

School Improvement Plan

School Year 2015-2016

School: *John Hannigan Elementary School*

Kerry Kennedy, Principal

Daniel Viegas, TLS

Kathleen Synnott, Grade 1 Teacher

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Section1. Set goals aligned to the AIP

(a)

DIBELS

Based on DIBELS 2015/2016 BOY results:

Grade 1 will need to move **9** students collectively from *Below (15 students)/Well Below Benchmark (8 students)* to Benchmark in order to meet 40% of students moving into proficiency for composite score

Grade 2 will need to move **9** students collectively from *Below (12 students)/Well Below Benchmark (10 students)* to Benchmark in order to meet 40% of students moving into proficiency for composite score.

Galileo ELA

Based on 2014/2015 Galileo EOY results (grade level goals are based on previous year's data):

Grade 3 will need to move **10** students collectively from *Warning(10 students)/Needs Improvement(15 students)* to Proficiency in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **1** student needs to move from *Warning* to *Needs Improvement*, **2** students need to move from *Needs Improvement* to *Proficient*, and **2** students need to move from *Proficient* to *Advanced*.

Grade 4 will need to move **8** students collectively from *Warning (4 students)/Needs Improvement (17 students)* to Proficiency in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **1** student needs to move from *Warning* to *Needs Improvement*, **2** students need to move from *Needs Improvement* to *Proficient*, and **3** students need to move from *Proficient* to *Advanced*.

Grade 5 will need to move **12** students collectively from *Warning(6 students)/Needs Improvement(23 students)* to Proficiency in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **1** student needs to move from *Warning* to *Needs Improvement*, **2** students need to move from *Needs Improvement* to *Proficient*, and **1** students need to move from *Proficient* to *Advanced*.

Galileo Mathematics

Based on 2014/2015 Galileo EOY results (grade level goals are based on previous year's data):

Grade 3 will need to move **8** students collectively from *Warning(6 students)/Needs Improvement(9 students)* to Proficiency in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **1** student needs to move from *Warning* to *Needs Improvement*, **1** student needs to move from *Needs Improvement* to *Proficient*, and **3** students need to move from *Proficient* to *Advanced*.

Grade 4 will need to move **4** students collectively from *Warning(5 students)/Needs Improvement(4 students)* to Proficiency in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **1** student needs to move from *Warning* to *Needs Improvement*, **1** student needs to move from *Needs Improvement* to *Proficient*, and **2** students need to move from *Proficient* to *Advanced*.

Grade 5 will need to move **11** students collectively from *Warning(6 students)/Needs Improvement(9 students)* to Proficiency in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **1** student needs to move from *Warning* to *Needs Improvement*, **2** students need to move from *Needs Improvement* to *Proficient*, and **1** student needs to move from *Proficient* to *Advanced*.

Note: PARCC and Galileo BOY ELA/Math Benchmark are not yet available

(b)

Classroom Level:

- Teacher maintained tri-fold folders (labeled *Instructional Focus Group (intensive), Strategic, On-Level/Advanced*) with Pearson Reading Street (comprehension) baseline data using individual student Post-Its labeled with test date/score. Unit tests (comprehension) will then be tracked and recorded on these Post-Its and moved to appropriate locations to track intervention and growth.
- Tracking students demonstrating mastery by standard (Galileo benchmarks, PARCC, Pearson Reading Street Unit tests, Pearson enVisionmath2.0 Unit tests) to help identify high priority concerns needed for reteach.
- DIBELS progress monitoring and benchmark results will be tracked through mClass. Progress monitoring will be conducted according to district calendar. (Grades 1 and 2)

Grade Level:

- Teacher Collaborative Team (TCT): Teachers will analyze Galileo benchmark reports and Intervention alerts to determine high priority concerns and high risk/at risk students to develop a reteach plan and posttest. Posttests will be revisited to determine need for further course of action.

