School Improvement Plan

School Year: **2017-2018**
School: **Casimir Pulaski Elementary School**
Principal: **Melissa Rego**

Section 1. Set goals aligned to the AIP

Instructions: Use the table below to 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, Math, and Science for grades 6-12
2. BY EOY, the district will see at least 10% of students in the Warning category move into Needs Improvement in ELA and Math
3. By EOY, the district will see at least 10% of students in the Proficient category move into Advanced in ELA and Math

Do not fill in the shaded boxes below.

	SY17-18 (Goals)		
	# of students not Proficient/ Advanced	# of students moving from Warning to Needs Improvement	# of students moving from Proficient to Advanced
ELA	DIBELS K - 31 1 – 46 2 – 26 STAR 2 - 59 3 – 72 4 – 49 5 - 63	DIBELS K - 2 1 – 3 2 – 2 STAR 2 - 2 3 – 3 4 – 1 5 - 1	DIBELS K - 2 1 – 3 2 – 3 STAR 2 - 3 3 – 3 4 – 4 5 - 3
Math	STAR 2 – 85 3 – 74 4 – 61 5 – 67	STAR 2 – 2 3 – 1 4 – 1 5 – 1	STAR 2 – 2 3 – 3 4 – 3 5 – 3

Section 2. Use data to determine school-specific strengths and weaknesses

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 improved 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.

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

<u>*Student performance data:*</u>
- *MCAS item analysis*
- *Reading Street Weekly/Unit Tests*
- *Reading Street Baseline*
- *Checks for Understanding*

- *DIBELs*
- *DRA*
- *DRA Progress Monitoring*
- *District Writing CFA*
- *Fluency Trackers*

- *Formative assessments*
- *Lexia*
- *Envisions Assessments*

- *Examples of student work*
- *STAR*
- *Star Progress Monitoring*

<u>*Instructional data:*</u>
- *Observation data*
- *Learning Walks*

- *Teacher evaluations*
- *Teacher Collection of Evidence Binder*

<u>*Student indicator data:*</u>
- *Student attendance*
- *IEPs and 504s*

- *Disciplinary data*
- *SPED referrals*

- *BBST data*

<u>*Teacher data:*</u>
- *Teacher attendance*

- *Panorama*

(a) What progress did your school make last year?
(b) What did students struggle with last year? Why? Please consider data by grade level and subject.
Questions to consider include:
- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

2016/2017 SIP Data & Attainment of Goals

From BOY 2016 to EOY 2017 all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and Math.

* Reached EOY target

GRADE	BOY	MOY	EOY	% of decrease from BOY to EOY	Met Goal
Grade 2 ELA	55% (59)	45% (48)	43% (45)	**24%**	**NO**
Grade 2 Math	49% (57)	30% (31)	33% (35)	**39%**	**NO**
Grade 3 ELA	53% (46)	31% (27)	38% (34)	**26%**	**NO**
Grade 3 Math *	47% (40)	29% (24)	21% (18)	**55%**	**YES**
Grade 4 ELA *	65% (59)	48% (44)	35% (32)	**46%**	**YES**
Grade 4 Math *	56% (51)	26% (24)	19% (17)	**67%**	**YES**
Grade 5 ELA	57% (55)	38% (37)	42% (40)	**27%**	**NO**
Grade 5 Math *	56% (51)	48% (44)	33% (30)	**41%**	**YES**

From BOY 2016 to EOY 2017 all grade 2-5 teachers will increase the # of student scoring Advanced by 10% on Galileo ELA and Math.

* Reached EOY target

GRADE	BOY Advanced	MOY Advanced	EOY Advanced	% of Increase from BOY to EOY	Met Goal
Grade 2 ELA	7% (7)	4% (4)	0% (0)	0%	**NO**
Grade 2 Math *	17% (18)	37% (39)	29% (30)	67%	**YES**
Grade 3 ELA *	6% (5)	9% (8)	9% (8)	60%	**YES**
Grade 3 Math *	14% (12)	46% (39)	49% (42)	250%	**YES**
Grade 4 ELA	3% (3)	1% (1)	3% (3)	0%	**NO**
Grade 4 Math *	3% (3)	54% (49)	58% (52)	1633%	**YES**
Grade 5 ELA *	3% (3)	7% (7)	4% (4)	33%	**YES**
Grade 5 Math *	5% (5)	27% (25)	45% (41)	720%	**YES**

From BOY 2016 to EOY 2017 all grade 2-5 teachers will decrease the # of student scoring Warning by 10% on Galileo ELA and Math.

* Reached EOY target

GRADE	BOY Warning	MOY Warning	EOY Warning	% of Decrease from BOY to EOY	Met Goal
Grade 2 ELA	14% (15)	12% (13)	15% (16)	+7%	NO
Grade 2 Math	6% (6)	3% (3)	6% (6)	0%	NO
Grade 3 ELA *	14% (12)	6% (5)	3% (3)	-75%	YES
Grade 3 Math *	13% (11)	11% (9)	5% (4)	-64%	YES
Grade 4 ELA*	11% (10)	4% (4)	4% (4)	-60%	YES
Grade 4 Math	0% (0)	2% (2)	4% (4)	D	NO
Grade 5 ELA *	8% (8)	3% (3)	3% (3)	- 63%	YES
Grade 5 Math	2% (2)	9% (8)	10% (9)	+400%	NO

From BOY 2016 to EOY 2017 all grade 2-5 teachers will attain 80 % high growth/high achievement on Galileo ELA and Math.

* Reached EOY target

GRADE	MOY HG/HA	EOY HG/HA	% of Increase from BOY to EOY	Met Goal
Grade 2 ELA	35%	37%	+2%	NO
Grade 2 Math	59%	53%	+6%	NO
Grade 3 ELA	59%	40%	-19%	NO
Grade 3 Math	67%	73%	+6%	NO
Grade 4 ELA	38%	52%	+14%	NO
Grade 4 Math *	74%	82%	+8%	YES
Grade 5 ELA	50%	49%	-1%	NO
Grade 5 Math	48%	65%	+17%	NO

From BOY 2016 to EOY 2017 all grade K-2 teachers will reduce the # of students not reading at benchmark by 40%.

