

Pleasant View El Sch

School Level Plan

07/01/2017 - 06/30/2018

School Profile

Demographics

Pleasant View El Sch

700 Delta Rd
 Red Lion, PA 17356
 (717)244-5425

Federal Accountability Designation: none
 Title I Status: Yes
 Schoolwide Status: Yes
 Principal: Elizabeth Stambaugh
 Superintendent: Scott Deisley

Stakeholder Involvement

Name	Role
Kimberly Schlemmer	Administrator : Schoolwide Plan
Elizabeth Stambaugh	Building Principal : Schoolwide Plan
Tricia Livingston	Ed Specialist - Other
Beth Nalls	Ed Specialist - Other
Amanda Allemeier	Elementary School Teacher - Regular Education
Jessica Nemshick	Elementary School Teacher - Regular Education
Angie Tome	Elementary School Teacher - Special Education
Patricia Lentz	Parent
Patricia Triplett	Parent

Federal Programs

School Improvement

All Title I Schools required to complete improvement plans must assure to the Pennsylvania Department of Education the school's compliance with the following expectations by developing and implementing an improvement plan or otherwise taking actions that meet the expectations described by the Assurances listed below. **Assurances 1 through 12**

No assurances have been identified

Assurance 13

No strategies have been identified

Coordination of Programs

Technical Assistance

The LEA provides guidance, technical assistance and support to schools developing schoolwide programs in the areas of needs assessment, comprehensive planning, implementation, and evaluation of schoolwide program and requirements.

Describe the technical assistance provided. Explain why it was considered high quality technical assistance.

The District Assistant Superintendent, who also serves as the Coordinator of Federal Programs, and LIU consultants provided technical assistance for the Title 1 Schoolwide plan during the 2016-2017 school year. This assistance was high quality because our state monitoring occurred without any noted areas of concern. Refer to the table below for specific dates, provider, and type of assistance provided.

Pleasant View Meeting List for 2016-2017 School Year

Meeting Dates	Agenda Topics/Planning Steps	Participants at Meetings		
		(check all columns that apply)		
		Planning	All	Parents

		Team	Staff	
08/18/2016	T-1 "Pop Into Reading" Parent Meeting & Meet the Teacher Night		x	x
08/31/2016	Data Meeting: Grade 4		x	
09/01/2016	Data Meeting: Grade 6		x	
09/02/2016	Data Meeting: Grades K & 1		x	
09/07/2016	Data Meeting: Grades 2 & 3		x	
09/08/2016	Data Meeting: Grade 5		x	
09/09/2016	Grades 3-6 PLC - Lucy Calkins Reading: <u>A Guide to the Reading Workshop: Intermediate Grades</u> (Chapter 3: "What Does Research Say That All Readers Need?")		x	
09/13/2016	Grades K-2 PLC - Lucy Calkins Reading: <u>A Guide to the Reading Workshop: Primary Grades</u> (Chapter 3: "What Does Research Say That All Readers Need?")		x	
09/19/2016	Grade Level Planning: Grade 4		x	
09/20/2016	Reading Specialist Meeting	x		
09/20/2016	Grade Level Planning: Grade 6		x	

09/21/2016	Grade Level Planning: Grades 1 & 2		x	
09/23/2016	Ipads in the Classroom Meeting		x	
09/23/2016	Grade Level Planning: Grade 3		x	
09/26/2016	Grade Level Planning: Grade 5		x	
09/27/2016	Faculty Meeting - PV Title 1 Schoolwide Planning and Ipad training		x	
09/30/2016	Faculty Meeting - Ipad training		x	
10/05/2016	Data Meeting: Grade 4		x	
10/07/2016	Data Meeting: Grade 1		x	
10/07/2016	Reading Paraprofessional Meeting: <u>Brain Rules</u>		x	
10/11/2016	Data Meeting: Grade 3		x	
10/11/2016	Data Meeting: Grade 5		x	
10/12/2016	Data Meeting: Grade 2		x	
10/13/2016	Faculty Meeting - Ipad training		x	
10/14/2016	Grades 3-6 PLC - Lucy Calkins Reading: <u>A Guide to the Reading Workshop: Intermediate Grades</u> (Chapter 9: "Resources to		x	

