School Improvement Plan (SIP) Guidelines and Template

Overview

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at your school.Your SIP should outline the work you will do this year to meet the end-of-year student achievement goals outlined in the district's SY15-16Accelerated Improvement Plan (AIP).

An effective SIP will:
- Build off of previous work in your school, including last year's SIP
- Be based in an analysis of data about your school's performance
- Reflect school-specific needs identified through this data analysis and be aligned to the priorities outlined in the AIP
- Be regularly updated throughout the year if student work suggests that progress is not on track

Process

There are 4 steps to the SIP process:
1. **Set goals aligned to the AIP:** Set student learning goals that meet the final outcomes in the AIP.
2. **Use data to determine school-specific strengths and weaknesses for each AIP objective:**Review your school's SIP, its implementation, and your school's student results from last year to identify components that worked well and others that were challenging. Use this information to update your school's strengths and focus areas for the upcoming school year with an emphasis on assessing your school's progress related to the objectives in the AIP.
3. **Develop strategies/actions to address focus areas:** Develop strategies/actions and specific activitiesto address the reasons thatstudents struggle, which you identified in Step 2. Include a small set of benchmarks to help you assess whether you are on track to meet your end-of-year goals along the way. Among other benchmarks, you should include those that are in the AIP.
4. **Implement and adjust throughout the year:** Implement the SIP, and continue to use the plan as a "living" document throughout the year. If student data suggests that a strategy/action is not working, the SIP should be revised and updated to reflect the steps you will take to ensure students learn. Instructional liaisons will meet with each principal twice monthly to provide frequent monitoring and support to ensure schools are on track to meet their benchmarks in November, February, and May and to discuss what mid-course corrections may be required.

Shared ownership of the SIP is an essential part of the school improvement process. You are encouraged to develop your SIP in collaboration with your staff, such as your School Instructional Leadership Team (SILT). Members of the SILT may include:
- Principal
- Teaching Learning Specialist (if applicable)
- One teacher from K-2 and 3-5 (elementary schools), or from each content area (secondary schools)
- A special education teacher
- An ELL teacher
- Member of the guidance team

Please submit a draft of your SIP to Jason DeFalco by Thursday, October 1. Feedback on SIPs will be provided by Friday, October 16.

Overview of the AIP

As mentioned above, your SIP should be aligned to the district's plan to raise student achievement. This plan is articulated in the AIP. The four objectives in the AIP include:

- **Integrate efforts around planning, instruction, and assessment (Objective 1):** The district will provide teachers and school leaders with focused professional development and resources to plan and deliver lessons aligned with rigorous curriculum, to measure the impact of instruction on student learning, and make adjustments to instruction based on data, as needed.
- **Develop robust student support systems (Objective 2):** The district will develop systems to identify and support students with a range of unique needs, including social-emotional, special education, and ELL needs.
- **Increase the rigor of instruction (Objective 3):** New Bedford Public Schools will continue its work to increase the capacity of principals to serve as effective instructional leaders through professional development at bi-monthly Principals' Meetings and supports from the Office of Instruction. A major focus of this work will be on helping increase the rigor of classroom instruction by delivering training to school staff during the additional 20 hours of PD this year.
- **Engage parents as partners (Objective 4):** Teachers and principals will engage families as partners in their child's education, identifying venues to reach unengaged parents, and collaborating with engaged parents to support their child. The district will develop proactive communication plans for critical district activities to keep the community informed and include community input when possible.

How to use this template

The rest of this document includes a template you can use to write your SIP. The template includesthe four components that are required for your SIP. Instructions for each section can be found at the beginning of the relevant section.

