

**Pewaukee Lake Elementary
Continuous Improvement Plan using PDSA**

Teaching and Learning		2010-2011	Core Competencies
P	PLAN: Identify the gap and the approach		
Identify the long-term SMART District goal (<i>Think: In 5 years where do we want to be as a district with this initiative?</i>): Enhance the use of the Core Competencies in every classroom through the development of authentic assessments, and a focus on literacy and college/career readiness skills.			
Data Analysis: Analyze the question below using any data and/or information you have about current performance			
What data points to the need to accomplish this goal?			
<ul style="list-style-type: none"> CWT, H.E.A.T., anecdotal, formal and summative evaluations, EPAS Assessments (Explore), monitor and evaluate classroom assessments (rubric/template used to rate assessments) 			
What work has been accomplished already to meet this long-term goal?			
<ul style="list-style-type: none"> Identified Core Competencies, expectation to post CC in classroom, pockets of organizational implementation. 			
Identify the year-long SMART School goal (<i>Think: What will be accomplished this year on this topic at my school?</i>):			
<ul style="list-style-type: none"> By June 2011, CWT, supervision/evaluation observation, and classroom assessment review data reveals 100% evidence that the CC are being intentionally implemented. 			
D	DO: Develop and Implement Deployment Plan		
What steps will you take to reach your year-long SMART Goal? This action plan is to be completed in advance of deployment			
Step What steps will you and your team take?		Measure /Indicator What data will be collected? How will you know step is completed?	Start & End Date
Review and clarify core competencies with staff		Staff meetings/Weekly Staff Bulletins/ PLC meeting notes/Book Study with BLT (Teaching for Tomorrow)	Ongoing through June 2011
Inform parents of the core competencies		Articles about core competencies in monthly school newsletter to parents	Ongoing through June 2011
Gather evidence of how core competencies are observable in lessons		CWT/supervision and evaluation observations / Assessment analysis/Grade level PLC notes	On-going through June 2011
What resources/budget needs do you have? <u>Teaching for Tomorrow</u> books for BLT, Core Competencies Posters			
What professional development, if any, will be conducted? When? What time is being allocated for this goal to be accomplished? Delving deeper into core competencies, book study with BLT			
S	STUDY: Analysis of data after implementing an approach		
To be completed by you and your team quarterly and at the end of the school year (<i>This becomes the CIP QAR</i>)			
What data gives evidence to progress or completion of this goal or that the plan is working?		What data gives evidence to a lack of progress or something not working in the plan?	

At the end of the year, please reflect on your answers in the above two boxes and check which option best describes what you will do in your next plan:

- Year-long target goal has been met and will be changed to a new target goal on a similar topic.
- Year-long target goal not met but current plan is effective so we will continue it.
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- Other (Please explain)

A ACT: Revise or continue with implementation based on data analysis

This action plan is to be completed by you and your team when the final "Study" section is completed at the end of the school year

What do you think your year-long SMART Goal will be for the next year?

What steps do you anticipate needing to take to reach this new year-long SMART Goal?

<p style="text-align: center;">Step What steps will you and your team take?</p>	<p style="text-align: center;">Measure /Indicator What data will be collected? How will you know step is completed?</p>	<p style="text-align: center;">Start & End Date</p>

Implementation Plan Quality Check

What resources/budget needs do you have?

What professional development, if any, will be conducted? When?

**Pewaukee Lake Elementary
Continuous Improvement Plan using PDSA**

Teaching and Learning		2010-2011	Curriculum Renewal
P	PLAN: Identify the gap and the approach		
Identify the long-term SMART District goal (<i>Think: In 5 years where do we want to be as a district with this initiative?</i>):			
<ul style="list-style-type: none"> 100% of curriculum will remain within targeted year of curriculum renewal and design process as outlined on the Curriculum Renewal and Design calendar. 			
Data Analysis: Analyze the question below using any data and/or information you have about current performance			
What is insufficient with the current status or system?			
<ul style="list-style-type: none"> Outcomes & purpose of each year, data driven feedback regarding process, need a defined flowchart/process that is communicated to all stakeholders, documentation of curriculum does not reflect integration of core competencies & technology, use of BYOC has not been fully utilized to reflect the depth of actual instructional practices, disconnect between teaching & learning and grading systems, curriculum serving the needs of all students, content driven, not skill driven 			
What data points to the need to accomplish this goal?			
<ul style="list-style-type: none"> % of curriculum receiving renewal from the Board of Education in advance of implementation, year by year flowchart with outcomes, % of teachers indicating curriculum implementation in instructional practices, quantitative data regarding employee satisfaction with renewal process & implementation, CWT data indicators regarding core competencies & technology, % of curriculum on BYOC, % of teachers populating best practice documentation on BYOC during years 3-5, achievement gap data by subgroups including special education, gender, ELL, ethnicity, & socioeconomic, MAP & EPAS monitoring system to correlate curriculum alignment with student achievement data 			
What work has been accomplished already to meet this long-term goal?			
<ul style="list-style-type: none"> Three curricular areas returned to the curriculum renewal and design calendar after a significant hiatus. Library/Media, School Counseling, and Talented and Gifted are engaged in a phase of renewal and design. In addition Technology Education will be delayed one year as we study the ACMS pilot program, study best practices and update curriculum during the Summer, 2010. Board approved curriculum renewal & design calendar. Board approved math & social studies curriculum, increased stakeholder voice, adding evaluation step (example: World Language) 			
Identify the year-long SMART School goal (<i>Think: What will be accomplished this year on this topic at my school?</i>):			
<ul style="list-style-type: none"> During the 2010-2011 school year Pewaukee Lake Elementary will contribute to the curriculum renewal process in order to attain the goal of 90% of curriculum areas will be on schedule for renewal and design. 			
D	DO: Develop and Implement Deployment Plan		
What steps will you take to reach your year-long SMART Goal? This action plan is to be completed in advance of deployment			
Step	Measure /Indicator	Start & End Date	
What steps will you and your team take?	What data will be collected? How will you know step is completed?		
Grade Level teams will participate in staff development sessions on new math program during the 2010-11 school year.	Math Staff Development completed for all classroom and special education teachers implementing math curriculum	On-going through June 2011	
Grade level teams will implement new social studies curriculum, pacing, and assessments	PLC meeting minutes	On-going through June 2011	
Grade level teams will meet to analyze math assessment information to determine instructional needs and priorities for instruction.	PLC meeting minutes	Ongoing through June 2011	

