



School Improvement Plan (SIP)

School Year 2015-2016

School: **Betsey B. Winslow**

Principal: Margaret M. Welch

Betsey B. Winslow Students will be: Voracious readers, persuasive writers, and creative problem solvers.

(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.

This table shows how many students we need to advance from warning or needs improvement in order to reduce the percentage of students scoring below proficient on Math and ELA EOY assessments by 40%. The calculation is based on the 2015, Galileo EOY data for Math and ELA in grades 3-5

	ELA Goal EOY '16 (# of Student)		MATH Goal EOY '16 (# of students)
Grade 3	5	Grade 3	3
Grade 4	6	Grade 4	2
Grade 5	10	Grade 5	11

In order to see at least 10% of students in warning move into needs improvement in ELA and Math by EOY we need to move approximately:

ELA and Math EOY '15	Goal EOY '16 (# of students)
Grade 3	1
Grade 4	1
Grade 5	1

In order to see at least 10% of students in proficient move into advanced in ELA and Math by EOY we need to move approximately:

ELA and Math EOY '15	Goal EOY '16 (# of students)
Grade 3	5
Grade 4	4
Grade 5	3

In order to facilitate student growth and increase the rigor of instruction, we have set the following goals:

Goal 1.

The faculty of Betsey B. Winslow will refine the implementation of the gradual release model across all content areas, maximizing student engagement in rigorous learning tasks.

80% of lessons in all grades will follow a consistent model:

- I do (10-15 minutes of teacher modeling/presentation)
- We do (10-15 minutes of teacher-guided student practice in pairs or threes)
- You do (30-40 minutes of students working independently of the teacher, alone or in small groups).
 - The tasks in the “You do” part of the lesson will be challenging
 - During the 30-40 minutes of independent work, the teacher will facilitate intervention groups and/or observe and make notes on how students tackle their work in order to plan for future lessons.

This goal will be measured by:

- Evidence from lesson plans, reviewed by the Principal & The OU Liaison
- Evidence from Learning Walks and Principal observations

Goal 2.

In math, 100% students will improve their conceptual understanding by:

- Making sense of problems

- **Persevering through solving them**
- **Using appropriate tools strategically**
- **Constructing viable arguments and critique the reasoning of other students.**

This goal will be measured by:

- 1. Increasing scores on Envisions math problems/topic assessments that are targeted at Standards of Math Practices.**
- 2. Increasing MOY and EOY scores in Galileo**
- 3. Evidence collected during Learning Walks and principal observations**

(Once we have analyzed the BOY math data, we will set a measureable EOY goal and determine incremental increases that we will expect to see by November & February).

Goal 3.

Incrementally increase both quality and stamina of student writing: students will demonstrate increasing sophistication and address increasingly demanding content as they engage in writing tasks across all genres (narrative, opinion, informative, poetry)

Students will build their writing stamina incrementally throughout the year so that by June 80% of students in each class are able to focus on high level writing tasks, independently for an uninterrupted period of:

Grade	# minutes by June	Grade	# minutes by June
K	10	3	30
1	15	4	45
2	20	5	60

This goal will be measured by:

- **Increased scores on Common Formative Assessments**
- **Evidence collected during Learning Walks and Principal observations**

(Once we have analyzed the BOY, CFA data, we will set a measurable EOY goal and determine incremental increases that we will expect to see by November & February).

(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.

Revisiting student data throughout the year:

1. **The whiteboard in the principal's office will be used to display data for all students in grades K-5. We will use the passport photos from Lifetouch mounted on post-its to track student scores across color coded achievement levels based on the most current benchmark assessment data.**
2. **Data from district and internal assessments will be collected and analyzed at least three times a year, after each administration by the principal, the TLS and the SILT in order to identify what parts of the content need revisiting**
3. **Teachers will display data in the classroom to show student growth in focus areas (writing stamina, math proficiency)**
4. **Teachers will compile their class data on a manila folder using mini, color coded post-its for math and ELA (Galileo/DIBELS). They will analyze the data during PD sessions.**