School Level:

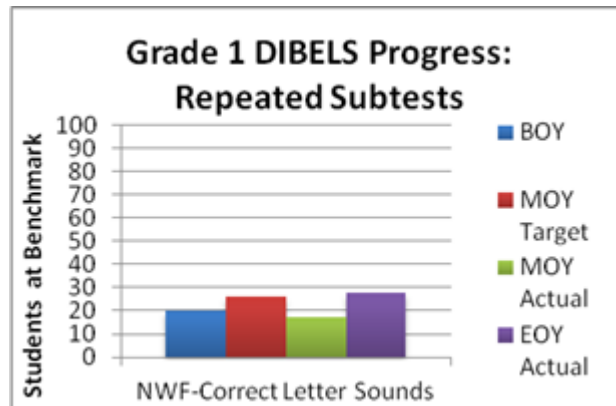
- The Instructional Support Team: IST, with each grade being represented, will meet two times a month to address individual high risk students' needs and supports. Data will consist of common formative testing and district testing. The principal and ESL teacher are also members.
- School Instructional Leadership Team: SILT, with a representative from each grade level, will meet two times a month to address school wide focus and will use benchmark and common formative assessment measures (by grade level) to determine modifications for success. The principal and Teaching & Learning Specialist are also members.
- An office data wall will reflect Pearson Reading Street Unit test (Comprehension/Vocabulary), Galileo benchmark, district writing in response to text data (ELA/Math), and DIBELS (grades 1 and 2). Data will be tracked by grade level and individual students will be identified by means of Post-It in three categories: instructional focus group, strategic, and proficient/advanced.

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

(a)

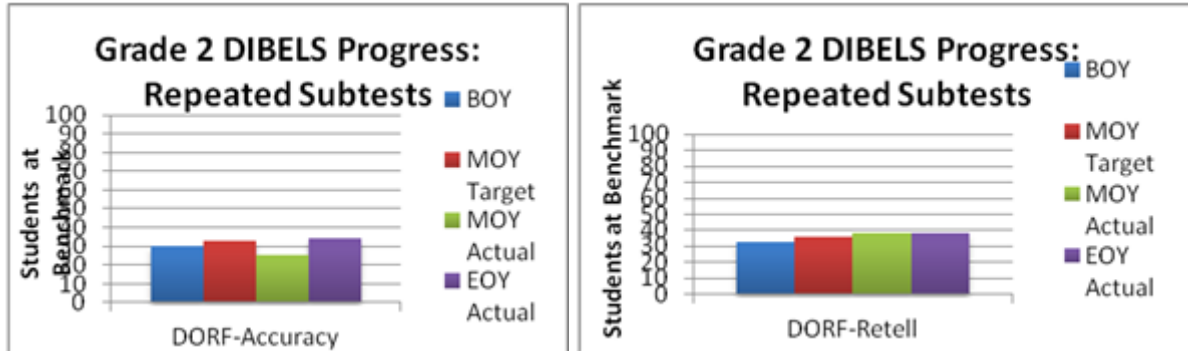
DIBELS (2014/2015)

- **Grade 1** increased by 12% the number of students proficient on DIBELS composite score from BOY to EOY (40% to 52%). Students tested significantly lower at BOY in 2014/2015 but demonstrated the first positive growth at EOY in four years. Previous years' data indicates negative growth from BOY to EOY (2011/12, -1%; 2012/13, -14%; 2013/14, -5%).
- **Grade 1** exceeded the EOY target, based upon NBPS guidelines, for DIBELS progress repeated subtest, NWF – Correct Letter Sounds.



- **Grade 2** increased by 7% the number of students proficient on DIBELS composite score from BOY to EOY (65% to 72%). Students tested lower at BOY in 2014/2015 but demonstrated the highest positive growth at EOY in four years. Previous years' data indicates negative growth from BOY to EOY (2011/12, -12%; 2012/13, -14%).

- **Grade 2** exceeded the EOY target, based upon NBPS guidelines, for DIBELS progress repeated subtests, Oral Reading Fluency – accuracy and retell.



Galileo Benchmark 2014/2015 ELA/Mathematics (EOY)

- **Grade 5** exceeded the EOY target, based upon NBPS guidelines, for ELA Galileo benchmark testing proficiency, increasing number of students in advanced from 3 to 7 students.

