

School Improvement Plan

School Year: **2017-2018**
 School: **Jireh Swift Elementary**
 Principal: **Tonya Vitorino**

Section 1. Set goals aligned to the AIP

Instructions: Use the table below to set your end-of-year goals for the current school year. You must set three student learning goals, which are aligned to the student learning goals in this year's AIP:

1. By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in ELA, Math, and Science for grades 6-12
2. BY EOY, the district will see at least 10% of students in the Warning category move into Needs Improvement in ELA and Math
3. By EOY, the district will see at least 10% of students in the Proficient category move into Advanced in ELA and Math

Do not fill in the shaded boxes below.

	SY16-17 (Historical)			SY17-18 (Goals)		
	# of students not Proficient/Advanced	# of students in Warning	# of students in Proficient	# of students not Proficient/Advanced	# of students moving from Warning to Needs Improvement	# of students moving from Proficient to Advanced
ELA	Gr. 2=30 Gr. 3=19 Gr. 4= 21 Gr. 5= 19	Gr. 2= 3 Gr. 3= 2 Gr. 4= 1 Gr. 5 = 0	Gr. 2 = 21 Gr. 3 = 21 Gr. 4 = 23 Gr. 5 = 17	Gr. 2 = 26 Gr. 3 = 35 Gr. 4 =14 Gr. 5 = 23	Gr. 2 =0 Gr. 3 =1 Gr. 4 =1 Gr. 5 =1	Gr. 2=1 Gr. 3 =1 Gr. 4 =2 Gr. 5 =2
Math	Gr. 2= 32 Gr. 3 = 13 Gr. 4 = 30 Gr. 5 = 27	Gr. 2= 2 Gr. 3 = 1 Gr. 4 = 1 Gr. 5 = 0	Gr. 2 = 19 Gr. 3 = 27 Gr. 4 = 14 Gr. 5 = 9	Gr. 2=33 Gr. 3=41 Gr. 4=24 Gr. 5=30	Gr. 2=1 Gr. 3=1 Gr. 4=1 Gr. 5=0	Gr. 2=1 Gr. 3=1 Gr. 4=2 Gr. 5=1
Science (grades 6-12 only)						

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

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

Focus on analyzing your school’s progress on work related to the four objectives in the AIP, as these are the key levers that the district believes will lead to change.

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

Student performance data:

- MCAS item analysis
- Final exams
- DIBELS
- SAT data
- Formative assessments
- Examples of student work
- STAR

Instructional data:

- Observation data
- Teacher evaluations

Student indicator data:

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

Teacher data:

- Teacher attendance
- Panorama

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

- What grades/classrooms are of the most serious concern?
- What does your data suggest are the reasons why students are struggling?

2016-17 DIBELS Data		
% of Students Meeting Benchmark K-2		
Grade	BOY	EOY
K	77%	96%
1	78%	64%
2	85%	88%
2016-17 STAR Data- ELA		
% Students Scoring at L4 and L5		
Grade	BOY	EOY
2	23%	41%

3	48%	53%
4	53%	52%
5	27%	47%

2016-17 STAR Data- Math
% Students Scoring at L4 and L5

Grade	BOY	EOY
2	22%	37%
3	28%	67%
4	24%	32%
5	8%	24%

2016-17 CFA Data-Math
Student % Scoring at 80% or above

Grade	Overall CFA Proficiency
K	Do not have 16-17 data
	BOY 2017-18 Data
	42% of students
1	Do not have 16-17 data
	BOY 2017-18 Data
	65% of students

2016-17 Panorama Survey-Parent Engagement

Survey Question	% Responded Favorably
How often does the staff at the school invite you to school events?	89%
How often does the staff at the school make you aware of important information and news about the school?	87%
To what extent do you feel you are an important part of improving the school?	88%
How often do you have conversations with your child about what his or her class is learning at school?	96%
How connected does your child feel to his/her school?	80%
How welcome do you feel when you enter the school?	100%

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Overall

Historically, Swift students in grades K-2 have consistently made strong gains in oral reading fluency from BOY to EOY. The 2016-17 data shows growth, with the majority of Swift students (82%) meeting grade level proficiency levels on DIBELS by EOY. However, 18% of our K-2 students did not reach proficiency and are most likely beginning a new school year with deficiencies in phonemic awareness, phonics and oral reading fluency. The highest grade level concern is grade 1 as the DIBELS data shows that only 64% of our students have meet the proficiency level by EOY. Literacy remains a concern at the primary level.

The 2016-17 writing data is not available for Swift students however, through the SILT Team we have determined that Swift students demonstrated an overall weakness in writing, with a focus in written expression (i.e. focus, ideas, organization, development and language) across genres, through looking at different data points.

STAR Grade 2	ELA			Math		
	BOY	EOY	+/-	BOY	EOY	+/-
STAR Levels						
5	0	0	n/c	0	0	n/c
4	11	21	+11	10	19	+9
3	15	16	+1	13	22	+9
2	21	11	-10	17	8	-9
1	0	1	+1	5	2	-3

STAR Grade 3	ELA			MATH		
	BOY	EOY	+/-	BOY	EOY	+/-
STAR Levels						
5	0	0	n/c	0	1	+1
4	18	21	+3	11	26	+15
3	10	9	-1	17	9	-8
2	5	8	+3	10	3	-7
1	7	2	-5	1	1	n/c

STAR Grade 4	ELA			Math		
	BOY	EOY	+/-	BOY	EOY	+/-
STAR Levels						
5	1	0	-1	0	0	n/c
4	22	23	+1	10	14	+4
3	18	19	+1	23	23	n/c
2	1	1	n/c	7	6	-1
1	1	1	n/c	1	1	n/c

STAR Grade 5	ELA			Math		
	BOY	EOY	+/-	BOY	EOY	+/-
STAR Levels						
5	0	1	+1	0	1	+1
4	10	16	+6	3	8	+5
3	17	16	-1	20	18	-2
2	9	3	-6	13	9	-4
1	0	0	n/c	1	0	-1

Swift's 2016-17 STAR data indicates that students in grades 2 and 5 made growth in ELA with 3rd grade proficiency slightly increasing from BOY to EOY. Students in grade 4 had no growth in ELA. Students in grades 2 and 3 made significant growth in math over the course of the year; however grade 4 and 5 showed a slight growth in proficiency at the end of the year. While our overall performance on STAR in grade 2 and 5 appears positive in ELA, our students failed to demonstrate proficiency in key literacy and math standards across grade levels and classrooms. Reading skills in grades 2-5 are deficient and present a considerable concern. Our data indicates overall conceptual understanding and the application of mathematical thinking appear weak in several domains.