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

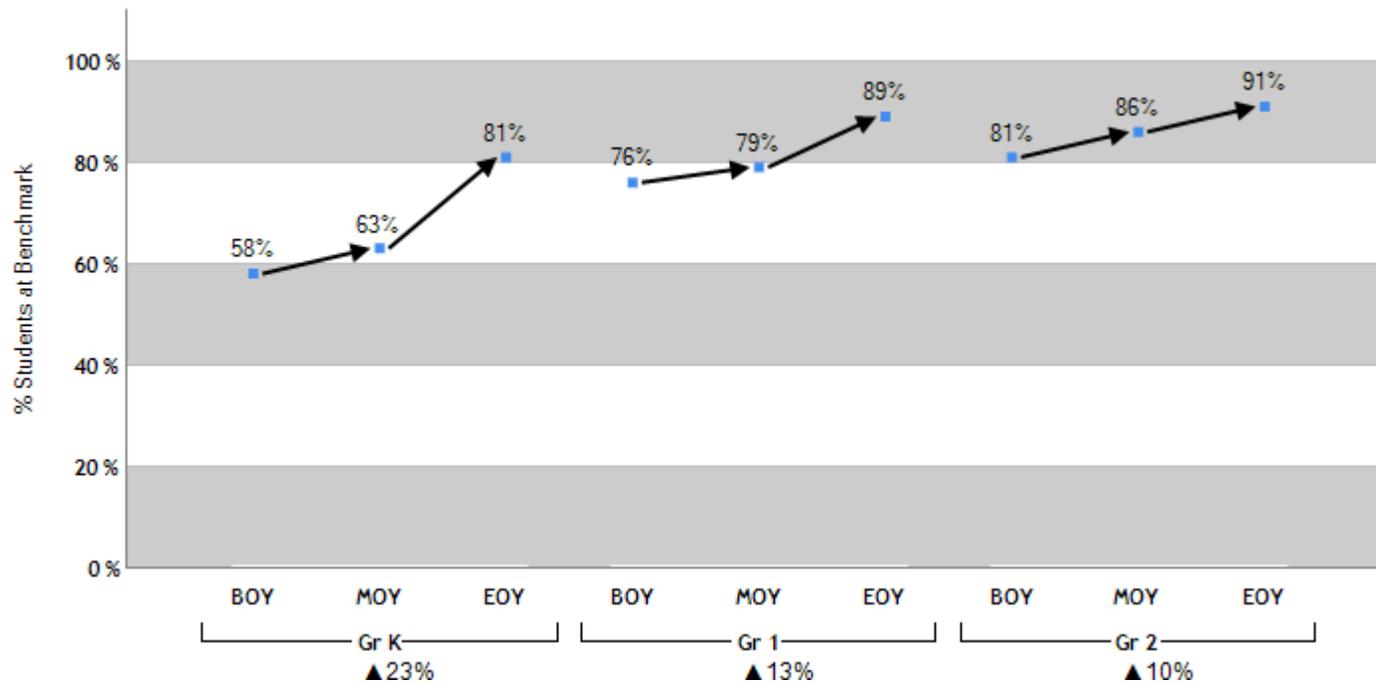
(a) What progress did your school make last year in student learning?

