School Improvement Plan
School Year 2016-2017
School: *Keith Middle School*
Principal: *Paula Bailey, Ed.D.*

Section 1. Set goals aligned to the AIP

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

1. *By EOY, Keith Middle School will realize at least a 40% reduction in students not proficient or advanced in ELA and math for grades 6-8 and science for grade 8.*
2. *BY EOY, Keith Middle School will see at least 10% of students in warning move into needs improvement in ELA and math.*
3. *By EOY, Keith Middle School will see at least 10% of students in proficient move into advanced in ELA and math.*

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

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

	SY15-16 (Historical)			SY16-17 (Goals)		
	# of students not Proficient/ Advanced	**# of students in Warning**	**# of students in Proficient**	**# of students needed to move to Proficient or Advanced**	**# of students moving from Warning to Needs Improvement**	**# of students moving from Proficient to Advanced**
ELA	**430**	**127**	**241**	**173**	**13**	**24**
Gr. 6	136	51	104	55	5	11
Gr. 7	159	26	83	64	3	8
Gr. 8	135	50	54	54	5	5
Math	**374**	**92**	**243**	**150**	**9**	**25**
Gr. 6	112	23	77	45	2	8
Gr. 7	142	35	96	57	4	10
Gr. 8	120	34	70	48	3	7
Science (grades 6-12 only)	195	107	13	78	11	1

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

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

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

You can find data wall systems online, for example:

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

Administrators, TLSs, and teachers will continue to update ELA and Math data to track school-wide trends in academic performance.
Content area Teacher Collaboration Time (TCT) will track student data by:

- Data Walls will be developed and updated using Galileo and PARCC data.
- Tiering students according to Galileo BOY and re-tiering for MOY:
    - Tracking Vehicle: Focused Schools Tracker
    - Collaboration Cycle – Pre-Test/Re-teach/Post Test during "Enrichment" Period
- Floor administrators will attend TCT meetings on a rotating basis to support improvements to lesson planning, student engagement, assessment, and re-teaching strategies
    - Tracking vehicle: Administrators will return lesson plans to teachers with feedback; teacher notes from TCTs will be submitted electronically to Principal within 24 hours of meeting; student work samples and post assessments that reflect improvement over the course of the re-teach cycle

Interdisciplinary grade-level teams will track student data by:

- Discussing student performance and monitoring the effectiveness of interventions in place to meet performance standards:
    - Tracking vehicle: Team Data binders that name intervention(s) and document progress monitoring; team meeting minutes submitted electronically to Principal within 24 hours of meeting
- Teachers will identify students they believe are reading below grade level and these students will be referred to the ELA TLS for testing.
    - Literacy teachers will track and report student reading progress (fluency and comprehension) utilizing the district tracker

PBIS Team will track student data by:

- Teams will apply PBIS matrix and track student conduct
    - Tracking vehicle: Written conduct referrals and Aspen reports

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

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

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

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

Student performance data:

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

Instructional data:

- *Observation data on curriculum and instruction*
- *Feedback to teachers*

Student indicator data:

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

Teacher data:

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

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

The table below represents progress made for English Language Learners

Minimal progress is noted with ELs at Keith Middle School.

- Grade 6 ELs: 25% of all students increased one or more levels
- Grade 7 ELs: 43% of all students increased one or more levels
- Grade 8 ELs: 37% of all students increased one or more levels
- Overall, grades 6-8 ELs: 34% increased one or more levels.