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* Reached EOY target

DIBELS-

Grade Level	BOY %	MOY %	EOY %	% of decrease from BOY to EOY	Met Goal
K *	41% (39)	19% (19)	10% (10)	-74%	YES
Grade 1 *	45% (43)	30% (30)	23% (23)	-47%	YES
Grade 2	23% (24)	17% (19)	20% (22)	-8%	NO

District Benchmark Data

ELA:
Kindergarten

DIBELS Analysis 2016/2017
- BOY Composite score 15% at benchmark 44% above benchmark
- MOY Composite score 23% at benchmark and 58% above benchmark
- EOY Composite score 29 % at benchmark and 61% above benchmark
- PSF 35% met benchmark 59 % above benchmark
- NWF (CLS) 21% met benchmark   65 % above benchmark

Skills that stand out as strengths
- NWF- was noted as a strength with an increase from 60% MOY to 66% EOY (above benchmark)

Skills that stand out as challenges
- Although it's not a significant weakness, Kindergarten PSF decreased from 61% above benchmark to 59% above benchmark.

How challenges impact student achievement
- Kindergarten students at EOY showed a decrease in PSF, which could affect their ability to write and decode. This may have a negative impact on their BOY DIBELS results in the first grade.

1st Grade

DIBELS Analysis 2016/2017
- BOY Composite score 21% at benchmark 34% above benchmark
- MOY Composite score 11% at benchmark and 59% above benchmark
- EOY Composite score 31 % at benchmark and 45% above benchmark
- NWF (CLS) 32% met benchmark   41 % above benchmark

- NWF (WWR) 39% met benchmark   48 % above benchmark
- DORF (accuracy) 31% met benchmark   45 % above benchmark
- DORF (fluency) 34% met benchmark   39 % above benchmark
- DORF (retell) 18% met benchmark   44 % above benchmark

Skills that stand out as challenges
- Grade 1 DORF accuracy decreased from 53% above benchmark to 45% above benchmark.
- Grade 1 DORF fluency decreased from 55% above benchmark to 39% above benchmark.

How challenges impact student achievement
- Low proficiency levels in DORF will impact students' ability to comprehend and respond to grade level text.

2nd Grade

DIBELS Analysis 2016/2017
- BOY Composite score 24% at benchmark 53% above benchmark
- MOY Composite score 19% at benchmark and 64% above benchmark
- EOY Composite score 21% at benchmark and 59% above benchmark

Skills that stand out as strengths
- DORF (accuracy) 19% met benchmark and 57 % above benchmark

Skills that stand out as challenges
- Grade 2 DORF (fluency) decreased slightly from 51% above benchmark to 48% above benchmark.

How challenges impact student achievement
- Second grade students showed a slight decrease in DORF (fluency) this will impact their ability to read and comprehend passages that are more complex.

2016/2017 and 2017/2018 SIP DIBELS data analysis – Comparison and Trends
- Students in grade K, 1 and 2 continue to show flat performance in above benchmark from MOY to EOY.
- Grade 2 continued to show an increase in their composite score from MOY to EOY.
- By pre-progress monitoring students in the new upcoming subtests, it provides data on where the students currently stand. Teachers are then able to tailor their small group lessons to meet the needs of the individual students. This has prevented students from declining from BOY to MOY.
- For this upcoming school year, this same process will be replicated for students from BOY to MOY, and MOY to EOY in order to prevent Above Benchmark students from falling back into Benchmark.

3rd Grade

MCAS 2.0 Preliminary Data – Item Analysis

Meet or exceeded both the state and district in % of possible points in the following standards:
L.3.04

*R.1.01
R.1.02
R.1.03
R.2.04
R.2.05
R.3.07
*L.1.01 – Essay Convention
W.1.02

Standards that stand out as challenges:
*L.1.01 – Parts of Speech in Poem
L.1.01 – Punctuation in Poem
R.1.03 – Words that describe the speaker
R.1.02 – evidence from poem
R.2.05 – Organization of passage
R.3.07 – Picture and understanding of passage

How challenges impact student achievement
- Students are having difficulty understanding parts of speech and punctuation which is impacting their writing performance.

2016/2017 and 2017/2018 SIP data analysis – Comparison and Trends
- Current data indicates weaknesses in poetry, which is not reflected in last year's SIP data.
- In 2016 – 2017, there was an increase from 31% (MOY) to 38% (EOY) of students not proficient. EOY expectations are more complex and require more application and generalization of skills instead of concrete skills. Instruction must incorporate more opportunities to analyze and respond to higher order questions. Overall, there was a decrease of 26% from BOY (53%) to EOY (38%) of student not proficient.
- The number of students scoring advanced from MOY (9%) to EOY (9%) stayed the same, and increased from BOY (6%) to EOY (9%). This may be due to not enough opportunities to differentiate instruction for students who are scoring proficient between MOY and EOY.
- From MOY to EOY students scoring warning decreased from 6% to 3%; from BOY (14%) to EOY (3%). This would indicate that differentiation is effective in addressing students who are scoring within the warning range.

4th Grade

MCAS 2.0 Preliminary Data – Item Analysis

Meet or exceeded both the state and district in % of possible points in the following standards:
- ES-Writing an essay to explain how character changed over time; use information from the passage to support (Pulaski-50%, District-45%, State-49%)
- L.3.04-Determine the meaning of the word in context (Pulaski 74%, District-66%, State 73%)
- R.1.01-Make an inference to determine how the speaker is feeling in the poem (Pulaski 76%, District 67%, State 74%)
- R.1.02-Identify the main idea of a portion of the passage (Pulaski 91%, District 86%, State 90%)

- R.1.02-Write a paragraph that compares the main idea of the poem & the article; includes important details from both texts (Pulaski 51%, District 45%, State 48%)
- R.1.03-Identify a characters problem & how the solution was achieved (Pulaski 75%, District 71%, State 74%)
- R.2.06-Analyze evidence to determine the author's point of view (Pulaski 81%, District 78%, State 77%)
- L.1.01-Essay12 Language Conventions (Pulaski 59%, District 52%, State 57%)
- W.1.02-Essay 12 Writing Idea Development (Pulaski 44%, District 39%, State 43%)
- W.1.03-Essay 17 Writing Idea Development (Pulaski 57%, District 52%, State 56%)

Standards that stand out as challenges:
- L.3.04-Determine the meaning of a word in context
- L.3.05-Identify a word relationship in context
- R.1.01-Make an inference based on information from the passage
- R.1.02-Identify the main idea of a portion of the article
- R.1.03-Identify a description of a character & supporting evidence from the passage
- R.2.04-Analyze a metaphor to determine its meaning in the poem
- R.2.06-Analyze evidence to determine the author's point of view
- R.2.06-Identify the common purpose of 2 sections of the article

How challenges impact student achievement
- Lack of these skills listed, are impacting students' ability to understand and respond to complex text.

