

School Improvement Plan

School Year 2016-2017
 Elizabeth Carter Brooks Elementary School
 Principal: Maria Reidy
 Joseph Chagnon, Psychologist
 Kelly Keaton 2nd Grade
 Christopher Kiselca 3rd Grade
 Kimberly Calheta, 4th Grade
 James Darling, TLS

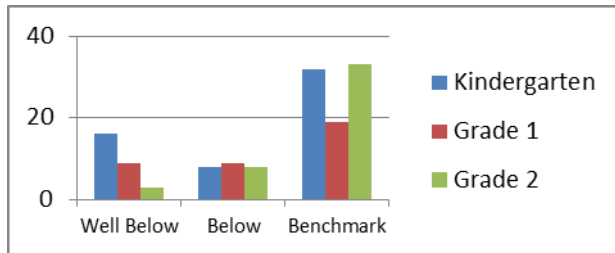
Section 1. Set goals aligned to the AIP

(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.

Brooks School did meet the 2015-2016 proficiency targets and our accountability status is now a LEVEL 1.

DIBELS

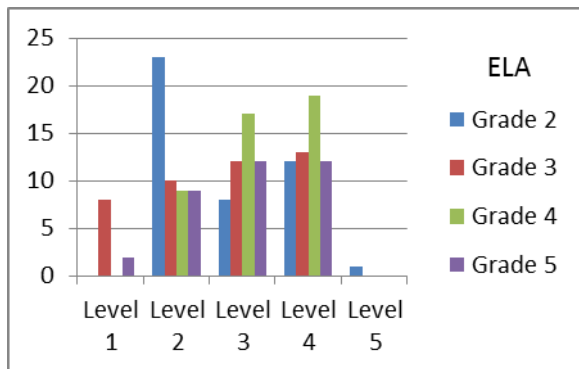
Based on DIBELS 2016-2017 BOY results:



In accordance with our goal of moving at least 40% of students into Proficiency, we will need to move **10 students in Kindergarten, 8 students in Grade 1, and 5 students in Grade 2** from Below/Well Below to Benchmark.

STAR ELA

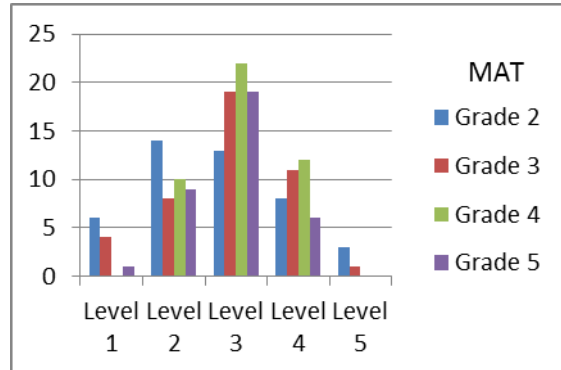
Based on STAR Reading 2016-2017 BOY results:



In accordance with our goal of moving at least 40% of our students into Proficiency, we will need to move **13 students in Grade 2, 12 students in Grade 3, 11 students in Grade 4, and 10 students in Grade 5** from Below Proficiency (Levels 1-3) to Proficiency or higher (Levels 4 & 5). Additionally, our goal will be to reduce 10% of Level 1 students and move 10% of our Level 4 students to Level 5.

STAR MATH

Based on STAR Math 2016-2017 BOY results:



In accordance with our goal of moving at least 40% of our students into Proficiency, we will need to move **14 students in Grade 2, 14 students in Grade 3, 10 students in Grade 4, and 12 students in Grade 5** from Below Proficiency (Levels 1-3) to Proficiency or higher (Levels 4 & 5). Additionally, our goal will be to reduce 10% of Level 1 students and move 10% of our Level 4 students to Level 5.

(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.