The table below reflects areas of progress in ELA:

Grade 6 ELA	**Avg % Correct**
MA-RI-6.1 Key ideas and details. Site textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	62.06 (29.7 Previous year)
MA-RI.6.5 Craft and Structure: Analyze how a particular sentence, paragraph, chapter, or section fits into the overall structure of a text and contributes to the development of the ideas.	31.56 (9.33 Previous year.)
MA-RL.6.4 (Use also L.6.4a & L.6.5a) Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of a specific word choice on meaning and tone.	51.77 (39.93 Previous year)
Grade 7 ELA	
Key Ideas and Details: RI 7.3 Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).	69.88 (55.70 Previous year)
MA-RI.7.6 Craft and Structure: Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.	74.13 (54.43 Previous year)
MA-RL.7.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.	37.07 (21.49 Previous year.)
Grade 8 ELA	
MA-RL.8.5 Craft and Structure: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	31.07 (9.77 previous year)
MA-RL.8.3 Key Ideas and Details: Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.	66.09 (30.23 Previous year)

The following table reflects areas of progress in mathematics:

Grade 6 Math	**Avg % Correct**

MA-6 NS.8 Solve real-world and mathematical problems by graphing points in all four quadrants of the coordinate plane.	87.14 (93.62 Previous year)
MA-6 EE.1 Write and evaluate numerical expressions involving whole-number exponents.	85.00 (86.52 Previous year)
MA-6 RP.3b Solve unit rate problems including those involving unit pricing and constant speed.	76.07 (79.08 Previous year)
MA-6 EE.7 Solve real-world and mathematical problems by writing and solving equations of the form x + p = q or px = q for cases in which p, q, and x are all nonnegative rational numbers. Reason about and solve one-variable equations and inequalities.	85.36 (91.13 Previous year)
Grade 7 Math	
MA-7 NS.1a Describe situations in which opposite quantities combine to make 0.	82.22 (84.62 Previous year)
MA-7.G.6 Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms. [From cluster: Solve real-life and mathematical problems involving angle measure, area, surface area, and volume]	63.33 (70.77 Previous year)
MA-7.EE.3 Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making $25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or $2.50, for a new salary of $27.50. If you want to place a towel bar 9 3/4 inches long in the center of a door that is 27 1/2 inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. [From cluster: Solve real-life and mathematical problems using numerical and algebraic expressions and equations]	62.22 (62.31 Previous year)
Grade 8 Math	

MA-8 EE.2 Use square root and cube root symbols to represent solutions to equations in the form x^2 = p and x^3 = p, where p is a positive rational number.	83.26 (51.58 Previous year)
MA-8.G.4 Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them. [From cluster: Understand congruence and similarity using physical models, transparencies, or geometry software]	72.85 (71.04 Previous year)
MA-8.G.1a Lines are taken to lines, and line segments to line segments of the same length. [From cluster: Understand congruence and similarity using physical models, transparencies, or geometry software]	64.25 (63.80 Previous year)

(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?**

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.

Primary Focus Areas:

- ELA/Literacy—*Effective reading comprehension strategies in all content areas with an emphasis on the Gradual Release Model, Close Reading, HOT Questions as an effective instructional framework.*
- Math— *Improve mathematics instruction through shifting instructional strategies from a procedural framework to a conceptual framework*
- PBIS –*Strengthening school-wide supports and providing additional Level 2 Supports (behavior& safety plans, mediation, family supports including community resources,*

etc.)(Year 2 of a 3-year PBIS rollout)

Grade 6 ELA	Avg % correct	Effect
MA-RL.6.1 Key Ideas and Details: Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	40.78%	High to Moderate Risk
MA-RL.6.5 Craft and Structure: Analyze how a particular sentence, chapter, scene, or stanza fits into the overall structure of a text and contributes to the development of the theme, setting, or plot.	28.01%	High to Moderate Risk
MA-RL.6.5 Craft and Structure: Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.	12.99%	High to Moderate Risk
Grade 7 ELA		
MA-RL.7.4 (Use also L.7.4a & 7.5a) Craft and Structure: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.	8.11%	High to Moderate Risk
MA-RI.7.8 Integration of Knowledge and Ideas: Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.	15.04%	High to Moderate Risk
MA-RL.7.1 Key Ideas and Details: Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	16.99%	High to Moderate Risk
Grade 8 ELA		
MA-RL.8.2 Key Ideas and Details: Determine a theme or central idea of a text and analyze its development over the course of the text, including	16.99%	High to Moderate Risk

its relationship to the characters, setting, and plot; provide an objective summary of the text.		
MA-RI.8.3 Key Ideas and Details: Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).	10.73%	High to Moderate Risk
MA-RI.8.8 Integration of Knowledge and Ideas: Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.	9.04%	High Risk

(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).

