

# School Improvement Plan

School Year 2016-2017  
School: *William H. Taylor School*  
Principal: *Rafaela DeFigueiredo*

## **Section 1. Set goals aligned to the AIP**

**Instructions:** Analyze EOY Galileo data from last year to help set your end-of-year goals for the current school year. You must set three student learning goals, which are aligned to the student learning goals in this year's AIP:

1. *By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in ELA and Math for grades 6-12*
2. *BY EOY, the district will see at least 10% of students in warning move into needs improvement in ELA and Math*
3. *By EOY, the district will see at least 10% of students in proficient move into advanced in ELA and Math*

**Note:** Since EOY PARCC scores might not be available yet, please use EOY Galileo scores from last year as a substitute baseline proficiency level for planning purposes. You should have a system to revisit your student data throughout the year, as we get data from BOY Galileo, PARCC, MOY Galileo, and other assessments.

**(a) Describe the goals you have for student outcomes, in terms of approximate number of students that you need to move to meet each of the three goals listed above.**

1. *By EOY, the Taylor School will realize at least a 40% reduction in students not meeting benchmark in grades K-2 in DIBELS.*
2. *By EOY, the Taylor School will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades 2-5 in Galileo.*
3. *BY EOY, the Taylor School will see at least 10% of students in warning move into needs improvement in ELA and Math for grades 2-5 in Galileo.*
4. *By EOY, the Taylor School will see at least 10% of students in proficient move into advanced in ELA and Math for grades 2-5 in Galileo.*
5. *By EOY, at least 80% will be in the high growth/ high achievement quadrants in ELA and Math for grades 2-5 in Galileo.*
6. *By EOY, the Taylor School will realize at least a 40% reduction in students not meeting proficiency or advanced in ELA and Math for grades 3-5 on PARCC/MCAS 2.0.*
7. *BY EOY, the Taylor School will see at least 10% of students in warning move into needs improvement in ELA and Math for grades 3-5 on PARCC/MCAS 2.0.*
8. *By EOY, the Taylor School will see at least 10% of students in proficient move into advanced in ELA and Math for grades 2-5 on PARCC/MCAS 2.0.*

### **DIBELS**

- *By EOY, the Taylor School will realize at least a 40% reduction in students not meeting benchmark in grades K-2 in DIBELS.*

K BOY DIBELS 2016-2017	%	#	Projected K EOY DIBELS 2016-2017	%	#
Benchmark	60%	24	Benchmark	78%	31
Strategic	18%	7	Strategic	13%	5
Intensive	23%	9	Intensive	10%	4
Total	100%	40	Total	100%	40

1 <sup>st</sup> gr BOY DIBELS 2016-2017	%	#	Projected 1 <sup>st</sup> gr EOY DIBELS 2016-2017	%	#
Benchmark	83%	39	Benchmark	89%	42
Strategic	9%	4	Strategic	6%	3
Intensive	9%	4	Intensive	4%	2
Total	100%	47	Total	100%	47

2 <sup>nd</sup> gr BOY DIBELS 2016-2017	%	#	Projected 2 <sup>nd</sup> gr EOY DIBELS 2016-2017	%	#
Benchmark	98%	45	Benchmark	100%	46
Strategic	2%	1	Strategic	0%	0
Intensive	0%	0	Intensive	0%	0
Total	100%		Total	100%	46

**PARCC**

- *By EOY, the Taylor School will realize at least a 40% reduction in students not meeting proficiency or advanced in ELA and Math for grades 3-5 on PARCC/MCAS 2.0.*
- *BY EOY, the Taylor School will see at least 10% of students in warning move into needs improvement in ELA and Math for grades 3-5 on PARCC/MCAS 2.0.*
- *By EOY, the Taylor School will see at least 10% of students in proficient move into advanced in ELA and Math for grades 2-5 on PARCC/MCAS 2.0.*

Grade 3 ELA 2015-2016		2016-2017 Projection based on 3 <sup>rd</sup> gr 2015-2016 scores			
Level	2016	%	#	%	
1	4	12%	4	10%	
2	3	9%	3	8%	
3	8	24%	4	11%	
4	18	55%	26	67%	
5	0	0%	2	5%	
Total	33	100%	39	100%	

Grade 3 Math		2016-2017 Projection based on 3 <sup>rd</sup> gr 2015-2016 scores			
Level	2016	%	#	%	
1	0	0%	0	0%	

