

Teach Continuous Literacy Improvement – Clinton, MT  
Action Plan  
April 30, 2024

*At Clinton School, we strive to empower lifelong learners through literacy. As a united team of educators, we are working together for all students to receive strategic reading instruction that challenges each student's individual abilities. Collaboratively, we will build readers who find success in phonemic awareness, alphabetic principles, reading fluency, reading comprehension, and vocabulary. As a learning community we are dedicated to establishing reading success for all.*

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**Montana Literacy Plan Components:**

Instructional Leadership  
Standards  
Instruction and Intervention  
Assessment and Data-based Decision making  
Professional Development  
System-wide Commitment  
Community and Family Involvement  
Systematic Process for Improving Literacy Outcomes

Continuous Improvement Components: Systematic Process for Improving Literacy Outcomes; Instructional Leadership; Instruction and Intervention; System Wide Commitment; Standards

**Leaders: Carly, Wendy, Ciara**

**Goal #1:** With the use of instructional strategies, Teachers will provide research-based differentiated core instruction with instructional strategies which should align to the CCSS as measured by walk-through observational data.

**Previous Action Steps**

1. Implement SIPPs, Heggerty, and Secret Stories in Title I and Special Education
2. Pilot Read 180 into grades 4th-7th classrooms as small group targets
3. KU5 will learn and implement TS Gold curriculum to support differentiation

4. Create a report card for KU5 using Early Literacy Skills from OPI and TS Gold
5. Implement with fidelity Heggerty and Secret Stories into Special Education.
6. Utilize Handwriting without Tears in KU5-K and Special Education

**Action Steps**

1. Strategic instruction based on skills and language from standards to instructional cycles
2. Teachers will implement differentiated small group instruction into their reading block to target individual students
3. Math & sci/soc content, differentiated?
4. Implement Read 180 within our 4th-5th grade groups in Special Ed
5. Principal collect data on differentiation with Walk through tool
6. Share ESGI with grades 3-5 and Special Education
7. Using standards to drive instruction and learning success criteria to prove mastery.
8. Use data to drive instruction practices (STAR, ESGI, etc.)

<u>Person(s) Responsible</u>	<u>Resources Needed</u>	<u>Timeline</u>
1. Teachers	1. PDSA cycle templates	1. Ongoing
2. Teachers	2. Tools, articles on differentiation	2. Ongoing
3. Teachers, Tawnya	3. Differentiation Strategies	3. Fall 2023
4. Katie, Wendy, Tim, 4-8 teachers	4. Read 180/SIPPS	4. Fall 2023
5. Tim, Mandy	5. Walkthrough Tool	5. Ongoing
6. Primary, 3-5, SpEd, Kelsi	6. ESGI pilots	6. Fall 2023
7. Teachers, Tim, Mandy	7. Standards, Success criteria	7. Ongoing
8. Teachers, Tim	8. Assessment reports	8. Ongoing

Continuous Improvement Components: Instructional Leadership, Professional Development, System-wide Commitment, Systematic Process for Improving Literacy Outcomes

**Goal #2:** 100% of teachers will develop a SMART goal each quarter based on our Instructional Framework (COUGARS), and engage in monthly PD opportunities

**Leaders: Tim, Jenny, Rachal**

**Previous Action Steps**

1. Connect teachers to observe/video each other using a Google form
2. Establish a system for providing year long differentiated professional development to staff
3. Paraprofessionals will be offered professional development monthly during early outs
4. Staff newsletter (SMORE) with information pertaining to upcoming events
5. Teacher binders brought to PD, meetings at least 90% of the time to refer to previous meetings and PD
6. Bring the instructional framework elements into consistent communication via newsletters, feedback, etc.
7. Maintain budget for conferences when requested

8. Set up PLC based on organizational tips for teachers and paras, including email, Google Drive, etc.
9. Set up SMART goals with every teacher based on standards instruction - quarterly check-ins
10. Set up teacher observations in other classrooms based on interventions
11. Begin Conscious Discipline book study with teachers/administration

**Action Steps:**

1. Tim will brainstorm/research the structure for PD/teacher collaboration monthly (bi-monthly)
2. Maintain the Professional Development Plan
3. Utilize [PLC](#) structures to support staff collaboration and development
4. Planning Summer PD opportunities for teachers/admin
5. Planning Early Out's & PD Plan for 2024-2025
6. Using PIR/Calendar Committee to plan PLC's for 2024-2025

<u>Person(s) Responsible</u>	<u>Resources Needed</u>	<u>Timeline</u>
<ol style="list-style-type: none"> <li>1. Tim, Tawnya, Mandy, Kelsi, Katie</li> <li>2. Tim, Mandy, Tawnya</li> <li>3. Tim, Tawnya, Mandy, Teachers</li> </ol>	<ol style="list-style-type: none"> <li>1. Calendar 2023-2024</li> <li>2. PD Plan</li> <li>3. PLC plans</li> </ol>	<ol style="list-style-type: none"> <li>1. Fall 2023</li> <li>2. Fall 2023</li> <li>3. Ongoing - quarterly</li> </ol>

Continuous Improvement Components: Instruction and Intervention, Assessment and Data-based Decision making, Professional Development

**Goal #3:** Create and refine clear MTSS structures (Title I, GT, Special Ed) to ensure implementation by teachers as measured by intervention documentation and process completion.

