

**Fred Moodry Intermediate School
Continuous Literacy Improvement
Action Plan
(Work in Progress)**

Finished

We've started

Need to work on

Continuous Improvement Components:

LEADERSHIP CAPACITY

Goal 1:

The FMIS Leadership team will implement school improvement process to advance and sustain literacy efforts as measured by an increase in student data (ISIP, NWEA, and Smarter Balance), and walkthrough data.

Processes:

Walkthrough and instructional framework, Assessment calendar, Structured agendas for School Leadership Team and teams, team will develop a flowchart to support all learners and placement, and especially struggling learners.

Action Steps:

1. School Leadership team created a new walkthrough google form. Calibration checks every week during leadership meetings.
2. New Teacher trainings and mentor meetings.
3. Weekly agenda and Leadership meetings will be every Monday morning at 7:00 am.
4. Quadrant Guidelines below to assist in 2018/19. Develop new "One Pager" to provide to staff for last year of grant.
5. SLT will review flow chart and share with teacher teams before Dr. Smiths visits
6. Walkthrough tool is being used by administration
7. Baseline data will be gathered for walkthroughs and shared at Dr. Smith's, and Mrs. Tuss visit.
8. Baseline data from ISIP will be analyzed and shared with SLT and teacher teams. SLT will set goals.
9. Grade-level team will update data form with new goals for ISIP that will be shared at the School Leadership team meetings.
10. Leadership team will include goals (walkthrough and isip) on structured agendas

Bell to Bell – Framework	Literacy Strategies
continuous PD	Active Engagement Strategies (PLC/Walkthroughs)

LEADERSHIP CAPACITY

Goal 2:

School Leadership team will use the focus folders for examining ISIP, NWEA, OPI Early Warning System Intervention and classroom assessments to make instructional and intervention decisions, as evidenced by an increase in ISIP data and classroom assessments and a reduction in Ds and Fs.

Processes:

ISIP assignments and assessments, WINN interventions, classroom assessments, intervention goals.

Action Steps:

1. Third to sixth grade teams conduct data review based on ISIP monthly scores
2. Third and Fourth grade teachers conduct weekly data review on WINN interventions
3. RtI teams, admin and counselors evaluate data and help make the best instructional decisions

LEADERSHIP CAPACITY

Goal 3:

Professional Development

The Leadership team will design, adapt, and use the FMIS framework to support effective delivery of curriculum and assessments, as evidenced by an increase in ISIP and walkthrough data.

Processes:

Bell Ringers and Exit Tickets, and close reading, writing, and vocabulary strategy. Goals will be set after baseline walkthrough data is collected and shared.

Action Steps:

1. Leadership team will determine action plan for training during the next PIR days
2. Framework will continue to be a focus of teaching Strategies to provide re-teaching opportunities
3. Calendar - To implement and support new strategies
4. Walkthroughs
5. SLT team (Faculty) to complete team book study of _____.
(Book suggestions offered to Team by Faculty- 2019-2020 activity)

LEARNING CAPACITY

Goal 1:

Educators implement a curriculum that is Montana Standards Based on high expectations and prepares learners for the next step.

Processes:

FMIS educators are actively included in and developing curriculum with BYOC. BYOC uses National and Montana Standards. Teachers use district curriculum to develop engaging and relevant lessons.

Action Steps:

1. Teachers will explore the Montana Standards document and identify the key concepts presented.
2. Teachers will identify what they have always done that fits with the Montana Standards.
3. Teachers develop and implement curriculum aligned with the Montana State Standards.
4. Teachers create appropriate learning opportunities and activities based on the goals and outcomes of the standards.

LEARNING CAPACITY

Goal 2:

Instruction is monitored and adjusted to meet individual learners' needs and FMIS learning expectations.

