

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 SY15-16 Accelerated 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 activities to address the reasons that students 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 includes the 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: *Carlos Pacheco*

Principal: *Celeste Hoeg*

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 number of students that you need to move to meet each of the three goals listed above.

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.
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 Needs improvement move into proficient in ELA and Math

*****my teachers on the silt are concerned that some of the kids who may have been ni & w last year may have left and think that maybe we should use BOY Galileo data to write out movement goals*******

Grade 2 SY 14-15—Current Grade 3 students SY 15-16

| # of Grade 2 Students who Scored NI in Math EOY Galileo SY 14-15 | # of Grade 2 Students who Scored W in Math EOY Galileo SY 14-15 | # of Grade 3 Students who need to move from W to NI in Math SY 15-16 | # of Grade 3 Students who need to move from NI to P in Math SY 15-16 | |
|--|---|--|--|--|
| 18 | 13 | 5 Grade 3 Students | 7 Grade 3 Students | |

| # of Grade 2 Students who Scored NI in ELA EOY Galileo SY 14-15 | # of Grade 2 Students who Scored W in ELA EOY Galileo SY 14-15 | # of Grade 3 Students who need to move from W to NI in ELA SY 15-16 | # of Grade 3 Students who need to move from NI to P in ELA SY 15-16 | |
|---|--|---|---|--|
| 22 | 7 | 3 Grade 3 Students | 8 Grade 3 Students | |

Grade 3 SY 14-15—Current Grade 4 students SY 15-16

| | | | | |
|--|---|--|--|--|
| # of Grade 3 Students who Scored NI in Math EOY Galileo SY 14-15 | # of Grade 3 Students who Scored W in Math EOY Galileo SY 14-15 | # of Grade 4 Students who need to move from W to NI in Math SY 15-16 | # of Grade 4 Students who need to move from NI to P in Math SY 15-16 | |
| 19 | 25 | 10 Grade 4 Students | 8 Grade 4 Students | |
| # of Grade 3 Students who Scored NI in ELA EOY Galileo SY 14-15 | # of Grade 3 Students who Scored W in ELA EOY Galileo SY 14-15 | # of Grade 4 Students who need to move from W to NI in ELA SY 15-16 | # of Grade 4 Students who need to move from NI to P in ELA SY 15-16 | |
| 26 | 18 | 7 Grade 4 Students | 10 Grade 4 Students | |

Grade 4 SY 14-15—Current Grade 5 students SY 15-16

| | | | | |
|--|---|--|--|--|
| # of Grade 3 Students who Scored NI in Math EOY Galileo SY 14-15 | # of Grade 3 Students who Scored W in Math EOY Galileo SY 14-15 | # of Grade 5 Students who need to move from W to NI in Math SY 15-16 | # of Grade 4 Students who need to move from NI to P in Math SY 15-16 | |
| 28 | 13 | 5 Grade 5 Students | 11 Grade 5 Students | |
| # of Grade 3 Students who Scored NI in ELA EOY Galileo SY 14-15 | # of Grade 3 Students who Scored W in ELA EOY Galileo SY 14-15 | # of Grade 4 Students who need to move from W to NI in ELA SY 15-16 | # of Grade 4 Students who need to move from NI to P in ELA SY 15-16 | |
| 29 | 11 | 5 Grade 5 Students | 11 Grade 5 Students | |

(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>

Tri-fold data boards, one for math & one for ELA, will be used for each class in grades 2-5. Grade 1 & K will have one board each per class for DIBELS. (Subtests for DIBELS will be taken into consideration when growth is determined.) Each student will be color coded according to their BOY score via colored stickies and placed on the BOY data side. Individual goals will be made in pen on each stickie for MOY. Teachers will identify what strategies will be used to have students reach those goals. Strategies & specific learning will be identified and lessons will be planned to help student reach goals. When looking at BOY data, students will be grouped according to how they scored and specific strategies/supports will be listed for each group by each teacher. At the MOY data meetings, stickies will then be moved based on student scores and progress towards goals will be assessed.