Grade 6 Math	**Avg % Correct**	**Effect**
MA-6 G.2 Find the volume of a right rectangular prism with fractional edge.	20.8%	High risk to On Course
MA-6 SP.3 Recognize that a measure of center for a numerical data set summarizes all of its values with a single number, while a measure of variation describes how its values vary with a single number.	22.08%	High risk to On Course
MA-6.EE.4 Identify when two expressions are equivalent (i.e., when the two expressions name the same number regardless of which value is substituted into them). For example, the expressions y + y + y and 3y are equivalent because they name the same number regardless of which number y stands for. Reason about and solve one-variable equations and inequalities. [From cluster: Apply and extend previous understandings of arithmetic to algebraic expressions]	25.36%	High risk to On Course
Grade 7	**Avg % Correct**	**Effect**
MA-7 SP.3 Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability.	20.61%	High risk to Moderate risk
MA-7 SP 8a. Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.	21.75%	High risk to Moderate risk
MA-7.EE.4a Solve word problems leading to equations of the form px + q = r and p(x + q) = r, where p, q, and	14.07%	High risk to Moderate risk

r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width? [From cluster: Solve real-life and mathematical problems using numerical and algebraic expressions and equations]		
Grade 8	**Avg % Correct**	**Effect**
MA-8 G.9 Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.	21.65%	High risk to Moderate risk
MA-8 EE.8a Understand that solutions to system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.	25.33%	High risk to Moderate risk
MA-8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. - Function notation is not required in Grade 8 [From cluster: Define, evaluate, and compare functions]	12.67%	High risk to Moderate risk

Clarify number of areas of focus

#1 Primary Focus Area: *Effective reading comprehension strategies in all content areas with an emphasis on the Gradual Release Model, Close Reading, HOT Questions as an effective instructional framework.*

Activities	Person(s) Responsible	By when
All ELA teachers will implement with fidelity the ELA Units of Study which offer high leverage activities for students.	District/Administration/TLS	Ongoing
Principal/Assistant Principals will participate in the ELA Unit of Study training	ELA Director	November
All Social Studies teachers will be trained in the new Social Studies Units of Study which offer high-leverage activities for students. These units of study will be implemented with fidelity.	District/Administration/TLS	October and Ongoing
All ELA and Social Studies teachers will participate in a training to "unpack" the standards	Middle School TLSs/ KMS Principal	October 27, 2016 and continuing in TCT meetings
Identified ELA standards will be taught and reinforced in other content areas (social studies/ research & technology)	ELA TLS/ Social Studies and Research & Technology Teachers	October 2016
Observation "look-fors" will have a focus on KMS' identified best practices (close reading, HOT questioning, accountable talk, gradual release model) through targeted and specific growth-producing feedback and recommendations that teachers will implement.	Administration	Ongoing
Provide close reading strategies training during PD and TCT Meetings	Administration/ELA TLS	As scheduled
Provide PD in asking higher order thinking questions	Administration/Teacher Presenter	December
Provide PD on student engagement strategies (accountable talk)	Admin/TLSs	TBD
Prepare higher level comprehension questions to drive students deeper into content. All content teachers should create higher order questions for lesson plans, discussions, formative and summative assessments to improve comprehension and higher order thinking skills.	Teachers	December
Increase the number of students accessing literacy services through improved identification of students in need—based upon teacher recommendation/identification of students who are not performing by mid-September. (DRA Tests)	Principal/ELA TLS/ Reading Teachers	October 1, 2016 and As Needed
Reading Teachers will progress monitor students' fluency and comprehension utilizing the district tracker	Reading Teachers/ELA TLS	Bi-weekly
Use Galileo to develop common formative assessments to measure progress on identified ELA	TLSs/Teachers	Quarterly