Grade 5 (XX students)	BOY	BOY Summary	MOY Summary Target	MOY Actual	MOY Summary Actual	EOY Summary Target	EOY Actual	EOY Summary Actual
Advanced	3	20	24.25	1	13	26.8	7	29
Proficient	17			12			22	
Needs Improvement	16	17	12.75	23	23	10.2	6	9
Warning/Failing	1			0			3	

- **Grade 5** increased the number of students in advanced from 6 (BOY) to 12 (EOY) for Mathematics Galileo benchmark testing.

Grade 5 (XX students)	BOY	BOY Summary	MOY Summary Target	MOY Actual	MOY Summary Actual	EOY Summary Target	EOY Actual
Advanced	6	18	22.75	3	11	25.6	12
Proficient	12			8			11

- **Grade 5** met the EOY target, based upon NBPS guidelines, for Science Galileo benchmark testing. Additionally, Grade 5 increased the number of students in advanced from 6 (BOY) to 11 (EOY) for Science Galileo benchmark testing.
- **Grade 3** exceeded the EOY target, based upon NBPS guidelines, for Mathematics Galileo benchmark testing proficiency, increasing the number of students in advanced from 5 to 18 students.

Grade 3 (XX students)	BOY	BOY Summary	MOY Summary Target	MOY Actual	MOY Summary Actual	EOY Summary Target	EOY Actual	EOY Summary Actual
Advanced	5	28	33	4	18	36	18	40
Proficient	23			14			18	
Needs Improvement	16	20	15	22	29	12	5	9
Warning/Failing	4			7			29	

District Math Open Response, Grades 3 – 5 (2014/15)

- **Grade 3** exceeded NBPS district *February* and *April* Math Open Response assessment averages, in addition to exceeding the MA state average for *April* according to 2014-2015 District Math Open Response 3-5 Comparison Data.

- **Grade 4** exceeded NBPS district *April* Math Open Response assessment average, in addition to exceeding the MA state average for *April* according to 2014-2015 District Math Open Response 3-5 Comparison Data.

- **Grade 5** exceeded NBPS district *December* and *April* Math Open Response assessment averages, in addition to exceeding the MA state average for *December* and *April* according to 2014-2015 District Math Open Response 3-5 Comparison Data.

2015 Spring Family Survey

Percentage of favorable responses regarding **school climate**:

John Hannigan	New Bedford Public Schools
83%	75%

2015 Spring Teacher Survey

Percentage of favorable responses regarding:

	John Hannigan	New Bedford Public Schools
Collaboration	98%	72%
Expectations/Rigor	91%	84%
School Climate	89%	64%

2015 Spring Student Survey

Percentage of favorable responses regarding:

	John Hannigan	New Bedford Public Schools	National
Expectations/Rigor	93%	87%	82%
Sense of Belonging	81%	73%	72%
Classroom Environment	80%	62%	71%

Focused Schools

John Hannigan Elementary School, partnered with Brett Bishop (*Focused Schools*), set a school-wide focus and developed the “Go APE with Writing!” campaign. APE consists of answering, proving, and explaining one’s writing in response to text in all disciplines and will launch in 2015/16 to address school-wide deficits when writing in response to text.

Additionally, professional development delivered by *Focused Schools*, began in 2014/15 and will continue in 2015/16 to define roles, set focus, and strengthen the School Instructional Leadership Team (SILT). Phase one of the Focused Schools’ Framework was completed in 2014/2015¹, paving the way for Phase 2² and Phase 3³ in 2015/2016. Professional Development will focus on three central areas: Supporting English Language Learners, Writing across all content areas and Conceptual Mathematics. Accountable Talk for students will be imbedded into the three areas of focus and become habituated by students within the school. Professional Development sessions will be provided to Hannigan teachers and also working in conjunction with NBPS schools having the same or similar target for clustered instructional support.