Another tool teachers will use is the Galileo Intervention Alert to identify specific standards students are struggling with and to prioritize teaching of these standards. Teachers will plan their instruction using this tool on a paper, color coded copy—similar to what grade levels used last year at Pacheco. Weekly tests will be looked at to also to view what standards are measured and how student achieved on those standards.

Bi-weekly conversations will be held with individual grade level teams based on SF weekly test scores to monitor student achievement on ELA standards from CCSS. To monitor the progress on Math, bi-weekly conversations will center around students achievement on topic assessments. Students' achievement on these weekly tests will be compared to the individual growth goals that teachers had set. These bi-weekly meetings will act as safety nets so that the data will not just be looked at during MOY data meetings and that teachers can make adjustments to instruction and instructional groups based on these bi-weekly conversations. Progress monitoring with DIBELS will be used to begin bi-weekly conversations from K & 1 teachers.

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

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

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

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

Student performance data:

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

Instructional data:

- Observation data
- Feedback to

on curriculum and instruction

teachers

Student indicator data:

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

Teacher data:

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

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

Grade 2 outscored or came very close to the average score of all NBPS grade 2 classes on several math standards based on Math EOY data. MA2.OA.2, 2.OA.4, 2.NBT.1, 2.NBT.b, NBT.2, NBT.6, 2MD.4, 2.MD.6, 2MD.7, 2MD.9, 2.G2

Should I do this for all grades????

Grade 5 outpaced the district on 20 of the 29 math standards that were tested on EOY Galileo.

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

- Where are the strong classrooms and grades? How can you use them to lift up other grades and classrooms?
- What grades/classrooms are of the most serious concern?
- What does your data suggest are the reasons why students are struggling?

The most serious concern for Pacheco Elementary School is its Grade 4 students. The concern lies in both the students' lack of foundational knowledge in both ELA and Math standards. This is due partly to the number of teachers they had in grade 3 as several substitutes were in place for their two classes. However, grade 5 math EOY data was very strong and outpaced the District in some standards.

Below are charts of the overall average MOY and EOY data percent correct for each content area in Galileo by grade. Also noted is the growth in percent correct seen in each grade by each subject. This chart demonstrates that many grades had little no growth or if there was some growth because the MOY data was so low, students still did not reach grade level percent correct.

The most important standards that the grade 4 students are lack in ELA are many. However, in order to prioritize their learning gaps, all the standards connected to key ideas and details such as identifying main idea and supporting details in ELA need to be focused on and essentially re-taught. With regard to math, their struggles range from fluency with multiplication facts to ability to reading and processing word problems. The important skills will be addressed by teacher and interventionist groupings.

| Grade | Average MOY Math | Average EOY Math | Growth |
|-------|------------------|------------------|--------|
| 5 | 54.8 | 75.2 | 20.4 |
| 4 | 50.7 | 62 | 12.7 |
| 3 | 44.2 | 48.2 | 4 |
| 2 | 61.2 | 78.2 | 17 |

As you can see in the MOPY & EOY Math chart of percent correct, our current grade 4 students' scores were flat when they were in grade 3 SY 14-15. Their needs are many and need to be prioritized. As they begin to learn new standards in grade 4, their teachers and interventionist will need to weave in the skills that may be lacking in order for them to master grade 4 curriculum standards. Although the Grade 4 students in SY 14-14 had almost 13 points of growth, their EOY average was still well below the District average at 62 percent correct. As Grade 5 students, they need the most support in standards connect to NF. It is possible that these standards were taught, however, the depth of instruction may have not been deep enough.

| Grade | Average MOY ELA | Average EOY ELA | Growth |
|-------|-----------------|-----------------|--------|
| 5 | 57.3 | 67.4 | 9.1 |
| 4 | 56.6 | 62.2 | 5.6 |
| 3 | 44.1 | 48.2 | 4.1 |
| 2 | 43.2 | 70.1 | 26.9 |

As you can see in the MOY & EOY ELA chart of percent correct, our current grade 4 students' scores were flat here as well when they were in grade 3 SY 14-15. Their needs are many and need to be prioritized. As they begin to learn new standards in grade 4, their teachers and interventionist will need to weave in the skills that may be lacking in order for them to master grade 4 curriculum standards. Our current grade 4 students only made 5 point growth and their greatest needs are in Key Ideas and details and Crat & Structure. Specifically grade 4 & 5 students will need assistance in mastering grade 4 & 5 skills by weaving in necessary grade 3, 4 & 5 skills connected to these 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 one benchmark that you will use to measure student progress by November 1, February 1, and May 1. These benchmarks should be based on student work—not adults’ actions. They will be used as part of the focus areas that you discuss with your instructional liaison. You do not need a benchmark for each individual focus area.