Classroom Level:

- Teacher maintained tri-fold folders (labeled *Instructional Focus Group (intensive), Strategic, On-Level/Advanced*) with Pearson Reading Street and enVisionMATH2.0 baseline data using individual student Post-Its labeled with test date/score. Unit tests (comprehension) will then be tracked and recorded on these Post-Its and moved to appropriate locations to track intervention and growth.
- Tracking students demonstrating mastery by standard (STAR benchmarks, PARCC, Pearson Reading Street and enVisionMATH2.0 Unit tests) to help identify high priority concerns needed for re-teach.
- TCT & CPT on Mondays and Thursdays to address student's progress using exit tickets, progress monitoring, weekly CCR tests.

Grade Level:

- Teacher Collaborative Team (TCT): Teachers will analyze STAR benchmark reports and Intervention alerts to determine high priority concerns and high risk/at risk students to develop a re-teach plan and post-test. Post-tests will be revisited to determine need for further course of action.

School Level:

- The Instructional Support Team: IST, with each grade being represented, will meet two times a month to address individual high risk students' needs and supports. Data will consist of common formative testing and district testing. The principal and ESL teacher are also members.

- School Instructional Leadership Team: SILT, with upper/lower grade level, will meet two times a month to address school wide focus and will use benchmark and common formative assessment measures (by grade level) to determine modifications for success. The principal and Teachers & Learning Specialist are also members.
- An office data wall will reflect Pearson Reading Street and enVisionMATH2.0 Unit test, STAR benchmark, and district writing in response to text data. Data will be tracked by grade level and individual students will be identified by means of Post-It in five categories: instructional focus group, strategic, and proficient/advanced.

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?

Based on STAR Reading BOY 2016-2017 results:

In Grade 2, the following standards look to be our strongest:

RL.2.3

Describe how characters in a story respond to major events and challenges.

RI.2.4

Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.

L.2.5

Demonstrate understanding of word relationships and nuances in word meanings

In Grade 3, the following standards look to be our strongest:

RL.3.7

Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

L.3.5

Demonstrate understanding of word relationships and nuances in word meanings

In Grade 4, the following standards look to be our strongest:

RF.4.3

Know and apply grade-level phonics and word analysis skills in decoding words.

L.4.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

In Grade 5, the following standards look to be our strongest:

RL.5.8a

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

RI.5.3

Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.

RF.5.3

Know and apply grade-level phonics and word analysis skills in decoding words.

Based on STAR Math BOY 2016-2017 results:

In Grade 2, the following standards look to be our strongest:

2.MD.A

Measure and estimate lengths in standard units.

2.OA.B

Add and subtract within 20.

In Grade 3, the following standards look to be our strongest:

3.MD.B

Represent and interpret data.

3.NBT.A

Use place value understanding and properties of operations to perform multi-digit arithmetic.

In Grade 4, the following standards look to be our strongest:

4.MD.B

Represent and interpret data.

4.NBT.A

Generalize place value understanding for multi-digit whole numbers.

In Grade 5, the following standards look to be our strongest:

5.G.A

Graph points on the coordinate plane to solve real-world and mathematical problems.

5.OA.B

Analyze patterns and relationships.

Additionally, our EL population experienced the following results based on ACCESS testing:

**NEW BEDFORD PUBLIC SCHOOLS
ACCESS 2016 - PRELIMINARY DATA**

School	# Students took the ACCESS	ABS	-2	-1	Same Level	Gain +1 Level	Gain + 2 Levels	Gain +3 Levels	SPED /EL	Ready to EXIT from ESL Services	First time taking the ACCESS test
Brooks	60	0	6	3	14	21	16	0	11	5	19

Twenty Percent (20%) of students were identified as English Language Learners, based on WIDA Access testing 2016, received level-based support from an ESL educator for the 2015/2016 school year.

Professional development delivered by *Focused Schools*, began in 2014/15 and will continue in 2015/16 and 2016-2017 to define roles, set focus, and strengthen the School Instructional Leadership Team (SILT). Phase one of the Focused Schools' Framework was completed in 2014/2015¹, paving the way for Phase 2² in 2015/2016 and Phase 3³ in 2016/2017.