School Improvement Plan

School Year 2015-2016
School: *Insert school name here*
Principal:*Insert principal name here*

Section 1.Set goals aligned to the AIP

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

1. *By EOY, 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 and Math for grades 6-12*
2. *BY EOY, the district will see at least 10% of students in warning move into needs improvement in ELA and Math*
3. *By EOY, the district will see at least 10% of students in proficient move into advanced in ELA and Math*

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

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

	SY14-15 (Historical)			SY15-16 (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 Grade 6	185	65	130	111	7	13
Math Grade 6	107	41	65	64	4	7
ELA Grade 7	252	99	88	151	10	8
Math Grade 7	215	148	72	129	15	7
ELA Grade 8	173	86	170	104	9	17
Math Grade 8	231	134	72	139	13	7
Science Grade 8	324	187	24	194	19	2

The data contained within this graph represents 2014-2015 NBPS Galileo Benchmark Results

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

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

*   *Putting every student name on a post-it and tracking them across achievement levels based on the most current benchmark assessment data*

- *Tracking proficiency levels on unit assessments by grade level or classroom*

- *Tracking number of students demonstrating mastery by standard to help identify what parts of the content need revisiting*

You can find data wall systems online, for example:

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

School-Wide Monitoring

A data wall monitoring student progress on Galileo for BOY, MOY, and EOY will be used within the Office of Curriculum and Instruction. Student results will be grouped by grade, pod and ability within the areas of English Language Arts, Math and Science. From this data, priority standards will be identified for each content area and discussed within SILT to determine suggestions for strategies to address those needs. Our teacher leaders, Literacy TLS and Math TLS who are part of the SILT committee will take these strategies to their TCTs and disseminate the ideas to keep discussion focused on developing strong classroom instruction around these priority standards. These standards will be updated as data is collected through Galileo.

Additionally, SILT will analyze results from PARCC and MCAS state testing in English language arts, math and science. We will identify priority standards and compare them with Galileo results. These results will be distributed to teachers through TCT.

Teacher-Level Monitoring

In addition to Galileo Benchmark testing, data from English and math CFAs, math unit tests, and science open response items will be collected by teachers. Continuous data cycles will be performed within TCT to address reteach needs and to monitor progress on priority standards identified through Galileo.
- Data from CFAs for ELA will be collected 5 times a year and data cycles with reteach plans will be initiated for each of these assessments. Data from reteach plans will be analyzed through TCTs.
- Data from math CFAs (pre and post) will be collected twice a year to show growth on priority standards identified through Galileo data. In addition to the CFAs, data from open response questions are collected twice during the year and data cycles with reteach plans are initiated with each. Additionally, at least two unit tests are given to continue to collect data on student progress in math. Data from these areas will be analyzed through TCTs
- In science, 8th grade, at least once a unit, teachers will collect data from open response questions and common assessments and then use the data cycle to create reteach plans. In 7th grade science, data from open response questions is collected at least twice a quarter and data from unit tests in 6th and 7th grade will be collected at least once a quarter. 6th grade is currently developing common assessments in science. Data will be analyzed through TCTs.
- Social Studies currently has common assessments in 7th and 8th grade. These will continue to be refined, and 6th grade will begin developing common assessments. These will be done for each major unit of study.

Additional data points for all grades and content areas will be further outlined through SILT throughout the year and updated within this plan.

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

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

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

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

<u>Student performance data:</u>
- *PARCC/MCAS item analysis, if available*
- *Final exams*
- *DIBELs*
- *Galileo*
- *Formative assessments*
- *Examples of student work*

<u>Instructional data:</u>
- *Observation data on curriculum and instruction*
- *Feedback to teachers*

<u>Student indicator data:</u>
- *Student attendance*
- *IEPs and 504s*
- *Disciplinary data*
- *SPED referrals*
- *Graduation/dropout data*
- *Intervention data*
- *Mobility*
- *Course failures*

<u>Teacher data:</u>
- *Teacher attendance*
- *Teacher evaluations*
- *Tiering of teachers*
- *TELL Massachusetts survey*

