

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

1. *By EOY, the Taylor School will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades 2-5 on the Galileo.*
2. *BY EOY, the Taylor School will see at least 10% of students in warning move into needs improvement in ELA and Math for grades 2-5 on the Galileo.*
3. *By EOY, the Taylor School will see at least 10% of students in proficient move into advanced in ELA and Math for grades 2-5 on the Galileo.*
4. *By EOY, the Taylor School will realize at least 40% reduction in students no meeting benchmark on the DIBELS for grades K-2.*

The following data is based on the 2014-2015 EOY Math and ELA Galileo data. Projections were made based on 2015-2016 class sizes. Changes to will be made once BOY data is available.

K BOY DIBELS 2015-2016	%	#	Projected K EOY DIBELS 2015-2016	%	#
Benchmark	57	25	Benchmark	75	33
Strategic	25	11	Strategic	09	4
Intensive	18	8	Intensive	16	7
Total	100	44	Total	100	44

1 st gr BOY DIBELS 2015-2016	%	#	Projected 1 st gr EOY DIBELS 2015-2016	%	#
Benchmark	95	40	Benchmark	98	41
Strategic	5	2	Strategic	2	1
Intensive	0	0	Intensive	0	0
Total	100	42	Total	100	42

2 nd gr BOY DIBELS 2015-2016	%	#	Projected 2 nd gr EOY DIBELS 2015-2016	%	#
Benchmark	94	31	Benchmark	97	32
Strategic	0	0	Strategic	3	1
Intensive	6	2	Intensive	0	0
Total	100	33	Total	100	33

2 nd grade 2014-2015	ELA %	ELA #	Math %	Math #	Projected 2 nd grade 2015-2016	ELA %	ELA #	Math %	Math #
Advance	0	0	27	11	Advance	9	3	33	11
Proficient	80	33	51	21	Proficient	70	23	48	16
Needs Improvement	17	7	12	5	Needs Improvement	18	6	12	4
Warning/Failing	2	1	10	4	Warning/Failing	3	0	6	2
Total	100%	41	100%	41	Total	100	33	100	33

2 nd grade 2014-2015	ELA %	ELA #	Math %	Math #	Projected 3 rd grade 2015-2016	ELA %	ELA #	Math %	Math #
Advance	0	0	27	11	Advance	10	3	34	11
Proficient	80	33	51	21	Proficient	78	25	50	16
Needs Improvement	17	7	12	5	Needs Improvement	13	4	9	3
Warning/Failing	2	1	10	4	Warning/Failing	0	0	6	2
Total	100%	41	100%	41	Total	100%	32	100	32

3 rd grade 2014-2015	ELA %	ELA #	Math %	Math #	Projected 4 th grade 2015-2016	ELA %	ELA #	Math %	Math #
Advance	10	4	40	17	Advance	15	6	45	18
Proficient	50	21	45	19	Proficient	50	20	43	17
Needs Improvement	40	17	12	5	Needs Improvement	35	14	13	5
Warning/Failing	0	0	2	1	Warning/Failing	0	0	0	0
Total	100	42	100	42	Total	100	40	100	40

4 th grade 2014-2015	ELA %	ELA #	Math %	Math #	Projected 5 th grade 2015-2016	ELA %	ELA #	Math %	Math #
Advance	3	1	55	17	Advance	13	3	58	14
Proficient	65	20	32	10	Proficient	63	15	33	8
Needs Improvement	19	6	3	1	Needs Improvement	17	4	4	1
Warning/Failing	13	4	10	3	Warning/Failing	8	2	4	1
Total	100	31	100	31	Total	100	24	100	24

(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>*

- ✓ **Create a math and ELA data wall that will track student progress throughout the school year.**
- ✓ **Tracking proficiency level and growth on unit assessments by classroom (ELA and math)**
- ✓ **Tracking growth in writing by analyzing writing CFA**
- ✓ **Progress monitor DIBELS in grades K-2**

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?

