

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: *Swift*

Principal: *Elizabeth Correia*

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.

ELA:

- (1) By EOY, Swift School will reduce students in not proficient or advanced by at least 15
- (2) By EOY, Swift School will move at least 1X students in warning" to needs improvement
- (3) By EOY, Swift School will see at least 10 students move from proficient to advanced

Math:

- (1) By EOY, Swift School will reduce students in not proficient or advanced by at least 10
- (2) By EOY, Swift School will move at least 1 student in warning to needs improvement
- (3) By EOY, Swift School will see at least 7 students move from Proficient to Advanced

(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>*

At Swift, we will track proficiency on benchmark assessments by classroom on a data wall. We will also track the number of students demonstrating mastery by ELA and math standards to identify what parts of the content need additional focus and instruction.

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

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

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

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

Student performance data:

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

Instructional data:

- Observation data on curriculum and instruction
- Feedback to teachers

Student indicator data:

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

Teacher data:

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

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

2014-2015 DIBELs Data

% Students Who Met Benchmark

Grade	BOY	EOY
K	66%	90%
1	70%	83%
2	93%	98%

2014-2015 Galileo Testing-ELA**% Proficient/Advanced**

Grade	BOY	EOY
2	90%	88%
3	61%	64%
4	34%	75%
5	65%	74%

2014-2015 Galileo Testing- Math**% Proficient/Advanced**

Grade	BOY	EOY
2	71%	90%
3	73%	90%
4	28%	88%
5	48%	58%

(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?**

Overall:

Although Dibels data indicates students in grades K-2 made strong gains in oral reading fluency during the 2014-2015 school year, literacy remains a concern at the primary level.

Based on 2014-2015 Galileo data, students in grades 2-5 made significant growth in both ELA and in math from BOY to EOY. However, our students failed to demonstrate proficiency in specific literacy and math standards across grade levels and classrooms. Reading skills in grades 2-5 are deficient and present a considerable concern, as do the development of math conceptual understanding and application of mathematical skills in grades 2-5.

ELA:

To develop a better understanding of why our students struggled in reading, the SILT reviewed Galileo EOY data, identifying standards on which our students demonstrated a proficiency rate of less than 80%. Through this analysis, the SILT was able to identify common deficits across grades levels in student background knowledge and instruction that most likely prevented student mastery of these standards. The SILT cited difficulties with teacher implementation and utilization of Reading Street in grades 2-5 as contributing to students' overall poor performance.

Kindergarten

- Students struggled with learning/recognizing sight words. They also struggled with decoding skills, letter recognition and blending sounds to read CVC words. Students' struggles were related to a lack of phonemic awareness when entering kindergarten.

Grade 1

- Students in first grade continued to struggle with sight words as well as long and short vowels. Data suggests students still do not have adequate exposure to a variety of site words (kindergarten develops only 35 site words over the course of the year; first grade develops over 200 words).
- First grade teachers also identify short vowels and beginning/middle/end sounds as priority focus areas.

Grade 2

- Students struggled with beginning consonant blends for words.

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

Grade 2

- Students struggled with overall reading comprehension as evidenced by their inability to identify main ideas and key details in both literature and informational texts. A reason for this may be that teachers focused on the development of oral reading fluency prior to teaching comprehension at this level. Consequently, explicit comprehension instruction occurred later in the school year.
- Students had difficulty describing the connection between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text. Again, this may be attributed to inadequate focus on this skill.
- Students struggled to identify irregularly spelled words and words with inconsistent but common spelling-sound correspondences. A reason for this may be inadequate student exposure to these words.

Grade 3:

A lack of targeted, explicit instruction and practice most likely led students in 3rd grade to struggle with:

- overall reading comprehension as evidenced by their inability to identify main ideas and key details in both literature and informational texts.
- describing characters in a story and explaining how their actions contributed to the sequence of events.
- referring to parts of text to explain what the text states explicitly.
- using text features and search tools to locate information relevant to a topic.
- describing the connection between particular sentences and paragraphs in a text.
- using sentence-level context as a clue to the meaning of a word or phrase.

Grade 4:

A lack of targeted, explicit instruction and practice most likely led students in 4th grade to struggle with:

- overall reading comprehension as evidenced by their inability to identify main ideas and key details in both literature and informational texts.
- describing the overall structure of events, ideas, concepts or information in a text.
- integrating information from two texts of the same topic in order to write about subject matter.
- using accurately grade-appropriate general academic and grade-level information words and phrases.