ELA-Reading

To develop a better understanding as to why students struggled in reading, the Swift SILT reviewed STAR EOY 2016-17 data compared to STAR BOY 2017-18, identifying standards on which students demonstrated a proficiency level of less than 80%. Through this analysis, the SILT identified areas of deficit across grades levels in:

The SILT also cited staff a delay in the implementation of the Gradual Release Model and RtI as contributing toward students' poor performance on specific standards.

Kindergarten

- Although our kindergarteners demonstrated strong growth on the 2016/17 EOY DIBELS benchmark at 96%, students experienced difficulty with nonsense word fluency which led to where students struggled with decoding skills and blending sounds to read CVC words.

Grade 1

- Students in grade 1 struggled with long and short vowels as well as beginning/middle/end sounds. More rigorous phonics instruction is required to address this issue.

Grade 2

- Students struggled with beginning consonant blends for words, long and short vowel sounds, blending sounds, and identifying sight words. More rigorous phonics instruction is required to address this issue.

An analysis of STAR data revealed the following ELA standards as high priority areas for students in grades 2-5:

Grade 2:

Student performance in ELA in 2nd grade classrooms was comparable by demonstrating 35% and 44% proficiency on the STAR EOY 2016/17 benchmark. EOY 2016/17 data and BOY 2017/18 data shows trends of below benchmark standards performed in several areas.

A lack of targeted, explicit instruction rooted in developing higher order understanding of key ELA ideas most likely led students in grade 2 to struggle with:

- Ask and answer questions at who, when, where, what, why, and how to demonstrate understanding of key details RI 2.1
- Identify the main topic of multi paragraph text RI 2.2
- Describe how reasons support specific point the author makes in a text RI 2.8
- Compare and contrast the most important points on how two texts on the same topic RI 2.9

Areas of concerns for the 2017/18 SY

- Ask and answer questions at who, when, where, what, why, and how to demonstrate understanding of key details and RL 2.1

- UsRecount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral and RL 2.2
- Describe the overall structure of a story, including describing how the beginning introduces the story at the ending concludes the action RL 2.5
- Know and use various text features RI 2.5
- Identify the main purpose of a text RI 2.6
- By the end of the year, read and comprehend literature, including stories and poetry, in the grades 2-3 text complexity band proficiency, with scaffolding as needed at the higher end of the range RL 2.10
- Know and apply grade level phonics and word analysis skills in decoding words RF 2.3
- Read with sufficient accuracy to support comprehension RF 2.4

Grade 3:

Student performance in ELA in 3rd grade classrooms showed good gains by demonstrating 55% and 50% proficiency on the STAR EOY 2016/17 benchmark. EOY 2016/17 data and BOY 2017/18 data shows trends of below benchmark standards performed in several areas.

A lack of targeted, explicit instruction rooted in developing higher order understanding of key ELA ideas most likely led students in grade 3 to struggle with:

- Determine the main idea of a text referring explicitly to the text as a basis for the answer RI 3.1
- Idea Development 3W.1
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers RL 3.1
- Recount stories, including fables, folktales, and myths from diverse cultures, determine a central message, lesson, or moral and explain how it is conveyed through key details in the text RL 3.2

Areas of concern for the 2017/18 SY

- Describe characters in a story RL 3.3
- Determine the meaning of words and phrases as they are used in a text RL 3.4
- Distinguish their own point of view from that of the narrator or those characters RL 3.6
- Identify elements of fiction and poetry RL 3.8
- Use text features and search tool RI 3.5
- Distinguish their own point of view from that of the author of a text RI 3.6
- Know and apply grade-level phonics and analysis skills in decoding words RF 3.3

Grade 4:

Student performance in math in 4th grade classrooms was comparable by demonstrating 59% and 45% proficiency on the STAR EOY 2016/17 benchmark. EOY 2016/17 data and BOY 2017/18 data shows trends of below benchmark standards performed in several areas.

A lack of targeted, explicit instruction rooted in developing higher order understanding of key ELA ideas most likely led students in grade 4 to struggle with:

- Compare and contrast POV from which two stories are narrated, including difference first hand... RL 4.6
- Compare and contrast first hand and second hand accounts RI 4.6
- Explain how the author uses reasons and evidence to support particular points of a text RI 4.8
- Read and comprehend informational texts including history, science, and texts, in the complexity RI 4.10

Areas of concern for the 2017/18 SY

- Refer to details and examples in a text RI 4.1
- Main ideas and details RI 4.2

Grade 5:

Student performance in ELA in 5th grade classrooms was comparable by demonstrating 50% and 45% proficiency on the STAR EOY 2016/17 benchmark. EOY 2016/17 data and BOY 2017/18 data shows trends of below benchmark standards performed in several areas.

A lack of targeted, explicit instruction rooted in developing higher order understanding of key ELA ideas most likely led students in grade 5 to struggle with:

- Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text RI 5.1 and RL 5.1

Areas of concern for the 2017/18 SY

- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a drama, poem RL 5.5
- Determine two or more main ideas of a text and explain how they are supported by key details , summarize RI 5.2
- Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts RI 5.5
- Explain how the author uses evidence to support particular points in a text RI 5.8

ELA-Writing

To develop an understanding of how our students are performing in writing, teachers will review 2017-18 CFA data as it related to the narrative, and literary analysis writing taught over the course of the school year. Overall, Swift students struggled with overall focus, organization and idea development in their writing.

Grade 1:

Based on SILT discussion, a lack of targeted, rigorous and explicit tiered instruction most likely resulted in students struggling with:

- generating a statement of purpose/focus in writing.
- organizing a piece of writing.
- developing details to support writing

Grade 2:

Based on SILT discussion, a lack of targeted, rigorous and explicit tiered instruction most likely resulted in students struggling with:

- generating a statement of purpose/focus in writing.
- organizing a piece of writing.
- developing details to support writing

Grade 3:

Based on SILT discussion, a lack of targeted, rigorous and explicit tiered instruction most likely resulted in students struggling with:

- effectively developing writing appropriate to the task.
- effectively and consistently developing writing with purposeful and controlled organization
- effectively using language to express ideas with clarity
- effectively developing ideas
- conventions and sentence structure

Grade 4:

Based on SILT discussions, a lack of targeted, rigorous and explicit tiered instruction most likely resulted in fourth graders struggling with:

- effectively developing writing appropriate to the task.
- effectively and consistently developing writing with purposeful and controlled organization
- effectively using language to express ideas with clarity
- conventions and sentence structure

Grade 5:

Based on SILT discussions, a lack of targeted, rigorous and explicit tiered instruction most likely resulted in fifth graders struggling with:

- effectively developing writing appropriate to the task.
- effectively and consistently developing writing with purposeful and controlled organization
- effectively using language to express ideas with clarity
- conventions and sentence structure

Math

To develop a better understanding of why our students struggled with key areas in math, the SILT reviewed STAR EOY 2016-17 data and STAR BOY 2017-18, identifying standards on which our students demonstrated proficiency rate of less than 80%. Through this analysis, the SILT identified deficits across grade levels in student conceptual knowledge and instruction that continue to prevent student mastery of standards.