2	3	9%	3	8%
3	8	24%	5	13%
4	17	52%	23	59%
5	5	15%	8	21%
Total	33	100%	39	100%

Grade 4 ELA				
2015-2016 3 <sup>rd</sup> grade ELA scores			2016-2017 Projection based on 3 <sup>rd</sup> gr 2015-2016 scores	
Level	2016	%	#	%
1	4	12%	2	7%
2	3	9%	2	7%
3	8	24%	4	15%
4	18	55%	18	67%
5	0	0%	1	4%
Total	33	100%	27	100%

Grade 4 Math				
2015-2016 3 <sup>rd</sup> grade math scores			2016-2017 Projection based on 3 <sup>rd</sup> gr 2015-2016 scores	
Level	2016	%	2015	%
1	0	0%	0	0%
2	3	9%	1	4%
3	8	24%	4	15%
4	17	52%	17	63%
5	5	15%	5	19%
Total	33	100%	27	100%

Grade 5 ELA				
2015-2016 4 <sup>th</sup> grade ELA scores			2016-2017 Projection based on 4 <sup>th</sup> gr 2015-2016 scores	
Level	2016	%	#	%
1	0	0%	0	0%
2	6	16%	3	10%
3	12	32%	6	19%
4	19	50%	19	61%
5	1	3%	3	10%
Total	38	100%	31	100%

Grade 5 Math				
2015-2016 4 <sup>th</sup> grade Math scores			2016-2017 Projection based on 4 <sup>th</sup> gr 2015-2016 scores	
Level	2016	%	#	%
1	0	0%	0	0%
2	5	13%	2	6%
3	15	39%	8	26%
4	17	45%	19	61%
5	1	3%	2	6%
Total	38	100%	31	100%

### Galileo

- *By EOY, the Taylor School will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades 2-5 in Galileo.*
- *BY EOY, the Taylor School will see at least 10% of students in warning move into needs improvement in ELA and Math for grades 2-5 in Galileo.*
- *By EOY, the Taylor School will see at least 10% of students in proficient move into advanced in ELA and Math for grades 2-5 in Galileo.*
- *By EOY, at least 80% will be in the high growth/ high achievement quadrants in ELA and Math for grades 2-5 in Galileo.*

**\*\* Approximate number of students will be determined once BOY data is available.**

**(b) Describe the process or system you will use to revisit student data throughout the year and track progress toward your goals as new data become available.**

*Here are some examples for tracking student data that could be helpful resources:*

- *Putting every student name on a post-it and tracking them across achievement levels based on the most current benchmark assessment data*
- *Tracking proficiency levels on unit assessments by grade level or classroom*
- *Tracking number of students demonstrating mastery by standard to help identify what parts of the content need revisiting*

*You can find data wall systems online, for example:*

- *Photos and samples: <http://www.teachthought.com/teaching/what-a-data-wall-looks-like/>*
- *DESE guidance, see section 6.2.2T) <http://www.doe.mass.edu/apa/ucd/ddtt/toolkit.pdf>*

- ✓ **Create an ELA and math data wall that will track student progress throughout the school year.**
- ✓ **Use the ELA tracker to track ELA CCR weekly and unit assessment scores and students' proficiency levels within each unit of study.**
- ✓ **Use the math tracker to track Math Performance Assessment scores and student proficiency levels within each standard.**
- ✓ **Analyze student writing to track growth within genres – 2x month.**
- ✓ **Analyze BOY, MOY, EOY Galileo results**
- ✓ **Progress monitor DIBELS in grades K-2 according to district calendar**
- ✓ **Analyze family surveys**

## **Section 2. Use data to determine school-specific strengths and weaknesses for each AIP objective**

**Instructions:** School leaders must analyze data in order to create a school-specific plan to meet the student learning goals established in Section 1. This section is intended to help you look at student work in a meaningful way and to help you identify your school's strengths and the areas you will focus on this year to improve student outcomes.

Focus on analyzing your school's progress on work related to the four objectives in the AIP, as these are the key levers that the district believes will lead to change. Not every objective may be a focus area for every school. The district's four objectives are outlined on page 3.

