

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

SY 2015-2016

Congdon Elementary School

Principal: Darcie Aungst

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

(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.

Goal #1:

From BOY 2015 to EOY 2016, all grade 2-5 teachers will reduce by 40% the # of students not proficient on Galileo ELA and Math.

GRADE	SY 14-15 EOY % of students NI/W	SY 15-16 Goal % of students NI/W	# of students to move out of NI/W during the SY 15-16
Grade 2 ELA	59.01% (36)	35.41%	14
Grade 2 Math	66.17% (45)	39.70%	18
Grade 3 ELA	42.31% (22)	25.38%	9
Grade 3 Math	14.82% (8)	8.89%	3
Grade 4 ELA	51.43% (18)	30.85%	7
Grade 4 Math	54.29% (19)	32.57%	8
Grade 5 ELA	19.35% (6)	11.61%	2
Grade 5 Math	30.3% (10)	18.18%	4

Goal #2:

From BOY 2015 to EOY 2016, all grade 2-5 teachers will see at least 10% of students scoring proficient move to advanced on Galileo ELA and Math.

GRADE	SY 14-15 EOY % of student Advanced	SY 14-15 EOY % of students Proficient	# of students to move to Advanced during the SY 15-16
Grade 2 ELA	0% (0)	40.98% (25)	3
Grade 2 Math	5.88% (4)	27.94% (19)	2
Grade 3 ELA	5.77% (3)	51.92% (27)	3
Grade 3 Math	40.74% (22)	44.44% (24)	2
Grade 4 ELA	2.86% (1)	45.71% (16)	2
Grade 4 Math	14.29% (5)	31.43% (11)	1
Grade 5 ELA	6.45% (2)	74.19% (23)	2
Grade 5 Math	41.67% (15)	22.22% (8)	1

Goal #3:

From BOY 2015 to EOY 2016, all grade 2-5 teachers will decrease the % of student scoring Warning by 10% on Galileo ELA and Math.

GRADE	SY 14-15 EOY - % of student Warning	# of students to Move out of Warning during the SY 15-16
Grade 2 ELA	21.31% (13)	1
Grade 2 Math	32.35% (22)	2
Grade 3 ELA	5.77% (3)	1
Grade 3 Math	5.56% (3)	1
Grade 4 ELA	11.43% (4)	1
Grade 4 Math	11.43% (4)	1
Grade 5 ELA	0.00% (0)	0
Grade 5 Math	8.33% (3)	1

Goal #4:

From BOY 2015 to EOY 2016, teachers in grades K-2 will reduce by 40% the number of students not meeting benchmark on DIBELS.

GRADE	SY 14-15 EOY % of students at Benchmark	SY 14-15 EOY % of students at Strategic	SY 14-15 EOY % of students at Intensive
K	75% (54)	14% (10)	11% (8)
1	73% (44)	11% (7)	16% (10)
2	70% (52)	13% (10)	17% (13)
K-2	71% (150)	13% (28)	16% (34)

Goal #5:

From BOY 2015 to EOY 2016, all students will show growth within their scoring band on Galileo and DIBELS.

(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>*

Data will be tracked at the school level by grade and at the teacher level by student.

School Level:

A data wall will be developed in the TLS's Office identifying at BOY, MOY, and EOY:

- District Benchmark (Grades 2-5): The % of students at each of the performance levels A, P, NI, and W.
- DIBELS (Grades K-2): The % of students scoring B, S, and I.

Teacher Level:

Teachers will participate in individual data meetings with the TLS/school administration to review and discuss data and next steps. Each teacher will maintain a data folder and display identifying how students are performing at BOY, MOY, and EOY. RS and Envisions data will also be included.

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?

<p><u>Strengths</u></p> <p><u>District Benchmark Data:</u></p>
<p><u>ELA:</u></p> <ul style="list-style-type: none">• EOY 2015 data shows that all but one classroom maintained or exceeded growth.• One classroom in grade 3 and one classroom in grade 4 exceeded growth.• Key Idea and Details Standards were strong in every grade.
<p><u>Math:</u></p> <ul style="list-style-type: none">• All 3 third grade classrooms exceeded growth in Math by EOY 2015.• All but one classroom maintained or exceeded growth in Math by EOY 2015.
<p><u>Science:</u></p> <ul style="list-style-type: none">• Both 5th grade classrooms exceeded growth expectations in Science by EOY 2015.

