



School Improvement Plan (SIP)

School Year 2016-2017

**School: Betsey B. Winslow**

Principal: Margaret M. Welch

**Betsey B. Winslow Students will be: Voracious readers, persuasive writers, and creative problem solvers.**

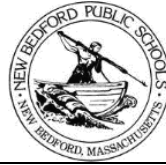
**(a) Describe the goals you have for student outcomes, in terms of approximate number of students that you need to move to meet each of the three goals listed above.**

**In Math & ELA, as measured by MCAS 2.0:**

- By EOY the school will realize at least a 40% reduction in students (grades 3-5) in Levels 1, 2, and 3.
- By EOY 100% of students in grade K-2 will show growth on the DIBELS composite score.
  - In Kindergarten, by MOY there will be a 15% growth and by EOY a further 18% growth
  - In 1st grade, by MOY there will be a 13% growth and by EOY a further 13% growth
  - In 2nd grade, by MOY there will be a 7% growth and by EOY a further 8% growth

**2015-2016 DIBELS Data: percentage of students at benchmark**

Grade	BOY	MOY	EOY	Growth
Kindergarten	56	70	84	28
1	63	84	84	21
2	90	98	96	6



This table shows how many students we need to advance from Levels 1, 2 and 3 in order to reduce the percentage of students scoring below proficient (Levels 4 & 5) on Math and ELA EOY assessments by 40%. The calculation is based on the Spring 2016, PARCC data for Math and ELA in last year's grades 3-5.

	ELA Goal EOY '17 (# of students)		MATH Goal EOY '17 (# of students)
Grade 3	12	Grade 3	10
Grade 4	7	Grade 4	9
Grade 5	7	Grade 5	10

**In Math & ELA:**

1. By EOY the school 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 **as measured by MCAS 2.0**

In order to see at least 10% of students in Level 1 move into Level 2 by EOY we need to move approximately:

ELA and Math EOY '15	Goal EOY '16 (# of students)
Grade 3	1
Grade 4	1
Grade 5	1



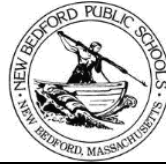
In order to see at least 10% of students in Level 4 move into Level 5, we need to move approximately:

ELA		Math
Grade 3	3	3
Grade 4	2	2
Grade 5	3	2

**(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.**

**Revisiting student data throughout the year:**

- 1. The whiteboard in the principal's office will be used to display data for all students in grades K-5. We will use the passport photos from Lifetouch mounted on post-its to track student scores across color coded achievement levels based on the most current benchmark assessment data.**
- 2. Data from district and internal assessments will be collected and analyzed at least three times a year, after each administration, during r Thursday, Focus Grade Level meetings and SILT meetings in order to review, identify intervention groups, plan for reteaching & retesting and refine the action steps for each goal.**
- 3. Teachers will display data in the classroom to show student growth in focus areas.**
- 4. Teachers will compile their class data on a manila folder using mini, color coded post-its for math and ELA (Galileo/DIBELS). They will analyze the data during Focus Grade Level meetings and PD.**



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

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

**2016 ELA PARCC cohort data:**

- **4% Increase in Grade 5 students attaining Level 4 and 5 (from 57% to 61%)**

**2016 Math PARCC cohort data:**

- **Very slight increase 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 3% this year (Grade 4).**

**Math proficiency levels:**

- **2% increase in the percentage of Grade 3 students scoring at Level 4 and 5 (from 55% to 57%).**
- **20% increase in Grade 5 students attaining Level 4 and 5 (from 26% to 46%).**

**This table indicates the strengths of students in Grades 2-5 in Math & ELA on the EOY Galileo**

	<b>Subject</b>	<b>Standards</b>	<b>Topic</b>	<b>Percentage of students</b>
2	Math	MA-2.OA.2 MA-2-NBT.1	Fluently add and subtract within 20 using mental strategies.	98.28 100
		MA-2-NBT.6	Understand that the three digits of a three-digit number rep amounts of hundreds, tens, and ones Add up to four two-digit numbers using strategies based on place value and properties of operations.	96.55



