

ACTION PLAN TEMPLATE

School Name: Gibbon Public Schools

School Improvement Goal: All students will improve their academic skills in all content areas.

	Support Data for Goal Selection	Baseline Measures	Post-Intervention Measures
1.	MAP		
2.	ACT		
3.	NeSA/NSCAS		
Strategy/Intervention: Strategies identified through teacher collaboration in professional learning communities.			Research Supporting this Intervention: Douglas Reeves, Mike Schmoker, Michael Fullan, Robert Marzano, Rick & Becky DuFour, Robert Eaker, Rick Stiggins, Larry Lezotte, Larry Ainsworth

Consider using these topics in identifying action areas: *Learners, Curriculum, Teachers, Classroom, etc.*

Activities to Implement the Strategy/Intervention	Person(s) Accountable	Timeline		Resources	Staff Development Outcome/Evidence	Demographic(s) Impacted
		Begin	End/Benchmark			
Data – Dive! Analysis of Data.	Troy Lurz	August 15, 2017	August 15, 2017	Data-Dive Worksheet. (1) What does the data tell us? (2) Delta and Opportunity? (3) Causation and questions we need to answer. Assessment Results for MAP, ACT, and NeSA	Participate in a data analysis activity and compare our students results against state standards.	All staff and all students.

Introduce the concept of “Tight – Loose” Leadership	Dr. Fisher	August 15, 2017	August 15, 2017	“The Tight Elements of a PLC”	Begin building structures for collaboration through secondary-functioning teams.	All staff and all students.
Revisit PLCs. Teachers are placed into Grade-Level Professional Learning Communities at the Elementary School and Subject Area Professional Learning Communities at the secondary school level.	Dr. Fisher, Mr. Lurz, Mr. Alderson	August 15, 2017	Ongoing process of continuous school improvement	(1) Template - “What is it we expect students to know and be able to do?” (2) Computer, (3) NDE Website and access to state standards, https://www.education.ne.gov/academicstandards/index.html and https://www.education.ne.gov/tl/ , and (4) The Four Guiding Questions	Re-introduce the concept of a Professional Learning Community, create a structured process for unpacking state standards, begin developing capacity on the behaviors associated with identifying priority standards. Grade Level and Subject Area PLCs are expected to meet one time per week during plan period.	All staff and all students.
Teachers are placed into Grade-Level Professional Learning Communities at the Elementary School and Subject Area Professional Learning Communities at the secondary school level.	Dr. Fisher, Mr. Lurz, Mr. Alderson	September 13, 2017	Ongoing process of continuous school improvement.	What to bring? (1) Computer and access to Nebraska State Standards (2) The “standard” template (3) The 4-Guiding Questions (4) The Gibbon Curriculum for your respective grade level or content area	(1) Re-culturing, (2) Create sustainable structures, expectations, practices (3) Grade Level and Subject Area PLCs are expected to meet one time per week during plan period.	All staff and all students.
Presentation - Charting the Course	Dr. Fisher	October 2, 2017	October 2, 2017	Six Tenets of AQuESTT, Introduce components of the Thundering Herd	(1) Create a vision for school improvement, (2) Re-culturing, (3) Create sustainable structures, expectations, practices (4) Develop shared understanding and mutual accountability	All staff and all students.
Visioning Activity (Education Family)	Dr. Fisher	October 2, 2017	October 2, 2017	(1) Academic Achievement,	(1) Create a vision for continuous school improvement,	All staff and all students.