priority standards (Minimum 1 CFA per quarter)		
Structure Enrichment period to effectively address any gaps in content, specifically Math and ELA. Priority standards will be identified and a pre-test/re-teach/post test data cycle will be utilized. Advanced Learning students will have "enrichment activities" during this period.	Teachers	On-going
All grade 6 students are participating with the Max Warburg Courage Curriculum essay writing project. Teachers and students will be trained. www.maxcourage.org	ELA TLS	November-February
Grade 6 Advanced Learning ELA students will be participating with a pilot Zeiterion Theatre program which is specifically geared to the standards in the Science Fiction unit within the Units of Study.	ELA TLS/ Grade 6 AL ELA Teacher	November-February

#2 Secondary Focus Area: *Improve mathematics instruction through shifting instructional strategies from a procedural framework to a conceptual framework.*

Activities	Person(s) Responsible	By when
All teachers will follow with fidelity the math scope and sequence and align the Glencoe text with standards and best mathematical practices	Math TLS/Teachers	Daily
Teachers will participate in a training to connect the Standards of Mathematical Practice to the Math Content/CCSS	Math TLS/Math Teachers	October 27, 2016
One "math tip" will be shared each week via morning announcements	Math TLS	Weekly
Teachers will collaborate to review standards, best teaching practices, and LASW during TCTs	Math TLS/ Math Teachers	1x/3 days
Teachers will utilize the math consumable books as a guide for the Gradual Release Model of Instruction and to reinforce their learning outside of the classroom	Math Teachers	September
TLS will facilitate content area discussions and next steps for implementation in classrooms on strategies that promote depth-of-knowledge and conceptual understanding of mathematical processes encompassed in priority standards.	Math TLS/Teachers	On-going and every 3rd day (school cycle)
Teachers will plan lessons tied to rigorous objectives that utilize the gradual release model, best practices, and are engaging for student achievement.	Teachers/ Math TLS	Ongoing
Observation "look-fors" will have a focus on KMS' identified best practices (close reading, HOT questioning, accountable talk, gradual release model) through targeted and specific growth-producing	Administration	Ongoing

feedback and recommendations that teachers will implement.		
Prepare higher level comprehension questions to drive students deeper into content. All content teachers should create higher order questions for lesson plans, discussions, formative and summative assessments to improve comprehension and higher order thinking skills.	Teachers	December
TLS will model use of math manipulatives and virtual demonstrations of standards-based mathematical processes/problems for teachers to utilize during lessons to foster a deeper conceptual understanding	Math TLS/ Teachers	Ongoing
Teachers and TLS will regularly and effectively collaborate and implement ongoing data inquiry cycles including effective re-teach plans, formative and summative assessments.	Teachers/Math TLS	2x/month at TCT Meetings
Teachers will use progress monitoring logs to track progress on the data cycle, including baseline, differentiated lessons ("enrichment," etc) and post-test progress.	Teachers/TLS Math	Quarterly
Use Galileo to monitor common formative and Glencoe summative assessments to integrate Mathematics priority standards, instructional practices, and data cycles.	Teachers/Math TLS	Ongoing and at the end of each unit
"Enrichment" periods will be utilized to provide customized and differentiated interventions based on identified priority standards (pre-test-re-teach-post-test data cycle) as shown in the progress monitoring logs.	Teachers in teams	Ongoing

#3 Secondary Focus Area: *Introduce year 2 of a 3-year PBIS Rollout: Strengthening school-wide supports and providing additional Level 2 Supports (behavior& safety plans, mediation, family supports including community resources, etc.)*