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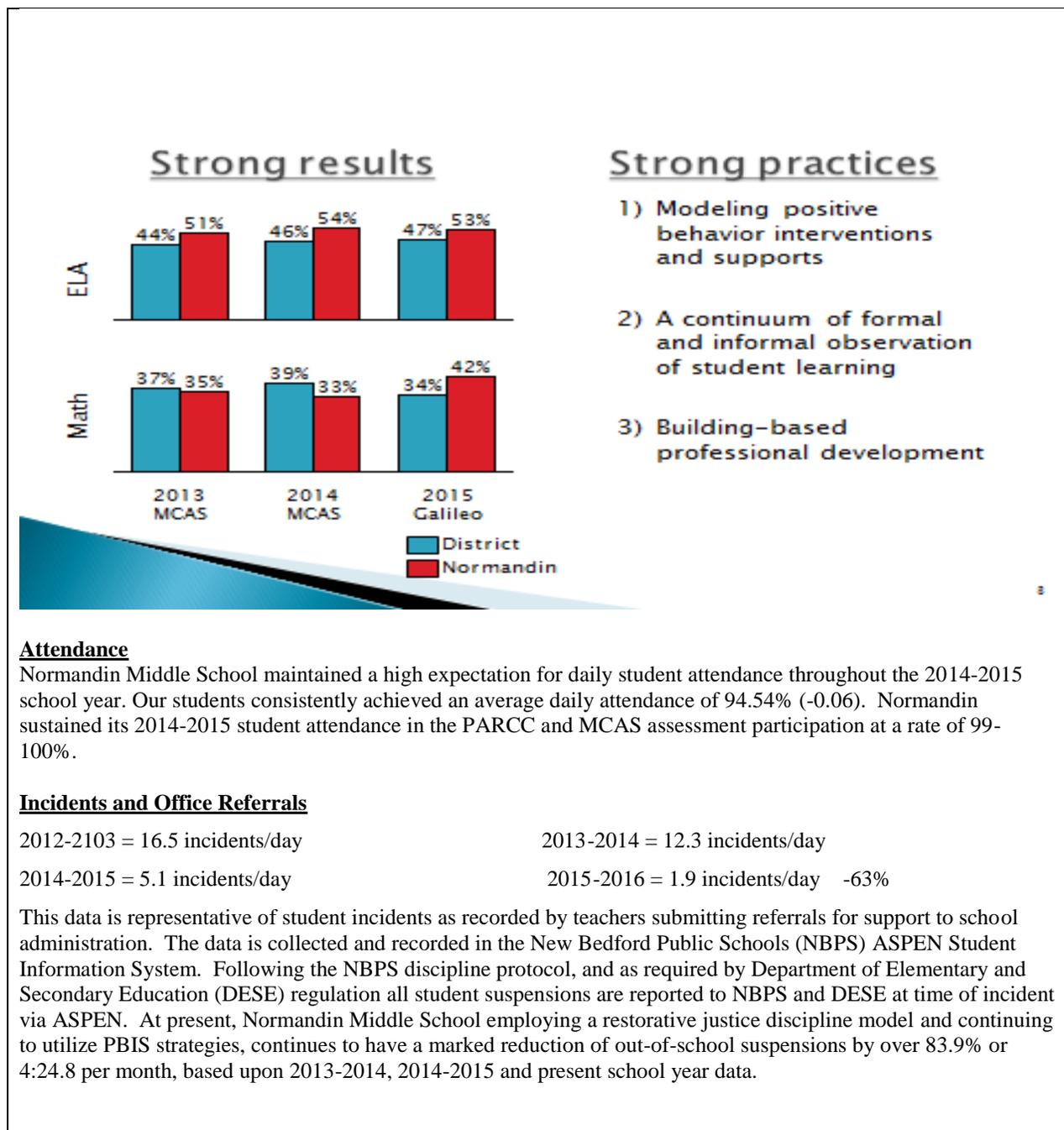

<u>School-Wide Focus and PBIS</u>

At the conclusion of Normandin Middle School's MOY assessments, our school lifted ELA, mathematics, and science scores school-wide.