According to the 2014-2015 EOY Galileo:

- ✓ 2nd grade had a total of 77% of students score within the advanced or proficient range in ELA and 80% in math.
- ✓ 3rd grade had a total of 85% of students score within the advanced or proficient range in math.
- ✓ 4th grade had a total of 86% of students score within the advanced or proficient range in math which includes a 35% increase in the advanced level and a 34% decrease in needs improvement from BOY to EOY.
- ✓ 5th grade had a total of 91% of students within the advanced and proficient range in math which includes a 37% increase in the advanced level and a 28% decrease in the needs improvement from BOY to EOY.

(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?**

Areas of weakness were determined by an analysis of Galileo and DIBELS data, as well as examination of SILT reports, and student work.

Priority areas by grade:

K: Foundational Skills in Reading (rhyming, and isolating sounds) and Counting and Cardinality.

Grade 1: Writing, and Number & Operations in Base Ten.

Grade 2: Phonics and Word Recognition, Craft and Structure Determine, Number & Operations in Base Ten, and Measurement & Data.

Grade 3: Vocabulary Acquisition and Use, Craft and Structure, Number & Operations-Fractions, and Measurement & Data.

Grade 4: Craft and Structure Describe, Key Ideas and Details, Number & Operations-Fractions, and Number and Operations in Base Ten.

Grade 5: Vocabulary Acquisition and Use, Craft and Structure, Integration of Knowledge and Ideas Number & Operations-Fractions.

According the Writing CFAs from 2014-2015, the Taylor School, as a whole, struggles with writing.

Although the data shows pockets of strengths (within grades and genres), students continue to master the skill of writing across genres (narrative, informative/explanatory and argument/opinion).

Data from parent/community survey was utilized to develop focus area #4. According to the survey, the Taylor School scored lower than the district when looking at overall parent and community engagement.

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"> • Literacy <p>2-3 Secondary Focus Areas:</p> <ul style="list-style-type: none"> • Literacy • Math • Writing • Parent/Family/Community Engagement

#1 Primary Focus Area: Increased focus on literacy in grades K-5.

Activities	Person(s) Responsible	By when
Training for Units of Study	District	Aug
Identify students needing reading interventions based on item analysis from the Reading Street Baseline Assessment, and 2015 BOY Galileo.	Principal and teachers	Sept-Oct
Communicate literacy as a school-wide priority for core instruction across all subject areas.	Principal	Sept
Conduct ELA focused learning walk and analyze result to establish a baseline of teacher practice.	Principal & OI Liaison	Sept
Provide training on literacy instruction and assessment based on Units of Study and Reading Street program.	Principal & TLS	ongoing
Establish priority standards based on 2015-2016 BOY Galileo data.	Principal and TCT	Sept
Conduct DRAs on students who scored below level on the Reading Street Baseline Assessment.	Teachers	Sept

Assign appropriate interventions to students based on need. Throughout the school year, move students into and out of literacy intervention groups based on data.	Principal, TLS and teachers	Sept-ongoing
Conduct weekly, unit and end of the year Reading Street Assessment	Teachers	Sept-ongoing
Conduct BOY, MOY and EOY Galileo Assessment for grades 2-5. Analyze data with classroom teacher, at TCT and SILT meetings. Make adjustments to practice based on analysis.	Principal, TLS, TCT,SILT and teachers	Sept, Dec/Jan & May/June
Create school wide ELA data wall (per grade level) and individual teacher data folders.	Principal & TLS	Oct, Jan, May
Analyze data at MOY to determine progress and look at other possible priority standards.	Principal, TLS and TCT	Jan
Conduct ELA focused learning walk and compare results to baseline.	Principal & OI Liaison	Feb & May
Utilize the district's ELA newsletter to help implement specific instructional strategies using components of the Reading Street program.	District, Principal, TLS, & Teachers	ongoing
TCT will analyze data for the purpose of determining standards to develop and execute a reteach plan.	TCT	ongoing
Review of planbooks. Assist teachers in designing measurable and rigorous standards-based units of literacy-based instruction based on the Common Core State Standards and the district's ELA Units of Study. Review planbooks with a focus on Standards I-A-3 and I-A-4 of the teacher rubric.	Principal	weekly
Facilitate intervention groups.	Teachers & TLS	ongoing
Model lessons for classroom teachers.	TLS	ongoing
Focus 40% of classroom observations a week on observing literacy instruction in grades 3-5, and 25% of observations on literacy instruction in grades k-2. Observations will have a focus on Standards I-A-3 and I-A-4 of the teacher rubric.	Principal	weekly
Collect and review samples of student work from literacy instruction in core and intervention periods once a month to measure progress. Review this work with SILT.	Principal and SILT	bimonthly
Conduct DIBELS benchmarking and progress monitoring in grades K-2. Analyze data with classroom teacher, at TCT and SILT meetings. Make adjustments to practice based on analysis.	Principal, TLS, TCT, SILT & teachers	ongoing
Concentrate on the Close Reading strategy to help improve literacy skills.	Teachers & TLS	ongoing
Ensure that teachers are utilizing rigorous Mastery Objectives that are aligned to the CCSS.	Principal	ongoing
Implement the Gradual Release model during ELA instruction.	Teachers	ongoing
Ensure that teachers are checking for understanding during ELA instruction.	Teachers, Principal & TLS	ongoing
Ensure that teachers are utilizing higher order thinking skills	Principal & TLS	ongoing