Implementation Plan Quality Check

What resources/budget needs do you have?

- Curriculum materials, access to BYOC

What professional development, if any, will be conducted? When? What time is being allocated for this goal to be accomplished?

- BYOC, PLC time

S STUDY: Analysis of data after implementing an approach

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What steps do you anticipate needing to take to reach this new year-long SMART Goal?

Step What steps will you and your team take?	Measure /Indicator What data will be collected? How will you know step is completed?	Start & End Date

Implementation Plan Quality Check

What resources/budget needs do you have?

What professional development, if any, will be conducted? When?

**Pewaukee Lake Elementary
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Teaching & Learning		2010-2011	Learning for All
P	PLAN: Identify the gap and the approach		
Identify the long-term SMART District goal (<i>Think: In 5 years where do we want to be as a district with this initiative?</i>):			
<ul style="list-style-type: none"> By the 2013-14 school year, Pewaukee School District students will meet adequate yearly progress percentages for 100% of students enrolled a FAY as defined by the state of WI Annual Measurable Objectives for reading and mathematics. 			
Data Analysis: Analyze the question below using any data and/or information you have about current performance			
What is insufficient with the current status or system?			
<ul style="list-style-type: none"> A well defined, systematic process for providing targeted response to students in the subgroups who are not proficient or advanced in Reading or Math as defined by the WKCE. The subgroup students' achievement has not increased so as to meet the 100% goal for all WI students by the year 2013-2014 school year since 2005. Currently each educational level in the district has a pupil consult team that teachers or administrators refer students to in order to determine what regular education supports can be provided to support their area of need (behavioral or academic). It is unclear as to what processes occurs in each building to examine the WKCE data with regard to students who are not proficient or advanced in Reading or Math and then design a monitored instructional plan. 			
What data points to the need to accomplish this goal?			
<ul style="list-style-type: none"> The Wisconsin adequate yearly progress data for the students that are currently not making adequate yearly progress are members of the subgroups as titled: race/ethnicity, disability, economic status, English Proficiency. 			
What work has been accomplished already to meet this long-term goal?			
<ul style="list-style-type: none"> PSD has MAPS, WKCE and DBA data as well as pupil consult teams so as to be able to readily identify students and monitor their progress in light of instructional programming and classroom instruction methodologies in order to assure adequate yearly progress for students who are members of the subgroups. Staff development, district hiring consistently takes into account of the needs of under performing youth in light of what the future holds for the students. (F&P, literacy coach, cross categorical certification, preschool options, PCTs, intervention pyramids, core competencies, etc.) 			
Identify the year-long SMART School goal (<i>Think: What will be accomplished this year on this topic at my school?</i>):			
<ul style="list-style-type: none"> Coordinate Building Team so as to develop a plan by May 15, 2011, to respond to the data of the student subgroups that are not meeting proficiency. 			
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Participate in district planning meetings to develop a K-12 system to meet the needs of all students who are not proficient in reading and math on the WKCE.		Meeting minutes, district plan developed	On-going through May 2011
Implement a Universal Screening program for students in grades K-3 to assess progress in reading and math three times per year.		DIBELS and AIMSweb data for all kindergarten and first grade students MAP data for all second and third grade students.	Ongoing through June 2011
Pupil consultation teams will review data from benchmark assessments and classroom teacher referrals to create an intervention service plan for students at risk.		Review all assessment data to ensure that at risk students are supported in the classroom and through outside intervention programs if needed Data Wall	Ongoing through June 2011

Criteria for inclusion in level 2 intervention programs in reading and math will be established and shared with all the teaching staff. The process will be monitored by the Pupil Consultation team with clearly delineated responsibilities for progress monitoring and dismissal criteria.	PCT meeting notes /Flow chart established	Ongoing through June 2011
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Implementation Plan Quality Check

What resources/budget needs do you have?