	Draw Upon When Conferring and Leading Strategy Lessons” & <u>A Guide to the Reading Workshop: Primary Grades</u> (pages 63-69)			
10/18/2016	Grades K-2 PLC – Lucy Calkins Reading: <u>A Guide to the Reading Workshop: Primary Grades</u> (Chapter 6: “Tracking Kids’ Progress and Using Assessment to Support Instruction”)		x	
10/24/2016	Grade Level Planning: Grade 4		x	
10/25/2016	Professional Development – On-demand writing, DRA assessments, and additional assessments		x	
10/25/2016	Grade Level Planning: Grade 6		x	
10/26/2016	Grade Level Planning: Grades 1 & 2		x	
10/28/2016	T-1 Parent Involvement Policy & School Home Compact Meeting	x		X
10/28/2016	Grade Level Planning: Grade 3		x	
10/31/2016	Faculty Meeting - Ipad training		x	
11/07/2016	Faculty Meeting –		x	

	Understanding SPP score calculations and how to access network files			
11/09/2016	Data Meeting: Grade 4		x	
11/15/2016	Data Meeting: Grade 2		x	
11/15/2016	Data Meeting: Grade 3		x	
11/15/2016	Reading Specialist Meeting	x		
11/16/2016	Data Meeting: Grade 5		x	
11/16/2016	Data Meeting: Grade 6		x	
11/17/2016	Parent-Teacher Conferences		x	x
11/21/2016	Parent-Teacher Conferences		x	x
11/22/2016	Parent-Teacher Conferences		x	x
11/29/2016	Grades K-2 PLC - Lucy Calkins Reading: <u>A Guide to the Reading Workshop: Primary Grades</u> (Chapter 4, pages 28-33: "A Knowledge of Reading Development Can Power Your Teaching" & pages 34-48: "Different Levels of Readers")		x	
11/30/2016	Grades 3-6 PLC - Lucy Calkins Reading: <u>A Guide to the Reading Workshop: Intermediate Grades</u> (Chapter 10: "Writing		x	

	About Reading")			
12/05/2016	Grade Level Planning: Grade 4		x	
12/06/2016	Grade Level Planning: Grade 6		x	
12/07/2016	Grade Level Planning: Grades 1 & 2		x	
12/09/2016	Grade Level Planning: Grade 3		x	
12/12/2016	Grade Level Planning: Grade 5		x	
12/13/2016	Faculty Meeting - TANK, reading workshop, and PVAAS launch pad		x	
12/15/2016	Reading Specialist Meeting	x		
12/22/2016	Data Meeting: Grade 6		x	
01/03/2017	Data Meeting: Grades 1 & 2		x	
01/05/2017	Data Meeting: Grade 3		x	
01/05/2017	Reading Paraprofessional Meeting: <u>Brain Rules</u>		x	
01/06/2017	Data Meeting: Grade 5		x	
01/09/2017	Grades 3-6 PLC - Lucy Calkins Reading: <u>A Guide to the Reading Workshop: Intermediate Grades</u> (Chapter 12: "Reading Aloud")		x	

01/11/2017	Grades K-2 PLC - Lucy Calkins Reading: <u>A Guide to the Reading Workshop: Primary Grades</u> (Chapter 13: "Reading Aloud")		x	
01/19/2017	Grade Level Planning: Grade 4		x	
01/20/2017	Grade Level Planning: Grade 6		x	
01/23/2017	Grade Level Planning: Grades 1 & 2		x	
01/25/2017	Grade Level Planning: Grade 3		x	
01/26/2017	Grade Level Planning: Grade 5		x	
01/27/2017	Faculty Meeting - New phone system training and MTSS process		x	
02/01/2017	Reading Specialist Meeting	x		
02/08/2017	Data Meeting: Grades 1 & 2		x	
02/21/2017	Grades K-2 PLC - Lucy Calkins Reading: <u>A Guide to the Reading Workshop: Primary Grades</u> (Chapter 11: "Word Study")		x	
02/21/2017	Grades 3-6 PLC - Lucy Calkins Reading: <u>A Guide to the Reading Workshop: Intermediate Grades</u> (Chapter 13: "The Special		x	