Answer questions (a) and (b) in the space provided. Potential data sources to use to answer these questions include:

### Student performance data:

- PARCC/MCAS item analysis, if available
- Final exams
- DIBELS
- Galileo
- Formative assessments
- Examples of student work

### Instructional data:

- Observation data on curriculum and instruction
- Feedback to teachers

### Student indicator data:

- Student attendance
- IEPs and 504s
- Disciplinary data
- SPED referrals
- Graduation/dropout data
- Intervention data
- Mobility
- Course failures

### Teacher data:

- Teacher attendance
- Teacher evaluations
- Tiering of teachers
- TELL Massachusetts survey

### **(a) What progress did your school make last year in student learning?**

#### DIBELS

- By the end of the year, 89% of K students scored at benchmark on DIBELS
- By the end of the year, 94% of 1<sup>st</sup> grade students scored at benchmark on DIBELS
- By the end of the year, 95% of 2<sup>nd</sup> grade students scored at benchmark on DIBELS

#### PARCC ELA

- decrease performance from Grade 3 last year to Grade 4 this year in the percentage of students scoring at Level 1 from 5% last year in Grade 3 to zero this year in Grade 4.
- significant increase in the percentage of students scoring at the highest levels (Level 4 and 5) from 38 percentage points in Grade 3 last year to 50% in Grade 4 this year. That is a 12 percentage point increase.

- significant increase in the percentage of Grade 3 students scoring at the proficiency level this year (Level 4 and 5) from 38% to 56% (+18).

#### PARCC Math

- decrease from Grade 3 last year to Grade 4 this year in the percentage of students scoring at Level 1 from 2% last year (Grade 3) to zero this year (Grade 4).
- significant increase in the percentage of Grade 3 students scoring at the proficiency level this year (Level 4 and 5) from 55% to 69% (+14).

#### Galileo ELA

- Grade 2 increased 12 percentage points in proficiency between BOY and EOY (76-79-88).
- Grade 4 increased 14 percentage points reaching an EOY proficiency of 76% (62-62-76).

#### Galileo Math

- Grade 2 increased steadily throughout the year with a 43 point-gain between BOY and EOY (43-69-86).

#### Writing CFA

- By the end of the year, 74% of K students scored a 3 or 4 in the writing CFA
- By the end of the year, 94% of 2<sup>nd</sup> grade students scored a 3 or 4 in the writing CFA

#### Family Survey

- Community survey items increased from 66% to 75%
- Learning behaviors increased from 68% to 77%
- Positive learning behaviors increased from 68% to 77%
- School climate increased from 80% to 85%
- School fit increased from 70% to 77%
- Parent support increased 84% to 86%

**(b) What did students struggle with last year? Why? Please consider data by grade level and subject.**

**Questions to consider include:**

- **Where are the strong classrooms and grades? How can you use them to lift up other grades and classrooms?**
- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**
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#### PARCC ELA

- increase from Grade 4 last year to Grade 5 this year in the percentage of students scoring at Level 1 from zero percent (Grade 4) to 4% this year (Grade 5).
- Decrease in last year's Grade 4 to Grade 5 this year in the percentage of students scoring Level 4 and 5 decreasing 21 percentage points from 65% in Grade 4 last year to 44% in Grade 5 this year.
- decrease in performance in Grade 4 students attaining proficiency this year (Level 4 and 5) from 65% to 50% (-15).
- decrease in Grade 5 students attaining proficiency this year (Level 4 and 5) from 52% to 44% (-8).

#### PARCC Math

- decrease in the percentage of students scoring at the highest levels (Level 4 and 5)

declining 7 percentage points from 44% in Grade 3 last year to 37% in Grade 4 this year.

- decrease in the percentage of students scoring Level 4 and 5 decreasing 11 percentage points from 55% in Grade 3 last year to 44% in Grade 4 this year.
- decrease in the percentage of students scoring Level 4 and 5 decreasing 21 percentage points from 77% in Grade 4 last year to 56% in Grade 5 this year.
- decrease in the percentage of Grade 4 students attaining proficiency this year (Level 4 and 5) from 77% to 44% (-33).

#### Galielo ELA

- Grade 3 declined 16 percentage points in proficiency between BOY and EOY (69-59-53) showing no progress and a regression in proficiency between BOY and EOY.
- Grade 5 decreased 4 percentage points reaching an EOY proficiency of 54% (58-69-54). District proficiency was slightly higher at 55%.

#### Writing CFA

- By the end of the year, only 48% of students in grade 1 were scoring a 3 or 4 in the writing CFA.
- By the end of the year, only 30% of students in grade 3 were scoring a 3 (top score) in the writing CFA.
- By the end of the year, only 47% of students in grade 4 were scoring a 3 (top score) in the writing CFA.
- By the end of the year, only 53% of students in grade 5 were scoring a 3 (top score) in the writing CFA.