At the start of the 2014-2015 school year, a comprehensive evaluation of released MCAS questions, District Benchmark results and curriculum-based measurement concluded that too many students are not able to read and comprehend complex texts and articulate accurately a complete understanding of their knowledge effectively. Employing the model introduced in the professional development facilitated by Focused Schools, a survey of teachers during Teacher Collaboration Teams (TCT's) identified elements of student learning linked to meeting or exceeding the learning standards of their content areas, resulting in a school-wide instructional focus:

Normandin Middle School students will deeply analyze complex texts in all content areas and be able to articulate their understandings through various means. These will be assessed through state assigned and teacher made rubrics.

This focus was communicated to the staff and presented as an instructional focus for the entire school, explaining that all content areas, not just math, English and science, are part of the solution to help students comprehend complex texts deeply and articulate their understanding of those texts. A PD was provided to the staff to help illustrate how all classrooms can help students "Read to Know and Write to Show."

Emphasis upon embedding tiered classroom instruction and intervention models to support student learning and behavior expectations contributed to the gains Normandin students realized in MOY Benchmark assessments. Branding our school code "Work Hard, Be Nice & Stay Safe" with our school-wide instructional focus "Read to Know & Write to Show" perpetuated the continued growth of Normandin's culture which celebrates the learning and character development efforts of our entire learning community.

Strong results

Strong practices

1) Modeling positive behavior interventions and supports

2) A continuum of formal and informal observation of student learning

3) Building-based professional development

Attendance

Normandin Middle School maintained a high expectation for daily student attendance throughout the 2014-2015 school year. Our students consistently achieved an average daily attendance of 94.54% (-0.06). Normandin sustained its 2014-2015 student attendance in the PARCC and MCAS assessment participation at a rate of 99-100%.

Incidents and Office Referrals

2012-2103 = 16.5 incidents/day   2013-2014 = 12.3 incidents/day

2014-2015 = 5.1 incidents/day   2015-2016 = 1.9 incidents/day   -63%

This data is representative of student incidents as recorded by teachers submitting referrals for support to school administration. The data is collected and recorded in the New Bedford Public Schools (NBPS) ASPEN Student Information System. Following the NBPS discipline protocol, and as required by Department of Elementary and Secondary Education (DESE) regulation all student suspensions are reported to NBPS and DESE at time of incident via ASPEN. At present, Normandin Middle School employing a restorative justice discipline model and continuing to utilize PBIS strategies, continues to have a marked reduction of out-of-school suspensions by over 83.9% or 4:24.8 per month, based upon 2013-2014, 2014-2015 and present school year data.

(a) **What did students struggle with last year? Why? Please consider data by grade level and subject. Questions to consider include:**
- **Where are the strong classrooms and grades? How can you use them to lift up other grades and classrooms?**
- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

Although students showed gains in Galileo MOY, that trend did not continue with EOY.

Reading

6th Grade
Students seem to be struggling with interpreting texts, both in fiction and nonfiction. Understanding how authors use figurative language (vocabulary), text structure, and point of view, to bring meaning to text seems to be problematic for our 6th grade students. Determining central idea of text is also problematic.

7th Grade
Areas of concern with 7th grade include citing evidence to support inferences and interpretations, determining theme, analyzing how elements of a story interact, and how text structure or point of view can contribute to meaning in fiction. In both fiction and nonfiction students struggled with vocabulary and figurative language.

8th Grade
Students scored under proficient with questions related to theme and central idea, development of plot through textual devices, textual structure and interpreting how it contributes to meaning and style, point of view and how it contributes to suspense or humor in both fiction and nonfiction. Interpreting vocabulary is also a concern.

After analyzing the data, it is clear that students are struggling when trying to read and comprehend complex texts. This carries over within other content areas and not just ELA.