	Importance of Nonfiction Reading")			
02/27/2017	Grade Level Planning: Grade 4		x	
02/28/2017	Grade Level Planning: Grade 6		x	
03/01/2017	Grade Level Planning: Grades 1 & 2		x	
03/03/2017	Grade Level Planning: Grade 3		x	
03/06/2017	Grade Level Planning: Grade 5		x	
03/06/2017	Faculty Meeting - SPARK (Spark an Idea for a Colleague)		x	x
03/09/2017	Reading Paraprofessional Meeting: <u>Brain Rules</u>		x	
03/10/2017	Reading Specialist Meeting	x		
03/13/2017	Grade Level Planning: Grade 4		x	
03/17/2017	Grade Level Planning: Grade 6		x	
03/18/2017	Grade Level Planning: Grades 1 & 2		x	
03/20/2017	Grade Level Planning: Grade 3		x	
03/21/2017	Grade Level Planning:		x	

	Grade 5			
03/23/2017	Faculty Meeting - PSSA's		x	
03/30/2017	Data Meeting: Grades 1 & 2		x	
04/12/2017	Reading Specialist Meeting	x		
04/26/2017	Grades K-2 PLC - Comprehension: Vocabulary, Prior Knowledge, Think Aloud / Modeling		x	
04/27/2017	Grades 3-6 PLC - Text Dependent Analysis		x	
05/04/2017	Reading Paraprofessional Meeting: <u>Brain Rules</u>		x	
05/10/2017	Windsor Manor Transition Meeting	x		
05/10/2017	Grade Level Planning: Grade 4		x	
05/11/2017	Grade Level Planning: Grade 6		x	
05/12/2017	Grade Level Planning: Grades 1 & 2		x	
05/16/2017	Grade Level Planning: Grade 3		x	
05/16/2017	Reading Specialist Meeting	x		
05/17/2017	Grade Level Planning: Grade 5		x	

05/18/2017	Data Meeting: Grade 4		x	
05/19/2017	T-1 Parent Meeting: May Fair Event		x	x
05/22/2017	Data Meeting: Grades 1 & 2		x	
05/24/2017	Data Meeting: Grade 3		x	
05/25/2017	Data Meeting: Grades 5 & 6		x	
05/26/2017	T-1 Schoolwide Planning / Parent Involvement Meeting with a Focus on Goals and Solutions	x		

Provider	Meeting Date	Type of Assistance
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Student Assessment of Progress

Describe strategies or processes that have included teachers in the decisions regarding the use of academic assessments to improve the achievement of individual students and the overall instructional program.

All teachers subscribe Danielson's 22 components of effective instruction. This framework for teaching is used to evaluate and improve the overall instructional program. Teachers participated in building and team level PLC's and data team meetings to collaborate and make informed decisions on instruction based on student assessment progress.

In order to assist students in meeting challenging achievement goals, increased instructional time is a necessity. Please indicate (yes/no) the options for increased time that students will have access to if identified as at-risk of failing or failing to meet achievement standards.

Options	Yes or No
Extended School Day/Tutoring Programs	Yes
Reading	Yes
Math	No
Science	No

Before School	Yes
After School	No
Lunch/Study Periods	Yes
Summer School Program	No
Reading	No
Math	No
Science	No
In-class Instructional Support	Yes
Pull Out Instructional Support	Yes

Coordination and Integration of Services and Programs

The purpose of a Title 1 Schoolwide Program is to improve the educational program of the entire school and to improve the educational opportunities for ALL students. In carrying out the SWP, schools are encouraged to consolidate/integrate funds from state, local and federal programs. This consolidation of funds provides flexibility in the use of the funds and maximizes the opportunities for students, teachers and parents. Funds eligible for consolidation are:

- *Any federal education program administered by the United States Department of Education, except Reading First.*

o Competitive/discretionary grants may be part of the consolidation, but activities described within the competitive/discretionary grant application MUST be carried out.

- *All state and local resources available to the school (If state and local funds are consolidated within the SWP, the school must ensure that any state and/or local requirements regarding the use of funds are met.)*

Is your school consolidating funds?