Processes:

Bell Ringers and Exit Tickets, Reviewing Data: Classroom Formative Assessments, Summative Assessments, Intervention Review and Assessments

Action Steps:

1. Faculty and Staff will meet at scheduled intervals to review and interpret data.
2. Teachers create learning opportunities to support individual levels of performance.
3. Teachers use a variety of methods of instruction to support each child's levels of learning, based on their learning style, developmental needs, and interests.

LEARNING CAPACITY

Goal 3:

The learning environment encourages creativity, innovation, and collaborative problem solving.

Processes:

Teacher considerations (but, not limited to):Learners' characteristics, Learning and teaching goals, Activities that support learning, Assessment strategies that drive and measure learning;A culture that directly infuses a learning environment, Social, Physical, Psychological or Cultural Factors.

Action Steps:

<https://learningforward.org/wp-content/uploads/2010/03/focus-on-nsdc-standards-create-a-supportive-environment.pdf>

1. Faculty and Staff will create an environment of respect and rapport.
2. Teachers will create a culture of learning.
3. Faculty and staff will connect with families and communities.
4. Teachers will organize safe classroom space.
5. Teachers will establish culturally responsive classroom management systems.
6. Teachers will develop PBL learning activities that combine a selection of choice, responsibility, learning goals, hands on practical activities, within a real-world learning environment.

RESOURCE CAPACITY

Goal 1: (Long Term Goal)

FMIS faculty and staff support the Anaconda School District's purpose and long-term goals.

Processes:

<https://docs.google.com/document/d/1TnyyAjL8xT4DY4aD89Yjp5d8oYfiqlsK9679TAFWkCE/edit>

Student achievement gains and school improvement depend on strategic planning and goal-setting at the district level as well as a commitment to district goals at the school level.

Action Steps:

1. Established a goal-alignment structure that begins with the school board and the long-range planning process. Representatives from every stakeholder group—students, parents, teachers, support staff, business leaders, administrators, central office personnel, the superintendent, and school board members—participate on the Long-Range Planning Team. Led by a skilled facilitator, team members collaborate to establish five basic elements: beliefs, mission, objectives, parameters, and strategies.
2. Fred Moodry Intermediate School will align our curriculum with Montana Standards of Learning, which identify specific knowledge, skills, and concepts that students must master.
3. Fred Moodry Intermediate School will align Instructional Practices with the Anaconda School District Policy.
4. Fred Moodry will align Professional Development Opportunities with the Anaconda School District Policy.

RESOURCE CAPACITY

Goal 2:

<https://www.k-12leadership.org/content/service/designing-professional-development>

FMIS faculty and staff participate in professional learning designed to improve the learning environment, learner achievement, and the effectiveness of district programs.

Processes:

In Determining the Need for Professional Development:

- Consider the context.
 - Identify the need.
 - Articulate the clear teacher and student outcomes.
 - Articulate expectations for implementation.
 - Articulate the support plan.
 - Identify the structure and resources for the professional development opportunity.
 - **Action Steps:**
1. FMIS Leadership Team will have establish a committee to analyze student data to determine professional development needs and opportunities.
 2. Fred Moodry will align Professional Development Opportunities with the Anaconda School District Policy.

RESOURCE CAPACITY

Goal 3:

Faculty and staff will have access to adequate staffing patterns, information resources and materials that support teaching curriculum, improve professional practice, improve student performance, and overall district effectiveness.

Processes:

The teachers/school's capacity to provide instruction can be affected by a shortage or inadequacy of: instructional materials, budget for supplies, school building and grounds, special SPED equipment, technology, library materials, audio/visual equipment, teachers and support staff.

Action Steps:

1. Continue to review, maintain and follow Anaconda School District's and Anaconda Teachers' Union Policies.
2. FMIS faculty and staff will create a Grant Research and Writing Committee.
3. FMIS faculty and staff will create a committee to research program giveaways and donations.
4. FMIS will continue to promote AGT (our one BIG fundraiser a year) to fund field trips, bussing for skiing, class rewards, snacks for testing days, field day activities, assemblies, etc...