#### Family Survey

- Parent engagement decreased from 11% to 10%

### **Section 3. Develop strategies/actions to address focus areas**

**Instructions:** Based on your analysis of student needs in Section 2, especially question (b), identify 2-4 focus areas for your school to pursue this year. These focus areas should be high-impact levers that you believe will drive student achievement, and should be aligned to the AIP. In the space below, list each focus area and the specific strategies and activities you will complete as part of this focus area to raise student achievement.

Once you have developed these focus areas, identify one benchmark that you will use to measure student progress by November 1, February 1, and May 1. These benchmarks should be based on student work—not adults' actions. They will be used as part of the focus areas that you discuss with your instructional liaison. You do not need a benchmark for each individual focus area.

**(a) List your school's primary focus areas and 1-3 secondary focus areas for this year. At least one should be ELA/literacy-focused and at least one should be math-focused. These focus areas could be either general (e.g., improve reading comprehension, improve writing) or standard-specific (e.g., improve narrative writing).**

#### **Primary Focus Area:**

- Math

#### **2-3 Secondary Focus Areas:**

- Writing

- Parental Engagement

**#1 Primary Focus Area:** *increased focus in math instruction in grades K-5*

<b>Activities</b>	<b>Person(s) Responsible</b>	<b>By when</b>
Identify students needing math interventions based on item analysis from the 2016 BOY Galileo, and the enVisionmath Placement Assessment. Create intervention groups.	Teachers, TLS, Principal	Oct
Assign appropriate interventions to students based on need. Work with sped teacher, paraprofessional, BBS to execute interventions.	Teachers	Oct (initial) then ongoing
Develop enrichment activities that will challenge advanced students, targeting higher order thinking skills	Teachers, TLS	Ongoing, daily
Gradual release model will be used for math instruction.	Teachers	Ongoing, daily
Create school wide math data wall (per grade level) and individual teacher data folders.	TLS, Principal	BOY, MOY, EOY
Teachers and students will create data driven goals for each student.	Teachers	Oct (initial) then ongoing
Students will track personal data and create individual goals (with teacher's input).	Teachers	Oct (initial) then ongoing, weekly
Clear and rigorous objectives, using language from the Standards, posted and communicated daily.	Teachers	Ongoing, daily
Math practice standards will be posted and referred to throughout math lessons. These will be posted in every classroom in student friendly language.	Teachers	Ongoing, daily
Math fluency practice every day.	Teachers	Ongoing, daily
Math fluency competition within grades.	Teacher, TLS, Principal	Ongoing, monthly
Morning work will include common core math review. Teachers will check for understanding while students are completing work and will review 1 to 2 problems that most students struggled with. Teachers will keep data of the most problematic standards in order to properly address them when it comes up in the curriculum (enVisionmath). If standard has been taught but continues to be weak during morning work, teachers will reevaluate and create a reteach plan.	Teachers, TLS	ongoing, daily
Teachers will utilize enVisionmath Visual Learning Bridge for every lesson. Other visuals provided by enVisionmath will also be utilized when appropriate.	Teachers	ongoing, daily
Teachers will utilize manipulatives when appropriate.	Teachers	ongoing
Students will engage in accountable talk	Teachers	ongoing, daily



Exit tickets will be created and utilized at the end of every lesson. These tickets will be differentiated based on student achievement level.	Teachers, TLS	ongoing, daily
Exit tickets will be analyzed. Reteach plans and/or interventions will be developed based on this data.	Teachers, TLS	ongoing, daily
STEM director will conduct learning walks to determine effectiveness of math instruction.	STEM director, Principal	Ongoing
Teachers will participate in lesson studies.	Teachers, TLS, Principal	Ongoing
Ongoing math PD in areas deemed necessary.	Principal, TLS, STEM director	ongoing
Model lessons	TLS	ongoing
Math journals will be used to answer, and extend, the higher order thinking question, from enVisionmath, at least two times a week.	Principal, TLS	Nov – ongoing, 3xs a week
Collect performance assessment scores. Analyze performance assessments. Make adjustments to instruction based on data.	Teachers, TLS, Principal	Ongoing, weekly
Review student work during Administrative Planning Time. Make adjustments to practice based on data.	Teachers, TLS, Principal	Ongoing, monthly
Focus 40% of classroom observations a week on observing math instruction in grades K-5. Focus of these observations will be alignment to the Math Curriculum Map and the NB planning, teaching and learning framework.	Principal	ongoing
Review of plan books. Assist teachers in designing measurable and rigorous standards-based units of math-based instruction. The focus of the review will be alignment of the Standards and the district curriculum map.	Principal	Ongoing, biweekly
Ensure that teachers are following the math curriculum map, by means of observations, student work collection and plan book review	Principal	Ongoing, weekly
Utilize the collaborative data cycle	Principal, TLS, Teachers	ongoing