ELA

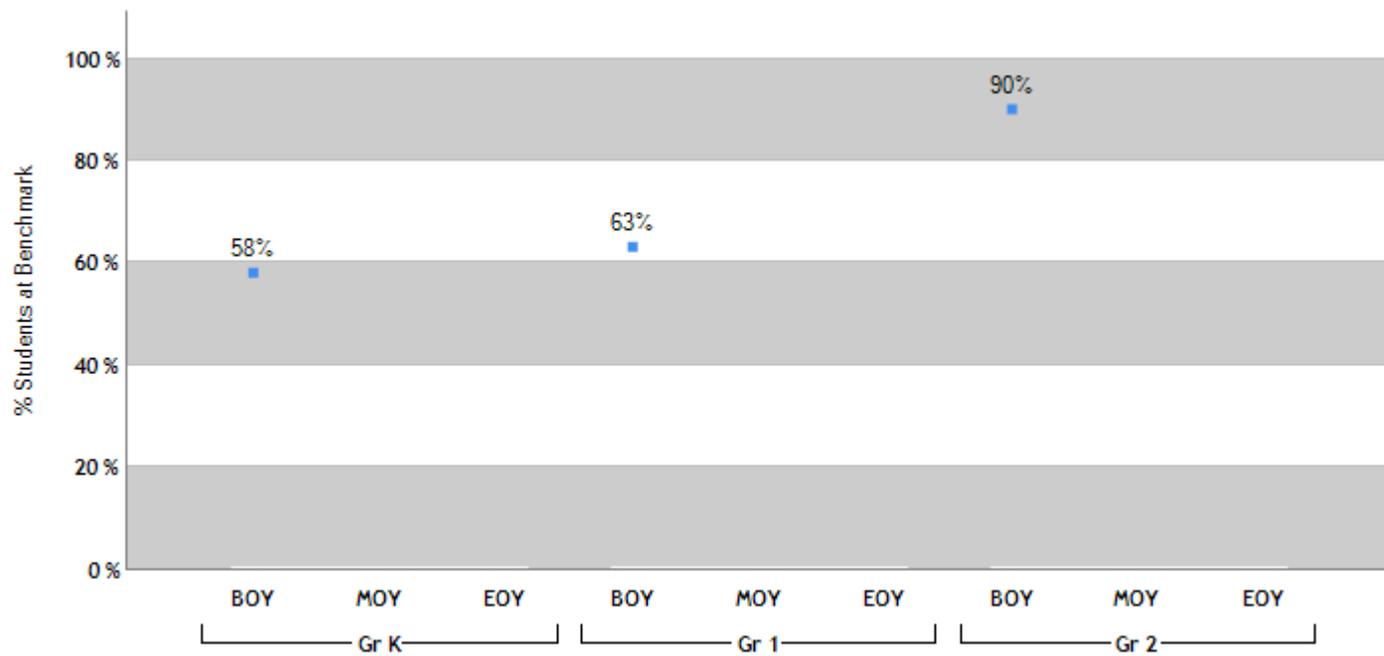
DIBELS

Students in grades K-2 made significant growth on DIBELS from BOY – EOY in 2014-2015. The second DIBELS graph shows that students moving from grade 1 to 2 maintain that growth, with 90% of the cohort arriving in 2nd grade at the grade level benchmark. However, fewer students moving from Kindergarten to 1st grade are retaining their skills over the summer months: 81% at Benchmark in June compared to 63% in September.

DIBELS BOY-MOY-EOY 2014-2015



DIBELS BOY 2015



Galileo: Some grade levels experienced an increase in ELA from BOY '14 to EOY '15. Strengths include Key Ideas and Details in Literature for 2nd grade and

Key Ideas and Details in Informational text for 3rd grade. In 4th grade a strength was Integration of Knowledge and Ideas RL 4.9 and.5.4a Vocabulary Acquisition and Use in 5th grade.

ELA	BOY (% At or Above Proficient)	EOY (% At or Above Proficient)	% Increase
Grade 2	56	80	24
Grade 3	54	67	13
Grade 4	56	52	-4
Grade 5	60	54	-6

MATH

Galileo: Some grade levels experienced an increase in Math from BOY '14 to EOY '15. Strengths include Operation and Algebraic Thinking in 2nd grade and Measurement and Data in 2nd, 3rd and 5th grade. In 4th grade, the students were strong in Number Operation in Fraction standards 3.a-b.

MATH	BOY (% At or Above Proficient)	EOY (% At or Above Proficient)	% Increase
Grade 2	68	88	20
Grade 3	76	90	14
Grade 4	56	45	-9
Grade 5	57	60	3

Grades 2 and 3 showed significant growth in both math and ELA. The SILT will focus this year on trying to determine why the EOY scores of students in grades 4 and 5 were lower than the BOY test. Grade 5 did make 3% growth in math but this is still much lower than the growth in grades 2 and 3.

A first step suggested by teachers will be to ensure that guided reading is implemented consistently. They also plan to use practice Galileo items to ensure that students become familiar with the wording and the format of the test.

The SILT will focus on the following questions:

Is the discrepancy rooted in:

Internal changes that are within the control of teachers and school leadership team:

- Teaching styles?
- Classroom management?
- The amount of time spent on test prep?
- The test administration protocols in effect in each grade/class?
- The level of student motivation and engagement, do the older students take the tests seriously? Do they have specific goals to reach in order to score Proficient or Advanced?