Activities	Person(s) Responsible	By when
School-wide PBIS lessons for 6 areas, Captains Coupons roll-out, school-wide expectations (visuals), and incentives	Administrators/Wrap	September
Student Recognition – "Captain's Night" (Student of the Month, Honor Roll, Attendance, Keith Captains	Wrap-Around Coordinator	November February May
Increase PBIS Team Participants from 7 to 12	Wrap-Around Coordinator	September
Provide training to PBIS coaches	Administrators	October
Identify process for SWIS Data (aligned with Aspen)	PBIS Team	November

Assess progress and continue to plan for 2016-2017 action plan	PBIS Team	Monthly
Create PBIS brochure	PBIS Team	October
Implement tiers of intervention for behavioral supports using a positive system of acknowledgement—"Captain's Coupons" distribution, raffles, and regularly scheduled Captain's Nights—one per quarter.		
PBIS Assemblies to review/reinforce/reset expectations. This will be done in smaller assemblies by team.	Administration	October As needed
Recognize Staff for Perfect Attendance	Administration	November
Recognize Educators who give students winning Captain's coupons	Administration/Wrap-around Coordinator	During monthly staff meetings
Aligning PBIS Action Plan to Tiered Fidelity Action Plan	PBIS Team	Ongoing
Share PBIS Data during Floor Meetings	Wrap-around Coordinator	November and ongoing once a month
Keith Captains Poster Content of School Wide Expectations "Be Safe, Be Responsible, Be Respectful"	PBIS Team	November
Student Focus Group with Superintendent and Community Relations Manager	Superintendent/Principal	2-3 times per year, as scheduled
Homeroom Visits to check-in and review aligned message regarding expectations – academic and behavioral	Administration and Wrap-around Coordinator	Daily

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

	Benchmark
What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal	Students will be identified for interventions in priority standards and assigned to appropriate enrichment sections for ELA and Math, using the Collaboration Cycle to monitor progress. In ELA and Math, teachers will utilize question frames and script HOT questions in advance. Teachers will articulate the mission of PBIS at Keith Middle School; teachers will communicate respect as a core value in their classrooms through verbal

	reinforcement and a visual representation of respect as a core value in the classroom. All KMS Educators will distribute Captains Coupons to recognize students who follow behavioral expectations.
What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	In ELA students will demonstrate close reading strategies, annotation of texts, and will answer higher order thinking questions. Students will demonstrate progress through the reteach cycle and 80% of students will demonstrate proficiency with priority standards. In Math, students will be able to demonstrate their thought processes in solving math problems through written work and shared dialogue in classes. Students will demonstrate progress through the reteach cycle and 80% of students will demonstrate proficiency with priority standards. PBIS: Teachers will access and review SWIS conduct data.
What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal	In ELA students will internalize reading comprehension strategies and demonstrate independent application of these skills in their work. Students will be able to answer and ask HOT Questions. In math, students will demonstrate ownership of their learning through posing questions to each other about their problem-solving and modeling problem-solving for each other. PBIS: Teachers will see a decrease in behavioral referrals to the office when compared to the 15-16 SY.

Note: This year, Office of Instruction liaisons will meet with principals twice monthly to conduct learning walks with an emphasis on monitoring and supporting the implementation of SIPs, including how well teachers are implementing key strategies from recent trainings. Liaisons will help principals develop and execute plans to provide extra support to teachers, as needed.