2	ELA	MA-RL.2.6 MA-RI.2.3	Craft and Structure: Identify the main purpose MA-RI.2.3 Key Ideas and Details: Describe the connection Phonics and	96.55 94.83
3	Math	MA-3.NF.1 MA-3.MD.7d MA-3.OA.2 MA-3.OA.7 MA-3.NBT.	Understand a fraction Recognize area as additive Interpret whole-number quotients of whole numbers Fluently multiply and divide within 100 Fluently add and subtract within 1000	100 98.36 93.44 93.44 93.44
3	ELA	MA-RI.3.5 MA-RI.3.6	Craft and Structure: text features Craft and Structure: point of view	86.89 86.89
4	Math	MA-4.NF.3b MA-4.NF.3a	Decompose a fraction into a sum of fractions Understand addition and subtraction of fractions	100 89.34
4	ELA	MA-RL.4.1  MA-RI.4.3	Key Ideas and Details: Refer to details explicitly and when drawing inferences from the text.  Key Ideas and Details: Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text	94.74  89.47%
5	Math	MA-5.OA.1  MA-5.MD.3	Use parentheses, brackets, or braces in numerical expressions  Recognize volume	91.11  93.33
5	ELA	MA-RI.5.3  MA-RL.5.1	Key Ideas and Details: Explain the relationships or interactions  Key Ideas and Details: quote accurately from a text	95.56  88.89



**(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?**

**2016 ELA PARCC cohort data:**

- **Slight increase in the percentage of students scoring at Level 1 from Grade 3 last year to Grade 4 from 2% last year in Grade 3 to 3% this year in Grade 4.**
- **9% decrease in the percentage of students scoring at Level 4 and 5 (64% in Grade 3 last year to 55% in Grade 4 this year).**
- **10% drop in the percentage of students scoring Level 4 and 5 from Grade 4 last year to Grade 5 this year (from 71% in Grade 4 last year to 61% in Grade 5 this year).**

**In reviewing ELA proficiency levels:**

- **11% decrease in the percentage of Grade 3 students scoring at Level 4 and 5 (from 64% to 53%)**



- **16% decrease in performance in Grade 4 students attaining Level 4 and 5 (from 71% to 55%).**

**2016 Math PARCC cohort data:**

- **8% increase in Level 1 students moving from 2% in Grade 4 to 10% in Grade 5.**
- **10% decrease in the percentage of students scoring at Level 4 and 5 (from 55% in Grade 3 last year to 45% in Grade 4 this year).**
- **3% decrease in the percentage of students scoring Level 4 and 5 (from 49% in Grade 4 last year to 46% in Grade 5 this year).**

**In reviewing Math proficiency levels:**

- **4% decrease in the percentage of Grade 4 students attaining Level 4 and 5 (from 49% to 45%).**

**Writing:**

**In grades K-2, the DRA2 assessment calls for students to explain their comprehension of the text during a 1:1 conversation with the teacher. The DRA benchmark for the end of grade 2 is Level 28. At this level, students have to demonstrate their text comprehension in writing. We hypothesize that the contrast between relatively high reading scores in the early grades, contrasted with the lower ELA scores in grades 3-5 is connected to this assessment variation. By increasing opportunities for students to write about their reading by responding to higher level questions we believe that students' proficiency levels and growth will increase in all content areas.**



Grade	Subject	Standards	Topic	Percentage of students
2	Math	MA-2.MD.3	Estimate lengths	36.21
		MA-2-NBT.5	Fluently add and subtract within 100 using place value	62.07
2	ELA	MA-RF.2.3f	Phonics and Word Recognition	34.48
		MA-RI.2.7	Explain how specific images contribute to and clarify a text.	50
3	Math	MA-3.NF.3a	Understand two fractions as equivalent	21.31
		MA-3.NF.3c	Express whole numbers as fractions	21.31
		MA-3.MD.1	Time to the nearest minute	34.43
		MA-3.MD.8	Solve problems: geometric measurement	39.34
3	ELA	MA-RI.3.4	Craft and Structure: academic and domain-specific words	36.07
		MA-RI.3.2	Key Ideas and Details: Determine the main idea of a text	36.07
		MA-RL.3.9	Integration of Knowledge and Ideas:	37.70
4	Math	MA-4.NBT.5	Multiply a whole number of up to four digits by a one-digit whole number	28.95
		MA-4.MD.2	Use the four operations to solve word problems	34.21
4	ELA	MA-RI.4.6	Craft and Structure: Compare and contrast a firsthand and secondhand account	18.42
		MA-RL.4.2	Key Ideas and Details: Determine a theme	21.05
		MA-RI.4.2	Key Ideas and Details: Determine the main idea of a text	23.68
5	Math	MA-5.NF.6	Solve real world problems involving multiplication of fractions and mixed numbers	11.11
		A-5.NF.1	Add and subtract fractions with unlike denominators	31.11