2016/2017 and 2017/2018 SIP data analysis – Comparison and Trends
- Key Ideas & Details still remain an area of struggle for both years.
- Determining word meaning of unfamiliar words in context remains an area of difficulty.

5th Grade
MCAS 2.0 Preliminary Data – Item Analysis

Met or exceeded both the state and district in % of possible points in the following standards:
- L.1.01 Identify what the pronoun "they" refers to.
- L.3.04 Identify the meaning of a vocabulary word in context.
- R.1.01 Identify an answer based on an explicit reading of a paragraph.
- R.1.01 Identify an answer based on an explicit reading of a paragraph.
- R.1.02 Determine how the lines from a poem contribute to an overall theme.
- R.1.02 identify the theme of the passage and choose the evidence that best supports the theme.
- R.2.06 Determine the speaker's point of view based on lines from the poem.
- R.2.06 Identify the author's purpose for writing the article.
- R.3.07 Determine a fact based on information presented throughout the article.

Standards that stand out as challenges:
- R.1.03 Make an inference about subjects of paintings based on lines from a poem.
- W.3 Write a narrative describing what may happen next in a passage.
- L.1.01 Language Conventions
- W.1.03 Essay Idea Development

How challenges impact student achievement
- These challenges will impact their ability to write a clearly developed narrative.
- Another challenge that may have impacted student achievement was inferencing, this impacted student ability to understand and respond to complex text, in particular poetry.

2016/2017 and 2017/2018 SIP data analysis – Comparison and Trends
- RI.5.1 and RL.5.3 continue to be high priority standards.

MATH
3rd Grade

MCAS 2.0 Preliminary Data – Item Analysis

Met or exceeded both the state and district in % of possible points in the following standards:
- 3.G.1.02 – one part of circle in fraction
- 3.MD.3.06 – area
- 3.NBT.1.01 – solve problems by rounding
- 3.NBT.1.01 – rounding
- 3.NBT.1.02 – number to complete subtraction
- 3.NBT.1.02 – subtraction
- 3.OA.3.07 – division quotient
- 3.NBT.1.03 – Product with multiples of 10
- 3.NF.1.02.b – fractions on a number line
- 3.NF.1.03.a – equivalent fractions on a number line
- 3.OA.1.01 – select expression for multiplication problems
- 3.OA.1.02 – Select expression for division problems
- 3.OA.1.04 – value of unknown division equation

Standards that stand out as challenges:
- *3.G.1.01 – attributes of shapes
- *3.MD.4.08 – perimeter of triangle
- *3.OA.3.07 – determine division or multiplication equation is true
- 3.MD.1.02 - word problem with addition of volumes
- 3.MD.2.03 – word problem in bar graphs
- 3.MD.2.04 – measuring with ruler
- 2.NF.1.03.b – equivalent fractions
- 3.NF.1.03 – greatest fraction in word problem
- 3.NF.1.03.a – equivalent shaded fractions
- 3.OA.1.03 – equivalent multiplication expression
- 3.OA.2.05 – Determine correct expression for a given expression

How challenges impact student achievement
- Student demonstrated difficulty applying concepts of fractions to solve word problems. Overall, students seem to be struggling with a deeper understanding of concepts related to fractions, geometry and multiplication and division.

2016/2017 and 2017/2018 SIP Galileo data analysis – Comparison and Trends

Solving multi-step math problems involving addition, multiplication and division with whole

numbers, continues to be a challenge.

4th Grade

MCAS 2.0 Preliminary Data – Item Analysis

Meet or exceeded both the state and district in % of possible points in the following standards:
- G1.01-Identify lines that are perpendicular
- G1.01-Identify right angles in a 2D figure
- G1.02-Identify 2D figures with only obtuse angles
- MD1.02-Solve multi-step real world problems involving money
- MD1.03-Length & Perimeter of a rectangle in a real world problem
- MD3.06- Determine angles on a protractor
- MD3.07-Determine the measures of unknown angles given other angle measures and calculate the sum of all the angles
- MD3.07-Determine the measure of unknown angles in a figure given some of the figure's angle measures
- NBT1.02-Complete a number sentence to compare the differences in size with two four-digit numbers
- NBT2.04-Solve real world problems including addition & subtraction with four-digit whole numbers.
- NBT2.04-Determine which addition problems with four-digit numbers have a given sum
- NBT2.05-Determine the product of a three-digit number and a one digit number
- NBT2.05-Detremine the product of a three-digit number
- NBT2.05-Detremine the product of 2 digit whole numbers
- 4. NBT.2.06 Determine the remainder when a four-digit number is divided by a one-digit number.
- 4.NBT.2.06 Find the quotient and remainder of a three digit number divided by a one-digit number
- 4. NF.1.01 Determine which set of fractions are equivalent to each other.
- 4. NF.2.03.b Determine which expression has a value that is equivalent to a given fraction.
- 4. NF.2.03.c Find the sum of two numbers with like denominators.
- 4. NF.2.04.b Determine which expression is equivalent to the product of a whole number and a fraction.
- 4. NF.2.04.b Determine which expression is equivalent to the product of a whole number and a fraction.
- 4. NF.2.04.c Determine the product of a fraction and a whole number in a real-world context.
- 4. NF.3.07 Determine if the comparison of two decimals is accurate, and represent the two decimals as fractions to justify the answer.
- 4. OA.1.01 Determine which statements represent a given multiplication equation.
- 4. OA.1.02 Determine which equation using multiplicative comparison represents a given real-world context. (Pulaski-89%, District-78%, State-83%)
- 4. OA.1.03 Solve multi-step real world problems using all four operations and interpret a remainder.

What Math standards/skills stand out as challenges? Please indicate for each grade level.
-4G1.02 Identify what statement is true about a right angle.

-4MD1.01 Determine which list of metric is arranged by size based on a given order.
-4NBT1.02 Determine the sum of a five-digit & four-digit number.
-4NBT2.05 Find the product of a four-digit and 1 digit number
-4NF2.03 Determine which fraction equation represents a given real-world context.
-4NF3.07 Given a decimal, determine a decimal in a real-world context.
-4OA1.03 Solve a multi-step real-world problem involving addition, multiplication, & division with whole numbers.

How do these challenges impact student achievement?

Their struggle with computation is impacting their ability to solve multi-step real world problems.

Look at last year's SIP data analysis section and compare to the data that was just analyzed. Are there any trends or similarities?

Solving multi-step math problems involving addition, multiplication and division with whole numbers, continues to be a challenge.

