

School Improvement Plan

School Year 2015-2016
 School: *Abraham Lincoln Elementary*
 Principal: *Lina DeJesus*

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.

	SY14-15 (Historical)				SY15-16 (Goals)																				
	# of students not Proficient/Advanced		# of students in Warning		# of students in Proficient		# of students not Proficient/Advanced		# of students moving from Warning to Needs Improvement		# of students moving from Proficient to Advanced														
	2 nd	3 rd	4 th	5 th	2 nd	3 rd	4 th	5 th	2 nd	3 rd	4 th	5 th	2 nd	3 rd	4 th	5 th	2 nd	3 rd	4 th	5 th					
ELA	62	73	74	55	19	17	9	11	78	55	25	42	37	44	44	33	2	2	1	1	8	6	3	4	
	264				56				200				158				6				21				
Math	57	44	44	48	28	13	10	18	64	45	24	24	62	18	18	19	2	3	1	1	2	6	5	2	2
	193				69				157				77				6				15				
Science	40												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>*

Lincoln School continues to strengthen a collaborative and accountable culture of using data to make instructional decisions and improve instructional practice.

The Lincoln school began using data walls as a means of communicating results of our district benchmark data during the 2014-2015 school year. Our data walls serves as a visual representation of data related to specific benchmarks per grade level and assessment period (BOY, MOY, EOY). It is comprised of individual student names broken down by grade level, teacher, and proficiency level. Our interactive and portable data wall contains data that is updated and manipulated after each benchmark assessment, making the data wall a living display. These data walls are used often during faculty meetings, professional developments, data meetings, TCT, and SILT. This year we will continue to use the data walls to track individual student data and grade level data to monitor our growth and proficiency levels. We will be making some improvements to our data collection in the following ways:

- Identify Special Needs Students
- Identify English Language Learners
- Create individual and interactive classroom data walls in grades 2-5 using Galileo Benchmark Assessment data
- Create individual and interactive classroom data walls in grades K-1 using DIBELS Assessment data

Another initiative that the Lincoln School introduced in the 2014-2015 School Year was the use of individual teacher data binders. In these binders teachers compile data from various sources and analyze the data in order to create flexible student group and inform instruction. Additionally, teachers meet with administration three periods a year to review data together and course next step action plans. Data from the binders are also used to create educator goals and inform self-assessments.

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

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

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

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

Student performance data:

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

Instructional data:

- Observation data on curriculum and instruction
- Feedback to teachers

Student indicator data:

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

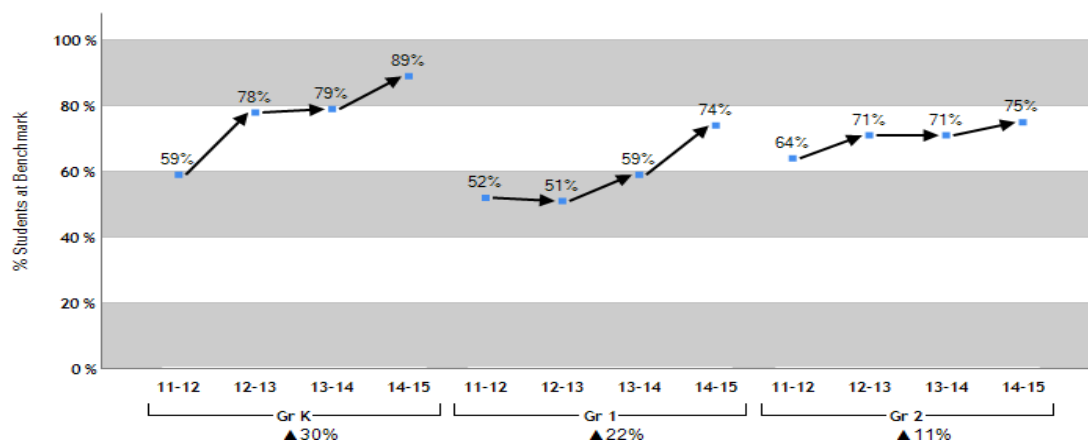
Teacher data:

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

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

DIBELS:

DIBELS EOY data indicated that overall, Lincoln students in grades K-2 increased student benchmark by 15% BOY to EOY. Additionally, looking at four year trends in grades K-2, 2015 EOY data is currently the highest it has been since 2011 in all three grade levels.