¹ Phase 1: Identifying a school wide instructional focus based on an assessment of students' needs

² Phase 2: Having and implementing a school wide instructional focus that meets students' needs

³ Phase 3: Living a unity of purpose through a clear instructional focus that drives all decisions

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

Based on STAR Reading BOY 2016-2017 results:

In Grade 2, the following standards look to be areas of concern:

RI.2.1

Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.

RI.2.2

Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs within the text.

RI.2.8

Describe how reasons support specific points the author makes in a text.

RI.2.9

Compare and contrast the most important points presented by two text on the same topic.

In Grade 3, the following standards look to be areas of concern:

RI.3.6

Distinguish their own point of view from that of the author of a text.

RL.3.6

Distinguish their own point of view from that of the narrator or those of the characters.

In Grade 4, the following standards look to be areas of concern:

RI.4.8

Explain how an author uses reasons and evidence to support particular points in a text.

RI.4.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

RL.4.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

In Grade 5, the following standards look to be areas of concern:

RI.5.8

Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

RI.5.10

By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RL.5.10

By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Based on STAR Math BOY 2016-2017 results:

In Grade 2, the following standards look to be areas of concern:

2.MD.C

Work with time and money.

2.OA.A

Represent and solve problems involving addition and subtraction.

In Grade 3, the following standards look to be areas of concern:

3.MD.C

Geometric measurement: understand concepts of area and relate area to multiplication and to addition.

3.MD.D

Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

In Grade 4, the following standards look to be areas of concern:

4.MD.A

Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit.

4.OA.A

Use four operations with whole numbers to solve problems.

In Grade 5, the following standards look to be areas of concern:

5.MD.C

Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.

5.NF.B

Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

According to IST for the 2015/2016 school year, based on formative assessment including, but not specific to *Galileo benchmark tests*, *Pearson Reading Street unit tests*, *Pearson Reading Street Writing to Sources*, and *district common formative open responses*, has identified writing in response to text across all content areas as a struggle. This includes deficits in the use of key ideas and details, identifying main idea, and summarizing in literature/informational text, comparing multiple texts to support an argument, and an evidence-based, explanatory approach to mathematical word problems.

Supports for Areas of Concern

For 2016/2017, support staff has been added to address areas of concern. An ESL teacher will deliver direct, level based instruction to ELs. A full-time TLS in Math/ELA will provide data analysis, coaching, and curriculum supports to all teachers. A full-time SPED teacher and a part-time SPED teacher will address the IEP/(504, if applicable) accommodations. A Reading Specialist has been added to support students that are moderate risk and high risk in reading.

In partnership with the University of Massachusetts – Dartmouth, UMASS tutors will offer in-class assistance daily, working directly with students in small, strategic groups.

School-based professional development will be offered monthly to address school-based academic areas of concern and to identify/implement evidence-based practices daily in every classroom.

Additional direct, targeted instruction will be provided by all teachers after-school.

Section 3. Develop strategies/actions to address focus areas

(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: ELA/Writing

- *Improve reading comprehension in all subject areas with a main focus in the following areas: **main idea, summarize, close read***
- *Improve Writing Skills across all content areas with a main focus on implementing graphic organizers to assist students with organization*
- *Math: problem-solving, with a focus on fractions, estimation, and number sense*
- *Social-Emotional: PAWS Team has been established to mediate the reward/consequence systems in place*