Grade 5:

A lack of targeted, explicit instruction and practice most likely led students in 5th grade to struggle with:

- overall reading comprehension as evidenced by their inability to identify two or more main ideas of a text and identify how they are supported by key details in an informational texts.
- explaining how a series of chapters, scenes or stanzas fit together to provide the overall structure of a particular story, drama, or poem.
- comparing and contrasting the overall structure of events, ideas, concepts or information in two or more texts.
- interpreting figurative language in context.
- acquiring and using accurately grade-appropriate general academic and domain-specific words and phrases.

Math:

To develop a better understanding of why our students struggled in math, the SILT reviewed Galileo EOY data, identifying standards on which our students demonstrated a proficiency rate of less than 80%. Through this analysis, the SILT was able to identify common deficits across some grade levels in student conceptual knowledge and instruction that most likely prevented student mastery of the standards.

Grade 2:

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

- fluently adding and subtracting within 100 using strategies based on place value, operations and/or the relationship between addition and subtraction
- adding and subtracting within 1000, using concrete models or drawings and strategies based on place value, properties of operations and/or the relationship between addition and subtraction
- mentally adding 10 or 100 to a given number 100-900, and mentally subtracting 10 or 100 from a given number 100-900
- using addition and subtraction within 100 to solve word problems involving lengths;
- recognizing and drawing shapes having specified attributes

Grade 3:

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

- interpreting products of whole numbers
- with solving two-step word problems using the 4 operations
- using place value understanding to round numbers
- recognizing and generating equivalent fractions
- expressing whole numbers as fractions
- multiplying side lengths to find areas of rectangles

Grade 4

A lack of targeted, explicit instruction to develop conceptual understanding of key math ideas most-likely led students in 4th grade to struggle with:

- analyzing and solving multistep word problems
- multiplying a whole number of up to 4-digits by a one-digit whole number and multiplying two-digit numbers using strategies based on place value and the properties of operations;
- adding and subtracting mixed numbers with like denominators and solving word problems involving the addition and subtracting of fractions

Grade 5

A lack of targeted, explicit instruction to develop conceptual understanding of key math ideas most-likely led students in 5th grade to struggle with:

- understanding the place value system
- explaining patterns in the number of zeroes of the product when multiplying a number by powers of 10
- reading and writing decimals to the thousandths
- comparing two decimals to thousandths based on meanings of the digits in each place
- using place value understanding to round decimals to any place
- adding, subtracting, multiplying and dividing decimals
- adding and subtracting fractions with unlike denominators
- solving word problems involving addition and subtraction of fractions
- multiplying and dividing fractions

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).

<p>Primary Focus Area:</p> <ul style="list-style-type: none"> Strengthen literacy development in grades K-2 and reading comprehension of literature and informational texts in grades 2-5. <p>2-3 Secondary Focus Areas:</p> <ul style="list-style-type: none"> Develop and strengthen conceptual understanding of key ideas in math grades K-5; Engage families as partners in their child’s education through outreach and collaboration.
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#1 Primary Focus Area: Strengthen literacy instruction in grades K-2 and strengthen reading comprehension of literature and informational text in grades 2-5

Activities	Person(s) Responsible	By when
Identify K-2 students needing literacy intervention based on Dibels scores, RS assessments and other class work.	Principal, SILT, classroom teachers, TLS	October
Kindergarten teachers will use targeted, small-group instruction reflective of student needs in decoding, letter recognition and blending sounds to read CVC words.	K teachers, SILT, TLS	October-Ongoing
Kindergarten teachers will increase the number of sight words taught over the course of the year from 35 to 120.	K teachers, SILT, TLS	October-Ongoing
First grade teachers will use targeted, small-group instruction reflective of student needs in recognizing sight words, reading words with long and short vowels and beginning, middle and end sounds.	Grade 1, SILT, TLS	October-Ongoing
Second grade teachers will use targeted, small-group instruction reflective of student needs in beginning consonant blends.	Grade 2 teachers, SILT, TLS	October-Ongoing