Or external factors outside our control:

- The changing demographic from grade 3 to grade 4 (how many students leave our school to attend private schools?)
- The level of difficulty of the tests (we will compare our scores to schools with similar demographics)

Section 3. Develop strategies/actions to address focus areas

(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:

Refinement and increased consistency of the Gradual Release Model across all content areas

2-3 Secondary Focus Areas:

Increased focus on targeted Standards for Math Practice

Incrementally increase both quality and stamina of student writing: students will demonstrate increasing sophistication and address increasingly demanding content as they engage in writing tasks across all genres (narrative, opinion, informative, poetry)

#1 Primary Focus Area: Refinement and increased consistency of the Gradual Release Model across all content areas

Activities	Person(s) Responsible	By when
As a staff, analyze the barriers to implementing the consistent gradual release model	Faculty	October
Show teachers and students what this looks like in math & writing: model lessons in grades K-5	Principal & TLS	November
Preview specific Learning Walk “Look fors”, share data weekly	Principal/OI Liaison	On-going, weekly

Teachers will highlight the 3 components (I do, We do, You do) in their lesson plans	Teachers	Weekly
Review lesson plans and provide growth producing feedback	Principal	Bi-weekly
To check for understanding during the “We Do” teachers will: <ul style="list-style-type: none"> • Ask quick, pre-planned, higher-order questions in a format that engages 100% of students • Insist on full answers using academic language • Use quick, class-wide formative assessments on key points that engage 100% of students (think-pair-share, answer cards, etc) 	Teachers	On going
During the “You Do” teachers will ensure that students are doing rigorous work by facilitating as students: <ul style="list-style-type: none"> • Give complete answers that use academic language • Spend sustained time working on challenging tasks, either reading, writing or solving complex problems • Work on a task that matches the objective and is rigorous in content, level and format • Work with manipulatives, diagrams or other representations of key concepts • Evaluate others’ approaches to solving problems reading material appropriate to their level 	Teachers	On going
Use timers to ensure that focused mini lessons don’t exceed 15 minutes and to monitor the ratio of student talk to teacher talk	Teachers	On going
Provide coaching for teachers requiring additional support	Principal & TLS	As needed
Following targeted PD, use a common set of accountable talk moves	Teachers	On going
Teachers can use TCT time to plan focused mini-lessons	Teachers & TLS	Bi-weekly

Teachers will analyze benchmark data, weekly assessments and progress monitoring to determine small group intervention groups (you do)	Teachers & TLS	On-going
Observe student engagement during gradual release modeled lessons	Principal	On-going

#2 Secondary Focus Areas:

Increased focus on math concepts and the Standards for Math Practice

Activities	Person(s) Responsible	By when
Utilize math manipulatives daily in the classroom to promote conceptual understanding and deeper meaning	Teacher	On-going
Use Envision quick checks for understanding to determine whether students mastered the concept and applied mathematical practices	Teacher	On-going
Allow time for accountable talk during Solve and Share and group/partner work to promote discussion around mathematical practices	Teacher	
Analyze Topic Performance Assessments to determine possible reteach strategies or interventions	Teacher & TLS	Monthly
Conduct math focused learning walk and analyze result to establish a baseline of teacher practice.	Principal & OI Liaison	Nov 1
Model lessons for classroom teachers	TLS	

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	
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#3 Secondary Focus Area: Students will build their writing stamina in order to focus on high level writing tasks, independently for an uninterrupted period.

Activities	Person(s) Responsible	By when
Use district writing CFA's to monitor progress from BOY, MOY, and EOY and add to data wall	SILT	On completion of each test administration
Design well-crafted mini-lessons that support three main genres of writing	Teachers & TLS	On-going
Use writing rubrics provided from the district, Reading Street, and teacher to set high expectation and provide timely feedback	Teacher	On-going
Strategically build stamina over the course of the year, setting monthly writing goals	Teacher	On-going
Explicitly model quality writing using mentor texts	Principal/TLS	On-going
Explicitly model and scaffold writing to sources prompts from Reading Street to build higher-order thinking skills	Principal/TLS then teachers	November
Use student peers to brainstorm, edit , revise and present during the writing block to build self-regulation skills	Teachers then students	On-going
Teachers will look at student work and analyze grade level writing samples to define exemplars and drive writing instruction	Teacher & TLS	Monthly
Teachers will collect exemplary writing pieces throughout the school to use as exemplars.	Teachers	On-going