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

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

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

(b)

DIBELS

Although **Grade 1** demonstrated the largest growth in proficiency (+12%) (based upon comparison data from 2011/12, 2012/13, 2013/14, and 2014/15), students scored the lowest in average proficiency for BOY since 2011/12 upon entrance to John Hannigan Elementary School. According to NBPS district guidelines, grade 1 did not meet the district target of 32 students benchmarking based on composite score, with 25 students reaching benchmark. *NWF – Whole Word Read* and *Oral Reading Fluency - Accuracy* and *Retell* were at a deficit.

According to NBPS district guidelines, **Grade 2** did not meet the district target of 36 students benchmarking based on composite score, with 31 students reaching benchmark. *Oral Reading Fluency – Words Correct* was at a deficit.

Galileo Benchmark Mathematics (EOY)

Grade 2 Mathematics Galileo percentages on “students which demonstrated mastery of learning standards” exceeded or were comparable to NBPS. However, *MA.2.NBT.5* and *MA.2.G.1* had a negative 25% and 7% differential from NBPS respectively; (25.58% as compared to 40.12% and 46.51% as compared to 53.22%)

Standard	Hannigan %proficient	NBPS %proficient	differential
MA.2.NBT.5 Fluently add and subtract within 100 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction	25%	40%	-15%
MA.2.G.1 Recognize and draw shapes having specified attributes, such as a given number of angles or a given number of equal faces. Identify triangles, quadrilaterals, pentagons, hexagons, and cubes.	46%	53%	-7%

Grade 3, although exceeding NBPS by 3%, demonstrated a low percentage of students’ mastery of learning standards for *MA.3.G.2: Partition shapes into parts with equal areas. Express the area of each part as a unit fraction of the whole* at 26.53% proficiency.

Grade 4 demonstrated large negative differentials in Mathematics Galileo percentages on “students which demonstrated mastery of learning standards” in the following standards: *MA.4.OA.3* (-10%, 22%

mastery), *MA.4.OA.4* (-38%, 8% mastery), *MA.4.MD.2* (-30%, 22% mastery), *MA.4.G.1* (-20%, 32% mastery), and *MA.4.G.3* (-37%, 32% mastery).

Standard	Hannigan %proficient	NBPS %proficient	differential
MA.4.OA.3 Solve multistep word problems posed with whole-number answers using the four operations, including problems in which remainders must be interpreted.	22%	32%	-10%
MA.4.OA.4 Find all factor pairs for a whole number in the range 1-100. Recognize that a whole number is a multiple of each of its factors. Determine whether a given whole number in the range 1-100 if a multiple of a given one digit number. Determine whether a given whole number in the range 1-100 is prime or composite.	8%	46%	-38%
MA.4.MD.2 Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money, including problems involving simple fractions or decimals, and problems that require expressing measurements given in a larger unit in terms of a smaller unit.	22%	52%	-30%
MA.4.G.1 Draw points, lines, line segments, rays, angles (right, acute, obtuse), and perpendicular and parallel lines. (2-dimensional figures)	32%	52%	-20%
MA.4.G.3 Recognize a line of symmetry for a two-dimensional figure as a line crosses the figure such that the figure can be folded along the line into matching parts. Identify line-symmetric figures and draw lines of symmetry.	32%	69%	-37%

Grade 5 demonstrated low mastery of learning percentages in *MA.5.NF.2: Solve Word Problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators* (16% mastery) and *MA.5.NF.3c Interpret a fraction as division of the numerator by the denominator ($a/b = a$ divided by b).* (8%).

Galileo Benchmark ELA (EOY)

Grade 2 ELA Galileo percentages on “students which demonstrated mastery of learning standards” were comparable to NBPS. However, *MA.RI.2.2 Key Ideas and Details* had a negative 25% differential from NBPS, 27.91% as compared to 53.22%.

Standard	Hannigan %proficient	NBPS %proficient	differential
MA.RI.2.2 Key Ideas and Details: Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.	28%	53%	-25%

Although **Grade 3** ELA Galileo percentages on “students which demonstrated mastery of learning standards” exceeded or were comparable to NBPS, *MA.RL.3.5 Craft and Structure* (28%), *MA.RI.3.2 Key Ideas and Details* (10%), *MA.RI.3.4 Craft and Structure* (14%), *MA.L.3.4d Vocabulary Acquisition and Use* (8%), and *MA.L.3.6 Vocabulary Acquisition and Use* (14%) were particularly low.