Kindergarten:

Student performance in math, as measured by performance on the BOY 2017-18 CFA (enVision Topic

Performance Assessments), was relatively weak with 42% of students demonstrating overall proficiency on this assessments. Number sense development in kindergarten seems to be a concern.

A plan of targeted and explicit instruction rooted in developing conceptual understanding of key math ideas will be the focus for Kindergarten:

- Comparing numbers 0-30
- Understanding addition and subtraction.
- Composing and decomposing numbers to 30.

Grade 1:

Student performance in math in our 1st grade classroom, as measured by students' performance on the BOY 2107-18 enVision Performance Assessments, was moderate with overall proficiency levels of 65%. The development of number sense at this level will remain an area of concern.

A lack of targeted, explicit instruction rooted in developing conceptual understanding of key math ideas most likely led students in grade 1 to struggle with:

- Fluently adding and subtracting within 20.
- Understanding place value.
- Understanding of money and time.

Grade 2:

Student performance in math in 2nd grade classrooms was comparable by demonstrating 35% and 40% proficiency on the STAR EOY 2016/17 benchmark. EOY 2016/17 data and BOY 2017/18 data shows trends of below benchmark standards performed in several areas.

A lack of targeted, explicit instruction rooted in developing conceptual understanding of key math ideas most likely led students in grade 2 to struggle with:

- Represent and solve problems involving addition and subtraction 2.OA.A
- Work with equal groups of objects to gain foundation for multiplication 2.OA.c
- Work with time and money 2.MD.C
- Reason with shapes and their attributes 2.G.A

Areas of concerns for the 2017/18 SY

- Understanding place value 2.NBT.A
- Using place value understanding and properties of operations to add and subtraction 2.NBT.B
- Represent and interpret data 2.MD.D

Grade 3:

Student performance in math in 3rd grade classrooms showed good gains by demonstrating 75% and 60% proficiency on the STAR EOY 2016/17 benchmark. EOY 2016/17 data and BOY 2017/18 data shows trends of below benchmark standards performed in several areas.

A lack of targeted, explicit instruction rooted in developing conceptual understanding of key math ideas most likely led students in grade 3 to struggle with:

- Geometric measures understanding concepts of area to multiply and add 3.MD.C
- Geometric measures recognize perimeter as an attribute of plane figures and distinguish

between linear and area 3.MD.D

- Understand properties of multiplication and the relationship between multiplication and division 3.OA.B
- Solve problems involving the four operations and identify and explain patterns in arithmetic 3.OA.D

Areas of concern for the 2017/18 SY

- Use place value understanding and properties of operations to perform multi digit arithmetic 3.NBT.A
- Develop understanding of fractions as numbers 3.NF.A
- Solve problems involving measurements and estimation of intervals of time, liquid, and masses of objects 3.MD.A
- Represent and interpret data 3.MD.B
- Reason with shapes and attributes 3.G.A

Grade 4:

Student performance in math in 4th grade classrooms was comparable by demonstrating 36% and 27% proficiency on the STAR EOY 2016/17 benchmark. EOY 2016/17 data and BOY 2017/18 data shows trends of below benchmark standards performed in several areas.

Based on STAR EOY data, a lack of targeted, explicit tiered instruction at the conceptual level most resulted in fourth grade students struggling with:

- Use four operations with whole numbers to solve problems 4.OA.A
- Gain familiarity with factors and multiples 4.OA.B
- Extend understanding of fraction equivalence and ordering 4.NF.A
- Build fractions from units by applying and extending previous understandings of operations of whole numbers 4.NF.B
- Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit 4.MD.A
- Understand decimal notation for fractions and compare decimal fractions 4.NF.C
- Draw and identify lines and angles and classify shapes by properties of their lines and angles 4.G.A

Grade 5:

Student performance in math in 5th grade classrooms was comparable by demonstrating 23% and 28% proficiency on the STAR EOY 2016/17 benchmark. EOY 2016/17 data and BOY 2017/18 data shows trends of below benchmark standards performed in several areas.

Based on STAR EOY data, a lack of targeted, explicit, tiered instruction at the conceptual level most likely resulted in fifth grade students struggling with:

- Write and interpret numerical expressions 5.OA.A
- Understand the place value system 5.NBT.A
- Use equivalent fractions as a strategy to add and subtract fractions 5.NF.A
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions 5.NF.B
- Gain familiarity with concepts 5.NS.A

- Covert like measurement units within a given measurement system 5.MD.A
- Geometric measurement understand concepts of volume and relate volume to multiplication and to addition 5.MD.C
- Classify two dimensional figures into categories based on their properties 5.G.B

Family Engagement

During the 2015-16 school year, Swift experienced significant opposition from parents/guardians expressing dissatisfaction with the Massachusetts Curriculum Frameworks incorporating the Common Core State Standards as well as the district's participation in state-mandated testing. A small group of Swift parents organized a PARCC and MCAS testing refusal movement, resulting in 21 students refusing all state testing (PARCC ELA and Math, MCAS Science, Technology and Engineering). Consequently, Swift's overall testing participation rate dropped below 95%, with subgroup participation rates between 88% and 91%. This resulted in the Massachusetts Department of Elementary and Secondary Education designating Swift with an accountability rating of Level 3 for the 2016-17.

For the 2016-2017 school year, the Swift School had 100% participation for all state mandated testing. Based on the Panorama survey, 54% responded favorably in the area of parent engagement, which is up 2% from the spring of 2016. The school climate is at 92% up 3% from 2016. The overall school fit is at 74%. Although the numbers show small gains, it indicates that the Swift School and their families are moving forward in their commitment to improve our school climate and culture.