(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. *(Once we analyze the Baseline CFA scores , we will be able to complete this table to represent the expected growth:*

<p>Students in K-2 can score 0-4 on Writing CFAs</p> <p>Students in grades 3-5 can score from 0-6 on CFAs</p>	<p>Benchmark</p>
<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>	<p>Data from Learning Walks will indicate that prescribed “Look Fors”* are consistently evident 50% of the time in our 17 classrooms (14 Grades K-5 plus 2 SpEd and 1 ESL)</p> <p>Scores on Writing Common Formative Assessments will improve by ___%</p> <p>Scores on Math Performance Assessments will improve by ___%</p>
<p>What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>Data from Learning Walks will indicate that prescribed “Look Fors”* are consistently evident 75% of the time in our 17 classrooms</p> <p>Scores on Writing Common Formative Assessments will improve by ___%</p> <p>Scores on Math Performance Assessments will improve by ___%</p>
<p>What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal</p>	<p>Data from Learning Walks will indicate that prescribed “Look Fors” *are consistently evident 90% of the time in our 17 classrooms</p> <p>Scores on Writing Common Formative Assessments will improve by ___%</p> <p>Scores on Math Performance Assessments will improve by ___%</p> <p><i>100% of students will show some growth</i></p> <p><i>There will be a 40% growth in the number of students in grades 3-5 scoring 5 or 6</i></p> <p><i>There will be a 40% growth in the number of students in grades K-2 scoring 3 or 4</i></p> <p><i>There will be a 10% reduction in the number of students scoring 1 or 2.</i></p> <p><i>*Prescribed “Look Fors” are listed under activities in section 3 page 11.</i></p>

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Section 4. Develop a targeted PD plan to support SIP

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

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

Focus area	What exemplary practice will look like after PD (describe for teachers <u>and</u> students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
Refining the Implementation of the Gradual Release Model	<p>I do (10-15 minutes of teacher modeling/presentation)</p> <p>We do (10-15 minutes of teacher-guided student practice in pairs or threes)</p> <p>You do (30-40 minutes of students working independently of the teacher, alone or in small groups).</p> <p>The tasks in the “You do” part of the lesson will be challenging</p>	<p>Based on Learning Walks, student engagement in high level independent/small group activities has been evident, at least once, in 50% of classrooms</p> <p>Lesson plans identify learning objectives</p>	<p>Self-monitoring ratio of teacher talk to student talk</p> <p>Decrease in ratio of teacher talk to student talk</p> <p>Increase in wait time</p> <p>Use of accountable talk moves will be consistent across grades (see appendix)</p> <p>Explicit planning for Gradual Release</p> <p>Create more focused lesson plans by identifying 1-2 power standards to be addressed in each lesson per District’s ELA Units of Study.</p>

	<p>During the remaining minutes of independent work, the teacher will facilitate intervention groups and/or observe and make notes on how students tackle their work in order to plan for future lessons. (Independent work times/segments will vary by grade).</p>		<p>We will teach readers and reading, not books.</p>
<p>Increased focus on math concepts and the Standards for Math Practice</p>	<p>Students explore tasks associated with the target concept in pairs or threes talking, discussing, & defending their ideas. (<i>Making sense of problems</i>)</p> <p>The teacher listens to conversations, asks questions, collects different ideas and approaches to highlight when students share. Students talk about the different ideas they had. (<i>Constructing viable arguments and critiquing the reasoning of other students.</i>)</p> <p>Following this exploration, the teacher explicitly teaches the concept using visuals and manipulatives (I Do)</p> <p>We Do: students work in 2s & 3s with the teacher during guided practice.</p>	<p>Teachers are in the process of learning the new math program. Some teachers are co-planning to determine which elements of the program and its resources will best meet the needs of our students.</p>	<p>A move from teacher math procedures to focusing on mathematical concepts.</p> <p>A focus on developing deep understanding of concepts that will build from year to year.</p> <p>Facilitating student ownership of learning so that students can explain what they are doing and why it is important in a real world setting.</p> <p>We will teach students to be creative problem solvers rather than compliant task completers.</p>