Standard	% of students which demonstrated mastery
MA.RL.3.5 Craft and Structure: Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections	28%
MA.RI.3.2 Key Ideas and Details: Determine the main idea of a text; recount the key details and explain how they support the main idea.	10%
MA.RI.3.4 Craft and Structure: Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.	14%
MA.L.3.4d Vocabulary Acquisition and Use: Use glossaries or beginning dictionaries, both print and digital, to determine or clarify the precise meaning of key words and phrases.	8%
MA.L.3.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships.	14%

Grade 4 ELA Galileo percentages on “students which demonstrated mastery of learning standards” were

comparable to NBPS. However, *MA.RL.4.5 Craft and Structure* had a negative 16% differential from NBPS, 16.22% as compared to 31.79%. Additionally, *MA.RI.4.2 Key Ideas and Details* (3%) and *MA.L.4.4c Vocabulary Acquisition and Use* (14%) were particularly low.

Standard	% of students which demonstrated mastery
MA.RL.4.5 Craft and Structure: Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g. verse, rhythm, meter) and drama (e.g. cast of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.	16%
MA.RI.4.2 Key Ideas and Details: Determine the main idea of a text and explain how it is supported by key details; summarize the text.	3%
MA.L.4.4c Vocabulary Acquisition and Use: Consult reference materials (e.g. dictionaries, glossaries, thesauruses), both printed and digital, to find the pronunciation and determine or clarify the precise meaning of key words and phrase.	14%

Exceeding the NBPS percentages of “students which demonstrated mastery of learning standards” in *MA.RL.5.9 Integration of Knowledge and Ideas* and *MA.RI.5.6 Craft and Structure* by 11% and 5% respectively, the percentage of students mastering these standards in **grade 5** were low compared to other standards; (24% and 26% respectively). Additionally, students scored poorly on *MA.L.5.6 Vocabulary Acquisition and Use*, with 8% mastery.

Standard	% of students which demonstrated mastery
MA.RL.5.9 Integration of Knowledge and Ideas: Compare and contrast stories in the same genre(e.g. mysteries and adventure stories) on their approaches to similar themes and topics.	24%
MA.RI.5.6 Craft and Structure: Analyze multiple accounts of the same topic or event , noting important similarities and differences in the point of view they represent.	26%
MA.L.5.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g. however, although, nevertheless, similarly, moreover, in addition).	8%

SILT, based on formative assessment including, but not specific to *Galileo benchmark tests*, *Pearson Reading Street unit tests*, *Pearson Reading Street Writing to Sources*, and *district common formative*

open responses, has identified writing in response to text across all content areas as a struggle. This includes deficits in the use of key ideas and details in literature/informational text, comparing multiple texts to support an argument, determining main ideas/supporting details, and an evidence-based, explanatory approach to mathematical word problems. Additionally, students struggled in using academic and domain-specific language, both in verbal and written form.

In 2014, 19.2% of students were students with disabilities. Due to lack of special education staff available for support (sick leave and resignation), approximately 1/5 of the John Hannigan School student did not receive support outside the regular education teacher supports. Additionally, 48+% of students were identified as English Language Learners but did not receive level-based support from an ESL educator.

Supports for Areas of Concern

SILT, classroom teachers, and support staff, in partnership with Brett Bishop (*Focused Schools*) are leading the “Go APE with writing!” campaign. APE (answer, prove, explain) will address writing in response to text as a school-wide focus, a crucial component in addressing all anchors in English Language Arts, which will be imbedded into multi-disciplinary instruction. Additionally, SILT has determined a narrow set of evidenced-based best practices implemented in every classroom, every day: guided reading, response to text journals, and questioning for critical thinking. Imbedded in these practices in the modeling of “accountable talk” by teachers and the use of accountable talk amongst students to improve academic and domain-specific use of vocabulary and encourage higher order thinking.