5th Grade

MCAS 2.0 Preliminary Data – Item Analysis

Meet or exceeded both the state and district in % of possible points in the following standards:
ABOVE BOTH DISTRICT & STATE (26 AREAS):

- NBT.2.06
- G.1.01
- MD.2.02
- G.1.02
- NBT.2.05
- MD.3.05
- NF.2.04b
- NF.1.01
- NF.1.02
- OA.2.03
- G.1.02
- NF.2.05a
- MD.3.05
- OA.1.02
- NF.2.03
- NF.2.07b
- NF.2.07c
- NF.1.01
- NBT.1.02
- OA.2.03
- NBT.2.07
- NF.2.04a

☐ NF.2.03
☐ OA.1.02
☐ NBT.2.07
☐ G.1.01

ABOVE DISTRICT (12 AREAS):

☐ OA.1.02
☐ MD1.01
☐ OA.2.03
☐ OA.2.03
☐ OA.1.01
☐ NBT.1.03a
☐ NBT.1.03
☐ G.2.03
☐ OA.1.01
☐ MD.3.04
☐ OA.1.01
☐ NF.1.02

What Math standards/skills stand out as challenges? Please indicate for each grade level.
    ☐ OA.1.01 Find the value of a given expression with parenthesis.
    ☐ NF.2.04 Find the product of a fraction with a whole number.
    ☐ NBT.1.04 Given a real-world context, round a given decimal to the nearest tenth

How do these challenges impact student achievement?

Their struggle with computing the product of a fraction with a whole number and rounding decimals, impacts their ability to solve multi-step real world problems.

Initiative 1: ELA
Build student capacity to comprehend and respond to complex text by planning for learning through the integration of priority learning standards, developing and refining instructional practices and using assessment data to inform instruction.- ELA

Team Members: Principal, TLS, Teachers, and Para-Professionals

Final Outcomes:

Teacher Practice Goals

- By EOY, data collected during learning walks and observations will demonstrate that teachers at Pulaski are (1) planning lessons tied to rigorous objectives using ELA curriculum and Reading Street materials as guided by the Units of Study (including the newly added revisions), (2) using assessment data to inform instruction, and (3) using the Writing Reference Guide (including newly added revisions)
- **Measured through:** Evidence collected during learning walks and observations detailing the following dimensions of literacy practice: Low Range, Middle Range, or High Range. (MSV Report Ranges) and Educator Evaluation Ratings
    - Lessons tied to rigorous objectives:
        - Principal will observe whether classroom teachers have objectives posted that tie to the Curriculum Units of Study/Writing Reference Guide
        - Review lessons plans that reflect the Units of Study

    - Using assessment data to inform instruction:
        - Principals will observe whether teachers are using various forms formative assessment including pieces from the Units of Study to assess student learning
        - Principal will observe and ask how students are grouped, what classroom interventions are in place and next steps

    - Using the Writing Reference Guide:

        - Principal will observe classrooms for both frequent, short, informal student writing and longer, formal, edited student writing; look at teachers' feedback on student writing and evidence of student-teacher conferencing
        - Principal will observe the posting of student work samples
        - Principal will observe use of resources from the District Writing Guide including and not limited to anchor charts and checklists.

Student Learning Goals

- By EOY Pulaski will realize at least a 40% reduction in students "Not Proficient" in

Reading and ELA for Grades K-12
- Measured through: STAR, MCAS 2.0 ELA Assessment and DIBELS
- By EOY the district will see at least 10% of students in "Warning" move to "Needs Improvement" and at least 10% of students in "Proficient" move to "Advanced" in ELA Measured through: STAR and MCAS 2.0 ELA Assessment and DIBELS

What this means for teachers:
1) Teachers will strive for deeper connections between planning with the district curriculum (the newly revised Units of Study and Writing Reference Guides), delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data to make adjustments to instruction, formulating re-teaching plans and adjustments to instruction based upon student outcomes
   - Teachers will be provided with the revised Units of Study, Writing Reference Guides, and targeted PD
   - Teachers will be provided with PD on backwards design (beginning with the end in mind) through unpacking standards in order to write rigorous targeted objectives. Teachers will "Double Plan" (Teach Like A Champion) to anticipate student errors and misconceptions.
2) Teachers will continue to shift the "heavy lifting" to students through the gradual release model ("I do," "we do," you do")
   - Teachers will work with their principals and TLSs to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model
   - Teachers will be provided with PD on how to build ratio through questioning, writing and discussion (Teach Like A Champion)
3) Teachers will have continued PD opportunities on data analysis to inform their instruction and develop targeted plans to be used during an intervention block
   - Teachers will be provided with PD on the new STAR Assessment including assessment features, various reports, how to create intervention groups and using the data to determine moderately ambitious goals for MOY and EOY, in order to make the largest impact on student achievement.
4) Teachers will be observed during learning walks and be presented with targeted ELA feedback concerning the Curriculum Units of Study, the Writing Reference Guides and high priority areas indicated in the MSV Report from 2016-2017 school year.
   - Teachers will focus their instruction on standards based practices as aligned in the Units of Study and Writing Reference Guides
   - Teachers will be provided with ELA curriculum aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
5) Administrative directed time will be utilized to plan lessons that are guided by the following questions : 1- What will students know and be able to do by the end of the lesson? 2- How do I get them there? 3- How will I know they have it? 4- What will I do When they don't?

What this means for building leadership:
1) Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis
2) Principal will guide their SILT in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre)
3) Principal will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the ELA and district focus
4) Principal will participate in ongoing ELA training as necessary to target ELA instructional

Practices and standards based instruction What this means for principals:
- Principal will have clear expectations surrounding the ELA Curriculum to be used to focus teacher and student learning in the classrooms.
- Data Defense meetings will be held to monitor student data.

What this means for the TLS:

TLSs will participate in year-long professional development targeting the coaching cycle and their role in improving student outcomes
- TLS will form and participate in learning walk teams targeting the implementation of the Curriculum Units of Study and the Writing Reference Guide
- TLS will create and deliver mini PD sessions (within the year-long TLS PD) building their capacity as building leaders
- TLS will create and implement coaching cycle plans for identified Tier 3 teachers.