#1 Primary Focus Area: School Wide Focus ELA- main idea, summarizing, close read

Activities	Person(s) Responsible	By when
Develop formative assessments around the primary focus areas of main idea, summarizing, close reading using STAR, CFA, Reading Street, CCR ,Readworks, exit tickets Classroom Observations	Teachers TLS,RS ELL SPED Students	11/16
Expose students to different graphic organizers as visual aids to support their understanding of the focus areas. Use graphic organizers to identify exemplars of students work.	Teachers TLS, RS ELL SPED	10/16
Use teacherdepaul graphic and RS organizers to differentiate instructional levels of students.	Teachers TLS,RS ELL SPED	11/16
Sleuth Activity using sticky notes or highlight tape as strategies to identify main idea, summarize, close read through group/class discussion as well as a resource to use during concept development throughout the week.	Teachers TLS, RS ELL SPED	11/16
One Book One School (<u>Frindle</u>) Using the Novel Study Handout teacher’s model the thinking process aloud to identify main idea, summarizing, and close reading strategies.	Teachers TLS ELL SPED	10/16
Incorporate Teacher.depaul.edu additional (reading resources) as the <u>THEY DO</u> for formative assessments. Using the formative assessments as a tool to group students to deliver differentiated instruction.	Teachers, RS TLS ELL SPED	10/16
Reading Street Stories to plan lessons with primary objectives to focus on the skill of the main idea, summarize and close read in each story. Target specific power standards to develop mini-lessons.	Teachers, RS TLS ELL SPED Teachers, SILT, Principal	10/16 Oct 1X week

Communicate literacy skills as a school-wide priority for core instruction across all subject areas	Principal, SILT	Sept / Oct staff meetings PD day
Share resources and provide PD on visible thinking strategies, close reading and higher order thinking skills for teachers to develop their repertoire of instructional strategies. Ex. See, Think, Wonder	Principal, Teachers	October - ongoing
Provide training on literacy instruction, assessment and using Reading Street to teachers during PD days, ADMIN mornings	Principal	Sept / Oct staff meetings PD Day
Use district ELA benchmark, progress monitoring and CFA's to monitor student progress in reading comprehension skills.	Grades 2-5 Teachers	BOY, MOY, EOY 2x per trimester
Identify at risk students through data analysis during SILT, ADMIN and TCT	SILT, TCT	Monthly
Develop a school wide data wall for grades K-5 teachers to have data driven conversations during the BOY, MOY, EOY.	Teachers Principal TLS	BOY MOY EOY 3X per trimester (ongoing)
Classroom Data Folders & Data Walls (BOY), (MOY), (EOY) in place to move students across the areas of improving levels from 1 DID NOT YET MEET EXPECTATIONS TO LEVEL 2 PARTIALLY MET EXPECTATIONS, FROM LEVEL 3 APPROACHED EXPECTATIONS, TO LEVEL 4 MET EXPECTATIONS, TO LEVEL 5 EXCEEDS EXPECTATIONS.	Teachers, Students TLS	BOY MOY EOY

#2 Secondary Focus Area: Writing Skills across the Content Area

Activities	Person(s) Responsible	By when
Create Writing Rubric & use Student Exemplars for modeling writing	Teachers, students, TLS Principal	Dec
Use writing templates to organize thoughts and process response to answer questions accurately and completely.	Teachers, TLS, Students, Principal	Dec

Create CFA for looking at student work before the writing process	Teachers, TLS, Lisa Dion, Principal	Dec
Use Writing to Sources to create teacher model lessons (mini-lessons) to use with students	Teachers, TLS, ELL, SPED	Dec
Narrative Writing Prompts from Writing to Sources Prompts (LASW)	Teachers, Principal, ELL, TLS, SPED	Dec

#3 Secondary Focus Area: Math (Fractions, Number Sense, Estimation)