<b>5</b>	ELA	MA-RI.5.9	Integration of Knowledge and Ideas: Integrate information from several texts on the same topic	44.44
		MA-RL.5.3	Key Ideas and Details: Compare and contrast	53.33



### **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.

**In order to facilitate student growth and increase the rigor of instruction, we have set the following goals:**

#### **Goal 1.**

**The faculty of Betsey B. Winslow will leverage the curriculum, materials and the instructional framework to make connections between planning, instruction, and student learning as demonstrated in writing across the curriculum. Teachers will ensure that they plan and deliver engaging lessons that hold students to high standards, while measuring the impact of their instruction on student learning. Using a new data cycle teachers and principal will be able to monitor closely student progress.**

**This goal will be measured by:**

- Evidence from lesson plans, reviewed by the Principal & The OU Liaison
- Evidence from Learning Walks and Principal observations
- Evidence from Focus Grade Level Meetings using a Looking at Student Work Protocol
- Data from building based and district writing assessments

#### **Goal 2.**

**In math, the faculty of Betsey B. Winslow will continue to focus on conceptual understanding and academic vocabulary in order to show high achievement & high growth across all grades. Math journals will be used to answer, and extend, the higher order thinking questions, for example, “Today’s Challenge” from Envision math, at least twice a week in grades 1-5.**

**This goal will be measured by:**

- Increasing scores on Envisions math problems/topic assessments that are targeted at Standards of Math Practices.
- Increasing MOY and EOY scores in Galileo



- Evidence collected during Learning Walks and principal observations
- Evidence from Focus Grade Level Meetings using a Looking at Student Work Protocol

**Goal 3.**

The school will strengthen systems for accelerating reading growth for students at all levels, whether they have academic, special education, ELL, or social-emotional needs. Teachers will use a new progress monitoring system that will ensure we close the literacy gap for our most struggling readers as well as increasing the expectations for students reading at or above grade level expectations to increase the depth and breadth of their reading.

This goal will be measured by:

- Increase in the number of students reading at and above instructional level expectations for their grade.

Evidence collected during Learning Walks and Principal observations

(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:**

- Writing: students will explain their thinking in writing across all curriculum areas

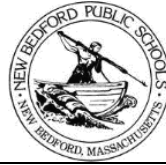
**2-3 Secondary Focus Areas:**

- Math: Deepen conceptual understanding and academic vocabulary
- Reading: strengthen systems for accelerating reading growth for students at all levels



**#1 Primary Focus Area:** Writing: students will explain their thinking in writing across all curriculum area

Activities	Person(s) Responsible	By when	
All students, K-5, respond to a generic prompt in the genre of the NBPS writing unit	Classroom teachers	Week 1 of unit	
Pre-sort baseline writing pieces: low, medium & high using PARCC/Writing to Sources rubrics. Based on pre-sort, establish/affirm the necessity for differentiation		Week 2	
Unpack the writing standard Compare standards across grades using the shifts document from the New Bedford writing guide Score 2-3 pieces together (model use of rubric if necessary)	Classroom teachers & principal	Week 2	
Using rubric descriptors, learnings from student writing, create a list of topics to teach during focused, 15-20 minute, mini lessons over the subsequent weeks of the unit Sort topic list: <ul style="list-style-type: none"> <li>• Whole class lessons</li> <li>• Small group lessons</li> <li>• 1:1 conferences</li> </ul>	Classroom teachers	Weeks 3-6	
Make adjustments to instruction based upon these formative assessment samples Identify groups for differentiation			Classroom teachers
Use planner to determine when each lesson will take place			Classroom teachers
Continue to collect samples each week (Writing to Sources)			
Collect exemplary writing from each student			
Compare baseline to exemplary piece using PARCC/WTS rubrics			Classroom teachers & principal LOOK FOR EVIDENCE OF INSTRUCTION IN END OF UNIT PIECES
Review process and revise as necessary			
Repeat adjusted process for next genre			