Strengths Continued
MCAS SCIENCE DATA

- Congdon 5th grade students not only exceeded growth on the Science Galileo benchmarks but also on the 2015 Science MCAS. As can be seen on the table below, 12% of Congdon 5th graders earned an advanced score on MCAS which is very comparable to the state average.
- 59% of Congdon 5th graders scored proficient which far exceeds the state average of 39%.
- There were zero students in the warning/failing category.

Science and Technology/Engineering	N Included	% School	% District	% State
Advanced	4	12	3	15
Proficient	19	59	20	39
Needs Improvement	9	28	48	33
Warning/Failing	0	-	29	12
Total Included	32			

DIBELS

- 70% of students in grades K-2 tested at the benchmark level at EOY 2015.
- Both K and Grade 2 showed growth by the EOY 2015.

(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?**

ELA:

- Grade 2 did not maintain growth in one classroom and did not exceed in the other two.
- In grades 2 & 5, there was a decrease in the % of students scoring advanced from BOY to EOY.
- Although most of the school maintained or exceeded growth at EOY, data shows that EVERY grade needs improvement on vocabulary acquisition and use. For example, Grade 4 at EOY had 19 students in the approaching standard category in MA-L.4.6 Vocabulary Acquisition and Use (antonyms and synonyms.) 18 Students in grade 4 and 15 students in grade 3 were approaching standard MA-L.4.4c Vocabulary Acquisition and Use (consult reference materials.) 29 students in 3rd grade and 29 students in 4th grade were in the approaching standard category for MA-L.3.6 Vocabulary Acquisition and Use (acquire and use grade-appropriate conversational, general academic, and domain-specific words and phrases.) In grade 2, 26 students were approaching standard MA-RF.2.3e Phonics and Word Recognition: Identify words with inconsistent but common spelling-sound correspondences. For grade 5 MA-L.5.6 Vocabulary Acquisition and Use: Acquire and use accurately grade-appropriate general academic and domain specific words and phrases was the only standard for ELA were the vast majority of students did not meet the

standard. 33 out of 36 students did not meet that standard.

- By focusing on evidence-based instructional practices to strengthen standards where the majority of students fall into the approaching standard category, we should see more students move to proficiency in those standards. Across all grade levels, vocabulary acquisition and use standards, significantly more than any other standard, have large numbers of students in the approaching standard categories as well as high numbers in not meeting the standards at all.

Math:

- Two grade 2 classrooms did not maintain growth from BOY to EOY.
- In grade 2, there was a decrease in the % of students scoring advanced from BOY to EOY.
- For all grades, any question involving word problems was achieved significantly less than other standards. For example, only 6 students in grade 5 met the standard MA - %. NF.2 – Solve word problems involving addition and subtraction of fractions... however, 16 students were approaching the standard. In grade 4, only 7 students met standard MA-4.OA.3 – solve multistep word problems posed with whole numbers... however, 14 students were approaching the standard. The same word problem pattern of achievement can be found in both 2nd and 3rd grades. In 2nd grade 25 students were approaching MA-2.MD.8 – solve word problems involving dollar bills and in 3rd grade, 20 students were approaching MA-3.OA.8-solve two-step word problems using the 4 operations.
- Focusing on evidence based instructional practices to strengthen students' ability to annotate word problems should leverage achievement and growth in every standard involving word problems leading to a greater number of students meeting those standards.

Climate and Culture:

- 2014-15 Panorama results show that only 54% of Congdon students feel supported by the adults in the building.
- 81% of students also reported that students do not behave well in their class.

Possible reasons why students are struggling in these areas:

- The school did not utilize the College and Career Readiness (CCR) assessments in Reading Street during the SY 14-15.
- English Language Learners at Level 1 or 2 make up approximately 1/3 of the school enrollment these students are working hard in the area of language acquisition in addition to all of the Massachusetts Instructional Frameworks and Standards. The lack of achievement in vocabulary acquisition and solving for word problems could be remedied by implementing an evidence-based approach to both vocabulary acquisition and annotation of word problems. These practices should help both ELA and Math achievement for ALL students, including our ELLs, making them high leverage school-wide practices.
- In grade 2, there was high staff absenteeism, almost daily substitute turnover in one of the classes, and very large class sizes.
- In 2014-15, there was no school-wide positive behavioral system, no behavioral expectations or code of conduct, and no data was kept around student behavior.

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).

#1 Primary Focus Area: Literacy – Vocabulary Acquisition and Use
 #2 Secondary Focus Area: Math – Basic Math Facts and Word Problems
 #3 Secondary Focus Area: Culture & Climate – Establish school-wide and classroom PBIS model.

#1 Primary Focus Area: Literacy – Improve vocabulary acquisition and use.