**#2 Secondary Focus Area: Increased focus on writing instruction in grades K-5**

<b>Activities</b>	<b>Person(s) Responsible</b>	<b>By when</b>
PD on the new NB Writing Resource Guide	Principal	Sept 2016
Ongoing writing PD, for each genre to include: unpacking standard, creation of mini lessons, creating student friendly rubric, creating criteria for success, & analyzing student work	Principal	Ongoing
Teachers will analyze student writing with same grade level colleagues	Teachers & Principal	Ongoing, per genre
Principal will collect writing samples of a low, on level and above level student per classroom, per genre	Teachers, Principal & TLS	Ongoing, monthly
Teachers will use exemplar writing binder with sample student writing that was created last year	Teachers	Ongoing
Teachers will continue to add to exemplar writing binder	Teachers	Ongoing
Cohesive peer editing marks will be created and used throughout grade levels	Teachers & TLS	Sept 2016 & ongoing
Teachers will practice and developing editing skills using Daily Fix It during morning work	Teachers	Ongoing
Weaknesses with conventions will be addressed during morning work	Teachers	Ongoing, , daily
Gradual release will be used during writing instruction	Teachers	Ongoing , daily
Anchor charts will be used, and differentiated	Teachers	Ongoing
Clear and rigorous objectives, using language from the Standards, posted and communicated daily.	Teachers	Ongoing
Mini lessons will be developed based on unpacking of the standards (PD), analyzation of student work and student need	Teachers	Ongoing
Criteria for Success will be used for every writing assignment	Teachers	Ongoing
Students will use accountable talk when peer editing, sharing work and conferencing	Teachers	Ongoing
Teachers will conference with students at least once a week	Teachers	Ongoing, weekly
Teachers will create student friendly rubrics for each genre	Teachers	Ongoing
Utilize the collaborative data cycle	Principal, TLS, Teachers	ongoing

**#3 Secondary Focus Area: Increased focus on parent and community engagement**

<b>Activities</b>	<b>Person(s) Responsible</b>	<b>By when</b>
Establish a Parent and Community Team. Members will be teachers and purpose of the team will be to help increase parent and community participation and help with the activities of this focus area.	Principal, Teachers	Aug
Establish date for and hold Open House for parents/guardians where the vision of NBPS and Taylor	Principal, Teachers	Sept

School will be shared		
PTO will provide information and recruit parents during Open House.	PTO	Sept
Facilitate parent/guardian meeting to discuss student's academic and behavior progress when necessary	Principal, SAC, Teachers	ongoing
Students in grades 2-5 will record assignments in a daily agenda book to be signed by the parent.	Teachers	ongoing
Students in grades K-1 will utilize a two-way communication folder to facilitate communication between home and school.	Teachers	ongoing
Principal will use auto alert system to notify parents/guardians of events where their attendance is required or requested.	Principal	Sept-ongoing
Parents/guardians will receive a monthly calendar and newsletter with pertinent information about school activities (PTO, School Council, field trips, field days, fund raisers, partnerships with community agencies).	Principal, Secretary	ongoing
Grade level performances will be held at Taylor or Roosevelt. Parents and family members will be invited.	Teachers	ongoing
Family Nights integrating literacy and math will take place.	Principal, Teachers	ongoing
Family Cultural Night where parents and students work together on a related project.	Teachers	ongoing
Data will be kept on the number of parents/families who attend events with a target of at least 90% of families attending at least one Taylor event.	Principal, Teachers, SAC	ongoing
PTO welcome event will take place to invite new parents to join PTO	PTO	Oct
PTO will hold "Fun" Family Nights	PTO	ongoing
PTO will hold "Family Nights" at local community restaurants	PTO	ongoing
PTO will create a Taylor School Facebook page	PTO, Principal	ongoing
Parents will receive thank you notes after participating in events	Teachers, SAC, Principal	ongoing
Taylor School will hold a Community-Family Career Connect Day	Teachers, SAC, Principal	ongoing
Fundraise for the purpose of awarding a Taylor School Scholarship	Teacher, SAC, Principal	ongoing
Teachers will send home at least two "Positive Postcards" per week.	Teachers	ongoing
After every family event, parents will be asked to complete a survey and have the opportunity to include feedback	Principal	ongoing
Phone call home to students who are absent to discuss absence with parents and plan to support parent if needed	Secretary, Principal	ongoing
Taylor School will collaborate with ArtWorks to provide intermediate grade students with access to visual arts program.	Principal, Teachers	Oct-ongoing
Taylor School will collaborate with UMass Dartmouth to	Principal, Teachers	ongoing