				(2) Culture, (3) College and Career, (4) Structures (5) Timeline (6) Thundering Herd Template	(2) Re-culturing, (3) Create sustainable structures, expectations, practices, and (4) Develop shared understanding and mutual accountability.	
Teachers are placed into Grade-Level Professional Learning Communities at the Elementary School and Subject Area Professional Learning Communities at the secondary school level.	Dr. Fisher, Mr. Lurz, Mr. Alderson	October 2, 2017	Ongoing process of continuous school improvement	Template - What is it we want students to know? Four guiding questions	1) Re-culturing, 2) Create sustainable structures, expectations, practices 3) Developing behaviors and building capacity in the area of unpacking standards. 4) Grade Level and Subject Area PLCs are expected to meet one time per week during plan period.	All staff and all students.
Visioning Activity (Superintendent Advisory Council)	Dr. Fisher	October 26, 2017	October 26, 2017	(1) Academic Achievement, (2) Culture, (3) College and Career, (4) Structures	(1) Collecting the student voice, (2) Create a vision for continuous school improvement, (3) Re-culturing, (4) Create sustainable structures, expectations, practices, and (5) Develop shared understanding and mutual accountability.	All staff and all students.
Visioning Activity (Academic Enhancement Task Force)	Dr. Fisher, Mr. Lurz, Mr. Alderson	November 2, 2017	November 2, 2017	(1) Academic Achievement, (2) Culture, (3) College and Career, (4) Structures	(1) Create a vision for continuous school improvement, (2) Re-culturing, (3) Develop shared understanding and mutual accountability.	All staff and all students.
Teachers are placed into Grade-Level Professional Learning Communities at the Elementary School and Subject Area Professional Learning Communities at the secondary school level.	Dr. Fisher, Mr. Lurz, Mr. Alderson	November 15, 2017	Ongoing process of continuous school improvement	Delta Activity (Data), and Priority Standards, and	(1) Re-culturing, (2) Create sustainable structures, expectations, practices, and (3) Developing behaviors and building capacity in the area of unpacking standards. (4) Grade Level and Subject Area PLCs are expected to meet one time per week during plan period.	All staff and all students.
Submit recommendation to the	School Improvement Team,	January 8, 2018	2018-19 School	More time for	(1) Emphasize structures for continuous	All staff and all students.

Board of Education for the 2018-19 School Calendar.	Dr. Fisher, Mr. Lurz, Mr. Alderson		Year	teacher collaboration and targeted professional development	school improvement, (2) Build structures for collaboration, and (3) Create sustainable structures, expectations, practices	
Transition to the Thundering Herd	School Improvement Team, Dr. Fisher, Mr. Lurz, Mr. Alderson	January 17, 2018	Ongoing process of continuous school improvement	Planning Process, Thundering Herd, Composition of Teams	(1) Emphasize structures for continuous school improvement (2) Build structures for collaboration through secondary-functioning teams, (3) Re-culturing, (4) Create sustainable structures, expectations, practices.	All staff and all students.
The Thundering Herd	School Improvement Team, Dr. Fisher, Mr. Lurz, Mr. Alderson	February 5, 2018	Ongoing process of continuous school improvement	Planning Process, Thundering Herd, Composition of Teams	(1) Re-culturing, (2) Emphasize structures for continuous school improvement (3) Create sustainable structures, expectations, practices, and (4) Developing behaviors and building capacity in the area of unpacking standards.	All staff and all students.
Strategic Planning Process	Dr. Fisher, Dr. Keith Rohwer	February 8, 2018	Ongoing process of continuous school improvement	Information collected through the visioning activity. Members of the board of education, community, parents, students, and educators	(1) Re-culturing, (2) Emphasize structures for continuous school improvement,	All staff, students, and members of our community.
(1) Introduce the Five Criteria for Unpacking Standards, and (2) Teachers are placed into Grade-Level Professional Learning Communities at the Elementary School and Subject Area Professional Learning Communities at the secondary school level.	School Improvement Team, Dr. Fisher, Mr. Lurz, Mr. Alderson	February 5, 2018	Ongoing process of continuous school improvement	(1) The Four Guiding Questions, (2) What it is ... template, (3) The Five Criteria	(1) Re-culturing, (2) Create sustainable structures, expectations, practices, and (3) Developing behaviors and building capacity in the area of unpacking standards. (4) Grade Level and Subject Area PLCs are expected to meet one time per week during plan period.	All staff and all students.
Jan Hoegh, Solution Tree	School Improvement Team, Dr. Fisher, Mr. Lurz, Mr.	April 11, 2018	Ongoing process of continuous	(1) Computer, (2) Priority	(1) Re-culturing, (2) Create sustainable structures, expectations,	All staff and all students.