Section 4. Develop a targeted PD plan to support SIP

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

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

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
Improve Reading Comprehension/Literacy Instruction across content areas	Teachers will model the strategies in their lessons; students will demonstrate effective vocabulary and literacy skills acquisition through using the strategies.(Close reading, accountable talk, HOT Questions)	Individual teachers recognize the need for improved vocabulary and literacy skills acquisition instruction across grades and content areas.	Teachers will implement the KMS Instructional Focus (close reading, accountable talk, and HOT Questions) with fidelity as seen in learning walks, observations, and student work. Teachers will collaborate regarding best instructional practices. Teachers will follow the "Looking at Student Work Protocol" to determine if the student work is rigorous and aligned to the mastery objective(s). Teachers will pre-plan/script HOT questions.
Improve mathematics instruction with a	Students will demonstrate conceptual understandings	Veteran teachers are already skilled in accessing Galileo data	Teachers will shift from heavy reliance on direct instruction to

specific focus on priority standards identified by Galileo	through real-world problem-solving within the Gradual Release Instructional Model. Teachers will meet with TLS to review data and design re-teach strategies after identifying priority standards, using the Collaboration Cycle.	and analyzing performance; new teachers are willing to learn how to enhance their use of Galileo. KMS Math Teachers are leading the change towards summative common assessments.	the Gradual Release Model as a major part of their pedagogical repertoire. Teachers will utilize engagement strategies within their lessons, differentiating instruction based on data-driven analysis of student achievement and growth.
Implement PBIS behavior interventions and acknowledgment system to improve climate and culture of the building	Teachers will identify desirable behaviors and post expectations in their classrooms. Students and teachers will use a common, PBIS language to communicate and demonstrate appropriate behaviors classrooms, halls, and the cafeteria. Teachers will consistently issue Captains Coupons to recognize students who follow KMS Behavioral Expectations.	Teachers recognize the need for a change in conduct management in Keith Middle School. Teachers have already demonstrated a willingness to learn PBIS strategies.	Teachers will shift from a negative consequence aversion philosophy to a positive response philosophy in classroom management. Teachers will practice new behavioral interventions and decrease the number of office referrals they produce.

(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:	*Literacy:* 1. *Aggressive approach to identifying and remediation of students entering grades 6-8 who are below reading level.* 2. *Push deeper into content for reading comprehension of fiction and nonfiction works by targeting lesson plan activities and lesson objectives; this can include targeted and specific suggestions for individual teachers in*

	their lesson plans with follow up through observation and examination of student work samples.		
Instructional strategies:	[Direct Instruction, Guided Practice, Jigsaw, etc.]	**Approximate dates:**	October 2016-March 2016
Meeting	**Learning objectives for teachers**		**Support needed**
By Sept. 2016	DRA Training for ELA TLS and Reading Teachers		ELA Director
28-Sept	Mandatory Trainings (HCS) and Social Studies Teachers participate in New Units of Study Training		ELA TLS/ Powerpoints
12-Oct	Galileo & PARCC Results: Data Analysis & Next Steps		Data Sheets – handouts; PowerPoint, Chart Paper
9-Nov	"Questioning Strategies to Increase the Student Engagement Ratio"		PowerPoint Presentation Blooms taxonomy; slide presentation on questioning strategies; chart paper, markers
7-Dec	HOT Questioning: "Planning for 'Right is Right'"		PowerPoint Presentation Blooms taxonomy; slide presentation on

		questioning strategies; chart paper, markers
21-Dec	"Planning to Use HOT Questions in Classroom Discussion"	PowerPoint Presentation Blooms taxonomy; slide presentation on questioning strategies; chart paper, markers
1-Feb	HOT Questions: "Modification for Elevation (of Cognition)"	PowerPoint Presentation Blooms taxonomy; slide presentation on questioning strategies; chart paper, markers
15-Feb	Math/Science: Attention to Precision; ELA/SS: Units of Study	ELA Director/ ELA TLS; Math TLS
8-Mar	Close Reading: Annotation (Teachers will demonstrate close reading strategies and apply these strategies through their lesson planning and assessment of student learning. Teachers will	ELA TLS, Sample

	demonstrate annotation of a reading passage and will teach their students how to apply annotation strategies to reading assignments.)	reading passages, writing instruments, handout on strategies.
22-Mar	HOT Questions: "Collaborative Discussions for Sharing Best Practices"	PowerPoint Presentation Blooms taxonomy; slide presentation on questioning strategies; chart paper, markers
12-Apr	Close Reading: Non-fiction	TBD
26-Apr	Test-taking Strategies for Performance Assessments and Online Testing (Grade 8)	TBD
24-May	Engagement Strategies	TBD
1-June	Accountable Talk	TBD
14-June	Vertical Teaming by Content Areas	Chart Paper and TBD
After School Support Meeting	New Teachers will increase their capacity to access and analyze data on Galileo	Computer labs to accommodate all teachers; access for all teachers to Galileo