Initiative 1: ELA



Team Members: Tonya Vitorino, Louise Mahoney, Nicole Dressel, Heidi Telles, Sharon Blanchard, Lynn Lawrence, Louise St. Michel

Final Outcomes:

Teacher Practice Goals:

By EOY, student data will be collected through learning walks and observations that demonstrate that the teachers at Swift Elementary School are planning lessons tied to rigorous objectives using the ELA curriculum and Reading Street materials guided by the Units of Study, using assessment data to inform instruction, and using the Writing Reference Guide.

The principal with a liaison team will conduct at least three literary focused visits to review evidence collected by the principal during learning walks to ensure the dimensions of literacy practices are being embedded through the following:

- Lessons are tied to rigorous student objectives
- Assessment data is being used to inform and drive instruction
- The Writing Reference Guide is being used to full capacity to improve writing instruction.

Student Learning Goals:

By EOY Swift Elementary School will realize at least a 40% reduction in students “Not Proficient” in Reading and ELA for grades K-5. This will be measured by and seen through: STAR, MCAS 2.0 ELA Assessment, and DIBELS.

BY EOY Swift Elementary School will realize at least a 10% reduction in students “Warning” move to “Needs Improvement” and at least 10% of students in “Proficient” move to “Advanced” in Reading and ELA for grades K-5. This will be measured by and seen through: STAR, MCAS 2.0 ELA Assessment, and DIBELS.

What this means for teachers:

Teachers will make four key shifts in their instruction, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:

1.) Teachers will strive for deeper connections between planning with the district curriculum (the newly revised Units of Study and Writing Reference Guides), delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data to make adjustments to instruction, formulating re-teaching plans and adjustments to instruction based upon student outcomes

- Teachers will be provided with instructional supports in the form of the newly revised Units of Study, Writing Reference Guides, and targeted PD

2.) Teachers will continue to shift the “heavy lifting” to students through the gradual release model (“I do,” “we do,” “you do”)

- Teachers will work with their principals and TLSs to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model

3.) Teachers will have continued PD opportunities, aligned to the districts focused literacy goals throughout the school year

- Teachers will focus on implementing new practices and strategies to improve instruction and analyze data to make the largest impact on student achievement

4.) Teachers will be observed during learning walks and be presented with targeted ELA feedback concerning the Curriculum Units of Study and the Writing Reference Guides

- Teachers will focus their instruction on standards based practices as aligned in the Units

- of Study and Writing Reference Guides
- Teachers will be provided with ELA curriculum aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning.

What this means for building leadership:

1. The Principal will provide continuous feedback that emphasizes the connection between planning, instruction, assessment and student work analysis.
2. The Principal will guide SILTs and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre).
3. The Principal will work with teachers and identify specific instructional focuses to develop school-based PD and support systems that align with the ELA and district focus.
4. Principal will participate in tiered ELA support with the Director of Literacy and Humanities based upon their MCAS 2.0 scores
5. Principal will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction resulting in:
 - Principal will have clear expectations surrounding the ELA Curriculum to be used to focus teacher and student learning in the classrooms.

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:

- 2017 ELA Massachusetts Curriculum Frameworks will be implemented in all ELA core instructional classrooms to increase student proficiency.
- Core Curriculum will be adjusted to increase students practice with complex tasks and formative assessment.
- RTI Model implemented and adjusted to improve instruction every 6 weeks using formative assessment with a focus on grade 3-5.
- Students in grade K-5 will receive rigorous and targeted reading instruction daily in all tiers as evident in lesson plans and student assessments.
- Grades K-2 will implement a Phonics Reference Guide containing phonics skills to increase pre-reading skills to increase student reading

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze STAR data to ensure students are 50% proficient at MOY.
- Progress monitor STAR data to identify standards/skills that students' area to learn.
- Create interventions based on progress monitoring and MOY data to meet the needs of all students.
- Kindergarten students will show 50% mastery on DIBELS PM in decoding, blending and letter recognition to read CVC words.
- First and Second grade students will show 50% growth of mastery in recognizing sight words

May 1:

- Continue all initiatives and Professional Development from the beginning of the year as needed.
- Analyze STAR data to ensure students are 80% proficient at EOY.
- Progress monitor STAR data to identify standards/skills that students' area to learn.
- Create interventions based on progress monitoring and EOY data to meet the needs of all students.
- Kindergarten students will show 80% mastery on DIBELS PM in decoding, blending and letter recognition to read CVC words.
- First and Second grade students will show 80%

<p>fluency at their grade level.</p> <ul style="list-style-type: none"> ➤ Kindergarten students will show progress on DIBELS PM in decoding, blending and letter recognition to read CVC words. ➤ First and Second grade students will show growth in recognizing sight words and reading words with long and short vowels sounds. ➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed for the items and skills that students are showing “Gaps” and gains to improve and modify instruction based on assessment information. ➤ STAR progress monitoring data will be utilized to create differentiated student flexible groupings and use learning progression to guide instructional planning for students. ➤ ELL strategies are incorporated into the curriculum to help ELL students become proficient readers at their grade level. 	<p>and reading words with long and short vowels sounds.</p> <ul style="list-style-type: none"> ➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed for the items and skills that students are showing “Gaps” and gains to improve and modify instruction based on assessment information. 	<p>growth of mastery in recognizing sight words and reading words with long and short vowels sounds.</p> <ul style="list-style-type: none"> ➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed for the items and skills that students are showing “Gaps” and gains to improve and modify instruction based on assessment information.
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Continued ELA Learning Walks to include Principal, TLS, and members of SILT	→									
Document Learning Walk observations to unpack during SILT	→									
Professional Development and Implementation of Looking at Student Work Protocol (LASW)	→									
Continue to refine and utilize the LASW protocol	→									
Principal and TLS provide Professional Development and implementation of the RtI Model	→									
Principal and TLS continue to provide support of the RtI Model	→									
Use Administrative Directed time to analyze data to ensure the implementation of more complex tasks for students to apply learning	→									
Focused work will be done with TLS to build capacity in content knowledge through coaching methods, data and analysis	→									
Collection of baseline writing sample from each student at the beginning of each genre			→							
Provide teachers with on going monthly PD focused on writing instruction and development implementing the Writing Reference Guides										
Elementary ELA Curriculum Units of Study and reference guides aligned to develop rigorous and differentiated lesson plans for explicit instruction of literacy in K-1 and reading comprehension in 2-5	→									
ELL strategies implemented and incorporated into daily instruction	→									
MCAS 2.0, STAR, and DIBELS data collection and review for BOY, MOY, EOY, and Progress Monitor	→									
Data Defense Meeting will be held for all teachers BOY, MOY, and EOY			→				→			→

Initiative 2: Math



Team Members: Tonya Vitorino, Louise Mahoney, Nicole Dressel, Heidi Telles, Sharon Blanchard, Lynn Lawrence, Louise St. Michel

Final Outcomes:

Teacher Practice Goals

By EOY teachers and TLS will regularly and effectively collaborate and implement ongoing data cycles and formative assessments to identify:

- Customize and differentiate instructional planning for classes and individual students
- Develop RtI and other needs of intervention and remediation
- Develop targeted instruction and planning to support students with high academic achievement

By MOY teachers will plan lessons tied to rigorous objectives with embedded practices that emphasize conceptual understanding in all parts of the lesson. This will be evident through observations and lesson planning.