No, the school does not intend to consolidate the funds.

Federal Grant Program	Amount of Grant
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State/Local Grant Program	Amount of Grant
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Needs Assessment

School Accomplishments

Accomplishment #1:

Implemented Lucy Calkins Units of Study for Writing in grades K-6.

Accomplishment #2:

Piloted Lucy Calkins Reading Program in grades K, 2, 4, and 5.

Accomplishment #3:

Implemented Everyday Mathematics 4.

Accomplishment #4:

Communicated students' strengths and weaknesses in reading and writing by utilizing progress reports for students in grades 1 and 2.

Accomplishment #5:

Provided parents of students who were referred to the MTSS process in grades 1 and 2 with summer bags containing reading and writing activities and materials at each child's reading level. Staff also met with the aforementioned parents to emphasize the importance of summer reading and provided sources for parents to access reading materials. (Example: Summer Reading Program offered at a local library, RAZ Kids, etc.)

School Concerns

Concern #1:

Lack of consistency of calibration in scoring district writing assessments.

Concern #2:

Inconsistent reading instruction in grades K-5.

Concern #3:

Data analysis is not consistently used to drive instruction.

Concern #4:

Need for increased parent involvement.

Prioritized Systemic Challenges

Systemic Challenge #1 (*Guiding Question #4*) Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Aligned Concerns:

Lack of consistency of calibration in scoring district writing assessments.

Inconsistent reading instruction in grades K-5.

Need for increased parent involvement.

Systemic Challenge #2 (*Guiding Question #2*) Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Aligned Concerns:

Data analysis is not consistently used to drive instruction.

School Level Plan

Action Plans

Goal #1: Ensure that there is a system within the school that fully ensures consistent implementation of effective instructional practices that meet the needs of all students across all classrooms and aligns with the Pennsylvania Framework for Teaching

Indicators of Effectiveness:

Type: Interim

Data Source: Classroom observations

Specific Targets: Consistent use of language in the Lucy Calkins Units of Study Reading

Type: Interim

Data Source: District Assessments

Specific Targets: Students will show growth in district assessments.

Strategies:

Charlotte Danielson Framework

Description:

The Framework for Teaching is a research-based set of components of instruction, aligned to the INTASC standards, and grounded in a constructivist view of learning and teaching. The complex activity of teaching is divided into 22 components (and 76 smaller elements) clustered into four domains of teaching responsibility.

(Source: <http://www.danielsongroup.org/framework/>) Resource:

<http://effectivestrategies.wiki.caiu.org/Curriculum+Framework>

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Instructional Coaching

Description:

Kansas Coaching Project: Instructional coaches are on-site professional developers who teach educators how to use proven instructional methods. To be successful in this role, coaches must be skilled in a variety of roles, including public relations guru, communicator extraordinaire, master organizer and, of course, expert educator. (Source: <http://instructionalcoach.org/about/about-coaching>) Resource:

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources

PLCs - Professional Learning Communities

Description:

Richard DuFour, Barth, R. (1991). Restructuring schools: Some questions for teachers and principals. *Phi Delta Kappan*, 73(2), 123–128. Marzano, R. (2003). *What works in schools: Translating research into action*. Alexandria, VA: ASCD. Learning Forward (2014). *3 Keys to Keep Learning Communities Focused on the Learning*. (Sources:

<http://effectivestrategies.wiki.caiu.org/file/view/Transforming%20Professional%20Learning.pdf/543104478/Transforming%20Professional%20Learning.pdf>,

<http://www.ascd.org/publications/educational-leadership/may04/vol61/num08/What-Is-a-Professional-Learning-Community%C2%A2.aspx>) Resources:

<http://effectivestrategies.wiki.caiu.org/Using+Data>,

<http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Assessment, Instruction

Differentiated Instruction

Description:

Teachers will differentiate instruction in order to meet students' needs.