For 2015/16, support staff has been added to address areas of concern. An ESL teacher will deliver direct, level based instruction to ELLs. A part-time TLS in math and another in ELA will provide data analysis, coaching, and curriculum supports to all teachers. Additionally, a full-time SPED teacher and a part-time SPED teacher will address the IEP/504 accommodations. A family liaison will be available to further increase family engagement at home and at the school.

John Hannigan Elementary School will also follow the Responsive Classroom model to address behavior management and encourage positive learning. To foster a reflective, collaborative teaching environment, every grade level teacher will be a member of either the SILT or IST. Teachers are offered the opportunity to visit their colleagues’ classrooms within the school to share successful strategies, including both horizontal and vertical grade levels. School-based professional development will be offered twice a month to address school-based academic areas of concern.

A 21st Century afterschool program targeting academically at-risk students will be provided by Hannigan teachers.

Section 3. Develop strategies/actions to address focus areas

(a)

Primary Focus Area:

- A school-wide effort to increase all students' proficiency in writing across all content areas with a purposeful focus on key ideas and details in response to multiple texts, as measured by the College and Career Readiness Assessment and PARCC.

2-3 Secondary Focus Areas:

- A narrow set of evidenced-based practices will be implemented in every class, every day: guided reading, verbal and written responses to text, and questioning for critical thinking in verbal and written form that require rigorous thinking on multiple levels of knowledge depth.
English Language Learner Supports
- On-site invitational support for parents to extend learning into the home through parent and family partnership and to support families living in poverty

- **#1 Primary Focus Area:** A school-wide effort to increase all students' proficiency in writing across all content areas with a purposeful focus on key ideas and details in response to multiple texts, as measured by the College and Career Readiness Assessment and PARCC.

Activities	Person(s) Responsible	By when
TCT will identify students based upon high priority standards (based on Reading Street CCR, PARCC, and Galileo) to differentiate instruction by instructional focus, strategic, on level, and advanced group supports.	Principal Teaching and Learning Specialists Teachers	Ongoing
Student progress will be tracked using tri-fold folders for Reading Street CCR and Galileo at the classroom and administrative level data wall.	Principal Teaching and Learning Specialists Teachers	Ongoing, as dictated by Galileo benchmark testing schedule and Reading Street CCR Unit tests
Teachers will model and implement APE (Answer, Prove, Explain) in the classrooms when responding to text across all content areas.	Teachers Teaching and Learning Specialists	Daily
IST will convene to analyze and recommend targeted interventions for specific students.	IST	Bi-monthly
TLS will provide targeted instructional support, following RBT model	Teaching and Learning Specialists	Coaching cycle
Vertical and horizontal TCTs will collaborate to develop and implement targeted lessons, formative assessments, and differentiated instruction based on data discussions	Principal Teaching and Learning Specialists, Teachers	Ongoing
Principal will monitor classroom instruction and student learning, focused on priority areas from the instructional framework, and provide growth-producing feedback	Principal	Ongoing

- **#2 Secondary Focus Area:** A narrow set of evidenced-based practices will be implemented in every class, every day: guided reading, verbal and written responses to text, and questioning for critical thinking in verbal and written form that require rigorous thinking on multiple levels of knowledge depth, with English Language Learner Supports imbedded into every lesson.

Activities	Person(s) Responsible	By when
The use of graphic organizers will be taught to students and students will determine which supports are most effective as a learning and teaching tool (e.g. Frayer Model, Venn Diagram, sentence stems)	Instructional and support staff	Each PD for ELL support
Visual models of instruction will include more pictures, diagrams and images to help connect thinking to writing	ESL teacher, SEI teachers, specialists	ongoing
Communication with families in native languages and English	All personnel	ongoing
ACCESS Testing Analysis and action plans based upon scores for students in each section	ESL teacher, SEI teachers,	annually
Reference to Bloom's Taxonomy and Costa's Levels of Questioning for teacher/student <i>accountable</i> talk	Teaching and Learning Specialist Teachers	Daily
Teachers will model close reading strategies as it pertains to weekly Reading Street/enVisionMath2.0 skills and strategies	Teachers Teaching and Learning Specialists	Daily

- **#3 Secondary Focus Area:** On-site invitational support for parents to extend learning into the home through parent and family partnership.