Process for unpacking standards, and creating a sustainable process	Alderson		school improvement	Standards Template, (3) Good Drive	practices, and (3) Developing behaviors and building capacity in the area of unpacking standards. (4) Build structures for collaboration through secondary-functioning teams, and (5) Guaranteed and Viable Curriculum	
Grade Level and Subject Area PLCs build upon their work and the information presented by Jan Hoegh. Use one of the two templates presented by Jan Hoegh. Using the Five Criteria to unpack standards, PLCs continue work to identify the priority standards	School Improvement Team, Dr. Fisher, Mr. Lurz, Mr. Alderson	April 11, 2018	August, 2018	(1) Priority Standards Template (2) Google Drive	(1) Re-culturing, (2) Create sustainable structures, expectations, practices, and (3) Developing behaviors and building capacity in the area of unpacking standards, (4) Build structures for collaboration through secondary-functioning teams, and (5) Guaranteed and Viable Curriculum	All staff and all students.
Establish a meeting with School Improvement Team to review planning process and identify a date when the school improvement team can meet	Dr. Fisher	April 18, 2018	April 23, 2018	Email sent on April 18, 2018	Strengthened processes and planning for continuous school improvement.	All staff and students
Review requirements for AdvancED and AQuESTT, identify day for the school improvement team to plan and prepare for site accreditation visit, work on school improvement plan.	School Improvement Team, Dr. Fisher	April 23, 2018	May 16, 2018	Six Tenets of AQuESTT, Access to NDE Website, School Improvement Template	Strengthened processes and planning for continuous school improvement.	All staff and students
SIP team meets to review Nebraska Frameworks, discuss planning processes, and continued work on action plan.	School Improvement Team, Dr. Fisher	May 16, 2018	May 16, 2018	Six Tenets of AQuESTT, Access to NDE Website, School Improvement Template	Strengthened processes and planning for continuous school improvement.	All staff and students

Thundering Herd review the transition to AQuESTT, show the School Improvement template, review the Nebraska Frameworks.	School Improvement Team, Dr. Fisher	May 17, 2018	May 17, 2018	Six Tenets of AQuESTT, Access to NDE Website, School Improvement Template	Strengthened processes and planning for continuous school improvement. Enhanced communication	All staff and students
SIP team reviewed and revised the school improvement plan, identified benchmarks to communicate to staff, created PLC groups, and visited with Jan Hoegh in preparation for August 9th professional development.	School Improvement Team, Dr. Fisher	August 2, 2018	August 2, 2018	Six Tenets of AQuESTT, Access to NDE Website, School Improvement Template	Strengthened processes and planning for continuous school improvement. Enhanced communication	All staff and students
Introduce the Nebraska Frameworks, AQuESTT, and walk through the School Improvement template (Section A)	School Improvement Team, Dr. Fisher	August 8, 2018	August 8, 2018	Six Tenets of AQuESTT, Access to NDE Website, School Improvement Template	Building Capacity for continuous School Improvement	All staff and students
Jan Hoegh will revisit the process to unpack standards and introduce proficiency scales. Connect this work to the 4 Guiding Questions.	Jan Hoegh	August 9, 2018	August 9, 2018	Standards template, Access to State Standards	Identification of Priority Standards, Unpacking Priority Standards, Proficiency scales start identifying levels of performance	All staff and students

Identify and unpack 2 Priority Standards. Place in Google Drive. Connect this work to the 4 Guiding Questions.	Grade level and content area teams	August 9, 2018	August 20, 2018	Standards template and access to the State Standards	Identified 2 priority standards and unpacked the standards	All staff and students
Create Proficiency Scales for those 2 Priority Standards. Place in Google Drive. Connect this work to the 4 Guiding Questions.	Grade level and content area teams	August 20, 2018	September 4, 2018	Standards template and access to the State Standards	Created 2 Proficiency Scales for those 2 Priority Standards	All staff and All students
Identify, unpack, and create 2 additional Proficiency Scales for Priority Standards. Place in Google Drive. Connect this work to the 4 Guiding Questions.	Grade-Level and Content Area Teams	September 4, 2018	September 24, 2018	Standards template and access to the State Standards	Created 2 Proficiency Scales for those 2 Priority Standards (total of 4)	All staff and students
Hand out the document: Professional Learning Communities; Building Blocks for School Culture and Student Learning	Grade-Level and Content Area Teams	September 10, 2018	October 1, 2018	Access to the article	Connect this back to the 4 Guiding Questions, build upon this work to create high functioning PLC's	All staff and students