Performance Levels:

Second grade ELA data showed that from BOY to EOY we were able to decrease 18 students from Warning /Needs Improvement to Proficient. In Math we made some gains in moving students out of Needs Improvement by increasing our totals in Proficient. However we had a 7% increase in students in Warning/Failing.

Test	Warning / Failing	Needs Improvement	Proficient	Advanced
2014-15 NBPS CCP Math 02 Gr. _Pretest-IE (138) NI: 536 PROF: 633 ADV: 743	13.04 % (18)	28.99 % (40)	39.86 % (55)	18.12 % (25)
2014-15 NBPS Math 02 Gr. Posttest-IE (138) NI: 651 PROF: 748 ADV: 858	20.29 % (28)	21.01 % (29)	44.20 % (61)	14.49 % (20)
2014-15 NBPS CCP ELA 02 Gr. _Pretest-IE (138) NI: 526 PROF: 658 ADV: 846	15.94 % (22)	43.48 % (60)	33.33 % (46)	7.25 % (10)
2014-15 NBPS ELA 02 Gr. Posttest-IE (138) NI: 660 PROF: 792 ADV: 980	13.77 % (19)	29.71 % (41)	55.80 % (77)	0.72 % (1)

Third Grade ELA data remained stagnant from BOY to EOY with slight movement (+3 students) into proficient. Math data showed a decrease of 11 students from Warning/Needs Improvement into Proficient/Advanced. 78 students were proficient/advanced BOY and by EOY 89 were proficient and advanced.

Test	Warning / Failing	Needs Improvement	Proficient	Advanced
2014-15 NBPS CCP Math 03 Gr. _Pretest-IE (130) NI: 639 PROF: 724 ADV: 829	12.31 % (16)	27.69 % (36)	41.54 % (54)	18.46 % (24)
2014-15 NBPS Math 03 Gr. Posttest-IE (130) NI: 724 PROF: 809 ADV: 914	9.23 % (12)	22.31 % (29)	33.08 % (43)	35.38 % (46)
2014-15 NBPS CCP ELA 03 Gr. _Pretest-IE (130) NI: 640 PROF: 816 ADV: 953	10.77 % (14)	44.62 % (58)	40.00 % (52)	4.62 % (6)
2014-15 NBPS ELA 03 Gr. Posttest-IE (130) NI: 686 PROF: 862 ADV: 999	11.54 % (15)	41.54 % (54)	41.54 % (54)	5.38 % (7)

Fourth grade ELA data also remained stagnant from BOY to EOY with slight movement (-2 students) in proficient. Math data showed a decrease of 19 students from Warning/Needs Improvement into Proficient/Advanced. 36 students were proficient/advanced BOY and by EOY 55 were proficient and advanced.

Test	Warning / Failing	Needs Improvement	Proficient	Advanced
2014-15 NBPS CCP Math 04 Gr. _Pretest-IE (95) NI: 780 PROF: 913 ADV: 982	13.68 % (13)	48.42 % (46)	26.32 % (25)	11.58 % (11)
2014-15 NBPS Math 04 Gr. Posttest-IE (95) NI: 855 PROF: 988 ADV: 1057	8.42 % (8)	33.68 % (32)	24.21 % (23)	33.68 % (32)
2014-15 NBPS CCP ELA 04 Gr. _Pretest-IE (95) NI: 804 PROF: 972 ADV: 1088	11.58 % (11)	58.95 % (56)	25.26 % (24)	4.21 % (4)
2014-15 NBPS ELA 04 Gr. Posttest-IE (95) NI: 850 PROF: 1018 ADV: 1134	7.37 % (7)	65.26 % (62)	25.26 % (24)	2.11 % (2)

Fifth grade ELA data showed that from BOY to EOY we decreased 7 students from Warning /Needs Improvement to Proficient. In ELA 39 students were proficient/advanced BOY and EOY 46 were proficient and advanced. In Math we made gains in moving 15 students out of Warning/Needs Improvement into Proficient. In Proficient/Advanced, we had 40 students BOY and EOY we had 55 students. An increase of 15 students. Also in math, 19 students were moved from proficient to advanced Boy to EOY. In Science BOY data indicated that 63 students were Warning/Needs Improvement and EOY data showed 35 students in Warning/Needs Improvement a decrease of 28 students. BOY data showed 35 students in Proficient /Advanced and EOY data showed 63 students in Provident/Advanced, an increase of 28.