Activities	Person(s) Responsible	By when
Using Base Ten Materials develop lessons to incorporate base ten materials during Number Sense Instruction	TLS, Teachers	October
Create STAR Quizzes in standards that are below 75%	TLS, Teachers, SPED	Ongoing
Create exit tickets with rubrics to assess standards using multiple approaches of understanding the standard	TLS, Teachers, Principal	Ongoing
Create word list & examples of math vocabulary throughout the standards (FRAYER MODEL)	Teachers	Ongoing
Lesson Plan Activators Video before and after lessons.	Teachers, TLS	Ongoing
Create formative assessment strategies throughout the math lessons.	Teachers, TLS, Principal, SPED, ELL	Ongoing
<i>Develop Multiple Choice Math Problems that require students to find more than one correct answer</i>	Teacher, TLS	Ongoing
Develop a vertical connection to fractions from previous, now, after so that students can make connections from what was previously taught.	Teachers, TLS	Ongoing
Develop a PRE test before teaching fractions to get a baseline of what students already know. Develop differentiated lessons based on the PRE test. Construct a POST-TEST after to determine students understanding of fractions.	Teachers, TLS, SPED, Principal	Ongoing
Create hands on approach with manipulatives to develop activities to teach fractions in a deeper meaningful way.	Teachers, TLS, SPED	Ongoing
Create Math Community Teams of students in classrooms to differentiate instruction based on data or formative assessments.	Teachers, TLS, SPED	Ongoing
Student Record in each standard in areas of 1 DID NOT YET MEET EXPECTATIONS TO LEVEL 2 PARTIALLY MET EXPECTATIONS, FROM LEVEL 3 APPROACHED EXPECTATIONS, TO LEVEL 4 MET EXPECTATIONS, TO LEVEL 5 EXCEEDS EXPECTATIONS.	Teachers, TLS, SPED, ELL Principal	Ongoing
envision Computer Independent Personalized Practice	Students, Teachers, SPED, ELL, TLS	Ongoing

#4 Secondary Focus Area: *Social-Emotional*

In order to improve behavior management systems at both classroom- and school-wide levels, administration and guidance staff (psychologist, counselor) will develop a plan for school-wide behavioral expectations, a reward/consequence system, and office referral procedures. Staff will develop means of improving school climate and culture among students, families, and staff.

Activities	Person(s) Responsible	By when
Develop a school wide behavior chart as a means of teaching and reinforcing behavioral expectations throughout the school day (to include a point/prize/reinforcement system, recognition for display or desired behaviors, etc.)	School Psychologist Adjustment Counselor Principal PBIS/PAWS Team	September 30, 2016
Develop class-wide and grade-wide social skills lesson schedule to be delivered monthly utilizing research-based social skills and/or anti-bullying curriculum	School Psychologist Adjustment Counselor	September 30, 2016
Develop plan of reinforcement/reward delivery for consistent exhibition of positive/desired behaviors. Include monthly reward prizes as incentives for good behavior as well as attendance.	School Psychologist Adjustment Counselor Principal PBIS/PAWS Team	October 31, 2016
Develop a systematic office/discipline referral procedure, to include a referral form. This will include a distinction between “minor” and “major” offenses, what they look like, and how they are to be addressed.	School Psychologist Adjustment Counselor Principal PBIS/PAWS Team	October 31, 2016
Provide feedback to classroom teachers for how to utilize school-wide expectations and practices within their individual classrooms	School Psychologist Adjustment Counselor	Ongoing
Develop means of identifying students who are not responding to school-wide and classroom-based systems, and how to address recurring problem behaviors	School Psychologist Adjustment Counselor Principal PBIS/PAWS Team	December 31, 2016
Develop strategies to integrate family- and community-based activities into the school calendar year	Principal PTO	December 31, 2016
Develop methods to increase positive school culture/climate among school staff	School Psychologist Adjustment Counselor Principal PBIS/PAWS Team	Ongoing
Develop method/strategy to monitor ongoing effectiveness of school-wide behavior supports and interventions, including staff’s perceptions of efficacy	School Psychologist Adjustment Counselor Principal PBIS/PAWS Team	April 30, 2016

(b) How will you measure student progress along the way? Please list at least one way you will measure student progress by November 1, February 1, and May 1.