Activities	Person(s) Responsible	By when
Design professional development on Vocabulary Acquisition and Use Instructional Practices: the Frayer Model, 7 steps, Reading Street vocabulary practices (amazing words) and Accountable Talk	Principal Principals’ Common PD Team SILT	10/28
Provide professional development on Vocabulary Acquisition and Use instructional practices: the Frayer Model, 7 steps, Reading Street, and Accountable Talk.	Principal	12/23
Develop formative assessments around the primary focus area of vocabulary acquisition.	Teachers SILT	11/15
Conduct learning walks in every classroom to gather data on the implementation of the evidence based instructional practices.	Principal	ongoing
Analyze data to determine effectiveness of the vocabulary acquisition practices.	TCT SILT Principal	ongoing

#2 Secondary Focus Area: *Math – increase conceptual understanding by strengthening basic math facts and improve solving for word problems.*

Activities	Person(s) Responsible	By when
Investigate evidence based instructional practices that strengthen students’ basic math facts. (Rocket Ship Math)	Principal SILT	10/30
Purchase, if necessary, an evidence-based instructional practice that strengthen students’ basic math facts.	Principal	11/1
Train staff in the use of the evidence-based instructional practice for strengthening students’ basic math facts.	Principal SILT	11/12
Implement a school-wide program for strengthening basic math facts.	Teachers	11/13 - ongoing
Conduct learning walks to gather data around the use of the basic math facts practice.	Principal	11/13 - ongoing
Analyze data to determine effectiveness of math facts practice.	TCT SILT Principal	11/13 - ongoing
Train staff in the use of annotation, specifically KNSA, in order to solve word problems more effectively.	Principal Cristina Farland	11/12
Implement annotation (KNSA) when solving word problems.	Teachers	11/13 - ongoing
Conduct learning walks to gather data around the use of annotation/KNSA when solving word problems.	Principal	11/13 - ongoing
Analyze data to determine effectiveness of annotation/KNSA.	TCT SILT Principal	11/13 - ongoing

#3 Secondary Focus Area: *Culture & Climate – Design and implement a schoolwide PBIS model.*

Activities	Person(s) Responsible	By when
Gather baseline qualitative and quantitative data around historical schoolwide and classroom behaviors and expectations. (staff and student interviews and Panorama survey results.)	Principal	8/31
Design and Implement a schoolwide code of conduct	Principal OLT SILT	9/2
Design an expectations and behavioral matrix based on PBIS practices and beliefs.	Principal OLT	10/6
Establish a positive incentives program.	Principal OLT PTO	11/15
PD for staff	Principal OLT	8/31 - 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 Nov. 1 to know that students are on track to meet the end-of-year goal</p>	<ul style="list-style-type: none"> • Frayer model, 7 steps, and/or RS vocabulary strategies along with Accountable Talk strategies seen during classroom observations and learning walks. • The school code of conduct and instructional focus will be posted in hallways and classrooms and will be heard on daily schoolwide announcements. • PBIS strategies will be seen during classroom observations and learning walks.
<p>What I will see by Feb. 1 to know that students are on track to meet the end-of-year goal</p>	<p>During classroom observations and learning walks:</p> <ul style="list-style-type: none"> • Examples of annotation/KNSA • Implementation of evidence based math facts program. <p>Data around basic math facts and word problems showing improvement in these areas. (topic tests, unit tests and Benchmarks)</p> <p>From BOY to MOY - at least a 25% increase in student achievement for vocabulary acquisition and growth.</p>
<p>What I will see by May 1 to know that students are on track to meet the end-of-year goal</p>	<p>MOY benchmarks should show improvement in vocabulary acquisition, basic math facts, and solving for word problems.</p> <p>Discipline referrals should be lower than BOY.</p> <p>During learning walk and classroom observations the following are seen:</p> <ul style="list-style-type: none"> • Active supervision is displayed throughout the halls and classrooms. • Positive reinforcement strategies • Redirection strategies