School Improvement Team meet	Grade-Level and Content Area Teams	September 26, 2018	September 26, 2018	Priority Standards and Proficiency Scales and access to Google Drive	Monitoring progress for the identification of Priority Standards and the creation of Proficiency Scales. Randomly select a priority standard and a proficiency scale from each grade level and/or content area to informally assess progress and determine method for giving feedback.	All staff and students
SIP team review progress made on priority standards and proficiency scales	SIP team	October 17th, 2018	October 17th, 2018	Priority Standard, 5 criteria, definition of cognitive demand, proficiency scale, and the 4 Guiding Questions	Strengthening alignment between priority standards and proficiency scales.	All staff and students
Offer feedback on our review of progress made on priority standards and proficiency scales, School Improvement 101 (Section B), and PLC's meet. Identify 1 priority standard, reflect on the 5 criteria, and the concept of cognitive demand. Align the priority standard to the instructional objective. Determine the student product to measure mastery on the chosen standard.	Grade-Level and Content Area Teams	October 1, 2018	October 22, 2018	Priority Standard, 5 criteria, definition of cognitive demand, proficiency scale, and the 4 Guiding Questions	Strengthening alignment between priority standards and proficiency scales.	All staff and students
Identify and unpack 2 Priority Standards and create a proficiency scale for each standard. Place in Google Drive. Connect this work to the 4 Guiding Questions.	Grade-Level and Content Area Teams	October 1, 2018	October 22, 2018	Standards template and access to the State Standards	Strengthening alignment between priority standards and proficiency scales.	All staff and students

Identify a date and time to have a conference call with Jan Hoegh	School Improvement Team	October 17, 2018	October 17, 2018	Telephone and School Improvement plan	Prepare for November 7, 2018	All staff and students
Jan Hoegh will be in our district to continue work with priority standards and proficiency scales. Plan for the integration of a proficiency scale in your content area or grade level.	Grade level and Content Area Teams	November 7, 2018	January 4, 2019	Jan Hoegh, Standard Templates and access to state standards	Strengthening the implementation of a proficiency scale in the classroom	All staff and students
Use the Guidance For Writing High-Quality Proficiency Scales to self assess 2 Proficiency Scales and continue the work with priority standards and proficiency scales. Connect this work to the 4 Guiding Questions of a PLC.	Grade level and Content Area Teams	November 12, 2018	November 12, 2018	Guidance for Writing High-Quality Proficiency Scale	Continuing our efforts to build capacity in the identification of priority standards and the creation of proficiency scales	All staff and students
School Improvement Team meets. Assess our progress, reflect on feedback from Jan, and complete plan for 2018-2019 school year	School Improvement Team	November 20, 2018	November 20, 2018		Finalize plan for 2018-2019	All staff and students

Continue the work of identifying and unpacking 2 Priority Standards and creating a proficiency scale for each standard. Place in Google Drive. Connect this work to the 4 Guiding Questions.	Grade Level and Content Area Teams	November 26, 2018	November 26, 2018	Standards template and access to the State Standards	Strengthening alignment between priority standards and proficiency scales.	All staff and students
Identify and unpack 2 more Priority Standards and create a proficiency scale for each standard. Place in Google Drive. Connect this work to the 4 Guiding Questions. (8)	Grade-Level and Content Area Teams	October 22, 2018	December 10, 2018	Standards template and access to the State Standards	Strengthening alignment between priority standards and proficiency scales.	All staff and students
School Improvement team participates in webinar with ESU 10 with continuous school improvement team	School Improvement Team	December 10, 2018	December 10, 2018	Nebraska Frameworks	Strengthening our school improvement efforts and aligning school improvement to AQuESTT	All students and staff
School Improvement Team presents goals, process, and reflections on this year's school improvement efforts.	School Improvement Team	December 10, 2018	December 10, 2018	School Improvement plan and profile	General understanding and communication with school improvement efforts to the Board of Education	All members of the school district