Math

After analyzing data from Galileo EOY for all grades in math, it was difficult to determine priority standards because many standards have only two questions and students did well with one but not the other. There are concerns for student proficiency in most standards, but students seemed to struggle with standards related to geometry and statistics and probability. Statistics and probability are a concern because in the MA Frameworks there is a greater emphasis in this area within the middle school, so this will be prevalent within future state tests. In addition, 7th and 8th grade did not score as well as 6th grade did in standards related to number sense.

Students are having trouble with fluency in standards that are introduced in the lower grade levels. This is causing a stumbling block when trying to give students instruction on grade level standards. For example, students may be presented with a problem that is aligned to the standard of solving a two-step equation, but students may have difficulty with multiplying decimals or fractions and cannot complete the problem. They understand the process, but cannot complete the equation correctly because they are lacking in fluency.

Science

After analyzing 8th grade Galileo science EOY, students struggled with standards related to geology, cell structure, the food web, and measurement.

MCAS data suggested that problem standards were in physical science (chemistry). This is something that is introduced in 8th grade at the beginning of the year. The curriculum is so broad within each grade level that it is hard to study items with great depth. Students may not be retaining what is taught within lower grades because there isn't a great deal of time spent on each topic.

As data becomes available for BOY and PARCC we will adjust our findings for priority standards.

Section 3. Develop strategies/actions to address focus areas

Instructions: Based on your analysis of student needs in Section 2, especially question (b), identify 2-4 focus areas for your school to pursue this year. These focus areas should be high-impact levers that you believe will drive student achievement, and should be aligned to the AIP. In the space below, list each focus area and the specific strategies and activities you will complete as part of this focus area to raise student achievement.

Once you have developed these focus areas, identify <u>one</u> benchmark that you will use to measure student progress by November 1, February 1, and May 1. These benchmarks should be based on student work—not adults' actions. They will be used as part of the focus areas that you discuss with your instructional liaison.You do<u>not</u> need a benchmark for each individual focus area.

> **(a) List your school's primary focus areas and 1-3 secondary focus areas for this year. At least one should be ELA/literacy-focused and at least one should be math-focused. These focus areas could be either general (e.g., improve reading comprehension, improve writing) or standard-specific (e.g., improve narrative writing).**

Primary Focus Area:
1.   **Literacy across all content areas**
    a.   **Close Reading Strategies**
    b.   **KNSA (Mathematics, Science)**
    c.   **Looking at topics with more depth in all content areas.**

Secondary Focus Areas:
2.   **Math Fluency**
3.   **Instructional Frameworks**
4.   **PBIS**

#1 Primary Focus Area: Literacy across the content areas

Activities	Person(s) Responsible	By when
Analyze data from BOY, PARCC and MCAS to determine updates to priority standards in ELA, Math and Science	Admin, TLS, SILT	10/22
Provide PD on close reading strategies in all content areas (as part of school-wide focus)	Admin, TLS, SILT	10/28
Provide PD on writing strategies in all content areas (as part of school-wide focus)	Admin, TLS, SILT	11/12
Provide PD on Keys to Literacy and KNSA question annotation strategies	Admin, TLS, SILT	11/19
Provide PD on student-developed HOT questions as part of close reading	Admin, TLS, SILT	12/17
Provide PD on student conferencing to help students take ownership of learning	Admin, TLS, SILT	
Make the instructional focus visible throughout the school	Teachers, TLS, Admin	Ongoing
Update data wall to reflect BOY, MOY, and EOY data	TLS, Teachers	Ongoing
Track ongoing student progress with classroom activities and assessments in TCT	Teachers	ongoing
Teachers conference with students to discuss progress at least once a quarter	Teachers	ongoing
Develop formative assessments in core content areas for all grades	TLS, Teachers	Ongoing
Conduct learning walks to gather data on the implementation of school-wide focus	Admin	Ongoing
Analyze data to determine effectiveness of close reading strategies	Admin, TLS, SILT	Ongoing
Conduct data cycle of CFAs and other assessments in TCT	Teachers	Ongoing
Analyze data after reteach to determine effectiveness	Teachers, TLS	Ongoing