Communicate reading comprehension as a school-wide focus with a concentration on grades 2-5.	Principal, TLS	October
Provide all teachers with research-based professional development on reading comprehension strategies for both informational text and literature.	Principal/district	October-Ongoing
Provide all teachers with research-based professional development on assessing targeted reading comprehension strategies	Principal/district	October-ongoing
Establish the expectation that teachers will be integrating reading strategies learned in PD into practice immediately. Evaluate lesson plans developed by teachers incorporating strategies and provide feedback.	Principal/TLS	October-Ongoing
Focus 50% of classroom observations on reading comprehension instruction in grades 2-5 and literacy instruction in grades K-2. Provide teachers with targeted, specific and actionable feedback on improving instruction in this area.	Principal	October-Ongoing
Collect and analyze student assessments every 2 weeks to identify student use of strategies and measure progress	Principal, teachers, SILT	October-Ongoing
Flexibly group students into appropriate guided reading groups throughout the year based on assessments	Principal, teachers, SILT	October-Ongoing
Conduct biweekly data review meetings with teachers to analyze assessments, identify students in need of intervention, and develop action plans accordingly	Principal, teachers, SILT	October-ongoing
Design and implement literature and informational text CFAs before and after intervention cycles to monitor student progress	Principal, teachers TLS	October-ongoing

#2 Secondary Focus Area: Develop and strengthen conceptual understanding of key ideas in math grades K-5

Activities	Person(s) Responsible	By when
Provide all teachers with research-based professional development on developing conceptual understanding in identified key math concepts in grades K - 5	Principal/district	October-Ongoing
Focus 50% of classroom observations on the development of conceptual understanding in grades K-5. Provide teachers with targeted, specific and actionable feedback on improving instruction in this area.	Principal	October-Ongoing
Provide all teachers with research-based professional development on assessing conceptual understanding of identified concepts in students K-5	Principal/district	Ongoing-October
Collect and analyze student assessments every 2 weeks to measure the development of students' conceptual understanding of identified key concepts.	Principal, teachers, SILT, TLS	Ongoing-October

Flexibly group students into appropriate guided math groups throughout the year based on assessments	Principal, teachers, SILT, TLS	Ongoing-October
Conduct monthly data review meetings with teachers to analyze assessments, identify students in need of intervention, and develop action plans accordingly	Principal, teachers, SILT, TLS	Ongoing-October

#3 Secondary Focus Area: To engage families as partners in their child’s education through outreach and collaboration.

Activities	Person(s) Responsible	By when
Involve families in school PTO and curriculum events;	Principal, PTO	October-Ongoing
Conduct a parent interest survey of school/curriculum topics they would like to learn more about (i.e. CCSS, curriculum, homework, academic support at home) and design a “Discover Swift” information night(s) based on survey	Principal, Discover Swift Committee	November-December
Organize and present informational nights based on parent interests and concerns	Principal, Discover Swift Committee, teachers	December-Ongoing
<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
What I will see by Nov. 1 to know that students are on track to meet the end-of-year goal	<ul style="list-style-type: none"> • In grades K-2, student progress will be measured through comparing CFA pretest results to post-tests administered after the 6-week intervention cycle. K students will show progress in decoding, letter recognition and blending sounds to read CVC words in ORF assessments. First grade students will show growth in recognizing sight words, reading words with long and short vowels and beginning, middle and end sounds on weekly assessments. Second grade students will demonstrate growth in beginning consonant blends on weekly assessments. • In grades 2-5, student progress will be measured through comparing CFA pretest results to post-tests administered after the 6 week intervention cycle. Additionally, reading growth will be measured through analyzing weekly student formative assessments for the application of targeted

<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>reading comprehension strategies.</p> <ul style="list-style-type: none"> • In grades K-2, student progress will be measured through comparing CFA pretest results to post-tests administered after the 6-week intervention cycle. K students will show progress in decoding, letter recognition and blending sounds to read CVC words in ORF assessments. K students will have mastered 60 of 120 sight words. • First grade students will show growth in recognizing sight words, reading words with long and short vowels and beginning, middle and end sounds on weekly assessments. Second grade students will demonstrate growth in beginning consonant blends on weekly assessments. • K-2 Dibels scores will reveal student progress toward EOY fluency goals. • In grades 2-5, student progress will be measured through comparing CFA pretest results to post-tests administered after the 6 week intervention cycle. Additionally, reading growth will be measured through analyzing weekly student formative assessments for the application of targeted reading comprehension strategies. • MOY Galileo benchmark assessments will show overall growth on all reading standards compared to BOY benchmarks.
<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>	<ul style="list-style-type: none"> • In grades K-2, student progress will be measured through comparing CFA pretest results to post-tests administered after the 6-week intervention cycle. • K students will show progress in decoding, letter recognition and blending sounds to read CVC words in ORF assessments. • K students will have mastered at least 96 of 120 sight words. • First grade students will show growth in recognizing sight words, reading words with long and short vowels and beginning, middle and end sounds on weekly assessments. Second grade students will demonstrate proficiency in beginning consonant blends as measured on weekly assessments. • K-2 Dibels scores will reveal student progress toward EOY fluency goals. • In grades 2-5, student progress will be measured in April through comparing CFA pretest results to post-