	Benchmark
<p>What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>Students' formative assessments increasing scores in areas of main idea, summarizing, close reading skills</p> <p>Pearson Reading Baseline Tests/Pearson enVisionMath2.0 Baseline Tests</p> <p>Pearson Reading Street CCR Unit Tests, tracked in tri-folder for growth</p> <p>DRA2 assessment for students not <i>on level/advanced</i></p> <p>mClass DIBELS Progress Monitoring tracking for growth, according to district schedule</p> <p>Collect students' Work samples from Observation/Coaching Cycle Classroom Visits</p> <p>Providing teachers with feedback on lesson plans.</p>
<p>What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>Students exit tickets of their understanding of fractions and number sense</p> <p>Pearson Reading Street CCR Unit tests, tracked in tri-folder for growth</p> <p>District ELA Writing (Narrative) Grades 1-2 District ELA Writing (Write like a Reporter) Grades 3-5 (October & February Writing Samples) – comparison data</p> <p>District Math Performance Assessment</p> <p>STAR Benchmark Assessments Grades 2-5 ELA</p> <p>DRA2 assessment for students not <i>on level/advanced</i></p> <p>mClass DIBELS Progress Monitoring tracking for growth, according to DIBELS calendar</p>
<p>What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>Student samples of writing in (LASW) from Oct-Feb-June</p>

	<p>District Writing (Narrative) Grades 1-5</p> <p>District Math Performance Assessment Grades 1-5</p> <p>mClass DIBELS Progress Monitoring tracking for growth, according to DIBELS calendar</p>
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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 <u>changes</u> in teacher practice related to this focus
[Reading Street]	Using the Reading Street Materials across the unit consistently. Identify Vocabulary Selection, Amazing Words, Concept Board, Sleuth, Essential Questions, Close Reading Lesson. CCR Assessments (Modeling Practice) Students are gradually in charge of developing and creating their own concept board, developing ideas of understanding vocabulary words in the selection as well as the amazing words. Students identifying the main idea, summarizing, and developing strategies for close reading using graphic organizers.	Teachers understanding the NEW layout of the program (Curriculum Units of Study and Curriculum Maps) and how to incorporate the skills daily into their reading block and throughout the units of study.	Students taking responsibility in their own learning. Students engaged in the learning process.
[Formative Assessments]	Incorporating Formative Assessments into their daily routine and understanding which students know what and changing their lessons based on the students need. Students are aware of expectations of formative assessments and take ownership of their learning.	Turn-and-Talk, EXIT TICKETS, Graphic Organizers & Find-Hide-Show for a quick check in students understanding.	Teachers will be aware of multiple types of formative assessments and use them daily in all subject areas. (ex) Fishbowl, Jigsaw, Think-Pair-Share, See-Think-Wonder, T-Chart, Exit Tickets, Index Card Summaries, Graffiti Wall
[Writing Across the Curriculum]	Teachers developing Classroom Exemplars and students understanding what the elements of	Modeling of Writing	Gradual Release Model of teacher directed writing lessons and having students discussing their writing and

	an exemplar writing piece look like. Students working together to develop a model piece of writing.		improving their peers writing pieces before the teacher conferences.
[Math (Fractions/Number Sense)]	Teachers develop a deeper understanding of approaches to teaching students fractions to gain a deeper understanding of the concept. Students will have a variety of strategies to explain their responses to a question.	envisions Program STAR progress monitoring	Students will be able to explain a fraction a/b with $a > 1$ as a sum of fraction $1/b$

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

Focus area 1:	<i>Reading Street</i>		
Instructional strategy:	Using Reading Street to enhance students understanding of main idea, summarizing, and close reads.	Approximate dates:	Oct – Dec (approx 10 weeks)
Meeting	Learning objectives for teachers	Support needed	
Sept. 14, 2016 PD	Reading Street Day 1 “MUST DO’s”	Lisa Dion, Principal, Jess	
Oct. PD session 1	STAR Training	Lisa Dion, Principal	
Oct. SILT meeting	Review of the feedback from SIP	Liason, Jason DeFalco	
Oct. TCT meeting	Review of Reading Street Day Cycle (1-7 days)	Principal, Jess	
Nov. 9, 2016 PD session 1	Writing Narratives (mini-lesson development)	Principal, TLS, RS, Teachers	
Nov. SILT meeting	LASW exemplars development	TLS, Principal, Teachers, RS	
Nov. TCT	Teachers to develop exemplars from students as well as individual anchor charts, tool kits for writing.	TLS, RS, Principal, Teachers	
Dec. SILT	Overview of STAR data as well as progress monitoring data	TLS, RS, Teachers, ELL, SPED Principal	
Dec. TCT	Teachers will develop action plans from students data from progress monitoring	TLS, RS, ELL, Sped, Principal	