Test	Warning / Failing	Needs Improvement	Proficient	Advanced
2014-15 NBPS CCP Math 05 Gr. _Pretest-IE (96) NI: 884 PROF: 975 ADV: 1041	20.83 % (20)	37.50 % (36)	29.17 % (28)	12.50 % (12)
2014-15 NBPS Math 05 Gr. Posttest-IE (96) NI: 933 PROF: 1024 ADV: 1090	14.58 % (14)	28.13 % (27)	25.00 % (24)	32.29 % (31)
2014-15 NBPS CCP ELA 05 Gr. _Pretest-IE (96) NI: 854 PROF: 1031 ADV: 1170	9.38 % (9)	50.00 % (48)	38.54 % (37)	2.08 % (2)
2014-15 NBPS ELA 05 Gr. Posttest-IE (96) NI: 868 PROF: 1045 ADV: 1184	11.46 % (11)	40.63 % (39)	41.67 % (40)	6.25 % (6)

2014-15 NBPS Science 05 Gr. _Pretest (98) NI: 909 PROF: 1003 ADV: 1087	16.33 % (16)	47.96 % (47)	27.55 % (27)	8.16 % (8)
2014-15 NBPS Science 05 Gr. Posttest (98) NI: 947 PROF: 1041 ADV: 1125	17.35 % (17)	18.37 % (18)	40.82 % (40)	23.47 % (23)

Growth Summary:

Second Grade growth summary by class EOY showed that all five second grades maintained expected growth in ELA while one exceeded expect growth, In math four maintained expected growth and one did not maintain expected growth.

	Not Maintained	Maintained	Exceeded
ELA	0	4	1
Math	1	4	0

Third Grade growth summary by class EOY showed that all five third grades maintained expected growth and in math one maintained expected growth three exceeded expect growth and one did not maintain expected growth.

	Not Maintained	Maintained	Exceeded
ELA	0	5	0
Math	1	1	3

Fourth Grade growth summary by class EOY showed that three grades maintained expected growth and one exceeded expected growth. In math one maintained expected growth three exceeded expected growth.

	Not Maintained	Maintained	Exceeded
ELA	0	3	1
Math	0	1	3

Fifth Grade growth summary by class EOY showed that all four grades maintained expected growth and in math two maintained expected growth, one exceeded expected growth, and one did not maintain expected growth. In Science two classes maintained expected growth while two exceeded.

	Not Maintained	Maintained	Exceeded
ELA	0	4	0
Math	1	2	1
Science	0	2	2

40% Students:

Kindergarten Students Identified as 40% EOY

	Total	No Change	Went down	Went Up
ELA	51	5	2	44

Grade 1 Students Identified as 40% EOY

	Total	No Change	Went down	Went Up
ELA	54	30	2	22

Grade 2 Students Identified as 40% EOY

	Total	No Change	Went down	Went Up
ELA	25	8	0	17
Math	32	13	6	13

Grade 3 Students Identified as 40% EOY

	Total	No Change	Went down	Went Up
ELA	26	16	1	9
Math	21	5	4	12

Grade 4 Students Identified as 40% EOY

	Total	No Change	Went down	Went Up
ELA	30	21	1	8
Math	29	11	0	18

Grade 5 Students Identified as 40% EOY

	Total	No Change	Went down	Went Up
ELA	24	10	1	13
Math	23	7	4	12

(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?**

Various data sources have indicated that understanding text deeply is the largest area of concern for all Lincoln students K-5 with a specific focus on responding in writing to complex text in grades 3-5. This will continue to be our primary focus area, reading to know and writing to show.

In order to better understand the areas of high urgency that contributed to our primary focus area, the Lincoln School Instructional Leadership Team (SILT) conducted both an item analysis of the various data and created crosswalks of priority standards per grade level. We found that Lincoln Students grades K-5 continue to struggled with:

- Determine or clarify the meaning of words and phrases as they are used in the text (vocabulary)
- Questions requiring students to interpret the text for meaning (inference)
- Demonstrating understanding of a text, referring explicitly to the text as the basis for the answers
- Locating details in the text to support evidence of a claim
- Comparing and contrasting text by making connections to the text

This suggests that students struggle with understanding text deeply and responding both orally and in writing to complex text.