	<p>tests administered after the 6 week intervention cycle. Additionally, reading growth will be measured through analyzing weekly student formative assessments for the application of targeted reading comprehension strategies.</p>
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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.

(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. 1</u> to know that students are on track to meet the end-of-year goal</p>	<ul style="list-style-type: none"> • In grades K-5, student progress will be measured through comparing CFA pretest results to post-tests administered after the 6 week intervention cycle. Additionally, conceptual understanding of targeted key ideas will be measured through analyzing weekly student formative assessments requiring students to explain/model understanding.
<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>	<ul style="list-style-type: none"> • In grades K-5, student progress will be measured through comparing CFA pretest results to post-tests administered after the 6 week intervention cycle. Additionally, conceptual understanding of targeted key ideas will be measured through analyzing weekly student formative assessments requiring students to explain/model understanding. • Grade 2-5 MOY Galileo benchmark assessments will show overall growth on math standards compared to BOY benchmarks.
<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>	<ul style="list-style-type: none"> • In grades K-5, student progress will be measured in April through comparing CFA pretest results to post-tests administered after the 6 week intervention cycle. Additionally, conceptual understanding of targeted key ideas will be measured through analyzing weekly student

	formative assessments requiring students to explain/model understanding.
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Section 4. Develop a targeted PD plan to support SIP

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

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

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
<p>Primary Focus Area: To strengthen reading comprehension of literature and informational text in grades 2-5</p>	<ul style="list-style-type: none"> • Teachers will develop and deliver rigorous lessons/units which integrate an array of research-based practices for the explicit instruction of reading comprehension strategies in grades 2-5. • Teachers will assess students’ application of reading strategies on a daily basis and use this data to inform instruction. • During whole group instruction, small group, partner and individual work, students will be actively engaged in utilizing specific reading strategies and share a common language for talking about comprehension. Students will become aware of their thinking as they read, monitor their understanding and keep track of meaning, make sense of text and notice when they stray from understanding and meaning breaks down, employ a variety of strategies to repair meaning, know when and how to apply strategies to maintain and enhance understanding. 	<ul style="list-style-type: none"> • Teachers have experience teaching comprehension strategies. • Teachers have experience using formative assessments to plan instruction and group students. 	<ul style="list-style-type: none"> • Teachers will develop and deliver engaging, highly effective comprehension instruction that fully incorporates the Gradual Release of Responsibility framework and allows meaningful opportunities for guided and individual practice. • Teachers will teach with the end in mind and utilize authentic assessment to guide instruction • Teachers will plan instruction that is responsive to students’ individual needs • Teachers will structure their literacy blocks to allow for students to read texts and share learning.

<p>Focus Area: Develop and strengthen conceptual understandings of key ideas in math grades K-5</p>	<ul style="list-style-type: none"> • Teachers will develop and deliver rigorous lessons/units with the goal of coaching students toward developing conceptual understanding of place value, addition/subtraction, multiplication/division, fractions and decimals. • Teachers will teach students standard algorithms only after students have developed conceptual understanding. Teachers will eliminate math “tricks” and shortcuts from their instruction. • Teachers will assess students’ development of conceptual knowledge on a daily basis and use this data to inform instruction. • During whole group instruction, small group, partner and individual work, students will explore key math concepts through hands-on activities at the concrete and semi-concrete levels. Students will generate models for mathematical concepts, operations and relations. Students will engage in academic conversations about these key ideas, form and explore conjectures. 	<ul style="list-style-type: none"> • Teachers have begun implementing a workshop model in math and have experience using manipulatives in classrooms. • Teachers use formative assessments to plan instruction and group students. 	<ul style="list-style-type: none"> • Teachers will develop and deliver engaging, highly effective math instruction that fully incorporates the Gradual Release of Responsibility framework and allows for the development of conceptual understanding through meaningful opportunities for guided, partner and individual practice. • Teachers will utilize manipulatives, games and models in daily instruction. • Teachers will teach with the conceptual understanding in mind and utilize authentic assessment to plan instruction that is responsive to students’ individual needs.
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(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.