#2 Secondary Focus Area: Math fluency

Activities	Person(s) Responsible	By when
Teachers will identify areas of weakness that students need to	Teachers	Oct

build fluency.		
Teachers will create quick warm-ups to build fluency with problem standards.	Teachers	Ongoing
Teachers will design anchoring activities and homework activities to address fluency issues.	Teachers	Ongoing
Teachers will monitor progress of fluency issues and discuss data during TCT	Teachers and TLS	Ongoing
Learning walks to observe fluency activities in the classroom	Admin	Ongoing

#3 Secondary Focus Area: Instructional Frameworks

Activities	Person(s) Responsible	By when
Provide feedback to teachers on lesson plans	Admin	ongoing
Provide PD on Instructional Frameworks (lesson planning) using the Gradual Release model	Admin, TLS, SILT	1/13
Provide PD on differentiation	Admin, TLS, SILT	1/27
Provide PD on grouping students and using accountable talk strategies	Admin, TLS, SILT	2/10
Provide PD on ELL strategies	Admin, TLS, SILT	2/24
Provide PD on strategies related to special education student needs	Admin, TLS, SILT	3/9
Develop activities and strategies that utilize skills learned in PD to allow for gradual release	Teachers	Ongoing
Develop differentiated lessons to reach special education students, ELL students and advanced learners using strategies learned in PD	Teachers	Ongoing
Develop activities and graphic organizers to aid students with accountable talk strategies	Teachers	Ongoing
Update data wall to reflect BOY, MOY, and EOY data	TLS, Teachers	Ongoing

#4 Secondary Focus Area: PBIS

Activities	Person(s) Responsible	By when
Provide staff with opportunities to voice opinions on protocols and procedures of PBIS through surveys	Admin, TLS, OLT (Operations Leadership Team)	ongoing
Provide feedback on PBIS protocols and procedures through surveys	Teachers	ongoing
Review data from surveys to make changes to the program as necessary	Admin, TLS, OLT	Ongoing
Analyze behavioral data to determine hotspots and trends	Admin	ongoing
Initiate Roll Out of Code Cards	Admin, OLT	10/16
Provide refresher PD to staff	Admin, TLS, SILT	3/23
Learning walks to observe PBIS "Look Fors"	Admin, TLS, SILT	ongoing
Provide PD on tier 1 and 2 supports	Admin, TLS, SILT	4/13
Provide PD on incentives	Admin, TLS, SILT	4/27
Increase PBIS visibility of the Code	Admin, TLS, SILT, Teachers	11/1
Implement common expectations of The Code throughout the school.	All staff	ongoing

(b) How will you measure student progress along the way? Please list at least <u>one</u> 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	• **Data from CFAs, Data Cycles, and reteach plans**

students are on track to meet the end-of-year goal	• **Lesson planning using gradual release and school-wide focus** • **BOY data** • **Data Wall** • **PARCC Data** • **MCAS science data** • **Notes from TCT meetings** • **PBIS survey data** • **Behavioral data**
What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	• **Data from CFAs, Unit tests, open response questions, Data Cycles, and reteach plans** • **Lesson planning using gradual release and school-wide focus** • **MOY data (if available)** • **Data Wall** • **Notes from TCT meetings** • **PBIS survey data** • **Behavioral data**
What I will see by <u>May 1</u>to know that students are on track to meet the end-of-year goal	• **Data from CFAs, Unit test, open response questions, Data Cycles, and reteach plans** • **Lesson planning using gradual release and school-wide focus** • **Data Wall** • **Notes from TCT meetings** • **PBIS survey data** • **Behavioral data**