The principal with a liaison team will conduct at least three math focused visits to review evidence collected by the principal during learning walks to ensure the dimensions of math practices are being embedded through the following:

- Lessons are tied to rigorous student objectives
- Assessment data is being used to inform and drive instruction
- Envisions is being used to full capacity to improve math instruction.

Student Learning Goals

By EOY Swift Elementary School will realize at least a 40% reduction in students “Not Proficient” in Math for grades K-5. This will be measured by and seen through: STAR, MCAS 2.0 Math Assessment, and Benchmark Assessments.

BY EOY Swift Elementary School will realize at least a 10% reduction in students “Warning” move to “Needs Improvement” and at least 10% of students in “Proficient” move to “Advanced” in Math for grades K-5. This will be measured by and seen through: STAR, MCAS 2.0 Math Assessment, and Benchmark Assessments.

What this means for teachers:

- Teachers will continue to tie their lessons to rigorous objectives, emphasize conceptual understandings, and use the data cycle to continuously monitor and adjust instruction to meet the needs of all students.
- Teachers will be provided with Math scope and sequence aligned to the 2017 CCSS that will provide a focus for their instructional practice.
- Administrative and data directed times will be used to plan and implement more complex tasks for students to apply their learning.

What this means for building leadership:

- Principal will provide feedback that emphasizes the connection between planning, assessment, and student work analysis.
- Principal will support teachers in developing intervention plans based on student and assessment data.
- Principal will have clear expectations surrounding the implementation of the Envisions curriculum to have a focus on student learning.
- Data defense meetings will be conducted with the teachers BOY, MOY, and EOY to

monitor student learning and growth.

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:

- 2017 Math Massachusetts Curriculum Frameworks will be implemented in all Math core instructional classrooms to increase student proficiency. Students will be able to access the following areas in math: Making Sense of Mathematical Concepts, Mathematical Rigor, Performing Mathematical Procedures fluently, and using Mathematical Concepts in Problem Solving Applications.
- Core Curriculum will be adjusted to increase students practice with complex tasks and formative assessment.
- RTI Model implemented and adjusted to improve instruction every 6 weeks using formative assessment with a focus on grade 3-5.
- STAR progress monitoring for grades 2-5 will be utilized to create differentiated student groups and guide planning for all students.
- MCAS 2.0, STAR, and Benchmark Data will be collected and reviewed for the items and skills that students are showing “Gaps” and gains to improve and modify instruction based on assessment information.
- Envisions Baseline and Topic assessments will be collected and reviewed for grade K and 1 to improve instruction and guide planning.

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze STAR data to ensure students are 50% proficient at MOY.
- Progress monitor STAR data to identify standards/skills that students’ area to learn.
- Create interventions based on progress monitoring and MOY data to meet the needs of all students.
- MCAS 2.0 and STAR data will be collected and reviewed to provide the skills the students are ready to learn.
- STAR progress monitoring for grades 2-5 will be utilized to create differentiated student groups and guide planning for all students.
- MCAS 2.0, STAR, and Benchmark Data will be collected and reviewed for the items and skills that students are showing “Gaps” and gains to improve and modify instruction based on assessment information.
- Envisions Topic assessments will be collected and reviewed for grade K and 1 to improve instruction and

May 1:

- Continue all initiatives from the beginning of the year.
- Analyze STAR data to ensure students are 80% proficient at MOY.
- Progress monitor STAR data to identify standards/skills that students’ area to learn.
- Create interventions based on progress monitoring and EOY data to meet the needs of all students.
- MCAS 2.0 and STAR data will be collected and reviewed to provide the skills the students are ready to learn.
- STAR progress monitoring for grades 2-5 will be utilized to create differentiated student groups and guide planning for all students.
- MCAS 2.0, STAR, and Benchmark Data will be collected and reviewed for the items and skills that students are showing “Gaps” and gains to improve and modify instruction based on assessment information.
- Envisions Topic assessments will be

<p>➤ Data defense meetings will be conducted after BOY, MOY, and EOY benchmark periods to monitor student progress.</p>	<p>guide planning.</p> <p>➤ Data defense meetings will be conducted after BOY, MOY, and EOY benchmark periods to monitor student progress. MOY will be compared to BOY to show student growth.</p>	<p>collected and reviewed for grade K and 1 to improve instruction and guide planning.</p> <p>➤ Data defense meetings will be conducted after BOY, MOY, and EOY benchmark periods to monitor student progress showing student linear growth.</p>
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Continued ELA Learning Walks to include Principal, TLS, and members of SILT	→									
Document Learning Walk observations to unpack during SILT	→									
Professional Development and Implementation of Looking at Student Work Protocol (LASW)	→									
Continue to refine and utilize the LASW protocol	→									
Continue to offer conceptual mathematical PD opportunities on an on-going basis	→									
Math RTI PD and training of implementation offered	→									
Analyze Envisions Topic assessment data	→									
Administrative Directed time used to analyze data and implement complex tasks for students to apply their learning	→									
Focus work done with the TLS to build capacity in content through instructional coaching methods and analysis of data	→									
Development and implementation of inquiry based activities for K-5 that align with the 2017 CCSS	→									
Scope and sequence of math concepts are aligned to the 2017 Math CCSS	→									
Continuous review and unpacking of MCAS 2.0, STAR, and Benchmark BOY, MOY, and EOY data to develop small group instruction reflective of student needs	→									
Established school-wide expectations that all teachers will focus instruction on conceptual math developed practices	→									
Focus 50% of observations and learning walks on conceptual math instruction	→									

Initiative 3: SEL (Social Emotional Learning)



Team Members: Tonya Vitorino, Louise Mahoney, Nicole Dressel, Heidi Telles, Sharon Blanchard, Lynn Lawrence, Louise St. Michel, Kate Donely

Final Outcomes:

Teacher Practice Goals

Teachers along with the building SAC will teach social behavioral expectations and concepts in the same manner as core curriculum subject areas.