Focus area 2:	<i>[Formative Assessments] embedded into ELA/MATH Programs to Differentiate Instruction</i>		
Instructional strategies:	[Using multiple ways to assess students understanding of concepts. (before, during, after lessons)]	Approximate dates:	[January-March]
Meeting	Learning objectives for teachers	Support needed	
Jan. TCT	Using MOY ELA/ MATH data to develop action plan of power standards that students are struggling with and differentiate instruction in the classroom as well as the pull out model. (DEVELOP SWAT TEAMS)	TLS, Teachers, RS, ELL, Principal	
Jan. 23, 2015 PD	Review of exit tickets, progress monitoring and overall review of reteaching power standards and the effectiveness of the reteaching/review of the standards. Review the formative assessments and student work samples.	Teachers, TLS, RS, Principal	
Jan. SILT	Data Collaboration Cycle of formative assessments, CCR, STAR (progress monitoring)	Principal, TLS, RS, Teachers	
Feb. 1, 2016 PD session 1	Math and Fractions (EnVision Lessons, manipulatives, lessons) <ul style="list-style-type: none"> • Create additional resources to teach fractions 	Principal, TLS, Teachers	
Feb. SILT meeting	Data Collection of student samples, STAR, formative assessments, exit tickets to review for understanding	SILT TEAM	
Feb. TCT meeting	Develop additional exit tickets to recheck for understanding	Teachers, Principal, TLS	
March 8, 2016 PD	ELA (PRE-TEST) development of MCAS 2.0 like stories for student practice in ELA & Math	Teachers, Principals, TLS	

Focus area 3:	<i>Fractions and Number Sense</i>		
Instructional strategies:	Conceptual understanding and reasoning of fractions, estimation and number sense.	Approximate dates:	March-June
Meeting	Learning objectives for teachers		Support needed
March SILT meeting	Based on PRE-TEST ELA & Math data SILT will develop an action plan to explicitly teach strategies using multiple modes and models		SILT
March TCT meeting	Teachers will preview Exit Tickets and look for misconceptions and reteach if necessary.		Teachers, TLS
April 12, 2016 PD	Develop lessons with concrete models with a focus on area models to teach fractions (fraction bars, number lines, picture models) Teaching students both HOW and WHY computational procedures work. (verbal, pictorial, symbolic and real world presentations)		TLS, Principal, Teachers
April SILT meeting	Review exit tickets, pre-test, and enVision program to enhance lessons.		TLS, Teachers, Principal
April TCT meeting	Teachers will look at their results and place students into groups based on results.		Teachers, TLS, Sped Tutors
May 10, 2016 PD	Number Sense (before, during, after) Look at STAR BOY, MOY to determine standards that should be reviewed and look for misconceptions in the data. Develop a plan. Review data from Number Sense and plan on remediation for students who struggle.		Teachers, TLS, Sped Tutors

Focus area 4:	<i>Social- Emotional</i>		
Instructional strategies:	Provide support to all students to improve their self-worth.	Approximate dates:	[Oct-June]
Meeting	Learning objectives for teachers		Support needed
May SILT meeting	Discuss WEEKLY PAWS celebration		Principal, Teachers
May TCT meeting	Discuss Classroom Reward Programs (effective vs ineffective)		Teachers
June 1, 2016 PD	Behavioral Chart Program (Set-Up) School Year 2016-2017 DATA		Teachers, Principal, SAC
June SILT meeting	Review office referrals, conduct cards, weekly evaluations		Teachers, SAC, Principal, Psychologist
June TCT meeting	Set-up of Behavioral Chart Program / Look at class data on behavior (conduct cards, office referrals, SAC intervention, policy)		Teachers, SAC, Principal