comp Team, Admin, Licensed Staff	Weekly		PLC Notes, Data Meeting Notes, CEU's

	practices.				
	2 hours of weekly collaborative teaming includes teachers, specialists, and coaches to address students' needs.	Licensed staff, EA's	Twice Weekly Built into the regular school schedule		Data Notes, Walkthroughs, Observations
B. Staff receives focused coaching to improve best practices					
	There is use of administrative and peer monitoring techniques, co-teaching, coaching, and training opportunities to support continuous improvement of instructional practices and support full implementation of the chosen evidence-based practices.	Admin, Q-Comp Team, licensed staff	Throughout the year		Coaching logs, PDP's, QComp Evaluations, Charlotte Danielson evaluation rubric, walkthroughs, informals
	Staff receives training and coaching in differentiated instruction.	All academic staff	Ongoing		CEU's, Common assessments are differentiated, formative assessments are differentiated, walkthroughs, informals, observations
	Staff receives training and coaching for unique groups of students, i.e. EL, SpEd, FRL, etc.	All academic staff	Connected in differentiated, GRR, all trainings.		Lesson plans for CO/LO, IEP goals, MCA data for FRL and other groups/ cells
	Teachers regularly receive coaching from Administration, Lead Teachers, PLC Chairs, and the Literacy Coach.	Admin, Q-Comp Team, licensed staff	Throughout the year		Coaching logs, PDP's, QComp Evaluations, Charlotte Danielson evaluation rubric, walkthroughs, informals
	Administration and Q-Comp members are trained in Cognitive Coaching.	Admin, Q-Comp, MDE	August as available		Coaching logs, Q-Comp Evaluations, Teacher Evaluation

					rubrics
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Component V: Family and Community Partnerships

Rationale:

Strategy	Actions Required for Implementation	People Accountable for Action Step	Timeline	Fully, Partially, or Not in Place	Measurable Evidence of Implementation
A. Use technology to reach parents					
	Improve staff contact with parents via email and phone calls	All staff	Ongoing		Be Binder, Family Contact Log, Teacher Classroom Websites
	Update PSA website	Bill Xiong and Crystal Vang	Ongoing		Applications for employment, Information is current
B. Meet with parents face-to-face					
	Staff development for home visits	Admin, Q-Comp Team	August		Family Contact Log, Goal Sheet, CEU's
	Visit homes of students	Elementary Staff	August- mid September		Family Contact Log, Goal Sheets
	Enhance family events	Admin, All Staff	Ongoing		Parent survey results, attendance at events
C. Survey Parents Annually					
	Computer survey at conferences	Admin, IT, Parents	At Spring Conferences		Results from surveys
D. Inform parents about curriculum					
	Put curriculum tabs on website	IT and Crystal Vang	Summer		Visible on Website

	Put Elementary tab on website	IT and Crystal Vang	Summer		Visible on Website
	Discuss curriculum at home visits	All Elementary staff	August – mid-September		Parent surveys, Family Contact Log
	Have curriculum nights at the school	Admin, Licensed Teachers	Ongoing		Parent Surveys, Family Contact
E. Increase community volunteers					
	Senior T.A. volunteers in the classroom	Secondary Staff, Elementary Staff	Ongoing		Volunteer Log, Staff Communication
	Host practicum students in the classroom.	Licensed Staff, Admin	Ongoing		Practicum logs and review