	<p>You do: students will practice the new concept independently of the teacher. <i>(Persevering through solving them)</i></p> <p>They will be able to explain their thinking answering questions about <i>why</i> they made choices as well as describing <i>how</i> they approached the task.</p> <p>Throughout the lesson, students & teachers will: <i>Use appropriate tools strategically.</i></p>		
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<p>Increase in writing stamina focused on high level writing tasks</p>	<p>Following a short, focused, mini-lesson during which the teacher will use a model (mentor text or teacher composed) students will have an uninterrupted block of time in which to practice the craft or skill and build their writing stamina. The writing tasks will be high level and will challenge students to develop ideas, organize them logically, add sufficient detail, consider their audience, adjust their writing to suit the given genre.</p> <p>Students will be able to describe their growth as writers.</p>	<p>Teachers are implementing the district's writing to sources cycle of lessons.</p> <p>Some teachers include a writing workshop in their plans</p>	<p>Teachers will learn how to teach the craft of writing in all three target genres using mentor texts as models.</p> <p>Teachers will work collaboratively to analyze student work looking for evidence of the impact of their instruction.</p> <p>Teachers will provide growth producing feedback in response to student writing rather than correcting/editing student work.</p> <p>We will teach students to be powerful, persuasive writers who can tackle prompts effectively as well as writing for a variety of purposes.</p>
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(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

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

Focus area 1:	Increase rigor of instruction and engagement of students	Approximate dates: PD:10/14, 10/28, 12/9 SILT: 10/19, 11/16, TCT: 10/17, 10/21, 11/4, 11/18, 12/2,
Instructional strategies:	Consistent implementation of the Gradual Release of Responsibility Model	
Meeting	Learning objectives for teachers	
Oct PD Session 1	Where are we now? Analyze data and feedback from Learning Walks, lesson plans and observations regarding the I Do, We Do, You Do elements of Gradual Release What do we need next?	
Oct TCT meeting	(optional) Teachers apply learning from PD as they co-plan for rigorous learning	
Oct SILT meeting	Analyze data, determine effective ways to communicate & display	
Oct TCT meeting	(optional) Teachers can share reflections on efficacy of math centers (We do)	

Oct PD Session 2	What does a rigorous, engaging literacy activity look like? Teachers will bring samples of planned literacy learning activities and work in teams to increase rigor and differentiate for support and extension
Nov TCT meeting	(optional) Teachers analyze ELA & Math data and plan interventions
Nov PD Session 1	High leverage strategies to check for understanding during We Do
Nov PD Session 2	High leverage strategies to ensure students are doing rigorous work during You Do
Nov SILT meeting	Plan for peer observations: develop guiding questions
Nov TCT	(optional) Teachers co plan small group reading lessons
Dec TCT	(optional) Teachers share strategies they have tried in their Guided Reading lessons based on viewing videos
Dec PD Session 1	Gradual Release in math lessons: We Do – planning effective and rigorous differentiated center work Gradual Release in small group, differentiated reading lessons, watch Jan Richardson videos use recording sheet to note the I do, We Do, You do elements

Focus area 2:	How can we improve the conceptual understanding of students K-5?	
Instructional strategy:	Increased Rigor of Instruction: Focus on 4 targeted Math Practices	PD: 1/13, 1/27, 2/10, 2/24 SILT: 12/14, 1/11, 2/22 TCT: 12/2, 12/16, 1/6, 1/20, 2/3
Meeting	Learning objectives for teachers	

Dec TCT meeting	(optional) Teachers review & discuss math practices section in text book
Dec SLT meeting	Math: Overview of first two of our targeted Math Practices: <ul style="list-style-type: none"> • Making sense of problems • Persevering through solving them Teachers will use resources from pages F19-F35 as they create posters to explain these two practices
Dec TCT meeting	(optional) Teachers share samples of student work, analyze to find evidence of targeted mathematical practice 1 <ul style="list-style-type: none"> • Making sense of problems
Jan TCT meeting	(optional) Teachers share samples of student work, analyze to find evidence of targeted mathematical practice 2 <ul style="list-style-type: none"> • Persevering through solving problems
Jan SLT meeting	Data check in. Are we on track for our November goals? Is growth consistent across and between grades? How do we explain discrepancies if they exist?
Jan PD Session 1	Math: Overview of next two of our targeted Math Practices: <ul style="list-style-type: none"> • Using appropriate tools strategically • Constructing viable arguments and critique the reasoning of other students Teachers will use resources from pages F19-F35 as they create a visual to explain these two practices <ul style="list-style-type: none"> •
Jan TCT meeting	Data review: which classrooms are on track to meet Feb goals? Plan targeted interventions
Jan PD Session 2	Math: Use Academically Productive Talk guidelines to facilitate a discussion based on the article, <u>Solve Word Problems: Developing Students' Quantitative Reasoning Abilities</u> by Randall I. Charles