EXAMPLE

Focus area 1:	Strengthen reading comprehension through teaching students strategies for monitoring comprehension, bridging background knowledge to new texts, questioning the text, visualize/infer and determine importance in nonfiction.		
Instructional strategy:	Monitoring Comprehension Bridging Background Knowledge Questioning Texts Visualizing and Inferring Determining Importance	Approximate dates:	Oct – Dec (approx 10 weeks)
Meeting	Learning objectives for teachers		Support needed
Oct. PD session 1	Teachers will learn strategies for teaching students to monitor comprehension, note when meaning breaks down and apply strategies to make meaning. Teachers will learn how to assess these strategies and differentiate accordingly.		
Oct. PD session 2	Teachers will learn strategies for teaching students to connect new information to the known to facilitate understanding. Teachers will also learn strategies for teaching students to recognize when a distracting connection leads them astray. Teachers will learn how to assess these strategies and differentiate accordingly.		
Oct. SILT meeting	Teachers will review and analyze formative assessments for monitoring comprehension and bridging background knowledge. Teachers will learn how to assess these strategies and differentiate accordingly.		
Oct. TCT meeting	(Optional) Teachers will develop/share lesson plans using RS resources and assessments for monitoring comprehension and bridging background knowledge.		
Nov. PD session 1	Teachers will learn strategies for teaching students to question a text to maintain engagement with the text and construct meaning. Teachers will		

	learn how to assess these strategies and differentiate accordingly.	
Nov. PD session 2	Teachers will learn strategies for teaching students to use visualizing and inferring to understand what a text states implicitly.	
Nov. SILT meeting	Review and analyze formative assessments for questioning the text and visualizing and inferring.	
Nov. TCT meeting	(Optional) Teachers will develop/share lesson plans using RS resources and assessments for monitoring comprehension	
Dec. PD session 1	Teachers will learn strategies for teaching students to determine importance in nonfiction texts.	

Focus area 2:	Strengthen students' understanding of place value, addition/subtraction, multiplication/division and fractions and decimals by developing students' conceptual understanding.		
Instructional strategies:	Explore place value models and instruction Explore addition/subtraction models and instruction Explore multiplication/division models and instruction Explore fraction and decimal models and instruction	Approximate dates:	January -March
Meeting	Learning objectives for teachers		Support needed
Jan. PD session 1	Teachers will learn strategies for developing student conceptual understanding of place value through exploring number size, relations, number decomposing and reconfiguring.		Math Director
Jan. PD session 2	Teachers will learn strategies for developing student conceptual understanding of addition and subtraction through exploring open number lines, models for addition/subtracting and regrouping.		Math Director
Jan. SILT meeting	Review and analyze formative assessments for demonstrating conceptual understanding of place value and addition/subtraction.		
Jan. TCT meeting	(Optional) Teachers will develop/share lesson plans for developing conceptual understanding of place value, addition/subtraction.		

Feb. PD session 1	Teachers will learn strategies for developing student conceptual understanding of multiplication and division through exploring open number lines, array, area, split area, and base-ten models.	Math Director
Feb. PD session 2	Teachers will learn strategies for developing student conceptual understanding of fractions through exploring part-whole representations, manipulative and visual representations.	Math Director
Feb. SILT meeting	Review and analyze formative assessments for demonstrating conceptual understanding of multiplication/division, fractions and decimals.	
Feb. TCT meeting	(Optional) Teachers will develop/share lesson plans developing conceptual knowledge of multiplication/division, fractions and decimals.	
March. PD session 1	Teachers will learn strategies for developing student conceptual understanding of decimals through exploring part-whole representations, manipulative and visual representations.	Math Director
Jan. SILT meeting	Review and analyze formative assessments for demonstrating conceptual understanding of fractions and decimals.	
Jan. TCT meeting	(Optional) Teachers will develop/share lesson plans for developing conceptual understanding of fractions and decimals.	

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

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

Focus area 3:	[enter focus area 3]
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Instructional strategies:	[enter instructional strategies covered in this PD sequence]	Instructional strategies:	[enter instructional strategies covered in this PD sequence]
Meeting	Learning objectives for teachers		Meeting