Key Milestones:

Nov. 1: ➢ 2017 ELA Massachusetts Curriculum Frameworks for Language, Speaking and Listening, Reading, Writing and Reading Foundation Skills will be implemented in all ELA core instructional classrooms, and in intervention and accelerated classes to increase student proficiency. ➢ Core Curriculum will be adjusted to increase student practice with complex tasks and formative assessment. ➢ Grades K-2 will implement a Phonics Reference Guide containing Phonics skills to increase Pre-Reading skills for students to become fluent readers at their grade level. ➢ Evidence of EL Strategies incorporated into the Elementary ELA Curriculum ➢ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed to analyze the items and skills that students are ready to learn in ELA, Math, and Science. ➢ STAR progress Monitoring data will be utilized to create differentiated student groups	Feb. 1: ➢ Continue all initiatives from the beginning of the year. ➢ Analyze STAR data to ensure a 25% reduction in students in Levels 1, 2, and 3 at MOY. ➢ Progress Monitor STAR data to identify standards/skills students' are ready to learn. ➢ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed to provide the skills students are ready to learn. ➢ Continue intervention and acceleration blocks in addition to core instruction based on progress monitoring and MOY DIBELS, STAR and DRA Data.	May 1: ➢ Continue all initiatives and Professional Development as needed. ➢ Analyze STAR data to ensure a 40% reduction in students in Levels 1, 2, and 3 at EOY. ➢ Progress Monitor STAR data to identify standards/skills students' are ready to learn. ➢ Continue intervention and acceleration blocks in addition to core instruction based on progress monitoring in DIBELS, STAR and DRA.

and use learning progressions to guide instructional planning for students. ➢ Create intervention and acceleration blocks in addition to core instruction based on BOY Star and DIBELS data use progress monitoring data to adjust groupings to meet the needs of all students.		

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
ELA Learning Walks										
Continue ELA Focused Learning Walks - TLS and Principal		→→→→→→→→→→→→→→→→→→→→→→→→→								→
Continue ELA Focused Learning Walks - teacher lead				→→→→→→→→→→→→→→→→→→→						→
Professional Development										
Student Learning Goals	→→→→→→→		→							
Setting High Academic Expectations Utilizing these "Teach Like A Champion" strategies: No Opt Out, Right is Right, Stretch It, Format Matters and Without Apology										
Planning for learning using Backwards Design –"Begin With the End" and "Double Plan"(Teach Like A Champion)	→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→→									→
"Build Ratio Through Questioning" (Teach Like a Champion)										
Gathering Data on Student Mastery-"Planning For Error", "Targeted Questioning", "Affirmative Checking" (Teach Like A Champion)										
Unpacking the current standards - compare to previous standards highlighting revisions and know/understand the progression of skills from previous to upcoming grades.		→→→→→→→→→→→→→→→				→				
Writing clear, focused and rigorous objectives utilizing Blooms, that are derived from the CC Standards.		→→→→→→→→→→→→→→→				→				
Unpack the new Units of Study and District Writing Reference Guide (create anchor chart for Narrative Writing)		→→→→→	→							
Unpack District Writing Reference Guide-Argumentative/Literary Analysis (create anchor chart)			→→→→→							
Unpack District Writing Reference Guide-Research Simulation (create anchor chart)							→→→→→			
STAR Assessment PD- features, reports, intervention groups and data analysis		→→→→→→→→→→→→→→→→→→→→→→→→→→→								→
Unpack Phonics reference guide in new Units of Study k-2		→→→→→	→							
Data driven instruction-Using Checks for Understanding and ongoing assessment strategies		→→→→→→→→→→→→→→→→→→→→→→→→→→→								→

Task				June
Effective Growth Producing Feedback- written and student conferencing	→————————————————————→			
DATA				
Data Collect Narrative, Opinion/Argumentative, and Research Simulation Data in accordance with the Data and Assessment Map		→	→	→
MCAS 2.0 Data Collection and Review for	→——→			
Collect/Analyze STAR ELA BOY, MOY, and EOY Data	→	→		→
Collect/Analyze DIBELS BOY, MOY, and EOY	→	→		→
Collect/Analyze DRA Data	→	→		→
Collect/Analyze STAR progress monitoring data	→————————————————————→			
Collect/Analyze DIBELS progress monitoring data	→————————————————————→			
Collect/Analyze DRA progress monitoring data	→————————————————————→			
Data Dives with Principal, TLS and teachers	→	→		→

Initiative 2: Math

Build student capacity to answer multi-step real-world problems; through the integration of priority learning standards, developing and refining instructional practices and using assessment data to inform instruction.

Team Members: Principal, TLS, Teachers, and Para-Professionals

Final Outcomes:
Teacher Practice Goals

- By EOY teachers and TLS will regularly and effectively collaborate and implement ongoing data cycles to get to the crux of formative assessment.
  - **Measured through**: Progress monitoring logs that identify a) initial benchmark and baseline data, b) customized and differentiated instructional planning for classes, individual students, and groups of students with similar skills, c) RTI and other needs as well as timely intervention and remediation, d) prerequisite knowledge and advanced knowledge needed to guide and support targeted instructional planning.
- By EOY all elementary teachers will a) plan lessons tied to rigorous objectives, and b) embed practices that emphasize conceptual understanding in all parts of their lesson.
  - **Measured through**: Evidence collected during learning walks and observations detailing the following dimensions: Principal learning walk logs that cite specific observation math practice evidence: Low Range, Middle Range, or High Range. (MSV Report Ranges) and Educator Evaluation Ratings

Student Learning Goals

- By EOY the district will realize at least a 40% reduction in students in Levels 1, 2, and 3.
- By EOY the district will see at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5.0 Measured through: MCAS 2.0 Math assessment

What this means for teachers:
- Teachers will continue to tie their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- Teachers will make key shifts in their practice using the cycle of effective instruction, while receiving support in the form of targeted PD and feedback from observations
- Teachers will be provided with Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- Administrative directed time will be utilized to plan lessons that are guided by the following questions : 1- What will students know and be able to do by the end of the lesson? 2- How do I get them there? 3- How will I know they have it? 4- What will I do when they don't?
- Teachers will collect and analyze Envisions Performance Assessment data in order to track progress towards student mastery of solving multi-step real-world problems.

What this means for building leadership:
• Principal will provide feedback that emphasizes the connection between planning, instruction, and assessment and student work analysis. She will also support teachers in developing intervention plans based on data.
• Principal will have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.