	Exit slip: One idea I learned today that I will use in my classroom next week
Feb PD Session 1	Connect to last session: Share strategies tried since last meeting Share the Pearson Question Frames: Which questions are most likely to cue each math practice?
Feb SILT	Display data to show math progress from BOY – Nov – Feb How do we explain discrepancies if they exist?
Feb PD Session 2	Share ways in which Accountable Talk Moves have been implemented in math Analyze Topic Performance Assessments to: <ul style="list-style-type: none"> • Find evidence of targeted mathematical practices • Determine possible reteach strategies or interventions

Focus area 3:	How can we teach writers to increase their writing stamina in high level writing tasks?	
Instructional strategies:	Use mentor texts to model craft of writing	Approximate dates: PD: 3/9, 3/23, 4/13, 4/27 SILT: 3/21, 4/11 TCT: 3/2, 3/16, 4/6, 5/4
Meeting	Learning objectives for teachers	
March TCT meeting	(optional) Teachers watch a video of a model lesson	

March PD Session 1	Analyze data regarding students writing stamina. What can I do in my classroom tomorrow that will help my writers next week? – Share strategies
March TCT meeting	(optional) Teachers can share effective writing strategies
March SILT meeting	Analyze most recent Writing CFA: what do students know, what do they need next? Bring data to show current levels of writing stamina review goals and adjust as necessary Share findings with faculty
March PD Session 2	Providing growth producing feedback on one post-it versus correcting & editing multi-paged student work Teachers will bring samples of student work. We will examine them in order to: <ul style="list-style-type: none"> • Determine what students can do and what they need next • Find evidence of response to teaching • Plan for growth producing feedback conference
April TCT meeting	(optional) Teachers can review writing stamina data and plan interventions
April SILT meeting	Analyze writing data, plan for interventions
April PD Session 1	Review data analysis from SILT: What can we determine from the data? What's working? What's not? If we are on target for growth goals: So what? Now what? What are the obstacles to targeted growth and how can they be overcome? Plan interventions for students scoring 0, 1 or 2 (bring samples of their writing to next PD session) Plan extensions for students consistently achieving highest scores
April PD Session 2	Looking at student work: analyze writing of students scoring 0,1 or 2 What do they know & understand, what <i>can</i> they do? What do they need next? Following principal presented model and given a selection of mentor texts, teachers will create mini lessons for procedural writing (research simulation)

May TCT meeting

(optional) Teachers can share strategies they have tried as interventions following the PD

Focus area 4:	How can we improve the conceptual understanding of students K-5?	
Instructional strategies:	Gradual Release and sustained writing in math (synthesizing strategies 1, 2 & 3)	Instructional strategies: PD: 5/11, 5/25, 6/8, 6/15 SILT: 5/16, 6/13 TCT: 5/18, 6/1
Meeting	Learning objectives for teachers	
May PD Session 1	Where are we now? Compare math lessons from September with lessons planned for May. Identify ways in which responsibility has been released to students. Use Rubrics and Indicators from The Pearson Common Core Math Observation Framework and Coaching Tools	
May SILT	Analyze data from the most recent assessments, plan for intervention & share data	
May TCT	(optional) Teachers can plan for writing in math	
May PD Session 2	Teachers bring samples of student math writing. Analyze for evidence of: math practices, rigor, independence, perseverance, stamina	
June TCT	(optional) Teachers can place students in appropriately grouped classes for 2016-2017	
June PD Session 1	Analyze data from EOY math assessments	
June SILT	Continue work on SIP revisions	
June PD Session 2	Review SIP, use EOY data to outline plan for 2016-2017	