when planning and executing their literacy based lessons to support students' development as critical readers and problem solvers.		
Analyze weekly and unit College and Career Readiness Assessments to determine weaknesses and strength and develop reteach plans.	Principal, TLS & Teachers	ongoing
Provide coaching for teacher requiring additional support	Principal & TLS	ongoing

#2 Secondary Focus Area: *Increase focus in math instruction in grades K-5.*

Activities	Person(s) Responsible	By when
Training for enVisionmath for teachers	District	Aug/Sept
Identify students needing math interventions based on item analysis from the 2015 BOY Galileo, and the enVisionmath Placement Assessment.	Principal, TLS & teachers	Sept-Oct
Assign appropriate interventions to students based on need. Flexible grouping will be utilized for differentiation of instruction.	Principal and teachers	Sept-ongoing
Conduct math focused learning walk and analyze result to establish a baseline of teacher practice.	Principal & OI Liaison	Sept
Conduct BOY, MOY and EOY Galileo Assessment for grades 2-5. Analyze data with classroom teacher, at TCT and SILT meetings. Make adjustments to practice based on analysis.	Principal, TLS, TCT, SILT and teachers	Sept, Dec/Jan & May/June
Create school wide math data wall (per grade level) and individual teacher data folders.	Principal & TLS	Oct, Feb, May
Facilitate intervention groups.	Teachers & TLS	ongoing
Model lessons for classroom teachers.	TLS	ongoing
Focus 40% of classroom observations a week on observing math instruction in grades K-5. Focus of these observations will be alignment to the Math Curriculum Map.	Principal	weekly
Conduct math focused learning walk and compare results to baseline.	Principal & OI Liaison	Feb & May
Review of planbooks. Assist teachers in designing measurable and rigorous standards-based units of math-based instruction. The focus of the review will be alignment of the Common Core State Standards and the district curriculum map.	Principal	biweekly
Collect, review and analyze samples of student work from math instruction in core and intervention periods once a month to measure progress.	Principal, TLS & SILT	monthly
Ensure that teachers are following the math curriculum map, by the means of observations, student work collection and planbook review	Principal	biweekly
Conduct and analyze enVisonmath Performance Assessment for grades K-5.	Principal, TLS & Teachers	ongoing
Ensure that teachers are utilizing rigorous Mastery	Principal	ongoing

Objectives that are aligned to the CCSS.		
Conduct math fluency checks monthly. Use these checks to develop a competition between grades for most growth each month.	Teachers & TLS	ongoing
Provide coaching for teacher requiring additional support.	Principal & TLS	ongoing
Ensure that teachers are utilizing higher order thinking skills when planning and executing their math lessons to support students' development as critical thinkers and problem solvers.	Principal, TLS & Teachers	ongoing
Ensure that teachers are teaching multiple ways to solve math problems.	Teachers	ongoing
Ensure that teachers are utilizing math problems in their instruction and that they having student identify and label embedded components.	Teachers	ongoing
Implement the Gradual Release model during math instruction.	Teachers	ongoing
A Math Common Core Review, which skills are spiraled throughout, is utilized as part of BSW in an effort to identify problematic areas and for students to have constant practice and reinforcement of skills.	Teachers	ongoing
Teachers check for understanding during math instruction	Teachers, Principal & TLS	ongoing
Ensure that teachers are utilizing manipulatives and visuals during math lessons.	Principal, TLS & Teachers	ongoing