Teachers and the SAC will explore ideas on how to support students in using student Social Thinking Tools effectively across the school environment in order to help students articulate PBIS expectations.

Through PBIS Swift will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.

Teachers will support and implement positive behavioral supports through the PBIS system to benefit and impact all students, build a common language for staff and students, and develop a framework towards supporting a strong school culture.

Staff will support the PBIS and Safe and Supportive Team in supporting students with the goal of positivity as this impacts school culture.

Through staff meetings and PLC time there will be reflection and produced action steps in response to data that is being shared out through the Safe and Supportive Team that looks at PBIS, discipline, incident, climate, and other data points to drive professional development and student support.

Teachers and SAC will learn and implement explicit methods and tool to teach students Social Thinking strategies and The Zones framework across situations and environments to regulate sensory needs, impulses, and emotional states of social demands.

SAC and teachers will utilize Zones of Regulation and Social Thinking methodology to build the skills that are necessary for the student to meet the PBIS expectations.

Teachers and the SAC will be expected to utilize core concepts from Michelle Garcia Winner's Social Thinking framework to help teach students about perspective taking so they better understand how being in the different zones impacts thoughts and feelings and guides them into self management.

Teachers will support and implement Social Thinking concepts and Zones of Regulation through PBIS in order to benefit and impact the school climate and culture.

Student Learning Goals

Students will benefit from a school climate that is positive, predictable, safe, and considerate of practices for supporting positive social emotional development and growth through a multi-tiered approach supporting positive social emotional development and growth.

Students will understand, become familiar with, and be active engagers of positive behavioral development and social skill building which reduces problem behaviors, improves student engagement and academic performance with a focus on student's social emotional skill sets.

Students will be able to demonstrate the use of Social Thinking strategies in order to improve their ability to consider others, their emotions and perspectives, increases self-regulation. They will be able to use the Zones to visually and verbally identify how their emotional state is in that

moment and will be able to manage their feelings and states of impact.

Students will have an increased sense of self awareness and be able to use the tools to regulate self.

What this means for teachers:

Teachers along with the building SAC will teach social behavioral expectations and concepts in the same manner as core curriculum subject areas.

Teachers and the SAC will explore ideas on how to support students in using student Social Thinking Tools effectively across the school environment in order to help students articulate PBIS expectations.

Through PBIS Swift will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.

Teachers and the school team will be essential in setting and reinforcing safe and supportive classrooms.

Teachers will have exposure to their PBIS and wraparound systems updates and data.

Training will be provided in the Zones of Regulation and Social Thinking methodology with hands on knowledge and strategies for improving self regulation and emotional control and will be used effectively with PBIS.

Teachers and the school team will reinforce safe and supportive classrooms and provide positive expectations for students that establish a safe learning environment for learning.

What this means for building leadership:

Principal will work to establish safe and Supportive school teams by leveraging their own teams and supporting the PBIS team in working to implement, and support the building of “Safe and Supportive Systems” with a clear focus on positive school climate and decreasing SEL key indicators. The Principal will communicate and model a positive consistent system implementation of sharing positive supports, common language, and a vision of cultural change as it pertains to SEL strategies, utilizing Zones of Regulation, and Social Thinking Methodology with teachers, parents, families, and school community through positive focuses and effort.

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:

- SAC will have received PD regarding Social Thinking overview and received program resources to begin implementation of Social Thinking and Zones of Regulation curriculum and common language.
- Swift Elementary Cohort 3 will be attending PBIS trainings and will have drafted our Matrix and complete our readiness inventory.
- Our Safe and Supportive Team will have met with staff at least

Feb. 1:

- Swift school will have implemented Social Thinking Methodology and Zones of Regulation within groups, SAC will have provided teachers with professional development in three Social Thinking concepts.
- Swift will show a decrease in SEL key metric data and student impact is visible through the wraparound systems of

May 1:

- Swift school will have embedded Social Thinking Methodology and language at the school level and will have implemented six Social Thinking Concepts.
- Swift cohort 3 has reached 70% of our action plan.
- Swift school has implemented and is using SWIS through sharing it at staff

<p>1 time and develop an action plan that is based on our current data and reflect the 2016-17 year by Nov. 1st 2017.</p> <ul style="list-style-type: none"> ➤ The SAC will compile a caseload of students who would benefit from additional social emotional supports and create action plans as such. ➤ Safe and Supportive Team will meet to unpack PBIS training and reflective on current school needs. 	<p>support.</p> <ul style="list-style-type: none"> ➤ SWIS is used as an ongoing measure of PBIS positive impact and climate building. ➤ Our Safe and Supportive Team will have met with staff at least 2 times and evaluating school wide data. ➤ Swift School cohort 3 has implemented at least 50% of our action plan and are working toward completing 70% by May 1st,2018. ➤ Implementation of PBIS is being used as a support framework with fidelity by teachers, staff, and students. ➤ The SAC will monitor their caseloads of Tier 3 students and compare to intial plan for student growth. 	<p>meetings and Safe and Supportive Team meetings.</p> <ul style="list-style-type: none"> ➤ Swift school has decreased SEL key metrics and continue to actively plan and analyze data from beginning of the school year. ➤ The Safe and Supportive Team has met at least 4 times this year to analyze SEL key metric points and have completed at least 4 Safe and Supportive data intervention plans with action steps. ➤ The SAC will monitor their caseloads of Tier 3 students and compare to intial plan for student growth.
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<u>Social Thinking professional development will be provided to SAC, teachers, and support staff</u>	→									
PBIS Cohort 3 will have complete and implement our PBIS action plan	→									
PBIS Cohort 3 have adapted an existing Matrix	→									
PBIS Cohort 3 have formulated and are implementing the Matrix	→									
PBIS Cohort 3 are implementing the action plan	→									
PBIS Cohort 3 have rolled out the PBIS implementation plan and have completed the TFI with revisions for full implementation for the 2018-19 school year	→									
Swift school has shown a decrease in behavior and office referrals	→									
SWIS has been implemented and is shared with staff and Safe and Supportive Team meetings	→									
SWIS training by Nov. 1st	→									
SWIS is installed and used at Swift school	→									
SWIS data shared out at at least 2 staff meetings for the 2017-18 school year	→									
Safe and Supportive school team has been assembled and have met at least 4 times during the school year and have reported out data with an action plan	→									
SAC has identified a caseload of Tier 3 students and data to develop student plan	→									
SAC has continued to monitor Tier 3 student's progress and report out data points	→									

Initiative 4: Parent and Community Outreach



Team Members: Tonya Vitorino, Louise Mahoney, Nicole Dressel, Heidi Telles, Sharon Blanchard, Lynn Lawrence, Louise St. Michel, Kate Donely

Final Outcomes:

Teacher Practice Goals

Teachers will support and positively impact family engagement that creates a more welcoming in their environment where parents will become active participants within their student's academics by building and strengthen ways to communicate effectively and support parent teacher communication regarding student progress.