Although much work has been done around asking Higher Order Thinking Questions, samples of students work and classroom observations indicate that this strategy is still being developed and not proficient across all classrooms. Although students are being asked higher order thinking questions that

build upon text comprehension, it is done in isolation and often does not carry over into subsequent questions and/or discussions. Additionally HOT questions are seldom observed in student assessments specifically when responding to complex text. Through professional development on this topic, we have observed improvements in which teachers now include HOT's in the lesson plans, but it still remains an area in need of improvement.

Similarly, beginning of year DIBELS data suggests that students in grades K-2 are not reading with sufficient accuracy and fluency to support comprehension. This fundamental skill directly correlates to students in later grades having difficulty understanding text deeply.

Section 3. Develop strategies/actions to address focus areas

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

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

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

Primary Focus Area:

- Build students capacity to access complex text by increasing comprehension when responding orally and in writing to complex text (Reading to Know, Writing to Show).

2-3 Secondary Focus Areas:

- Build students capacity to access complex text by increasing fluency including sight word recognition (whole language) in grades K-2.
- Build students capacity to be able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor.
- Create an effective classroom management and preventive school discipline system for supporting teaching and learning using PBIS strategies.

#1 Primary Focus Area: Build students capacity to access complex text by increasing comprehension when responding orally and in writing to complex text (Reading to Know, Writing to Show).

Activities	Person(s) Responsible	By when:
Provide bi-monthly literacy based professional development opportunities for K-5 staff on effective comprehension strategies and best practices including focused support on the gradual release model	Administrators	October 14, 2015 Bi-monthly until June 8, 2016.
Conduct a minimum of ten classroom observations per week to ensure rigorous instruction with an emphasis on comprehension strategies and tasks using the rigor rubric	Administrators	Weekly September 2, 2015- June 17, 2016
Based on classroom observations, provide timely growth producing feedback with a focus on accessing complex text through increased higher level comprehension	Administrators	Weekly September 2, 2015- June 17, 2016
Identify students who did not meet proficient and advanced levels using 2015 BOY benchmark and DIBELS data and use this data to create 40% reduction groups.	Classroom Teacher Administrator	October 14, 2015
Implement the appropriate Reading Street RTI interventions for students who have not benchmarked or have been identified through Reading Street baseline assessments as needing small group interventions	Classroom Teacher SPED Teacher TLS	September 30, 2015-June 17, 2016
To ensure students are being provided with rigorous high-level tasks, collect and review student work samples during literacy instruction in core and intervention periods every 4 weeks to measure progress by following the “Looking at Student Work Protocol” in TCT’s and SILT’s	Administrator SILT TCT’s	4 th Friday of every month October 2015 –June 17, 2016

#2 Secondary Focus Area: Build students capacity to access complex text by increasing fluency including sight word recognition (whole language) in grades K-2.

Activities	Person(s) Responsible	By when:
Strategically identify 40% of students who have been identified as needing intensive support and assign to the appropriate intervention group based on DIBELS and Baseline data	Classroom Teacher Administrator	October 30, 2015
Action plans focused on interventions for intensive and strategic students will be provided through RTI targeted small group guided instruction	Classroom Teacher TLS TCT’s	September 30, 2015- June 17, 2016
Progress monitor intensive students in a ten day cycle and strategic students in a twenty day cycle utilizing the DIBELS progress monitoring tool	Classroom Teacher SPED Teacher TLS	Follow district assessment calendar
To ensure students are being provided with rigorous high-level tasks, collect and review student work samples during literacy instruction in core and intervention periods every 4 weeks to measure progress by following the “Looking at Student Work Protocol” in TCT’s and SILT’s	Administrator SILT TCT’s	4 th Friday of every month October-May

Move students into and out of intervention groups based on progress monitoring results from DIBELS and RTI grouping	Classroom Teacher Administrator	Quarterly based on DIBELS calendar
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#3 Secondary Focus Area: Build students capacity to be able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor.