Key Milestones		
Nov. 1: ➤ 2017 Math Massachusetts Curriculum Frameworks have been updated and will be utilized to help students in the following areas of math: Making Sense of Mathematical Concepts, Mathematical Rigor, Performing Mathematical Procedures Fluently, and Using Mathematical Concepts in Problem Solving Applications to increase student proficiency. ➤ Core Curriculum will be adjusted to increase student practice with complex tasks and formative assessment. ➤ An RtI model utilizing formative assessment, intervention and acceleration blocks will be implemented to obtain increased student time on standards/skills. ➤ STAR progress monitoring data at all levels will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for students. ➤ Envisions Performance Assessment data will be collected and analyzed to determine students' ability to effectively solve multi-step real-world problems. Use this data to plan for needs in addition to the core instruction. ➤ MCAS 2.0, STAR, and Envisions Data will be collected to review the items	Feb. 1: ➤ Continue all initiatives from the beginning of the year. ➤ Analyze STAR data to ensure a 25% reduction in students in Levels 1, 2, and 3 at MOY. ➤ Progress Monitor STAR data to identify standards/skills students' area ready to learn. ➤ Create intervention and acceleration blocks in addition to core instruction based on progress monitoring and MOY STAR data to meet the needs of all students. ➤ STAR Data will be collected and reviewed to provide the skills students are ready to learn. ➤ Math CFA to assess students' ability to effectively solve multi-step real-world problems. (grades 3-5)	May 1: ➤ Continue all initiatives from the beginning of the year. ➤ Analyze STAR data to ensure a 40% reduction in students in Levels 1, 2, and 3 at EOY. ➤ Progress Monitor STAR data to identify standards/skills students' area ready to learn. ➤ Create intervention and acceleration blocks in addition to core instruction based on progress monitoring and MOY STAR data to meet the needs of all students. ➤ STAR Data will be collected and reviewed to provide the skills students are ready to learn. ➤ Math CFA to assess students' ability to effectively solve multi-step real-world problems. (grades 3-5)

and skills that students are ready to learn in Math ➢ Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools to determine student needs ➢ Math CFA to assess students' ability to effectively solve multi-step real-world problems. (grades 3-5)		

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
MATH Learning Walks										
Continue Math Focused Learning Walks - TLS and Principal		▬	▬	▬	▬	▬	▬	▬	▬	▶
Continue Math Focused Learning Walks - teacher lead				▬	▬	▬	▬	▬	▬	▶
Professional Development										
Student Learning Goals	▬	▶								
Setting High Academic Expectations Utilizing these "Teach Like A Champion" strategies: No Opt Out, Right is Right, Stretch It, Format Matters and Without Apology										
Planning for learning using Backwards Design –"Begin With the End" and "Double Plan"(Teach Like A Champion)	▬	▬	▬	▬	▬	▬	▬	▬	▬	▶
"Build Ratio Through Questioning" (Teach Like a Champion)										
Gathering Data on Student Mastery- "Planning For Error", "Targeted Questioning", "Affirmative Checking" (Teach Like A Champion)										
Unpacking the current standards - compare to previous standards highlighting revisions and know/understand the progression of skills from previous to upcoming grades.		▬	▬	▬	▬	▶				
Writing clear, focused and rigorous objectives utilizing Blooms, that are derived from the CC Standards.		▬	▬	▬	▬	▶				
Unpack the new District Curriculum Map and Scope and Sequences aligned to the 2017 Math Standards		▬	▶							
STAR Assessment PD- features, reports, intervention groups and data analysis	▬	▬	▬	▬	▬	▬	▬	▬	▬	▶
Data driven instruction-Using Checks for Understanding and ongoing assessment strategies	▬	▬	▬	▬	▬	▬	▬	▬	▬	▶
Effective Growth Producing Feedback- written and student conferencing	▬	▬	▬	▬	▬	▬	▬	▬	▬	▶
Use administrative Directed Time to analyze CFA Data to plan instruction			▬	▬	▬	▬	▬	▬	▬	▶
DATA										
Data Collect Envisions Topic Performance Assessment in accordance with the Data		▬	▬	▬	▬	▬	▬	▬	▬	▶

Task	Timeline
and Assessment Map	
MCAS 2.0 Data Collection and Review	→→→
Collect/Analyze STAR MATH BOY, MOY, and EOY Data	→ → →
Collect/Analyze STAR progress monitoring data	→————————→
Collect/Analyze Math CFAs- multi-step real-world problems (grades 3-5)	→ → →
Data Dives with Principal, TLS and teachers	→ → →

Initiative 3: SEL (Social Emotional Learning)
Objective: Develop effective systems and structures to support the unique academic and social emotional needs of all students

Team Members:	M. Rego/ F. Pearson/T. Jospeh/S. Brzezinski/D. Gadbois/ C. Purpura/ K. Martins

Final Outcomes:
- By EOY, data will show that Social Thinking methodology is being implemented when providing Tier 2 and Tier 3 students with behavioral and emotional supports and interventions.

- By EOY, evidence of improvement on key metrics, as a result of the development of PBIS cohorts, Social Thinking methodology and the Zones of Regulation curriculum. The evidence will include an expected decrease in the number of tier 3 students, decrease Tier 2 and Tier 3 behavioral incidents and increase student time on learning.

Teacher Practice Goals:

- The goal is for school counselors and teachers to teach social behavioral expectations and concepts in the same manner as core curriculum subject area.
- Teachers and counselors will learn and implement explicit methods and tools to teach students Social Thinking strategies and The Zones framework across situations and environments to regulate sensory needs, impulses, and emotional states to social demands.
- Teachers and counselors will collect student work samples that highlight and illustrate numerous learning activities that reflect a variety of tools such as sensory supports, calming techniques, and thinking strategies.
- Counselors will implement lessons that enable students to explore and recognize their internal emotions, sensory needs, and thinking patterns in each zone, when shifting from one zone to another, and then self-regulate within zones.
- Counselors and teachers will utilize Zones of Regulation and Social Thinking methodology to help build the skills that are necessary for students to meet PBIS expectations.
- Both teachers and counselors will explore ideas on how to support students using Social Thinking tools effectively across all school environments in order to help student's articulate PBIS expectations.
- Teachers and counselors will be expected to utilize core concepts from the Social Thinking framework to help teach students about perspective taking, so they better understand how being in the different zones impacts the thoughts and feelings of other people around them and use this insight to guide them in self-management.
- The goal is for teachers to support and implement Social Thinking concepts and Zones of Regulation through PBIS in order to benefit and impact all student, staff, and school culture.
- Through PBIS, Social Thinking and Zones of Regulation interventions schools will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.