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

Section 4. Develop a targeted PD plan to support SIP

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

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

Focus area	What exemplary practice will look like after PD (describe for teachers <u>and</u> students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
Literacy	Teachers will utilize annotation and close reading skills across the curriculum for a variety of texts and students will articulate their understanding through a variety of ways.	Teachers understand the school-wide focus and can see how a text can be something other than an article or story based on the content area.	Teachers will engage students with probing, deeper questioning requiring a progression of greater student articulation in a variety of assessed modalities.
Instructional Frameworks	Teachers will be able to plan lessons that are clear, rigorous and well thought out in order to better reach all students. They will utilize the gradual release model and accountable talk strategies in order to engage all students and have them think deeper about topics they are grappling with.	Many teachers utilize some form of grouping for student work and some teachers use the gradual release model. Differentiation does occur but it is usually for the lower levels.	Lessons will allow the "heavy lifting" to be done by students, be differentiated for all levels, and will be consistently utilizing the gradual release model.
PBIS	Teachers provide positive reinforcement for all students exhibiting The Code values and provide appropriate consequences for students who do not follow school expectations. The PBIS protocols will be followed by all staff members and be consistent from grade to grade.	Many teachers do follow the PBIS protocols.	All staff follow PBIS protocols and the Code Card and other positive activities are embedded within the school culture.

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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.

Focus area 1:	Literacy		
Instructional strategies:	Annotation and Close Reading Strategies	**Approximate dates:**	
Meeting	**Learning objectives for teachers**		**Support needed**
Close Reading	Teachers will better understand. How to help students have a deeper understanding of complex texts.		Connection of framework to instruction, templates and graphic organizers, Exemplars, Concrete modeling, SILT Planning
Math Fluency	Teachers will better understand. How to help students have a deeper understanding of complex texts.		Connection of framework to instruction, templates and graphic organizers, Exemplars, Concrete modeling, SILT Planning
Writing strategies with all content	Better understand different types of writing as outlined by commas.		Connection of framework to instruction, templates and graphic organizers, Exemplars, Concrete modeling, SILT Planning level
Graphic organizers and strategies	Have better understanding of writing tools to support students in reading.		Connection of framework to instruction, templates and graphic organizers, Exemplars, Concrete modeling, SILT Planning
Hot questions and student generated questions	Have better understanding of how to release responsibility to student.		Connection of framework to instruction, templates and graphic organizers, Exemplars, Concrete modeling, SILT Planning
Students conferencing	Teachers will be able to learn how to release through student conferencing, to empower students, to increase ownership of academic progress.		Connection of framework to instruction, templates and graphic organizers, Exemplars, Concrete modeling, SILT Planning
Focus area 2:	**Instructional Frameworks**		
Instructional strategies:	**Lesson planning, gradual release, group work strategies, accountable talk, differentiation, and ELL Strategies**	**Approximate dates:**	

Meeting	Learning objectives for teachers	Support needed
Gradual release	Teachers will be able to plan lessons that empower students to greater ownership of learning.	Connection to the standards, templates & graphic organizers, exemplars, curriculum maps.
Special Ed Differentiation/ELL Strategies	Address unique learning styles and abilities to access the curriculum.	Connection to the standards, templates & graphic organizers, exemplars, curriculum maps.
Accountability Talk	Better plan lessons that empower students to have academic conversations.	Connection to the standards, templates & graphic organizers, exemplars, curriculum maps.

Focus area 3:	PBIS		
Instructional strategies:	Tier 1, 2, 3 interventions, incentives, PBIS strategies	Approximate dates:	
Meeting	Learning objectives for teachers		Support needed

Culture Competency de-escalation techniques. Review PBIS as needed and based data	How to de-escalate a student address issues with building based protocols.	

Focus area 4:	Dissemination of feedback to students and families		
Instructional strategies:	Collaboration of the entire Normandin Learning Community disseminating a powerful messages with transparency of Achievement & Teamwork	Instructional strategies:	9/2015 – 6/2016
Meeting	Learning objectives for teachers		Meeting
Aug - Sept OLT	Normandin Documentation, messaging, automated calling, announcements, Open House planning and branding		Admin, SILT, TLS
September SILT	Dissemination of Instructional Focus to Parents & Community		Admin, SILT, TLS
September – June	Teacher contact with parents		Admin & Faculty
May 2016	Parent and Normandin Community "Summer and Extended Learning Opportunities at Normandin Middle School"		Admin, Faculty, TLS

<u>**Section 5. Normandin Middle School Innovation Planning, November 2015 – May 2016.**</u>

The Normandin Middle School Innovation Model proposes to dramatically improve student achievement through leveraging Science, Technology, Engineering, Arts and Mathematics (STEAM) learning centers throughout our school as the foundation of our Standards-Based curriculum.