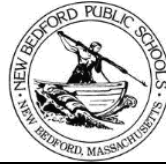
Plan allows for units on each of the three assessed writing genres

**#2 Focus Area: In math, continue to focus on conceptual understanding and academic vocabulary**

<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
Gradual release model will be used for math instruction.	Teachers	Ongoing
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
Clear and rigorous objectives, using language from the Standards, posted and communicated daily.	Teachers	ongoing
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
Math fluency practice every day.	Teachers	ongoing
Math fluency competition within grades.	Teacher, TLS, Principal	ongoing



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
Teachers will utilize enVisionmath Visual Learning Bridge for every lesson. Other visuals provided by enVisionmath will also be utilized when appropriate.	Teachers	ongoing
Teachers will utilize manipulatives when appropriate.	Teachers	ongoing
Students will engage in accountable talk		
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
Exit tickets will be analyzed. Reteach plans and/or interventions will be developed based on this data.	Teachers, TLS	ongoing
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
Collect performance assessment scores. Analyze performance assessments. Make adjustments to instruction based on data.	Teachers, TLS, Principal	ongoing
Review student work during Administrative Planning Time. Make adjustments to practice based on data.	Teachers, TLS, Principal	ongoing



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
Ensure that teachers are following the math curriculum map, by means of observations, student work collection and plan book review	Principal	ongoing
Utilize the collaborative data cycle	Principal, TLS, Teachers	ongoing

**#3 Secondary Focus Area: Strengthen systems for accelerating reading growth for students at all levels,**

Activities	Person(s) Responsible	By when
Assess BOY reading levels using DIBELS & DRA	Classroom teachers, special educators, ESL teacher	End of September
Full DRA for all atudents below benchmark in		
DRA quick check for on or above DRA benchmark		
Develop “Prediction of Progress” planner for students reading below benchmarks	Principal	(August)
Plan reading activities and lessons targeted to address specific Focus for Instruction areas	Classroom teachers, special educators, ESL teacher TLS & Principal	October
Progress Monitor and track growth		Ongoing
Create prompts requiring critical thinking and analysis in written responses		Ongoing



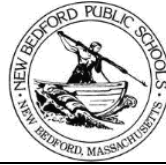
to leveled texts K-5. Print on labels.		
Monitor growth of on-level readers, encourage accelerated movement through levels		Ongoing
Maintain focus on comprehension, fluency and vocabulary development		Ongoing
Monitor guided reading lessons in all grades to ensure students are reading instructional level texts	Principal observations	Ongoing
Develop tracker to share at grade level meetings. Use collaboration cycle to share effective practices & discontinue ineffective practices	Principal & classroom teachers	Ongoing





**(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.**

	<b>Benchmark</b>
<b>What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal</b>	<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>• 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>• DRA Levels tracked in every class</li></ul>



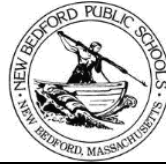
<p><b>What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal</b></p>	<ul style="list-style-type: none"><li>• Progress monitoring</li><li>• Student work samples</li><li>• Reading Street College and Career Readiness Assessments</li><li>• enVisionmath Performance 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>• DRA Levels tracked in every class</li></ul>
<p><b>What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal</b></p>	<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>• EOY Galileo</li><li>• EOY 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>• DRA Levels tracked in every class</li></ul>



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

**(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
Writing	<p>Students will know themselves as writers</p> <p>Student writing will demonstrate deep comprehension of text</p> <p>Teachers will teach writers and focus on process not product</p>	<p>Teachers are enthusiastic participants in writing PD</p> <p>Teachers recognize the need for change</p> <p>Teachers are willing to write mentor texts</p>	<p>Significant increase in differentiation</p> <p>More focused teaching to standards that have been unpacked with team colleagues</p> <p>Move way from formulaic writing</p> <p>Coach for growth by sharing focused feedback</p> <p><i>Show</i> students <u>how</u> to write don't <i>tell</i> them <u>what</u> to write</p> <p>Significant increase in differentiation</p>
Math	<p>Students will have increased metacognition of their mathematical thinking</p> <p>Teachers focus on process not product</p>	<p>Fidelity of teacher adoption of Envisions program</p> <p>Use of program has deepened teachers' understanding of math concepts</p>	<p>Significant increase in differentiation</p> <p>More focused teaching to standards that have been unpacked with team colleagues</p>
Reading	<p>Students engaged in accountable reading at independent/instructional level: responding orally and in writing to high level prompts</p>	<p>All teachers have some familiarity with guided reading &amp; reading assessments</p>	<p>Significant increase in differentiation</p> <p>More focused teaching to standards that have been unpacked with team colleagues</p>