Student Learning Goals:

- o Students will be able to demonstrate the use of Social Thinking strategies in order to improve their ability to consider others' as well as their own emotions and perspectives in order to facilitate stronger critical thinking and thoughtful social behavioral responses to situations.
- o Students will utilize Social Thinking strategies and The Zones of Regulation curriculum in order to increase self-regulation, including emotional control, sensory regulation, and executive functions. Students will be able to use The Zones of Regulation to visually and verbally self-identify how they are functioning in the moment given their emotions and state of alertness. Students will incorporate Social Thinking concepts to help with perspective taking in order to demonstrate an increase in the level of understanding social context and how their management of their feelings and states impact those around them.
- o Through using Social Thinking methodology and The Zones of Regulation curriculum, students will increase self-awareness and learn tools they can use to regulate emotions and states to meet environmental, academic and social demands.

What this means for teachers:

Counselors and teachers will be provided training in The Zones of Regulation and Social Thinking methodology which will provide teachers, counselors, and parents with hands-on knowledge on the nature of self-regulation and strategies for improving self-regulation and emotional control in students of all ages. Both Social Thinking and The Zones of Regulation address the brain's involvement in behavior, typical development, sensory processing, emotional regulation, social cognition, and executive functioning
Both Social Thinking and The Zones of Regulation will be used effectively in conjunction with PBIS.

Teachers and school teams are essential interventionists on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include using Social Thinking methodologies to teach positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and enhance students' learning environments.

What this means for building leadership:

Principals will work with their staff and across schools to develop a consistent set of expectations for meeting student behavior and social emotional needs. Taking into account the current stage of implementation of Social Thinking and Zones and Regulation, principals will support the work of building based support teams, continue to introduce and support Social Thinking methodology and strategies into professional development. Principals should work with school counselors to develop monthly PD opportunities for staff regarding specific targeted Social Thinking and Zones of Regulation concepts.

Principals should model positive and consistent expectations and build a common language and vision among staff for cultural change as it pertains to utilizing Zones of Regulation and Social Thinking Methodology as a vehicle for teaching students the skills needed to meet PBIS expectations.

Key Milestones (to be monitored at elementary, middle and high school levels):		
Nov. 1:	Feb. 1:	May 1:
➢ PBIS team has been established and attended trainings.	➢ Matrix has been developed.	➢ Procedures have been developed for school-wide and classroom-wide expectations
➢ Mission statement has been developed	➢ PBIS team has attended more trainings	➢ Tracking form and office referral form have been created and implemented
➢ Small groups have been established and started for Social Thinking and Zones of Regulation	➢ Initial PD for teachers on Social Thinking and Zones of Regulation have been provided	➢ SAC schedule documents whole class and small group intervention groups
➢ Student self-assessments have been completed		➢ Metrics have been used for a mid-year check in
		➢ 6 Social Thinking concepts have been implemented
		➢ Feedback has been collected and analyzed from teachers

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
PBIS Cohort										
Establish PBIS Leadership Team	→→→	→								
Attend trainings		→→	→→	→→	→→	→→	→→	→→	→→	→
Develop mission statement	→→	→→								
Develop matrix that identifies school – wide behavior expectations			→→	→						
Develop procedures for teaching school – wide behavioral expectations					→→	→→	→→	→→	→→	→
Develop procedures for teaching classroom – wide behavioral expectations					→→	→→	→→	→→	→→	→
Develop continuum of procedures for encouraging and strengthening student use of school-wide behavior expectations					→→	→→	→→	→→	→→	→
Develop continuum of procedures discouraging violations of school-wide behavior expectations					→→	→→	→→	→→	→→	→
Develop data tracking form for monitoring implementation of PBIS							→→	→→	→→	→
Develop an Office Referral Form to track behavioral data							→→	→→	→→	→
Develop systems to support staff							→→	→→	→→	→
Social Thinking and Zones of Regulation										
Identify a support team		→								
Create lessons using provided resources from the Zones of Regulation book and USB. Collaboration at monthly SAC PLC time to develop lessons that address multi – grade levels.			→							
Provide small group Social Thinking/Zones of Regulation lesson/skill development to target populations			→							
Administer student self- assessment to target small groups			→							
PD on Social Thinking and Zones of Regulation with a focus on key concepts and common language		→→	→→	→→	→→	→→	→→	→→	→→	→
Create a schedule that targets classrooms that will receive whole group instruction						→				

Task										
Implement Fidelity Learning Walk tool to monitor implementation and effectiveness										
Develop a consistent set of expectations for meeting student behavior and social emotional needs.										
Use metrics for a midyear check in for the purpose of reevaluating, improving behavior plans, group plans and teacher supports.										
Monitor implementation										
Make adjustments to interventions										
Administer survey to get feedback from teachers, collect and analyze data for next steps.										

Initiative 4: Parent and Community Outreach

Team Members: M. Rego, W. Miranda, B. Bennett, CBIP Teachers, Behavior Assistants

Final Outcomes:
By EOY, Pulaski will have evidence of diversified parent and family engagement activities that target families with students in our CBIP program. We will provide these families with opportunities that offer differing levels of academic and non-academic supports that families may need to aid the building and support of the "school ~ home partnership".

Teacher Practice Goals:

- o The goal is for teachers to support and positively impact family engagement to create a more welcoming, supportive, and inclusive relationship that fosters the growth and development of the whole child.

- o In accordance with the educator evaluation system parent / family engagement and the use of cultural relevant practices and methodologies are an expectation, and an area for constant growth for all educators, and schools.

Student Learning Goals:

- The goal is for increased parent engagement to benefit students in the following areas:
  - Achievement of better grades, test scores and attendance
  - An increase in self-worth, self- esteem, self-determination and motivation
  - A positive attitude about school that will result in improved behavior
  - Positive relationships with peers and adults
  - Ability to consistently regulate emotions and utilize taught strategies that will maximize time on learning

What this means for teachers:

Teachers are essential and on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and keep students within their learning environments. Teachers should actively keep track and document families and parents they engage with regarding their students and ways to continually create positive relationships that support the diverse needs of all students and families.

What this means for building leadership:

Principal and school members will actively involve parents and community to establish better reputations in the community, with increased community support. Principal and family engagement team will play an essential role in looking at and evaluating the effectiveness of ongoing family engagement initiatives. We will continue to find ways to diversify their level of engagement and looking at data. Emphasis will be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community, as well as sharing out progress and necessary mid-course corrections.