provide intermediate grade students with an afterschool program on the topic of career and college.		
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**(b) How will you measure student progress along the way? Please list at least one way you will measure student progress by November 1, February 1, and May 1.**

	Benchmark
What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal	<ul style="list-style-type: none"> <li>• Progress monitoring</li> <li>• Student work samples</li> <li>• BOY Galileo</li> <li>• BOY DIBELS</li> <li>• Reading Street Baseline</li> <li>• enVisionmath Placement</li> <li>• Reading Street College and Career Readiness Assessments</li> <li>• enVisionmath Performance Assessments</li> <li>• SILT data analysis</li> <li>• Review of plan books with written feedback</li> <li>• Analyzes of exit tickets</li> <li>• Observations focusing on strategies described on SIP.</li> <li>• Baseline data for ELA and math instruction from learning walk.</li> <li>• Writing samples</li> <li>• Family engagement data</li> <li>• Math Fluency “medals”</li> <li>• Data wall</li> </ul>
What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	<ul style="list-style-type: none"> <li>• Progress monitoring</li> <li>• Student work samples</li> <li>• Reading Street College and Career Readiness Assessments</li> <li>• enVisionmath Performance Assessments</li> <li>• MOY Galileo</li> <li>• MOY DIBELS</li> <li>• SILT data analysis</li> <li>• Observations focusing on strategies described on SIP.</li> <li>• Data from learning walk.</li> <li>• Writing samples</li> <li>• Family engagement data</li> <li>• Math Fluency “medals”</li> <li>• Data wall</li> </ul>
What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal	<ul style="list-style-type: none"> <li>• Progress monitoring</li> <li>• Student work samples</li> <li>• Reading Street College and Career Readiness</li> </ul>

	<p><b>Assessments</b></p> <ul style="list-style-type: none"><li>• <b>enVisionmath Performance Assessments</b></li><li>• <b>EOY Galileo</b></li><li>• <b>EOY DIBELS</b></li><li>• <b>SILT data analysis</b></li><li>• <b>Observations focusing on strategies described on SIP.</b></li><li>• <b>Data from learning walk.</b></li><li>• <b>Writing samples</b></li><li>• <b>Family engagement data</b></li><li>• <b>Math Fluency “medals”</b></li><li>• <b>Data wall</b></li></ul>
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**Note:** This year, Office of Instruction liaisons will meet with principals twice monthly to conduct learning walks with an emphasis on monitoring and supporting the implementation of SIPs, including how well teachers are implementing key strategies from recent trainings. Liaisons will help principals develop and execute plans to provide extra support to teachers, as needed.

**Section 4. Develop a targeted PD plan to support SIP**

*Instructions: Identify 2-3 instructional focus areas that are aligned to your school’s SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.*

**(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?**

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
Math	Teachers will develop engaging, and focused math lessons using the components of envisions. Teachers will also properly implement appropriate reteaching strategies. Students’ academic progress with increase.	Historically math instruction has been a strength for Taylor School teachers and students; however, last year there was a decrease in students’ math performance level.	After the PD, every math lesson will be engaging and focused.
Writing	Teachers will have more resources for writing instruction. Students will become more proficient writers.	Teachers are eager to improve their writing instruction.	Writing instruction will be more purposeful and rigorous.
Accountable Talk	Teachers will model and students will utilize accountable talk throughout the day.	Teachers are receptive to new tools that will help with increasing student academic performance.	Students will utilize accountable talk throughout the day.