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
Improve Vocabulary Acquisition	The Frayer Model, 7-Step, RS, and Accountable Talk vocabulary strategies will be used in every classroom. Students will be able to articulate and utilize these strategies across content areas including unified arts classes.	Teachers are currently using the RS vocabulary amazing words.	Every teacher in the building will implement focused vocabulary acquisition and use instructional practices including The Frayer Model, 7-Steps, RS, and Accountable Talk. These practices will be evident in lesson plans and in classroom observations.
Improve Basic Math Facts	A school-wide, evidence-based instructional practice will be implemented for all students in every class, such as Rocket Math, to strengthen students’ basic math facts/computational skills as recommended in the Common Core.	Teachers incorporate computation skills practice in varied ways and have communicated a desire to use a more systematic approach to improving computation skills/basic math facts.	Teachers will dedicate 10 minutes per day to implement an evidence based instructional practice to improve basic math facts. This will be evidenced by lesson plans and classroom observations.
Improve solving for word problems	Every student in every class will use KNSA as a strategy to annotate word problems and other multi-step questions.	Teachers understand the need for an evidence-based instructional school-wide practice to help our student annotate word and multi-step problems.	Every teacher in every classroom will model, post, and check for the KNSA annotation strategy. This will be evident in lesson plans and classroom observations
Improve school climate and culture - Establish a PBIS model	There will be a school-wide code of conduct, a matrix of expectations for all areas of the school, positive incentives, and active supervision throughout the building.	Teachers have begun implementing the Code of Conduct into their classrooms with posters and instruction.	Teachers will use positive reinforcement and incentives to create safe and supportive learning environments for all students.

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.
This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.

Focus area 1:	ELA – Vocabulary Acquisition and Use		
Instructional strategy:	Frayer Model, 7-Step, Write-Arounds, RS, and Accountable Talk Vocabulary Acquisition and Use strategies.	Approximate dates:	October - December
Meeting	Learning objectives for teachers	Support needed	
Oct. PD session 1	Introduce the AIP, SIP, and the focus areas. Present data showing the need for school-wide instructional practices around vocabulary acquisition. Teachers will be able to articulate the school goals and focus areas from the 2015-16 SIP.		
Oct. PD session 2	TWBAT implement the Frayer Model.	PD Planning Team Lisa Dion or new Literacy Director	
Oct. SILT meeting	Investigate and examine different models and stems for Accountable Talk.	SILT	
Nov. PD session 1	TWBAT utilize the 7-Step Method for vocabulary acquisition and implement Write-Arounds for vocabulary use.	Sonia Walmsley	
Nov. PD session 2	TWBAT effectively implement Reading Street vocabulary strategies.	Pat Farrell	
Nov. SILT meeting	Analyze data from Galileo BOY and RS involving vocabulary acquisition and use. Begin investigating math evidence based instructional practices.		
Dec. PD session 1	TWBAT understand the purpose and methodology of Accountable Talk.		
Dec PD Session 2	TWBAT implement Accountable Talk.	Print Shop	

Focus Area 2:	Math – Conceptual Understanding - Solving Word Problems and Improving Basic Math Facts		
Instructional strategies:	Annotation/KNSA Basic Math Facts/Computation Skills Practice	Approximate dates:	January - March
Meeting	Learning objectives for teachers		Support needed
January PD Session 1	TWBAT understand Rocket Math or other evidence-based instructional practice geared toward improving students’ automaticity of basic math facts/computational skills.		TLS Victoria Roman
January PD Session 2	TWBAT implement Rocket Math or other evidence-based instructional practice geared toward improving students’ automaticity of basic math facts/computational skills.		Rocket Math technical assistance
January SILT	Analyze data from Rocket Math.		
February PD Session 1	TWBAT understand the purpose and need for annotation and begin examining KNSA.		
February PD Session 2	TWBAT implement KNSA in their classrooms.		
February SILT	Analyze MOY data and help design next steps.		
March PD Session 1	TWBAT monitor and use data from Rocket Math and Word Problem Annotation Strategies.		

Focus area 3:	Improve school climate and culture by establishing a school-wide and classroom PBIS model.		
Instructional strategies:	Active supervision, positive talk 2:1, gotchas & incentives, interventions, trauma-informed instruction, LGBTQ inclusive classrooms	Approximate dates:	April - June
Meeting	Learning objectives for teachers	Support needed	
April PD Session 1	TWBAT create a safe and supportive learning environment for all students including LGBTQ students.	DESE Safe Schools Trainers	
April PD Session 2	TWBAT understand concepts around trauma informed instruction and behavioral interventions.	DESE Safe Schools Trainers	
April SILT	Design an incentive program and determine gotcha look-fors.	PTO Business Office – Student Activities Account	
May PD Session 1	TWBAT incorporate a 2 to 1 positive ratio when redirecting students.		
May PD Session 2	TWBAT actively supervise instruction and behavior in the classroom and hallways utilizing the PBIS active supervision model.	Laura Garcia	
May SILT	Analyze EOY Data if in hand. If no data, look at behavioral data.		
June PD Session 1	TWBAT understand yellow and red zone interventions.	SAC	