**Leaders: Katie, Lydia, Wendy**

**Previous Action Steps**

1. Implement Interim Assessments for all 3rd-8th grade classes for 2022-2023
2. Implement a MTSS protocol system for all branches of support, including SPED, Title, GT
3. Set up a communication system with all Special Education for IAT paperwork
4. Brainstorm topics for PLC calendars and administration early outs
5. Update MS schedule to gain Tier 2 intervention time for Title I students
6. Look at Screener grant for Behavior Intervention Supports
7. Implement MAST pilot project in place of SBAC tests

**Action Steps**

1. Look at Behavior documentation for Tier 2 to Tier 3
2. Formalize a mentorship program for training new staff members

3. SEL supports for social/emotional learning and behavioral interventions
4. Work with the MS team to find ways to support SEL issues
5. Behavior Referrals - look at our structures and changes that can be made
6. Continue to use data to track student growth use interventions to follow MTSS procedures
7. Prepare MAST testing schedule for 24-25
8. Set up Scope & Sequence for Math for the MAST testlets for 24-25

<b><u>Person(s) Responsible</u></b>	<b><u>Resources Needed</u></b>	<b><u>Timeline</u></b>
<ol style="list-style-type: none"> <li>1. Kailey, Kelsey, Tim</li> <li>2. Mandy, Tim</li> <li>3. Kailey, Kelsey, MTSS</li> <li>4. Mandy, Tim, Kailey, MS teachers</li> <li>5. Jenny? Tim?</li> <li>6. Teachers, Tim, Mandy</li> <li>7. Mandy, Tim, 4-8 Teachers, Kailey</li> <li>8. Mandy, Tim, Teacher Team</li> </ol>	<ol style="list-style-type: none"> <li>1. Clinton School Procedures</li> <li>2. Create documents</li> <li>3. SEL resources</li> <li>4. Intervention resources</li> <li>5. Tim's behavior chart - Research ideas</li> <li>6. Data collection tools, tracking sheets</li> <li>7. MAST testlets</li> <li>8. Math standards, MAST testlets</li> </ol>	<ol style="list-style-type: none"> <li>1. Winter 2023</li> <li>2. Fall 2023</li> <li>3. Ongoing</li> <li>4. Spring 2024</li> <li>5. Spring 2024</li> <li>6. Ongoing</li> <li>7. Spring/Summer 2024</li> <li>8. August 2024</li> </ol>

Continuous Improvement Components: System-wide Commitment, Community and Family Involvement, Systematic Process for Improving Literacy Outcomes

**Goal #4:** Clinton School will consistently communicate and connect with the community through outreach initiatives. We will increase participation in surveys from 20% to 30%.

**Leaders: Tim, Lydia, and Katie**

**Previous Action Steps**

1. Carly & Kelsi look at Conscious Discipline parent resources to share with teachers
2. Look into adult education classes hosted at Clinton for 2022-2023 school year; set a schedule for the entire year
3. Set up a Community Dinner to coincide with Literacy Night
4. Look at full day summer school options in June to get more students able to join
5. Community newsletter and bulletins
6. Fall STEM night - Nov. 2023
7. Spring Community Dinner Night - structures are in place for Family Literacy Night February 29

**Action Steps**

1. Find new resource to send home to parents or attach to our Facebook page
2. Develop a survey to gather parent input/satisfaction ratings.
3. Bring resources for parents to PTSA activities (Muffins for Moms, etc), concerts, sports events include food and prizes in events
4. Look into Family2Family through UM
5. Look at parent education especially for incoming 4 year olds, possible Co-op model
8. Look at volunteer options for community and parents

9. Discuss Adult Education Classes for 2024-2025
10. Teachers showcase special projects in our newsletter and on Facebook
11. Conscious Discipline to parents - book? Facebook? Email?

<b><u>Person(s) Responsible</u></b>	<b><u>Resources Needed</u></b>	<b><u>Timeline</u></b>
1. Tim	1. Newsletter/emails	1. Ongoing, monthly
2. Mandy	2. Survey parents	2. Fall/Winter/Spring
3. Tim, Teachers	3. Resources	3. Ongoing
4. Tim, SLT	4. Family2Family info	4. Fall 2023
5. Jenny	5. Resources for parent ed	5. Fall 2023
6. SLT	6. Volunteer policies	6. Fall 2023
7. Mandy	7. Find classes/trainers	7. September 2023
8. Teachers, Admin, Kitchen	8. Parent resources	8. Feb 2024
9. Michelle, Teachers	9. Classroom projects	9. Ongoing