Activities	Person(s) Responsible	By when:
Support teachers in developing rigorous math lessons that focus on conceptual understanding utilizing the Envisions Math program as an instructional resource by providing district based professional development.	Administrators	August 31, 2015, October 29, 2015, January 25, 2016
Conduct a minimum of five classroom visits per week to ensure rigorous instruction with an emphasis on conceptual understanding of math	Administrators	Weekly September 2 th , 2015- June 17, 2016
Collect and review samples of students work during math instruction in core and intervention periods every 4-6 weeks to measure progress and develop reteach plans based on priority standards	Administrators TLS SILT	October 2015- June 2016
Support teachers in developing checks for understanding to ensure a conceptual understanding was gained by providing targeted school based professional development	Administrators	TBA

#4 Secondary Focus Area: Create an effective classroom management and preventive school discipline system for supporting teaching and learning using PBIS strategies.

Activities	Person(s) Responsible	By when
Review Panoram Spring 2015 Staff Survey to identify specific concerns on effective school and classroom management.	Administration	August 2015
Create a school based PBIS team to create and implement PBIS handbook, strategies and codes of conduct at Lincoln.	Administration PBIS Team	August 2015
Present PBIS handbook and codes of conduct at September PD.	Administration	September 1, 2015
Review referral process, reward systems, and reflection guides with staff during a monthly staff meeting.	Administration	September 21, 2015
In classrooms, teach schoolwide and classroom behavioral expectations frequently and when applicable	Teachers PBIS Team	September 2- September 30
Schoolwide PBIS Kick-Off assembly	Administration PBIS Team	October 2, 2015
Meet with PBIS Team bi-monthly to review PBIS effectiveness and develop additional action plans	Administration PBIS Team	November 2, 2015 January 4, 2016 March 7, 2016 May 2, 2016
PBIS Booster Assembly	Administration PBIS TEAM	February 2016

(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 in <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>We will see classroom instruction being driven by: *CC Readiness weekly test (Reading Street) *Envisions placement tests *DIBELS (Progress Monitoring) *Galileo (BOY) *End of Unit Writing Samples</p>
<p>What I will see in <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>We will see classroom instruction being driven by: *CC Readiness Weekly test (Reading Street) *Envisions unit assessments *DIBELS (MOY) *Galileo (MOY) *Pre and Post CFA's *End of Unit Writing Samples</p>
<p>What I will see in <u>May 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>We will see classroom instruction being driven by: *CC Readiness weekly tests (Reading Street) *Envisions unit assessments *DIBELS (Progress Monitoring) *Pre and Post CFA's *End of Unit Writing Samples</p>

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

Section 4. Develop a targeted PD plan to support SIP

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

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

Focus area	What exemplary practice will look like after PD (describe for teachers <u>and</u> students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
<p>Primary Focus Area Build students capacity to access complex text by increasing comprehension when responding orally and in writing to complex text (Reading to Know, Writing to Show).</p>			
<p>2-3 Secondary Focus Areas: Build students capacity to access complex text by increasing fluency including sight word recognition (whole language) in grades K-2.</p>			

Build students capacity to be able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor			
Create an effective classroom management and preventive school discipline system for supporting teaching and learning using PBIS strategies			

(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:	Build students capacity to access complex text by increasing comprehension when responding orally and in writing to complex text (Reading to Know, Writing to Show).		
Instructional strategies:	[enter instructional strategies covered in this PD sequence]	Approximate dates:	[enter timeline]
Meeting	Learning objectives for teachers		Support needed

Focus area 2:	Build students capacity to access complex text by increasing fluency including sight word recognition (whole language) in grades K-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:	Build students capacity to be able to pursue conceptual understanding, procedural skills and fluency in math with increased rigor		
Instructional strategies:	[enter instructional strategies covered in this PD sequence]	Approximate dates:	[enter timeline]
Meeting	Learning objectives for teachers		Support needed

Focus area 4:	Create an effective classroom management and preventive school discipline system for supporting teaching and learning using PBIS strategies		
Instructional strategies:	[enter instructional strategies covered in this PD sequence]	Approximate dates:	[enter instructional strategies covered in this PD sequence]
Meeting	Learning objectives for teachers		Supports Needed