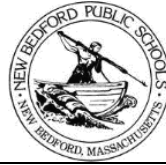


	Teachers focused on specific strategies focused on comprehension, vocabulary development & fluency		Significant increase in time spent reading & writing about complex text
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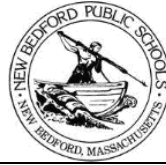
**(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.**

*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>		



	Share-out ideas	
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> <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 emphasis 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</li> </ul>	

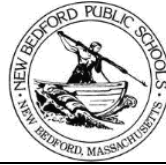


	<p>create intervention groups (ex: some students can switch classes during small group time)</p> <ul style="list-style-type: none"> <li>• Think creatively (a 10 min. morning group, 2 rotations during math block, switch classrooms, small group when SPED teacher is in room)</li> <li>• Tracking reteach 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.</li> </ul>	

<b>Focus area 2:</b>	Writing Across the Curriculum		
<b>Instructional strategies:</b>	<b>Modeling-guided practice-independence</b>	<b>Approximate dates:</b>	Sept 2016-July 2017
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
9/14/17	<p>Teachers will work with same grade level colleagues and unpack standards (Narrative)</p> <p>Teachers will compare standards to see what the students learned the previous year and what is new</p> <p>Look at Student Work</p> <ul style="list-style-type: none"> <li>○ Teachers will look at sample student work and discuss annotations</li> </ul> <p>Analyze Rubrics</p>		



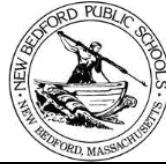
	<ul style="list-style-type: none"> <li>○ Teachers will look at highlighted words and ensure that they know what rubric means and what it is looking for</li> </ul>	
9/20/16	<ul style="list-style-type: none"> <li>○ Teachers create a list of mini lesson they will use for narrative writing</li> <li>○ Teachers will analyze student writing with same grade level colleagues</li> <li>○ Teachers will provide growth producing feedback</li> </ul>	
9/26/16	<ul style="list-style-type: none"> <li>● Continue collaboration cycle: collect data from writing samples, determine what students need next, co-plan, teach, review new writing</li> </ul>	
11/8/16	<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</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>○ Continue collaboration cycle: collect data from writing samples, determine what students need next, co-plan, teach, review new writing</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>○ 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> <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>○ Continue collaboration cycle: collect data from writing samples, determine what students need next, co-plan, teach, review new writing</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>	Accelerated Reading Growth		
<b>Instructional strategies:</b>	Embedding small group differentiated reading in all classrooms	<b>Approximate dates:</b>	Oct 2016-June 2017
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
9/27/16	<ul style="list-style-type: none"> <li>● Review best practices for assessing reading (DRA)</li> </ul>		
9/29/16	<ul style="list-style-type: none"> <li>● Introduce prediction of progress tracking/intervention system</li> </ul>		





10/25/16	<ul style="list-style-type: none"> <li>• Effective Guided Reading: grouping by level</li> </ul>	
11/22/16	<ul style="list-style-type: none"> <li>• Effective Guided Reading: grouping by focus strategy</li> </ul>	
12/20/16	<ul style="list-style-type: none"> <li>• How to know when to move reading levels without a DRA</li> </ul>	
1/24/17	<ul style="list-style-type: none"> <li>• 8 dimensions of fluency</li> </ul>	
2/21/17	<ul style="list-style-type: none"> <li>• What to do with struggling readers</li> </ul>	
3/21/17	<ul style="list-style-type: none"> <li>• What to do with above level decoders who have weaker comprehension</li> </ul>	
4/11/17	<ul style="list-style-type: none"> <li>• What to do with above level comprehenders who are weak decoders</li> </ul>	
5/16/17	<ul style="list-style-type: none"> <li>• Reading non fiction with a question in mind: determining importance in text</li> </ul>	
6/6/17	<ul style="list-style-type: none"> <li>• Dynamic, accountable literature circles</li> </ul>	