SAS Alignment: Assessment, Instruction

High Quality Professional Development for Teachers

Description:

"Many of the professional-learning designs that show improvements in teaching and learning include some kind of regular collaboration among teachers in a school or across grade levels—sometimes with an instructional leader—to work on better strategies and practices for teaching." (Source:

<https://cdn.americanprogress.org/wp-content/uploads/2013/07/DeMonteLearning4Teachers-1.pdf>) Jenny DeMonte July 2013. Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Safe and Supportive Schools

Pennsylvania Institute for Instructional Coaching

Description:

"In 2005, the Pennsylvania High School Coaching Initiative (PAHSCI) began working with 26 high schools in 16 high-needs districts. To monitor the progress and effects of the initiative, PAHSCI invested in research and evaluation from the start. Several studies of PAHSCI were conducted in recent years, by research partners Research for Action, MPR Associates, Inc., Success for All, and the Academy for Educational Development. PAHSCI: From Promise to Practice offers a summary of the research on PAHSCI. Below are some highlights from these studies; the full studies are available on PAHSCI's Research Findings page. Although PAHSCI is a school reform model focused directly on improving teaching and learning in classrooms, this work was supported by a complex infrastructure that included several partners, a specific literacy framework, content mentors and leadership mentors, professional development, and other components." (Source: <http://piic.pacoaching.org/index.php/research-and-evaluation>, <http://piic.pacoaching.org/index.php/piic-coaching/what-is-an-instructional-coach>, http://ies.ed.gov/ncee/wwc/pdf/quick_reviews/myteachingpartner_022212.pdf)
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Assessment, Curriculum Framework, Instruction, Materials & Resources

Data Analysis Procedures, Data-Informed Instruction, Data Teams & Data Warehousing

Description:

Using Student Achievement Data to Support Instructional Decision Making provides a WWC reporting of various strategies related to the acquisition, analysis, and application of student data. (Source: http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

SAS Alignment: Assessment, Instruction

5 Characteristics for High Quality Professional Development

Description:

"According to the research, high-quality professional-learning opportunities for teachers contain the following five characteristics:

- Aligns with school goals, state and district standards and assessments, and other professional-learning activities.
- Focuses on core content and modeling of teaching strategies for the content.
- Includes opportunities for active learning of new teaching strategies.
- Provides the chance for teachers to collaborate.
- Includes follow-up and continuous feedback.

Dr. Jana Hunzicker, Assistant Professor, Department of Teacher Education, Bradley University, June 2010." (Source <http://files.eric.ed.gov/fulltext/ED510366.pdf>)
Resource: <http://effectivestrategies.wiki.caiu.org/Professional+Development>

SAS Alignment: Safe and Supportive Schools

Family Literacy Activities

Description:

Family Literacy Activities include those activities where parent involvement in literacy acquisition is narrowly defined to include parent-child activities that focus on reading. A meta-analysis of 14 intervention studies indicates that family literacy activities have a high effect size on reading skill acquisition in grades K-3. (Sources: http://lincs.ed.gov/publications/pdf/lit_interventions.pdf, <http://www.getreadytoread.org/early-learning-childhood-basics/early-literacy/promoting-family-literacy-raising-ready-readers>, <http://www.readwritethink.org/classroom-resources/calendar-activities/celebrate-national-family-literacy-20681.html>, http://ies.ed.gov/ncee/wwc/pdf/intervention_reports/WWC_Shared_Book_092806.pdf)

SAS Alignment: Instruction

Using Common Formative Assessments to Improve Teaching and Learning

Description:

Tch Teaching Channel (Source: <https://www.teachingchannel.org/videos/common-formative-assessment>)
Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment

Increased Communication with Parents

Description:

Parents play an important role in their child's education. Communication with families is crucial to a child's academic success.

SAS Alignment: Assessment, Instruction

Implementation Steps:

Implement the Lucy Calkins Reading Program

Description:

Teachers will implement the Lucy Calkins Reading Program beginning in the fall of 2017. Professional development will be provided. Instructional coaching will be available. Teachers will also have time to collaborate with colleagues. Resources for the program will be purchased and distributed.

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies: None selected

Continued Implementation of the Lucy Calkins Writing Program and Calibration of Scoring of Writing Assessments

Description:

Teachers will utilize a range of scored writing samples to calibrate the scoring of their writing pieces. This will help to inform instruction and keep expectations at a high level with the Lucy Calkins Writing Program. Time to collaborate with colleagues will be available. Reading specialists will assist with scoring as needed. We will continue with cross-building scoring to increase consistency.