- WKCE and MAP scores, reading resource and school counselor personnel, Fountas and Pinnell assessment system (4th grade), current PCT process

What professional development, if any, will be conducted? When? What time is being allocated for this goal to be accomplished?

- RtI process – specifics are unknown at this time

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What professional development, if any, will be conducted? When?

**Pewaukee Lake Elementary School
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Teaching and Learning		2010-2011	Literacy
P PLAN: Identify the gap and the approach			
<ul style="list-style-type: none"> Identify the long-term SMART District goal (<i>Think: In 5 years where do we want to be as a district with this initiative?</i>): 100% of students will understand and apply research based literacy practices (reading, writing, oral communication) that reach across content areas by 2015 as measured by standardized and teacher created common assessments. 			
Data Analysis: Analyze the question below using any data and/or information you have about current performance			
What is insufficient with the current status or system?			
<ul style="list-style-type: none"> Lack of district wide progress monitoring system of standardized testing data and teacher created common assessment to identify the need for interventions. 			
What data points to the need to accomplish this goal?			
<ul style="list-style-type: none"> MAP data, WKCE, Fountas and Pinnell Assessment data (K-4), ACCESS data, Common(Formative/Summative) Assessment data, District Writing Assessment Data, EPAS (8-12), Literacy data point in CWT; Learning Walk Look Fors; Staff Development tracking system; Administrative agreement on power strategies 			
What work has been accomplished already to meet this long-term goal?			
<ul style="list-style-type: none"> Early Literacy Initiative staff development, collection of standardized assessment information, PCT teams evaluating ongoing need for interventions, Data Wall, ELL learning plans, TAG program 			
Identify the year-long SMART School goal (<i>Think: What will be accomplished this year on this topic at my school?</i>):			
<ul style="list-style-type: none"> By the end of the 2010-11 school year, Horizon School will develop a literacy data analysis and monitoring process that is coordinated with district efforts in order to meet the long term goal. 			
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<ul style="list-style-type: none"> Conduct Fountas/Pinnell reading assessments in October and March for all students Use data wall to review assessment results and analyze individual student progress/intervention success 	Fountas and Pinnell assessment data collected Data wall implementation Assessment results analysis completed and included in PLC meeting minutes	Ongoing through June 2011	
<ul style="list-style-type: none"> Provide ongoing staff development sessions in literacy to combined grade level teacher teams with focus on using assessment information to support gains in student achievement in literacy Use of "Continuum of Literacy Learning" to plan guided reading lessons 	Four literacy staff development sessions will be provided to teachers using Literacy Coach Mary Prokop PLC meeting notes	Ongoing through June 2011	
<ul style="list-style-type: none"> Consistent blocks of literacy instruction will occur every day for all students including Interactive Read A-Louds/Shared Reading/Guided Reading/Independent Reading Daily guided reading instruction will be provided by the classroom teachers for all struggling 	Classroom Teacher schedules CWT/Supervision and Evaluation observations	Ongoing through June 2011	

<ul style="list-style-type: none"> students Text Talk will be consistently implemented in all grades K-3 		
<ul style="list-style-type: none"> Handwriting Without Tears will be consistently implemented at all grade levels 	Classroom teacher schedules PLC meeting notes CWT / Supervision and Evaluation observations	Ongoing through June 2011
<ul style="list-style-type: none"> Evaluate classroom libraries to ensure that each classroom has an adequate and varied supply of books in their classroom for independent reading selections. Guided Reading materials will be inventoried and check out system established 	Classroom library inventory form completed during summer 2010 Purchases of books to support classroom library and guided reading needs will be made during the 2010-11 school year	Ongoing through June 2011
<ul style="list-style-type: none"> Independent Reading Goals at each grade level <ul style="list-style-type: none"> Kindergarten – Literacy Stations implemented in all classrooms First Grade – Pilot independent reading conferring forms Second Grade /Third Grade – Pilot use of Reader’s Notebook 	Forms developed and in use CWT/Supervision and Evaluation observations	Ongoing through June 2011
<ul style="list-style-type: none"> Parent Communication of literacy learning needs will be focus of PLC discussion and staff development Report Card changes explored for the 2011-12 school year 	Parent Literacy Night for students in intervention programs PIE Night Format changes to emphasize consistent literacy expectations Fountas and Pinnell data for grade level and individual students will be shared with parents at conferences in November and April	Ongoing through June 2011

Implementation Plan Quality Check

What resources/budget needs do you have?

- Student portfolios, QRI assessments, Fountas and Pinnell assessments, substitute time for F/P administration

What professional development, if any, will be conducted? When? What time is being allocated for this goal to be accomplished?

- Staff development on best instructional practices for reading and writing to be conducted during PLC time.

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What resources/budget needs do you have?

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