(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:

- Lesson planning for ELA & Math to identify strategies centered around “I do, we do, you do” parts of the lesson that engage students and give meaningful feedback to students about their progress to learn the lesson’s objective.

2-3 Secondary Focus Areas:

- Lesson delivery strategies in the “I do, we do & you do” part of the lesson and classroom management practices that support strategies that engage students and give meaningful feedback to students about their progress towards learning the lesson’s objective. The gradual release model will be developed in each classroom.
- Utilizing Bloom’s Taxonomy to guide and develop questioning strategies for both students and teachers (T-S & S-T & S-S) so that students can deepen their understanding of text and be asked to provide relevant and explicit evidence to support their claims/answers. Teachers will also utilize Bloom’s Taxonomy to measure the rigor of their assignments in the “I do, we do, you do” parts of the lesson

#1 Primary Focus Area: Lesson planning for ELA & Math to identify strategies centered around “I do, we do, you do” parts of the lesson that engage students and give meaningful feedback to students about their progress to learn the lesson’s objective. All of the work in the PD session will be centered around the key content areas of weaknesses. So that when teachers are identifying and learning FA techniques & strategies, they will be doing so as they unpack specific grade level standards such as key ideas & details & number operations and factions. The following PD topics will not be discussed and taught in isolation but rather be grounded in specific content topics. As teachers return to follow-up PD session they will be acted to bring artifacts to demonstrate how and when they utilized the PD topics in math or ELA. To track changes in instruction, a weekly/daily observation tool will be identified to collect data based on specific PD activities that teachers have participated in.

| Activities | Person(s) Responsible | By when | Change in instructional practice | Measurement of Change |
|---|-----------------------|---------|--|---|
| Phase I: What are the major objectives of the topic/unit? What are the power standards? | CH | October | LP that are more coherent, daily objectives that are | Wkly checklists of daily posted classroom |

| | | | | |
|--|--|----------|--|--|
| | | | meaningful and connected to standards | objectives |
| How will teachers plan those major objectives into the weeks of instruction for this unit/topic? What do the objectives look like in kid friendly language—who are the objectives for & why? | CH | | Well-connected lessons from day to day | Daily tallying of Survey of Students in classes during AM & PM walks—can they articulate what they are learning |
| Review NBPS Resources for Math & ELA and how do teachers utilize them in the I do, We do, You do parts of the lesson | VR/LD | | Meaningful activities in ELA & Math like reading material at the students’ instructional level that they can practice the reading strategy being taught; and math activities that fill the gaps in their knowledge | Content rich materials utilized during small group instruction to practice/reinforce strategies. All center work is meaningful and purposeful--WKY cklists of observed student materials |
| DRA administration and use to drive instruction—while school, systematic use with common marking/language of assessments and next steps for classroom instruction | CH, Pearson consultant Pat Farrell, LD | | Use of the scores to drive instruction in reading groups, expectations, use of materials--- to get students reading and utilizing the strategy of the unit in their reading and writing | DRA scores kept by teachers/reviewed with Principal on monthly basis with teachers |
| What Formative Assessment techniques/strategies will teachers use to guide students’ understanding of the content in the we do & you do part of the lesson? Introduce/revisit Retell strategies that should be present in classrooms that are associate with FA & student understanding | CH | | FA techniques/strategies being used by teachers on a daily basis to elicit information in order to give relevant feedback to students | Observation of FA techniques being used—data kept in a weekly checklist |
| What does effective feedback look like & sound like to students so that they can ultimately achieve the objective in the “you do” part of the lesson? Might begin to incorporate Bloom’s Taxonomy with regard to T-S questions to drive FA | CH | December | Effective feedback given to students in the form of statements and questions in order to bridge knowledge gaps, redirect students back to clarify their own answers and | Observed student actions noted in daily checklists |
| | | | | |
| <i>(Add more rows if necessary)</i> | | | | |