#3 Secondary Focus Area: Increased focus in Writing in grades K-5

Activities	Person(s) Responsible	By when
Provide teachers with Units of Study that includes writing guide and writing rubrics.	Principal	Sept
Teachers will follow the New Bedford Public School Writing Guide.	Teachers	ongoing
Writing Common Formative Assessments will be administered to students.	Teachers	bimonthly
Writing CFAs will be reviewed analyzed.	TCT & SILT	bimonthly
Review of planbooks with a focus on the school wide writing process.	Principal	biweekly
Teachers will utilize Reading Street graphic organizers	Teachers	ongoing
Focus 20% of classroom observations a week on observing the writing process.	Principal	weekly
Teachers will develop and utilize a sample writing criteria for students to use. TLS will develop first writing criteria for every grade for teachers to use as a guide.	TLS & Teachers	ongoing
Students will complete a written response to a reading selection as part of their weekly Reading Street assessment. This will be used as a progress monitoring tool to assess progress on open response questions.	Teachers	weekly
TLS and teachers will develop mini-lessons for writing	TLS & Teachers	ongoing

genres/standards.		
Students' will peer edit each other's work using a peer edit checklist created by teachers.	Teachers	ongoing
Teachers will utilize rubrics to set up writing expectations.	Teachers	ongoing
Teachers will model and utilize exemplars as part of their writing instruction.	Teachers	ongoing
Teachers will provide growth producing feedback to students.	Teachers	ongoing
Teachers will collect exemplary writing pieces throughout the school to use as exemplars the following school year.	Teachers	ongoing
Teachers will pick out one exemplar piece of writing to display in the Taylor School Authors' Showcase.	Teachers & TLS	monthly
Principal will collect student work sample with growth producing feedback.	Principal	monthly

#4 Secondary Focus Area: *Engage parents/guardians and community members in the promotion and support of the vision of NBPS.*

Activities	Person(s) Responsible	By when
A Meet and Greet with principal before the commencement of school will be held.	Principal	Aug
Establish date for and hold Open House for parents/guardians where the vision of NBPS and Taylor School will be shared	Principal, Teachers	Sept
Facilitate parent/guardian meeting to discuss student's academic and behavior progress when necessary	Principal, SAC, Teachers	Sept-ongoing
Student in grades 2-5 will record assignments in a daily agenda book to be signed by the parent.	Teachers	Sept-ongoing
Students in grades K-1 will utilize a two-way communication folder to facilitate communication between home and school.	Teachers	Sept-ongoing
Principal will use auto alert system to notify parents/guardians of events where their attendance is required or requested.	Principal	Sept-ongoing
Parents/guardians will receive a monthly calendar and newsletter with pertinent information about school activities listed on it (PTO, School Council, field trips, field days, fund raisers, partnerships with community agencies).	Principal, Secretary	ongoing
Teachers will utilize weekly evaluation forms that provide adults with feedback regarding their child's progress and achievements that week.	Teachers	Oct-ongoing
School will collaborate with ArtWorks to provide intermediate grade students with access to visual arts program.	Principal, Teachers	Oct-ongoing
School will collaborate with UMass Dartmouth to provide intermediate grade students with an afterschool program on the topic of career and college.	Principal, Teachers	ongoing

Grade level performances will be held at Taylor or Roosevelt. Parents and family members will be invited.	Teachers	ongoing
Physical education will be held at Roosevelt Middle School to help set a community based climate.	Teachers	ongoing
Family Nights integrating literacy and math will take place.	Principal, & Teachers	ongoing
Data will be kept on the number of parents/family who attend events with a target of at least 70% of families attending at least one Taylor event.	Principal & Teachers	ongoing
PTO will hold "Fun" Family Nights	PTO	ongoing
PTO will hold "Family Nights" at local community restaurants	PTO	ongoing