Activities	Person(s) Responsible	By when
Parent Café's will be presented to strengthen home/school connection and encourage student support at home	Principal Instructional Support Staff Parents/guardians	monthly
An ELA, Math, and Science "Night" will be organized to inform parents of grade-level instructional practices in school	Instructional Support Staff Support Personnel Parents/guardians	trimester
Increase CORI participation for parent volunteers (e.g. PTO, fundraising)	Principal Sea Lab Facilitator Parents/guardians	ongoing
Partner with community-based agencies and organizations to provide support for families in need	SAC Principal Wrap-Around Manager	ongoing

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

	Benchmark
What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal	<p><i>Pearson Reading Street baseline tests, as compared to Pearson Reading Street CCR Unit Tests, tracked in tri-folder for growth</i></p> <p><i>DRA2 assessment for students not <i>on level/advanced</i></i></p>
What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	<p><i>Pearson Reading Street CCR Unit tests, tracked in tri-folder for growth</i></p> <p>District ELA Writing (Argument/Opinion) Grades 1-2 District ELA Writing (Research Simulation) Grades 3-5 (January 4 – February 12)</p> <p>District Math Performance Assessment (January 4-February 12)</p> <p>Galileo MOY Benchmark Assessments Grades 2-5 ELA (January 18-27)</p> <p><i>DRA2 assessment for students not <i>on level/advanced</i></i></p>
What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal	<p><i>Pearson Reading Street CCR Units tests, tracked in tri-folder for growth</i></p> <p>District Writing (Narrative) Grades 1-5 (February 29 – April 15)</p> <p>District Math Performance Assessment Grades 1-5 (April 11 – April 15)</p>

Section 4. Develop a targeted PD plan to support SIP

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
Writing in response to text	Teachers will model and students will utilize visual supports (e.g. Venn diagram, Frayer model) and strategies (e.g. APE) to respond to text in all content areas (verbal/written)	Teachers are familiar with and are modeling a few visual supports and strategies	Teachers will increase their tool kit of graphic organizers and strengthen instructional strategies to promote student independence to determine learning modes and appropriate strategies
Supporting all learners (ELLs, Sp. Ed) in the classroom: Building a better toolbox for learning	Anchor charts and posters/visual supports will center around English/Language Learner needs and students will reference these charts and visuals during lessons	86% of teachers already using some charts/some visuals	Charts to be student-centered and show more visual support (diagrams/pictures/images)
Accountable Talk (professional discourse) across all content areas	Teachers will model Accountable talk and use prompts with students: I agree/disagree, I would like to add on, I think the author means...	40% of teachers currently introducing these strategies in classrooms	Student discourse to become more rigorous and students begin to question each other and challenge answers and push thinking as modeled by teachers
Risk factors of Poverty and families in need: Teaching with Poverty in Mind	Identification of Emotional and Social Challenges. Acute and Chronic Stressors. Cognitive Lags. Health and Safety Issues.	Teachers are identifying needs of students and seeking more resources to support students in classrooms	Application of practices to support needs of students coming from poverty, (academic, social/emotional needs, Positive Language and community building in classrooms/school)