**(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.**

*This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.*

<b>Focus area 1:</b>	Math		
<b>Instructional strategies:</b>	Engaging math lessons	<b>Approximate dates:</b>	October 2016-June 2017
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
10/27/16	<p>Teachers will be able plan engaging, and focused math lessons using the components of envisions.</p> <ul style="list-style-type: none"> <li>• Principal/TLS will model how to plan an engaging lesson that will hook the students using all three components</li> <li>• Engaging manipulatives, videos, DI will be explored</li> <li>• Different ways to check for understanding will be discussed (ex: white boards, turn and talk, stand up/sit down)</li> <li>• Games/computer/problem solving will be used and planned ahead of time for advanced students</li> <li>• Teachers will plan a lesson focusing 100% on engaging students during all three steps in a lesson</li> </ul> <p>Share-out ideas</p>		
11/16/16	<p>Math Journals – extending the learning</p> <ul style="list-style-type: none"> <li>• Principal/TLS will model how to extend the learning by utilizing a math journal to answer the higher order thinking question from enVisionmath.</li> <li>• Teachers will discuss past practices with math journal – what worked, what didn't.</li> <li>• Teachers will select first math journal program</li> </ul>		
12/13/16	<p>Teachers will explore the idea of “math talk” during solve and share to promote more thoughtful and reflective thinking by the students</p> <ul style="list-style-type: none"> <li>• Share article titled Creating Math Talk Communities <ul style="list-style-type: none"> <li>○ Jigsaw to share out information</li> </ul> </li> </ul>		
12/14/16	<p>Continue: Teachers will explore the idea of “math talk” during solve and share to promote more thoughtful and reflective thinking by the students</p> <ul style="list-style-type: none"> <li>• Discuss steps needed to begin math talk</li> </ul>		

	<ul style="list-style-type: none"> <li>• Principal/TLS model a few ways to use math talk during Solve and Share</li> <li>• Share idea/strategies on how to implement in classroom</li> </ul> <p>Question to pose: Are there other times during the math block to add use “math talk” and how could/will you implement?</p>	
2/1/17	<p>When, Where and How to Reteach?</p> <ul style="list-style-type: none"> <li>• Teachers will discuss/plan multiple ways/times to reteach concepts taught during the week.</li> <li>• Principal will emphasize the importance of reteaching the CCSS concepts and how reteaching will reflect in our PARCC/MCAS 2.0 results</li> <li>• Utilize ELL/SPED/partner teacher during morning planning to create intervention groups (ex: some students can switch classes during small group time)</li> <li>• Think creatively (a 10 min. morning group, 2 rotations during math block, switch classrooms, small group when SPED teacher is in room)</li> <li>• Tracking reteach results that will ensure students now grasp the concepts</li> </ul>	
Once a month on Thursdays during the day	<ul style="list-style-type: none"> <li>• Student work will be examined once a month during Administrative Planning Time on Thursdays. This</li> </ul>	



<b>Focus area 2:</b>	Writing	
<b>Instructional strategies:</b>	Best Practices in Writing	<b>Approximate dates:</b> Sept 2016-July 2017
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support needed</b>
9/14/17	<ul style="list-style-type: none"> <li>• What They Should Know and What Is Knew <ul style="list-style-type: none"> <li>○ Teachers will work with same grade level colleagues and unpack standards (Narrative)</li> <li>○ Teachers will compare what the students learned the previous year and what is new material.</li> </ul> </li> <li>• Teachers will create a list of mini lesson they will use for Narrative writing</li> <li>• Look at Student Work <ul style="list-style-type: none"> <li>○ Teachers will look at sample student work and discuss annotations</li> </ul> </li> <li>• Analyze Rubrics <ul style="list-style-type: none"> <li>○ Teachers will look at highlighted words and ensure that they know what rubric means and what it is looking for</li> </ul> </li> </ul>	
9/20/16	<ul style="list-style-type: none"> <li>• Student Friendly Rubric <ul style="list-style-type: none"> <li>○ Teachers will create student friendly rubrics based on the PARCC and Writing to Sources rubrics for Narrative writing</li> </ul> </li> <li>• Criteria for Success <ul style="list-style-type: none"> <li>○ Teachers will create Criteria for Success for Narrative writing</li> </ul> </li> </ul>	
9/26/16	<ul style="list-style-type: none"> <li>• Analyzing Student Work (Narrative writing) <ul style="list-style-type: none"> <li>○ Teachers will analyze student writing with same grade level colleagues</li> <li>○ Teachers will provide growth producing feedback</li> </ul> </li> </ul>	