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

	Benchmark
<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"> • Progress monitoring • Student work samples • BOY Galileo • Reading Street Baseline • enVisionmath Placement • Reading Street College and Career Readiness Assessments • enVisionmath Performance Assessments • TCT notes • SILT data analysis • 75% of lesson plans will have an emphasis on Standards II-A-3 and II-A-4 of the teacher rubric. • Teachers will check for understanding during ELA and math block. • Observations focusing on strategies described on SIP ELA, math and writing instruction. • Baseline data for ELA and math instruction from learning walk. • Writing CFA • Family engagement data
<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"> • Progress monitoring • Student work samples • Reading Street College and Career Readiness Assessments • enVisionmath Performance Assessments • MOY Galileo • MOY DIBELS

	<ul style="list-style-type: none"> • TCT notes • SILT data analysis • 85% of lesson plans will have an emphasis on Standards II-A-3 and II-A-4 of the teacher rubric. • Observations focusing on strategies described on SIP ELA math and writing instruction. • Data from learning walk. • Writing CFA • Family engagement data
<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"> • Progress monitoring • Student work samples • Reading Street College and Career Readiness Assessments • enVisionmath Performance Assessments • TCT notes • SILT data analysis • 100% of lesson plans will have an emphasis on Standards II-A-3 and II-A-4 of the teacher rubric. • Observations focusing on strategies described on SIP ELA, math and writing instruction. • Data from learning walk. • Writing CFA • Family engagement 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 and students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
ELA (small group instruction)	Teachers will be able to properly and seamlessly implement rigorous small group instruction.	Teachers are implementing small group instruction (some lack rigor).	Implementation of rigor during small group instruction.
Math	Teachers will be proficient with math instruction utilizing enVisonmath2.0. They will utilize the different components of enVisionmath2.0 to improve their math instruction. Students’ academic progress with increase.	Historically math instruction has been a strength for Taylor School teachers and students.	At this time, teachers are not comfortable with the new math program and have many questions. After the PD, teachers will gain more knowledge and increase their comfort level with the program, thus improving their instruction.
Writing	Teachers will have more resources for writing instruction. Students will become more proficient writers.	Teachers are eager to improve their writing instruction.	Writing instruction will be more purposeful and rigorous.
All (rigorous Mastery Objectives)	Teachers will set rigorous Mastery Objectives and develop ambitious leassons.	Teachers currently have high expectations of students.	Teachers will now communicate their high expectations by developing rigorous Mastery Objectives and ambitious lessons.

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

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

EXAMPLE

Focus area 1:	Using data to inform instruction		
Instructional strategy:	Checks for understanding	Approximate dates:	Oct – Dec (approx 10 weeks)
Meeting	Learning objectives for teachers		Support needed
Oct. PD session 1	Introduce the purpose of using checks for understanding		
Oct. PD session 2	Explore 4 different styles of checks for understanding, analyzing strengths and weaknesses of each		
Oct. SILT meeting	Review results of baseline walkthrough looking for checks for understanding to determine current strengths and weaknesses		Would like Liaison to do learning walk and join SILT meeting
Oct. TCT meeting	(optional) Teachers share strategies to check for understanding		
Nov. PD session 1	Explore what points in the lesson are most important to check. Teachers bring upcoming lesson plans and incorporate checks for understanding at key points		
Nov. PD session 2	Explore tradeoffs between speed vs. simplicity, getting a deep answer from few students vs. shallow answer from many students, etc		
Nov. SILT meeting	Discuss differences between content areas and prepare guidance to teachers specific to content		Literacy and Math director support for how to use checks for understanding with Reading Street and enVisions
Nov. TCT meeting	(optional) Teachers share strategies to check for understanding		
Dec. PD session 1	Discuss how to use the data from checks for understanding to adjust mid-lesson. Teachers bring an upcoming lesson and add a plan to adapt and respond based on a check for understanding		