Focus area 1:	<u>Writing and Accountable Talk across Content areas</u>		
Instructional strategies:	APE strategy for responding to text, Looking at Student Work (vertical teams) to discuss grade level expectations, Fishbowl model of Accountable Talk must dos	Approximate dates:	trimesterly
Meeting	Learning objectives for teachers	Support needed	
September 9, 2015	Finalize APE model and prepare for launch of Writing Instructional Focus	Posters from print shop, graphic shared-technology to maintain school website and project images in all classrooms- computers functioning in all rooms	
October 28, 2015	Looking at Student Work protocol-Fishbowl model for Accountable talk in the classrooms	Technology working in tech. lab to show video of students using accountable talk in classroom- should be set now.	
January 13, 2016	Accountable Talk revisit: Videos of additional grade levels and adding on to sentence frames and grade level (vertical) discussions surrounding continuum of expectations for discourse	Updated curriculum maps	
February 24, 2016	Apply Close Reading Strategies as it pertains to main idea and details; summarize to two pieces of text		
April 13, 2016	Fishbowl revisited with progress monitoring across grade levels-planning for instructional focus continuation for the next year: Where are we, what do we need?	Technology check-in for accessibility in lab	
May 11, 2016	Compare results and trends for the Literary Analysis and Research Simulation (3-5) and Argument and Opinion for Formative Writing (1-2) C		

Focus area 2:	Supporting all learners (ELLs, Sp. Ed) in the classroom: Building a better toolbox for learning		
Instructional strategies:	Visual support models for instruction (Frayer model, Venn Diagram, sentence frames, etc.), Groupings to meet varied academic needs of all learners	Approximate dates:	trimesterly
Meeting	Learning objectives for teachers	Support needed	
September 23, 2015	Determine 1-2 instructional graphic organizers to implement in the classroom (Frayer Model/Venn Diagram)	Sample organizers, content-specific	
October 14, 2015	Groupings for Differentiated instruction for Mathematics to teach small groups with varying academic needs	Vicki Roman to help with guided math groupings	
November 12, 2016	Review the 7-step Tiered vocabulary words used in lesson planning and small group instruction	Karen Burton/ESL strategies	
January 27, 2016	Journal Writing and unscaffolded Free Writing-How to use visuals to support writing in content area: images, pictures, Taking content writing and digging deeper into ELL needs-cannot be translated word for word-ACCESS testing preparation	Karen Burton/ESL strategies	
March 9, 2016	Continued monitoring of students in 1 st year of ESL instruction and linking to SEI supports in classrooms-planning for grading, communicating with families	Karen Burton/ESL strategies	
April 27, 2016	Build Schema through science and social studies texts: Interactive Read Alouds in content area; Lucy Caulkins video for support	Technology working	
May 25, 2016	ACCESS testing results-how to read and use scores for classroom purposes and planning for needs of students in the next grade-groupings for classroom assignments for next school year	Karen Burton/Access scores	
June 15, 2016	Summarize the Year in Review: planning for Instructional focus for 2016-2017 school year	PD Calendar for next year	

Focus area 3:	Risk factors for students in Poverty: Teaching with Poverty in Mind	
Instructional strategies:	Teaching Routines, structures, reminding language and how to effectively respond to the biology of stress as it affects classroom behaviors, cognitive abilities and groupings to support student needs.	trimesterly
Meeting	Learning objectives for teachers	Support needed
September 1, 2015	Responsive Classroom overview for Morning Meetings and academic supports in activities and shares	Brett Bishop to provide model from another school (done)
November 19, 2015	Upon reading selected chapters in Teaching with Poverty in Mind, Eric Jensen, teachers will identify cognitive gaps in students and create some academic support groupings to accommodate for learning and social emotional needs –preparing for the holidays with students in poverty	Wrap-around Manager/SAC support for connecting with local agencies to prepare for upcoming holiday season
December 17, 2015	Preparation for Responsive Classroom language to return from the holidays, how to remind students about routines, structures, discussing holidays, and other uses of positive language in the classrooms, hallways, etc.	SAC
February 10, 2016	Grading and planning surrounding academic needs of students-not using retention-Planning for continued RTI supports and having meaningful parent conferences regarding academic and social/emotional needs of students	SPED/SAC staff
March 23, 2016	Plan for Home assessments and strategies to send home activities to families to use at home relating to content-specific activities	SAC/Family Liaison
June 8, 2016	Preparation for student support for closing the school year, re-teaching reminding language as students prepare for summer and goodbyes are difficult so as to reduce the amount of student behaviors and prepare students for summer transition and academic support	Responsive Classroom strategies, Brett Bishop to assist with