

Instruction Action Team

*Sub Group:
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Goal: All students will make Adequate Yearly Progress (AYP).

Rational/Compelling Need: We have students that are not achieving.

Benchmark: 75% on OAT/OGT

Actions/Strategies	Person(s) Responsible	Target and Time Frame	Costs, Resources, Technology Impacts	Evaluation Instruments and Processes	Communication Plan
Maintain commitment to supporting the district's values and mission that all students can learn.	District Leadership Team	Ongoing	Printing costs to post vision in district/buildings and on all forms of written communication	Data on Student Progress and School Climate	Verbally articulate vision and mission during inservice opportunities, new teacher induction, and opening day meetings. Use newsletter, parent emails, district website and school signs to communicate to community.
Early identification of students at-risk, academically and behaviorally	Principals, Teachers, District Data Specialists and Parents	Three times a year for academics/ Monthly for behavior	DIBELS costs, Discipline Data (SWIS)	DIBELS, Discipline Data (SWIS), OAT/OGT Results, Intervention Data, ROAR Reports, OTELA	Detailed data reports which indicate subgroup status and information pertinent to the class and school. Discipline reports communicated clearly to families.
Plan, Deliver and Revise Instruction	Building OISM Team (Teachers, support staff, specialists, parents, administrators)	Meet bi-monthly or as needed	Substitute costs to have daytime problem solving meetings, Professional Development, and purchase costs for research based materials for academic and behavioral interventions.	Progress monitoring tools like curriculum based measures (DIBELS)	Communication Plan: OISM Notes
Form Partnerships with Relative Community Resources like social workers, Wrap Around, etc.	Building, Administration, School Psychologists, District Office Leaders	Monthly or as needed	Need time to obtain and write grant	Improved academic progress and decrease in office referrals	Meetings, written communication, phone calls