11/8/16	<ul style="list-style-type: none"> <li>• What They Should Know and What Is Knew <ul style="list-style-type: none"> <li>○ Teachers will work with same grade level colleagues and unpack standards (Argumentative/Literary Analysis)</li> <li>○ Teachers will compare what the students learned the previous year and what is new material.</li> </ul> </li> <li>• Teachers will create a list of mini lesson they will use for Argumentative/Literary Analysis</li> </ul>	
11/9/16	<ul style="list-style-type: none"> <li>• Student Friendly Rubric <ul style="list-style-type: none"> <li>○ Teachers will create student friendly rubrics based on the PARCC and Writing to Sources rubrics for Argumentative/Literary Analysis writing</li> </ul> </li> <li>• Criteria for Success <ul style="list-style-type: none"> <li>○ Teachers will create Criteria for Success for Argumentative/Literary Analysis writing</li> </ul> </li> </ul>	
2/22/17	<ul style="list-style-type: none"> <li>• Analyzing Student Work (Argumentative/Literary Analysis) <ul style="list-style-type: none"> <li>○ Teachers will analyze student writing with same grade level colleagues</li> <li>○ Teachers will provide growth producing feedback</li> </ul> </li> </ul>	
3/8/17	<ul style="list-style-type: none"> <li>• What They Should Know and What Is Knew <ul style="list-style-type: none"> <li>○ Teachers will work with same grade level colleagues and unpack standards (Research Stimulation)</li> <li>○ Teachers will compare what the students learned the previous year and what is new material.</li> </ul> </li> <li>• Teachers will create a list of mini lesson they will use for Research Stimulation</li> </ul>	
3/14/17	<ul style="list-style-type: none"> <li>• Student Friendly Rubric</li> </ul>	

	<ul style="list-style-type: none"> <li>○ Teachers will create student friendly rubrics based on the PARCC and Writing to Sources rubrics for Research Stimulation writing</li> <li>● Criteria for Success <ul style="list-style-type: none"> <li>○ Teachers will create Criteria for Success for Research Stimulation writing</li> </ul> </li> </ul>	
6/7/17	<ul style="list-style-type: none"> <li>● Analyzing Student Work (Research Stimulation writing) <ul style="list-style-type: none"> <li>○ Teachers will analyze student writing with same grade level colleagues</li> <li>○ Teachers will provide growth producing feedback</li> </ul> </li> </ul>	
6/13/17	<ul style="list-style-type: none"> <li>● Teachers will update their writing folder with <ul style="list-style-type: none"> <li>○ writing samples from this school year</li> <li>○ resources they've created</li> <li>○ mini lessons created and used</li> </ul> </li> </ul>	

<b>Focus area 3:</b>	Accountable Talk		
<b>Instructional strategies:</b>	Embedding Accountable Talk within the Classroom	<b>Approximate dates:</b>	Aug 2016-June 2017
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
8/29/17	<ul style="list-style-type: none"> <li>● How to use Accountable Talk in the classroom</li> <li>● An Overview of Accountable Talk – Jigsaw</li> <li>● Accountability to the Learning Community</li> <li>● Accountability to Accurate Knowledge</li> <li>● Accountability to Rigorous Thinking</li> <li>● Sentence Stems</li> </ul>		
10/25/16	<ul style="list-style-type: none"> <li>● Accountable Talk: Inquiry/Seeking Information &amp; Summarizing and Informing</li> </ul>		

11/22/16	<ul style="list-style-type: none"> <li>Accountable Talk: Comparing and Contrasting &amp; Sequencing/Ordering</li> </ul>	
12/20/16	<ul style="list-style-type: none"> <li>Accountable Talk: Classifying &amp; Analyzing</li> </ul>	
1/24/17	<ul style="list-style-type: none"> <li>Accountable Talk: Inferring, Predicting &amp; Hypothesizing</li> </ul>	
2/21/17	<ul style="list-style-type: none"> <li>Accountable Talk: Justifying and Persuading</li> </ul>	
3/21/17	<ul style="list-style-type: none"> <li>Accountable Talk: Solving Problems</li> </ul>	
4/11/17	<ul style="list-style-type: none"> <li>Accountable Talk: Synthesizing</li> </ul>	
5/16/17	<ul style="list-style-type: none"> <li>Accountable Talk: Evaluation</li> </ul>	
6/6/17	<ul style="list-style-type: none"> <li>Accountable Talk: Cause &amp; Effect</li> </ul>	