Key structures of our Innovation Plan include:

A. <u>Curriculum, Instruction and Assessment</u>: Interdisciplinary, project-emphasized instruction in Sciences, Technology, Engineering, Arts and Mathematics that utilizes multi-modality supported learning zones expanding access to academic literacy for all students, the foundation of a school-wide instructional focus that requires students to deeply analyze complex texts in all content areas and be able to articulate their understandings through various means. These will be assessed through state assigned and teacher made common rubrics. Our faculty will build academic support curriculum directly from Common Core standards so that students who have gaps in learning will have supports built into the school day, while also assigning them to course work that is on-target for grade expectations of NBPS. Student progress will be monitored through District predictive and Normandin generated authentic assessments.

B. <u>Budget</u>: With budgetary autonomy Normandin Middle School will conservatively allocate resources to maximize professional development and instructional resources bringing 21st century skill centers to the learning zones of every classroom. Our students must confidently possess the fluency to access, curriculum, instruction and assessments through a diversity of evolving modalities that include emerging technologies and information resources.

C. <u>School Schedule and Calendar</u>: Adaptive scheduling matching teachers with students maximizing inclusion of supports that reach Normandin's diversity of exceptional learners insuring delivery of relevant, rigorous learning opportunities through an extensive catalog of 21st Century courses. Through the expansion of the school day via Expanded Learning Time (ELT), students will appreciate more time-on-learning within, interdisciplinary content unavailable within our traditional schedule. Supporting this instruction, ELT affords our faculty teacher collaboration time, as well as, interdisciplinary teamwork, bridging science, technology, engineering, art and mathematics relevance into the creative thinking of our students.

D. <u>Staffing</u>: The Normandin STEAM Faculty will require having the flexibility to facilitate curricular integration unique to our Expanded Scheduling – Interdisciplinary Content Integration – Commitment to At-Risk Students. Ideally, educators with multiple certifications and experience will allow greater flexibility in expanding our course offerings to students across all grade levels. Incorporation of an expanded

school day, common planning time, vertical teaming, as well as, parental meetings will require that faculty collegially negotiate a change in working conditions to include professional development that supports student advising, faculty leadership within instructional departments with oversight and feedback from the NBPS Office of Instruction.

E. <u>Professional Development</u>: The Normandin STEAM Academy requests flexibility to design and implement targeted professional development that will support:

- Our staff expanding project-based and experiential learning opportunities to a diversity of exceptional learners, English Language Learners and At-Risk students. To enable ALL of our students to achieve success from Normandin's content and instructional experts across all content areas. Provide ongoing, current training in proven bet practices that promote and develop programs that support students' diverse learning, cultural, educational, language, social, behavioral, and health and safety needs, especially by providing supports for our population of students with disabilities and English Language learners.
- Normandin's progress in responsive Positive Behavior Interventions and Supports (PBIS). Assist faculty in developing classroom-based and team level culturally and developmentally responsive practices that welcome and affirm differences in our population. Continue our refinement of Normandin's problem-solving, restorative approach to classroom management and discipline to productively address a wide array of adolescent behaviors.
- Normandin's family and community engagement to include development of strong, sustained, and collaborative relationships with families that involve them across the school community, especially in the learning activities, our instructional focus and CODE. Support our faculty's creation of systems for ongoing communication among families, staff, and faculty and to assist teachers facilitating opportunities for families to have an active role in school decision-making that impact their child's learning and achievement.

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