Identify and unpack 2 more Priority Standards and create a proficiency scale for each standard. Place in Google Drive. Connect this work to the 4 Guiding Questions. (10)	Grade-Level and Content Area Teams	December 10, 2018	January 4, 2019 (Full Day)	Standards template and access to the State Standards	Strengthening alignment between priority standards and proficiency scales.	All staff and students
School Improvement 102 (address common language for proficiency scales and revision process), make a plan to implement a proficiency scale in the classroom by the end of January. Subteams of the Thundering Herd develop and revise their action plans, meet as subteams of the Thundering Herd, and Buffalo rotation (naming conventions and format), etc. Review priority standards, reflect on the 5 criteria, the concept of cognitive demand, and align the priority standards to the instructional objective. Connect this work to the 4 Guiding Questions.	All Staff	January 4, 2019	January 31, 2019	Google Slide Presentation - "On the Road to Awesome," Thundering Herd - Grows, Glows, and Next Steps Activity, ESU10 present APL Strategy - Implementation of Learning Targets and Proficiency Scales	Strengthening alignment between priority standards and proficiency scales, building knowledge and skill through the implementation/use of proficiency scales	All staff and students
Begin PLCs with the entire family initially meeting in the auditorium. Revisit goals for implementation of proficiency scales and the timeline for the completion of the prioritization process	All Staff	January 14, 2019	January 14, 2019	Google Slide Presentation - "Daily Instruction" Standards template, proficiency scales, access to Google Drives, ELA/Math table of specifications and achievement level descriptors on NDE Website	Strengthening alignment between priority standards and proficiency scales, building knowledge and skill through the implementation/use of proficiency scales	All staff and students

Zoom Webinar Series from ESU 10 - Leading Continuous Improvement in Your School	School Improvement Team	January 28, 2019	January 28, 2019	Access to the webinar, computer, Nebraska Frameworks	Strengthening our school improvement efforts and aligning school improvement to AQuESTT	All staff and students
Communicate with the staff on number of priority standards and proficiency scales (6-10 per semester and 10-15 per year) until the end of the school year. Encourage PLC's to develop a plan to complete the prioritization process and the review of their work. Connect this work to the 4 Guiding Questions.	All Staff	January 14, 2019 Early out	April 10, 2018	Standards template , proficiency scales, access to Google Drives, ELA/Math table of specifications and achievement level descriptors on NDE Website	Strengthening alignment between priority standards and proficiency scales, building knowledge and skill through the implementation/use of proficiency scales	All staff and students
Continue our work on priority standards and proficiency scales introduce the revision process and finalize products. Connect this work to the 4 Guiding Questions.	Grade-Level and Content Area Teams	January 28, 2018 Early Out	February 4, 2019	Standards template , proficiency scales, access to Google Drives, ELA/Math table of specifications and achievement level descriptors on NDE Website	Strengthening alignment between priority standards and proficiency scales, building knowledge and skill through the implementation/use of proficiency scales	All staff and students
Continue our work on priority standards and proficiency scales and participate in the revision process. Connect this work to the 4 Guiding Questions. Vertical conversations prek-2, 3-5, 6-8, 9-12 Review the structures of the Nebraska State Standards. Visit and discuss the depth of knowledge and compare to proficiency scales.	Grade-Level and Content Area Teams	February 4, 2019 8-12pm	February 11, 2019	Standards template , proficiency scales, access to Google Drives, ELA/Math table of specifications and achievement level descriptors on NDE Website	Strengthening alignment between priority standards and proficiency scales, building knowledge and skill through the implementation/use of proficiency scales	All staff and students