Student Learning Goals

Students will benefit from the increase of family engagement in which parents and the school is aligned by working together to support students as a whole. Through the partnership of the schools and families research supports the increase of achievement, self esteem, motivation, and a positive attitude towards school.

What this means for teachers:

Teachers will need to include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establish a safe learning environment where students are allowed and encouraged to take risks. Teachers will need to take a deep dive into building student relationships with the goal of having students feel connected to the school community. Teachers will work with students and families to increase school participation rates while keeping track of and documentation of families that have engaged with.

What this means for building leadership:

The principal along with the school is active in involving parents and community to establish better relationships and reputations in the community. The principal with the family engagement committee will continue to evaluate the effectiveness of ongoing family engagement initiatives through looking at data. The principal and staff will evaluate the Spring 2017 Family Survey feedback to plan for major findings to build family and student relationships to increase participation rates and communication with all stake holders.

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:

- SIP will address the data captured from the survey responses
- Develop a school council committee
- Swift's web page and calendar's will be updated
- Parent support Specialist will be present during the

Feb. 1:

- Develop action plans to increase student and parent participation and the needs identified through the survey
- 2 school council meetings will have occurred
- Developed plan for rolling out surveys to

May 1:

- Initial Review of preliminary survey data
- Assessment of SIP and Road map to ensure key milestones are met
- School Family Engagement Team has offered at least 3 parent

<p>scheduled Open House as to increase Family Engagment</p> <ul style="list-style-type: none"> ➤ Family Engagement Team has been identified and have planned for initiatives and activities 	<p>begin in early February</p> <ul style="list-style-type: none"> ➤ Assessment of SIP to ensure key milestones are being met ➤ Family Engagement Team have offered at least 1 parent engagement activity 	<p>engagement activities</p>
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School has identified Family Engagement Team	→									
School FEG Team have shared information on their FEG activities that have occurred up to November and report out findings	→									
School FEG Team have shared information on their FEG activities that have occurred up to MOY and report out findings	→									
School FEG Team have shared information on their FEG activities that have occurred up to EOY and report out findings	→									
School has had at least 3 parent engagement activities in addition to family engagement opportunities	→									
FEG Team have met at least 4 times throughout the school year to plan	→									
Survey data will be reviewed, unpacked, and used in developing the 2017-18 School Improvement Plan	→									
Survey data will be used as a means of following up with families that made specific comments/suggestions	→									
Plan will have been developed to roll out surveys beginning in February 2018	→									
School will assess our roadmap in goal 4 of our School Improvement Plan to ensure we are meeting key milestones	→									
School website and calendar are updated	→									

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
<p>Strengthen overall literacy development in grade K-5, focus on K-2 Foundational Skills, Grades 2-5 Comprehension</p>	<ul style="list-style-type: none"> • Teachers will develop and deliver rigorous and differentiated lessons integrating an array of research-based best practices for the explicit instruction of literacy in grades K-1 and reading comprehension in grades 2-5. • Teachers will use daily formative assessments to gauge students’ application of reading strategies taught and use this data to inform instruction. • Throughout all tiers of instruction and during individual/partner work, students will be actively engaged in utilizing specific reading specific 	<ul style="list-style-type: none"> • Teachers were provided during the 2016-17 SY additional intensive professional development on Reading Street and CCSS due to grade level no longer departmentalizing for the 2017-18 SY. • Teachers have experience using formative assessments such as STAR and DIBELS to plan instruction and group students. 	<ul style="list-style-type: none"> • Using Reading Street materials and district units of study, teachers will strategically plan and deliver daily engaging, rigorous comprehension lessons that (1) are differentiated to individual student needs; (2) fully incorporate the Gradual Release of Responsibility framework and (2) allow students meaningful opportunities for guided and individual practice. • Teachers will design and deliver daily small-group instruction based on data and responsive to students’ individual needs.

	<p>reading strategies and develop metacognition</p> <ul style="list-style-type: none"> • Grades 3-5 will successfully implement RtI using multiple means of data to create student groupings and reflect on a 6 week cycle 		<ul style="list-style-type: none"> • Teachers in grade 3-5 will structure and implement a successful RtI model
<p>Strengthen Writing Across all Grade Levels</p>	<ul style="list-style-type: none"> • Teachers will develop whole class, small group and individual lessons integrating research-based best practices for the explicit instruction of writing narrative, argumentative, and expository (research) writing. • Teachers will assess students' writing during daily writing workshops and use this data to inform instruction. • Students will actively and successfully apply the skills, strategies and techniques learned during writing instruction into their daily work, using checklists, conferencing, and rubrics to examine their writing and the writing of peers. • Teacher will utilize the NBPS 2017 Writing Guide to maximum capacity. 	<ul style="list-style-type: none"> • Teachers have experience teaching writing through various modes and genre. • Teachers have some experience implementing a workshop format including writing into their daily instruction. 	<ul style="list-style-type: none"> • Teachers will fully implement daily writers' workshops during which they deliver well-planned, targeted and mini-lessons lessons that address the needs of the class, small group and/or individual students. • Teachers deliver writing workshops focused on providing students with meaningful opportunities for writing, conferring, revising, editing, publishing, and sharing their work. • Teachers will provide students with targeted, specific and actionable feedback to all

			<p>students on their writing each week.</p> <ul style="list-style-type: none"> Teachers will explicitly teach writing for multiple purposes.
<p>Develop and strengthen conceptual understanding in math grades K-5</p>	<ul style="list-style-type: none"> Teachers will develop and deliver rigorous lessons/units with the singular goal of developing students' conceptual understanding of the operations, place value system, fractions, measurement and data and geometry. Teachers will focus on developing conceptual understanding prior to teaching students algorithms for mathematical operations. Teachers will assess students' development of conceptual knowledge with daily formative assessments and will use this data to inform whole group, small group and individual instruction. During all tiers of 	<ul style="list-style-type: none"> Teachers were provided during the 2016-17 SY additional intensive professional development on enVision and CCSS due to grade level no longer departmentalizing for the 2017-18 SY. Teachers have experience using formative assessments such as STAR and Baselin data to plan instruction and group students. 	<ul style="list-style-type: none"> Teachers will develop and deliver engaging, differentiated math lessons/units that focus on the development of conceptual understanding through strategically designed activities that allow students to utilize manipulatives and models. Teachers will explicitly model the Standards for Mathematical Practice in their daily instruction and empower students utilize these practices during all tiers of instruction. Teachers will teach with conceptual understanding at the forefront and utilize authentic formative assessments to plan instruction that is responsive

	instruction, students in K-5 will explore key math concepts through hands-on activities at the concrete and pictorial levels. Students will actively employ the Standards for Mathematical Practice daily during all tiers of instruction.		to students' individual needs.
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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.