Key Milestones (to be monitored at elementary, middle and high school levels):		
Nov. 1: ➢ Create a Family Engagement Team that will target CBIP families ➢ Create a survey to be sent home to CBIP families to gather information on convenients locations, time and topics for events. *Paper surveys will go home first and then follow up calls will be made to gather information from families who did not return the surveys. Phone calls will also be made to thank families for completing surveys.	Feb. 1: ➢ Staff PD on how to effectively engage parents. ➢ Staff PD on Understanding students with Social-Emotional disabilities and how to build relationships with them ➢ Contact Middle Schools and Community Centers to determine locations for events. ➢ Contact PACE to look into child care for events. ➢ 1st parent engagement event will take place. Event will be held 2 separate days and at 2 separate locations thoughout New Bedford to accommodate families that live in various neighborhoods throughout the city.	May 1: ➢ 2nd parent engagement event will take place. Event will be held 2 separate days and at 2 separate locations thoughout New Bedford to accommodate families that live in various neighborhoods throughout the city. ➢ Feedback survey will be provided to families who attended events to determine next steps for the following school year.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Create a Family Engagement Team			→							
Create survey that will determine next steps				→						
Review results from survey and create a plan that outlines next steps				→						
Staff PD on how to effectively engage families					→			→		
Staff PD on Understanding students with Social-Emotional disabilities and how to build relationships with them					→			→		
Contact Middle Schools and Community Centers to determine locations for events. Contact PACE to look into child care for events.					→			→		
1st Parent Engagement event							→			
2nd Parent Engagement event										→
Distribute feedback survey and follow up with phone calls										→

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 <u>and</u> students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
Focus Area 1- Setting High Academic Expectations	Teachers will work with students to create individual student learning goals based on student mastery data. Teachers will set high expectations by presenting content that is engaging, demanding and productive in order to produce high achievement. Students will play an integral role in the development of their goals and monitoring of progress.	2016-2017 PD on effective feedback. Student Teacher conferencing built into daily schedule. Use of anchor charts, checklists, rubrics, exemplars and posted work samples.	More frequent and consistent student/teacher monitoring of progress, utilizing newly created Student Data Packet. Visual representation of progress by means of student learning goal boards where every student plots their progress.
Focus Area 2- Using Data to Inform Instruction	Teachers will continuously and effectively gather formative data on student mastery, in order to plan for teaching and learning. Teachers will be collecting and analyzing various checks for understanding. Evidence of "Targeted Questioning" (TLAC) and "Affirmative Checking" (TLAC) in the classroom. Students will be continuously monitored to assess mastery of objective. Students not meeting mastery may be	Teachers are beginning to collect checks for understanding data, in order to determine next steps. Teachers are beginning to indicate checks for understanding in their lesson plans.	Teachers will utilize real time data to inform instruction as opposed to a focus on task completion. Teachers will integrate various techniques that focus on the gathering of data on student mastery.

	pulled to a small group, work with a teacher or paraprofessional, receive effective feedback, have a reteach lesson, intervention block and/or be provided with scaffolding.		
Focus Area 3- Planning Well Structured Lessons	Teachers will plan utilizing the District Units of Study and Math Map/Sequence and Scope. They will begin with the end in mind and focus on these 4 questions: 1. What do I want my students to know and be able to do? 2. How will I get them there? 3. How will I know they have it? 4. What will I do when they don't? Teaching will be targeted and differentiated based on clear, focused and rigorous objectives that are derived from the CCSS. Students will be engaged, and have a clear understanding of what the objective is and will work to meet the objective.	Evidence of integration of the Curriculum Units of study and Writing guide in classrooms and lesson plans. Posted objectives that align with priority standards identified in the Units of Study.	Lesson plans will be show a clear through line from CCSS to Assessment and answer: 1. What do I want my students to know and be able to do? 2. How will I get them there? 3. How will I know they have it? 4. What will I do when they don't?

(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.

Focus area 1:	Setting High Academic Expectations		
Instructional strategies:	Setting Student Learning Goals & Various Techniques to keep students on track to achieving goals (Teach Like A Champion)	Approximate dates:	Sept- June
Meeting	**Learning objectives for teachers**		**Support needed**
Sept PD Session 1	Teachers will demonstrate an understanding of all the components of student learning goals by creating SMART student learning goals.		
Sept PD Session 2	Teachers will create student data packets that will assist students in the monitoring of their progress towards obtaining their goals.		
Oct-Dec PD Sessions 1-5	Teachers will integrate various techniques that focus on empowering students to be active learners while productively struggling with rigorous content. "No Opt Out, Right is Right, Stretch it, Format Matters and Without Apology" – Teach Like A Champion		
September - May	Continue with effective growth producing feedback both oral and written.		

Focus area 2:	Using data to inform instruction		
Instructional strategy:	Checks for understanding & Data Driven Instruction	Approximate dates:	Oct – June
Meeting	**Learning objectives for teachers**		**Support needed**
August to May	STAR assessment PD – features, reports, and intervention groups and data analysis.		
Sept. Admin Directed Time	Teachers will understand the purpose of using checks for understanding.		
Ongoing	Teachers will explore different styles of checks for understanding, analyzing strengths and weaknesses of each.		
Oct. Admin – Directed Meeting	Teachers will explore various tools used to collect and monitor real time data gathered from checks for understanding.		

Nov. SILT meeting	Review results of baseline walkthrough looking for checks for understanding to determine current strengths and weaknesses	Would like Liaison to do learning walk (grades 4-5) and join SILT meeting (Kim Bettencourt)
Nov. PD	Explore what points in the lesson are most important to check. Teachers bring upcoming lesson plans and incorporate checks for understanding at key points	
Ongoing PD	Teachers will learn techniques to build ratio through questioning, discussion and writing in order to transfer the cognitive load to the students in order to develop a dapper understanding of content.	
Ongoing Admin-Directed Meetings	How to checks for understanding in Envisions.	
Ongoing Admin-Directed Meetings	Discuss how to use the data from checks for understanding to adjust mid-lesson. Teachers bring an upcoming lesson and add a plan to adapt and respond based on a check for understanding	
SILT Meeting BOY/MOY	Analyze Math CFA data to determine strengths, challenges and next steps.	

Focus area 2:	Planning Well-Structured Lessons		
Instructional strategies:	Development of a clear and targeted through line from standard to assessment.	Approximate dates:	Ongoing
Meeting	**Learning objectives for teachers**		**Support needed**
September - February	Unpack current standards, compare them to previous standards, highlight revisions and know/understand the progression of skills from grade to grade		Units of Study and revised Writing Guide
September - March	Unpack the unit of study and district writing guide and create anchor chart for narrative writing, argumentative and research simulation.		Units of Study and revised Writing Guide
September	Unpack phonics reference guide and new units of study (K-2)		
Ongoing	Planning for Success (TLAC) – Begin with the end/4Ms/Post-It/Double Plan		
September - February	Writing clear, focused and rigorous objectives that utilize blooms derived from CCSS.		