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- **#2 Secondary Focus Area:** Lesson delivery strategies in the I do, we do & you do part of the lesson and classroom management practices that support strategies that engage students and give meaningful feedback to students about their progress towards learning the lesson’s objective. The gradual release model will be developed in each classroom.

| Activities | Person(s) Responsible | By when | Change in Instructional Practice |
|---|---|-------------|---|
| Classroom management strategies that engage students in the learning process during each of the I do, we do & you do part of the lesson | SAC Behaviorist & SPED Facilitator | Dec/Jan/Feb | Student groups working together; less teacher centered classrooms |
| Student engagement strategies Retell engagement strategies to be identified and revisited | CH | Jan/Feb | Higher percentage of student engages during the we do & you do part of the lesson |
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| <i>(Add more rows if necessary)</i> | | | |

#3 Secondary Focus Area Utilizing Bloom’s Taxonomy to guide and develop questioning strategies for both students and teachers (T-S & S-T & S-S) so that students can deepen their understanding of text and be asked to provide relevant and explicit evidence to support their claims/answers. Teachers will also utilize Bloom’s Taxonomy to measure the rigor of their assignments in the “I do, we do, you do” parts of the lesson.

| Activities | Person(s) Responsible | By when | Change in Instructional Practice |
|---|-----------------------|---------|----------------------------------|
| | | | |
| Will I get to this or will it be intertwined in the FA part of the PD under part #1?? | | | |
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| <i>(Add more rows if necessary)</i> | | | |

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

| | Benchmark |
|---|--|
| <p>What I will see by <u>Nov. 30</u> to know that students are on track to meet the end-of-year goal</p> | <p>50% of classes will be structure to be more student centered with students actively engaged in a lesson rather than being passive receivers of knowledge. The I do, we do & you do gradual release model will be utilized.</p> |
| <p>What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal</p> | <p>50% of students met their teacher determined goal on Galileo ELA & Math</p> <p>65% of classes will be structure to be more student centered with students actively engaged in a lesson rather than being passive receivers of knowledge. The I do, we do & you do gradual release model will be utilized.</p> |
| <p>What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal</p> | <p>80% of classes will be structure to be more student centered with students actively engaged in a lesson rather than being passive receivers of knowledge.</p> <p>75% of students met their teacher determined goal on Galileo ELA & Math</p> |

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.

Jason, I am nervous about filling this in due to identifying current teacher strengths.

Section 4. Develop a targeted PD plan to support SIP—I THINK I INCLUDED THIS IN SECTION 3

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 <u>changes</u> in teacher practice related to this focus |
|--------------------------------------|---|--|---|
| [Write your primary focus area here] | | | |
| [Write focus area #2 here] | | | |
| [Write focus area #3 here] | | | |
| [Write focus area #4 here] | | | |

(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 | | |

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|----------------------------------|--|---------------------------|-----------------------|
| Focus area 1: | [enter focus area 1] | | |
| Instructional strategies: | [enter instructional strategies covered in this PD sequence] | Approximate dates: | [enter timeline] |
| Meeting | Learning objectives for teachers | | Support needed |
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| Focus area 2: | [enter focus area 2] | | |
| Instructional strategies: | [enter instructional strategies covered in this PD sequence] | Approximate dates: | [enter timeline] |
| Meeting | Learning objectives for teachers | | Support needed |
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| Focus area 3: | [enter focus area 3] | |
| Instructional strategies: | [enter instructional strategies covered in this PD sequence] | Approximate dates: [enter timeline] |
| Meeting | Learning objectives for teachers | Support needed |
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| Focus area 3: | [enter focus area 3] | |
| Instructional | [enter instructional strategies covered in this PD | Instructional strategies: [enter instructional strategies |

| strategies: [sequence] | | covered in this PD sequence] |
|------------------------|----------------------------------|------------------------------|
| Meeting | Learning objectives for teachers | Meeting |
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