EXAMPLE

Focus area 1:	Using data to inform instruction		
Instructional strategy:	Checks for understanding	Approximate dates:	Oct – Dec (approx 10 weeks)
Meeting	Learning objectives for teachers		Support needed
Oct. PD session 1	Introduce the purpose of using checks for understanding		
Oct. PD session 2	Explore 4 different styles of checks for understanding, analyzing strengths and weaknesses of each		
Oct. SILT meeting	Review results of baseline walkthrough looking for checks for understanding to determine current strengths and weaknesses		Would like Liaison to do learning walk and join SILT meeting
Oct. TCT meeting	(optional) Teachers share strategies to check for understanding		
Nov. PD session 1	Explore what points in the lesson are most important to check. Teachers bring upcoming lesson plans and incorporate checks for understanding at key points		
Nov. PD session 2	Explore tradeoffs between speed vs. simplicity, getting a deep answer from few students vs.		

	shallow answer from many students, etc	
Nov. SILT meeting	Discuss differences between content areas and prepare guidance to teachers specific to content	Literacy and Math director support for how to use checks for understanding with Reading Street and enVisions
Nov. TCT meeting	(optional) Teachers share strategies to check for understanding	
Dec. PD session 1	Discuss how to use the data from checks for understanding to adjust mid-lesson. Teachers bring an upcoming lesson and add a plan to adapt and respond based on a check for understanding	

Focus area 1:	Development of comprehension K-5 and foundational skills K-2	
Instructional strategies:	Develop lessons and strategies for higher level comprehension	Approximate dates: October-December
Meeting	Learning objectives for teachers	Support needed
SILT 10/10	Shared STAR and DIBEL trends across grade levels to determine main focus areas for grades K-5	
Admin Directed 10/18 & 10/25	Teachers will develop an understanding of how to teach students to monitor their comprehension when reading through annotating, noting when meaning breaks down, applying “fix-it strategies” using Close Reading	
Admin Directed 11/1, 11/8 & 11/15	Teachers will deepen their understanding of the role of Bloom’s Taxonomy with a focus of moving students to the synthesis and evaluation levels in more depth.	
Admin Directed 11/22 & 11/29	Deepen their understanding on student implementation of Accountable Talk and Inferencing strategies	
SILT 11/28	Share learning walk data on monitoring comprehension lessons and discuss what teachers are doing well and the areas in which they needed support (individual, grade level or group)	
Admin Directed 12/6	Teachers share out models and exemplars of Bloom’s, Accountable Talk, and Inferencing strategies that have been successful	
Admin Directed 12/13	Teachers will use student scaffolded inferencing skills to develop plans on how to move to students into drawing larger conclusions of comprehension	

	and synthesizing information through text, moving into the “Big Picture”	
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Focus area 2:	Strengthen writing across all grade levels		
Instructional strategies:	Developing effective practices for writing across all genres	Approximate dates:	September 13 th -May 9 th
Meeting	Learning objectives for teachers	Support needed	
After School PD (6 per year) September 13 th , 2017 November 8 th , 2017 February 7 th , 2018 March 7 th , 2018 April 11 th , 2018 May 9 th , 2018	District Writing Guides Introduction and Implementation: <ul style="list-style-type: none"> • Unpacking the standards • Routine writing • Anchor chart development • Genre writing • Responding to text • Development of ideas and evidence • Teachers will analyze student writing to develop lessons based on data 	District Writing Guides for teachers	
SILT October 31st, 2017 March 6 th , 2018 June 19 th , 2018	Share out of student exemplars and compare writing rubrics what determines a grading of 1-4		

Focus area 3:	Develop and strengthen conceptual understanding of math grades K-5		
Instructional strategies:	Build conceptual understanding, procedural skills, and fluency with increased rigor	Approximate dates:	January 2018-March 2018
Meeting	Learning objectives for teachers	Support needed	
Admin Directed 1/3/18	Teachers will develop conceptual understanding of place value and how to structure learning to build place value knowledge in grades K-5.		
Admin Directed 1/10/18	Teachers will explore hands-on activities for teaching place value K-2 and 3-5.		
Admin Directed 1/17/18	Teachers will develop conceptual understanding of subtracting with regrouping and how to structure learning to build addition and subtracting/grouping knowledge in grades K-2. Teachers will explore hands-on activities for teaching regrouping K-2		
Admin Directed 1/17/18	Teachers will develop conceptual understanding of multiplication/division and how to structure learning to build this knowledge in grades 3-5. Teachers will explore hands-on activities for teaching multiplication and division.		

Admin Directed 1/31/18	Teachers will develop conceptual understanding of fractions and how to structure learning to build fraction knowledge in grades K-5. Teachers will explore hands-on activities for teaching fractions.	
Admin Directed 2/7/18	Teachers will develop conceptual understanding of measurement and data in grades K-5.	
Admin Directed 2/14/18	Teachers will develop conceptual understanding of geometry in grades K-5.	
Admin Directed 3/7/18 and 3/14/18	MCAS practice online training	

Focus area 4:	Safe and Supportive Schools		
Instructional strategies:	PBIS cohort 3	Approximate Dates:	October 2017-June 2018
Meeting	Learning objectives for teachers		Support Needed
October 2 and 3, 2017	Team Training		PBIS trainer and materials
One Tuesday Monthly	<ul style="list-style-type: none"> • Introduction to PBIS • Discuss PBIS Components • Build Matrix and lessons • Build system for positive rewards • Develop Behavior logs and office referral forms • Review major vs. minor offenses 		
January 24 th and 25 th , 2018	Team Training		
June 6 th and 7 th , 2018	Team Training		
October 11 th 2017 January 30 th , 2018 June 12 th , 2018	Discuss and analyze SWIS data and current action plan		