Focus area 2:	*Aggressive approach to identifying and remediation of students with skills gaps in mathematics*		
Instructional strategies:	**Direct Instruction with Guided Practice**	**Approximate dates:**	October-May
Meeting	**Learning objectives for teachers**		**Support needed**
12-Oct	Galileo & PARCC Results: Data Analysis & Next Steps		Data Sheets – handouts; PowerPoint, Chart Paper
9-Nov	"Questioning Strategies to Increase the Student Engagement Ratio"		PowerPoint Presentation Blooms taxonomy; slide presentation on questioning strategies; chart paper, markers
7-Dec	HOT Questioning: "Planning for 'Right is Right'"		PowerPoint Presentation Blooms taxonomy; slide presentation on questioning strategies; chart paper, markers
21-Dec	"Planning to Use HOT Questions in Classroom Discussion"		PowerPoint Presentation Blooms taxonomy; slide presentation on questioning strategies; chart paper, markers
1-Feb	HOT Questions: "Modification for Elevation (of Cognition)"		PowerPoint Presentation Blooms taxonomy; slide presentation on questioning strategies; chart paper, markers
15-Feb	Math/Science: Attention to Precision; ELA/SS: Units of Study		Math TLS
8-Mar	Close Reading: Annotation (Teachers will demonstrate close reading strategies and apply these strategies through their lesson planning and assessment of student learning. Teachers will demonstrate annotation of a reading passage and will teach their students how to apply annotation strategies to reading assignments.)		ELA TLS, Sample reading passages, writing instruments, handout on strategies.

22-Mar	HOT Questions: "Collaborative Discussions for Sharing Best Practices"	PowerPoint Presentation Blooms taxonomy; slide presentation on questioning strategies; chart paper, markers
26-Apr	Test-taking Strategies for Performance Assessments and Online Testing (Grade 8)	TBD
24-May	Engagement Strategies	TBD
1-June	Accountable Talk	TBD
14-June	Vertical Teaming by Content Areas	TBD
After School Support Meeting for New Teachers (by November)	New Teachers will increase their capacity to access and analyze data on Galileo	Working computer labs to accommodate all teachers; access for all teachers to Galileo

Focus Area 3	*Focus on Climate and Culture through the deeper implementation of PBIS, culture walks by administration, bi-weekly floor meetings for improving two-way communication between staff and administration*		
Instructional strategies:	**Jigsaw/Report Out**	**Approximate dates:**	[enter timeline]
Meeting	**Learning objectives for teachers**		**Support needed**
30-Nov	Teachers will have a clear understanding of PBIS Systems including Captains Coupons, and Incentive Program. (TBD based on October's PBIS Coach Training.)		PowerPoint slideshow; chart paper, markers Survey
11-Jan	TBD – based on December's PBIS Coach Training		
10-May	TBD – based on building needs and prep for Year 3 Implementation		
Quarterly – Building Operational Meeting	Discuss plan for sharing school-wide data to be done quarterly at each Building Operation Meeting.		
TBD	Identify the mechanism for placing office referrals into SWIS.		Consultants from SWIS; working computer labs;

		software uploaded prior to training
TBD	SWIS Software Training for new PBIS members.	
TBD	Develop a method to communicate and build awareness of PBIS implementation to families, community, and PTO. Create a pamphlet and distribute to families and community partners.	