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies: None selected

Parent Involvement

Description:

Reading specialists will continue to look for times to meet with parents when they are already at the school for other events. This may include Meet the Teacher Night, Parent Visitation, Parent Conferences, and May Night. Options for encouraging parents to read with their child at home will be considered by the Title 1 Planning Committee.

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies: None selected

Calibrate Teaching and Increase Cohesiveness of Instruction with Reading Paraprofessionals and Classroom Teachers

Description:

In order to calibrate teaching and increase cohesiveness of instruction, reading paraprofessionals will partake in coordinated curricular meetings with the regular classroom teachers in grades 4-6. Meetings will revolve around "just-in-time instruction" for designated students. During this time the classroom teacher and the reading paraprofessional will sit together and compare the teaching and learning that each student accomplished since the last meeting. The conversation will quickly move to the next steps of instruction for the child. The classroom teacher will then meet with the designated students, modeling the strategy that was discussed. The reading paraprofessional will observe and take notes in order to strengthen the support that is offered by the paraprofessional. This meeting time allows for modeled instruction, guided practice and calibration of instructional goals and methods, all with the student present.

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies: None selected

Goal #2: Ensure that there is a system within the school that fully ensures school-wide use of data that is focused on school improvement and the academic growth of all students

Indicators of Effectiveness:

Type: Interim

Data Source: District Assessments

Specific Targets: Students will show growth over the course of the year.

Type: Interim

Data Source: Data Team Meeting Agendas and Sign-in Sheets

Specific Targets: Teachers will participate in monthly data team meetings.

Strategies:

Multi-Tiered Systems of Support (MTSS-RtII)

Description:

Pennsylvania's Multi-Tiered System of Supports (MTSS) is defined as a comprehensive system of supports that in the commonwealth includes standards-aligned, culturally responsive and high quality core instruction, universal screening, data-based decision-making, tiered services and supports, family engagement, central/building level leadership, RtII/SLD determination and professional learning. Simply put, PA-MTSS represents a broad set of evidence-based practices that may be implemented across a system to include Academics AND Behavior within a recursive and systematic problem-solving process. PA-MTSS is relatively synonymous with RtII and is intended to help ALL students meet with continuous academic and behavioral success. (Source: [http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20\(MTSS-RtII\)](http://www.pattan.net/category/Educational%20Initiatives/Multi-Tiered%20Systems%20of%20Support%20(MTSS-RtII)) Resource: <http://effectivestrategies.wiki.caiu.org/School+Improvement+Resources>)

SAS Alignment: Standards, Assessment, Curriculum Framework, Instruction

Monthly Data Team Meetings

Description:

Conduct monthly data team meetings that have a specific focus and product each week. Resource: <http://effectivestrategies.wiki.caiu.org/Using+Data>

SAS Alignment: Assessment, Instruction

Using Student Achievement Data to Support Instructional Decision Making - Article

Description:

As educators face increasing pressure from federal, state, and local accountability policies to improve student achievement, the use of data has become more central to how many educators evaluate their practices and monitor students' academic progress. Despite this trend, questions about how educators should use data to make instructional decisions remain mostly unanswered. In response, this guide

provides a framework for using student achievement data to support instructional decision making. (Source:

http://ies.ed.gov/ncee/wwc/pdf/practice_guides/dddm_pg_092909.pdf)

Resource: <http://effectivestrategies.wiki.caiu.org/Assessment>

SAS Alignment: Assessment, Instruction

Implementation Steps:

Analyze and Utilize Data to Inform Instruction

Description:

Teams will participate in regularly scheduled data meetings in which they will bring and analyze data from various sources. Teams will work together to learn to analyze the new DORA data that will be collected. Instructional decisions including interventions for ROAR time will be made based on data.

Start Date: 6/30/2017 **End Date:** 6/30/2021

Program Area(s):

Supported Strategies:

- Multi-Tiered Systems of Support (MTSS-RtII)

Appendix: Professional Development Implementation Step Details

No Professional Development Implementation Steps have been identified for Pleasant View El Sch.