Focus area 1:	Math		
Instructional strategies:	Enhance math instruction with enVisionmath2.0	Approximate dates:	Approximately 8 weeks
Meeting	Learning objectives for teachers	Support needed	
PD Oct 28	Lesson Flow and it's components		
SILT Nov 9	Analyze Math BOY data		
PD Nov 12	Digging Deeper: Problem-Based Learning and Visual Learning		
TCT Nov 18	(optional) discuss problems and solutions for Problem-Based Learning and Visual Learning sections		
PD Nov 19	Digging Deeper: Assess & Differentiate		
TCT Dec 2	(optional) discuss problems and solutions for Assess & Differentiate section.		
PD Dec 9	Teachers will share successes and challenges. Teachers will also share center ideas.		
TCT Dec 16	(optional) share out more center ideas		

Focus area 2:	Writing		
Instructional strategies:	Best practices in writing	Approximate dates:	Approximately 8 weeks
Meeting	Learning objectives for teachers	Support needed	
PD Dec 17	Working in grade level teams, teachers will create a mini-lesson for narrative writing; this will include writing criteria that is aligned to the		

	rubric, and peer edit checklist.	
TCT Jan 6	(optional) by grade level, teachers will analyze student work.	
SILT Jan 11	Analyze student work and select an exemplar from each class for the Taylor School Author's Showcase.	
PD Jan 13	Teachers will share an exemplar writing piece that was completed after their narrative mini-lesson. Teachers will discuss highlights and lowlights of their writing instruction. They will then make changes to writing criteria and peer edit checklist according to this discussion.	
TCT Jan 20	(optional) by grade level, teachers will analyze student work.	
PD Jan 27	Working in grade level teams, teachers will create a mini-lesson for argument/opinion; this will include writing criteria that is aligned to the rubric, and peer edit checklist.	
TCT Feb 3	(optional) by grade level, teachers will analyze student work.	
SILT Feb 8	Analyze Writing CFA.	
PD Feb 10	Teachers will share an exemplar writing piece that was completed after their narrative mini-lesson. Teachers will discuss highlights and lowlights of their writing instruction. They will then make changes to writing criteria and peer edit checklist according to this discussion.	

Focus area 3:	ELA		
Instructional strategies:	Small group instruction	Approximate dates:	Approximately 8 weeks
Meeting	Learning objectives for teachers		Support needed
PD Feb 24	Forming and progress monitoring groups.		

TCT Mar 2	(optional) Teachers will work with grade level partners to discuss way for progress monitoring.	
PD Mar 9	Teacher led small groups vs. independent small groups (or pairs).	
SILT Mar 14	Analyze students work.	
TCT Mar 16	(optional) Teachers will discuss current teacher led and independent small groups. They will share highlights and lowlights.	
PD Mar 23	Develop small group instruction focused on ELA power standards.	
TCT Apr 6	(optional) Teachers continue to develop small group instruction focused on ELA power standards.	
SILT Apr 11	Analyze student work.	
PD Apr 13	Teachers will share examples of how they implement rigorous independent small group instruction and teacher led small groups in their class.	

Focus area 4:	ELA/Math		
Instructional strategies:	Rigorous Mastery Objectives	Instructional strategies:	Approximately 8 weeks
Meeting	Learning objectives for teachers		Meeting
PD Apr 27	Teachers will identify an ELA priority standard and set a rigorous mastery objective at the “best” level of rigor, to challenge themselves and their students.		
TCT May 4	(optional) In grade level teams, they will plan an “ambitious lesson” around this MO.		
PD May 11	Teachers will bring hard evidence demonstrating what did and did not work in their ELA “ambitious lesson”.		
TCT May 18	(optional) analyze students work from ELA “ambitious lesson”.		
PD May 25	Teachers will identify a Math priority standard and set a rigorous mastery		

	objective at the “best” level of rigor, to challenge themselves and their students. In grade level, they will plan an “ambitious lesson” around this MO.	
TCT Jun 1	(optional) discuss highlights and lowlights of “ambitious lessons”.	
PD Jun 8	Teachers will bring hard evidence demonstrating what did and did not work in their Math “ambitious lesson”.	