Continue our work on priority standards and proficiency scales and participate in the revision process. Connect this work to the 4 Guiding Questions.	Grade-Level and Content Area Teams	February 25, 2019 Early Out	March 11, 2019	Standards template , proficiency scales, access to Google Drives, ELA/Math table of specifications and achievement level descriptors on NDE Website	Strengthening alignment between priority standards and proficiency scales, building knowledge and skill through the implementation/use of proficiency scales	All staff and students
Continue our work on priority standards and proficiency scales and participate in the revision process. Connect this work to the 4 Guiding Questions.	Grade-Level and Content Area Teams	March 11, 2019 Early Out	March 25, 2019	Standards template , proficiency scales, access to Google Drives, ELA/Math table of specifications and achievement level descriptors on NDE Website	Strengthening alignment between priority standards and proficiency scales, building knowledge and skill through the implementation/use of proficiency scales	All staff and students
State Accreditation Process	All Staff and students	Visitation: March 20, 21	March 20, 21	Profile, Thundering Herd, and School Improvement Plan	Recommendations and Accommodations provided by the site team	All Staff and students
Continue our work on priority standards and proficiency scales and participate in the revision process. Connect this work to the 4 Guiding Questions.	Grade-Level and Content Area Teams	March 25, 2019 Early Out	April 8, 2018	Standards template , proficiency scales, access to Google Drives, ELA/Math table of specifications and achievement level descriptors on NDE Website	Strengthening alignment between priority standards and proficiency scales, building knowledge and skill through the implementation/use of proficiency scales	All staff and students

Data-Dive Worksheet. (1) What does the data tell us? (2) Delta and Opportunity? (3) Causation and questions we need to answer. Assessment Results for MAP	Grade-Level and Content Area Teams	April 8, 2019 Early Out	April 8, 2019	Worksheet, data sources including MAP Scores using the quadrant chart, learning continuum, and next gen student profile. Review RIT and percentiles. We use our conversation with Jan Hoegh and connect that with our work from April 10.	Setting the purpose for utilizing assessments and using that information for summative and formative with our priority standard. See how the priority standards, proficiency scales, and assessments fit together in building capacity in assessment literacy	All staff and students
Assessment Practice, connect proficiency scales to assessment development, introduce intrusive and non-intrusive assessment (summative and formative), validity and reliability of our assessments, alignment between proficiency scales and assessment development	Grade-Level and Content Area Teams	April 10, 2019 All day Jan Hoegh	April 10, 2019	Develop 2 Assessments by the end of the day	Create 1 Formative and Summative Assessment to be used by the end of the 2018-2019 school year,	All staff and students
Developing assessment literacy, strengthening assessment practice, alignment of assessment to proficiency scales	Grade-Level and Content Area Teams	April 10, 2019	April 29, 2019	Classroom curriculum, proficiency scales, and Nebraska Standards	Build 2 Formative and Summative assessments to be used at the beginning of the 2019-2020 school year	All staff and students
School Improvement Retreat: Data Analysis in use	School Improvement Team	April 18, 2019 8am - Noon?	April 18, 2019	Assessment information, examples of assessments	Take the recommendations from the external team visit and start planning for the next cycle	All staff and students

<p>Prek-12 Math vertical articulation, 3-5 Ins and Outs, Connect the 3-5 Ins and Outs to the standards, Response to redundancy and overlaps, Continue developing assessments for the 2019-2020 school year, discuss struggles and successes from summative and formative experiences</p>		<p>April 23, 2019 All Day</p>	<p>April 23, 2019</p>		<p>Prek-12 Math vertical articulation, 3-5 Ins and Outs, Connect the 3-5 Ins and Outs to the standards, Response to redundancy and overlaps, Continue developing assessments for the 2019-2020 school year, discuss struggles and successes from summative and formative experiences</p>	<p>All Staff and students</p>
<p>Finalize priority standards and proficiency scales and continue work on assessments for 1st semester of the 2019-2020 school year (IXL/MOBY MAX Conversation)</p>		<p>April 29, 2019 Early Out</p>	<p>April 29, 2019</p>		<p>Finalize priority standards and proficiency scales and continue work on assessments for 1st semester of the 2019-2020 school year</p>	<p>All staff and students</p>
<p>A gallery walk</p>		<p>May 13, 2019 Early Out</p>	<p>May 13, 2019</p>		<p>What did you “steal” from the gallery walk</p>	<p>All Staff</p>
		<p>2019-2020 School Year</p>			<p>For the 2019-2020 school year, rotate early outs with Grade Level Content, Vertical Alignment, and 2nd curricular areas Revision</p>	

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