

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 SY16-17 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 2016-2017

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 2016 to EOY 2017, all grade 2-5 teachers will reduce by 40% the # of students not proficient on STAR ELA and Math.

GRADE	SY 15-16 EOY % of students NI/W	SY 16-17 Goal % of students NI/W	# of students to move out of NI/W during the SY 16-17
Grade 2 ELA	50.98%	30.59%	10 (gr. 3)
Grade 2 Math	19.61%	11.77%	4 (gr. 3)
Grade 3 ELA	66.18%	39.71%	18 (gr. 4)
Grade 3 Math	44.11%	26.46%	12 (gr. 4)
Grade 4 ELA	59.61%	35.77%	12 (gr. 5)
Grade 4 Math	61.12%	36.67%	13 (gr. 5)
Grade 5 ELA	39.39%	23.63%	5 (gr. 6)
Grade 5 Math	71.88%	43.13%	9 (gr. 6)

Goal #2:

From BOY 2016 to EOY 2017, all grade 2-5 teachers will see at least 10% of students scoring proficient move to advanced on STAR ELA and Math.

GRADE	SY 15-16 EOY % of students Proficient	# of students to move to Advanced during the SY 16-17
Grade 2 ELA	49.02% (25)	3
Grade 2 Math	56.86% (29)	3
Grade 3 ELA	30.88% (21)	2
Grade 3 Math	38.24% (26)	3
Grade 4 ELA	34.62% (18)	2
Grade 4 Math	25.93% (14)	1
Grade 5 ELA	57.58% (19)	2
Grade 5 Math	21.88% (7)	1

Goal #3:

From BOY 2016 to EOY 2017, all grade 2-5 teachers will decrease the % of student scoring Warning by 10% on STAR ELA and Math.

GRADE	SY 15-16 EOY - % of student Warning	# of students to Move out of Warning during the SY 16-17
Grade 2 ELA	15.69% (8)	1 (gr. 3)
Grade 2 Math	1.96% (1)	1 (gr. 3)
Grade 3 ELA	17.65% (12)	1 (gr. 4)
Grade 3 Math	7.35% (5)	1 (gr. 4)
Grade 4 ELA	13.46% (7)	1 (gr. 5)
Grade 4 Math	9.26% (5)	1 (gr. 5)
Grade 5 ELA	0.00% (0)	0 (gr. 6)
Grade 5 Math	12.50% (4)	1 (gr. 6)

Goal #4:

From BOY 2016 to EOY 2017, teachers in grades K-2 will reduce by 40% the number of students not meeting benchmark on DIBELS.

GRADE	SY 15-16 EOY % of students at Benchmark	SY 15-16 EOY % of students at Strategic	SY 15-16 EOY % of students at Intensive
K	83% (54)	11% (7)	6% (4)
1	60% (43)	23% (16)	17% (12)
2	72% (42)	12% (7)	16% (9)
K-2	72% (139)	15% (30)	13% (25)

Goal #5:

From BOY 2016 to EOY 2017, all students will show growth within their scoring band on STAR 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 Teaching and Learning Office identifying at BOY, MOY, and EOY:

- District Benchmark STAR (Grades 2-5): The % of students at each of the performance levels At or Above Benchmark, On Watch, Intervention, and Urgent Intervention.
- DIBELS (Grades K-2): The % of students scoring Benchmark, Below Benchmark, and Well Below Benchmark.

Teacher Level:

Teachers will participate in grade level data meetings with the Principal, TLS, and Assistant Principal every Thursday in order to review and discuss student work, data, and next steps. Each teacher will maintain a data folder identifying how students are performing at BOY, MOY, and EOY. RS and Envisions data will also be included. Progress monitoring will also be charted utilizing the district CCR & Envisions trackers.

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?

<u>Strengths</u>
<u>Galileo District Benchmark Data:</u>
<u>ELA:</u>
<ul style="list-style-type: none">• EOY 2016 data shows that all classrooms maintained or exceeded growth.• 6 out of 11 classrooms exceeded growth.
<u>Math:</u>
<ul style="list-style-type: none">• 96% of students in grade 2 showed high growth at EOY 2016.• 80% of students in grade 2 had high growth AND high achievement.• All 3 third grade classrooms exceeded growth in Math by EOY 2016.• All classrooms maintained or exceeded growth in Math by EOY 2016.
<u>Science:</u>
<ul style="list-style-type: none">• Both 5th grade classrooms exceeded growth expectations in Science by EOY 2016.• 71% of students in grade 5 had high achievement at EOY 2016.
<u>ACCESS:</u>
<ul style="list-style-type: none">• 67% of students moved up at least one level on 2016 ACCESS.

Strengths Continued

DIBELS

- 72% of students in grades K-2 tested at the benchmark level at EOY 2016.
- 83% of K students were on benchmark at EOY 2016.

Climate and Culture

- 2015-16 Panorama Survey results show that 78% of students feel supported by the adults in the building; that is up significantly from 54% on the 2014-15 Panorama Survey.
- 85% of students report sensing that their teacher is holding them to high expectations on effort, understanding, persistence, and performance in class.

(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?**

Struggles

ELA:

- On 2016-17 DIBELS, only 60% of grade 1 students scored at benchmark. This is 15% below the district average.
- Although most of the school maintained or exceeded growth at Galileo EOY, data shows that EVERY grade needs improvement on vocabulary acquisition and use, craft and structure, specifically those craft and structure standards that have to do with determining the meaning of words and phrases as they are used in a text. For example, in grade 2 at EOY, 30 students fell below standard in 3 out of the 4 Vocabulary Acquisition and Use Standards. Grade 2 also had 18 students in the approaching standard category in MA-RI.2.4 Craft and Structure (determine the meaning of words and phrases in a text.) 30 Students in grade 3 were approaching standard MA-RL.3.4 Craft and Structure (determine the meaning of words and phrases as they are used in a text.) 19 students in 4th grade were in the approaching and falls below standard categories in the same area while 50% of 5th graders approached and fell below in determining the meaning of words and phrases in a text.
- 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 as well as the craft and structure standards having to do with determining the meaning of words and phrases in a text, significantly more than any other standards, have large numbers of students in the approaching standard categories as well as high numbers in not meeting the standards at all.

Math:

- For all grades, any question involving word problems was achieved significantly less than other standards. For example, only 5 students in grade 5 met the standard MA-5.NF.2 – Solve word problems involving addition and subtraction of fractions. In grade 4, only 14 students met

standard MA-4.OA.3 – solve multistep word problems posed with whole numbers... however, 21 students were approaching the standard. The same word problem pattern of achievement can be found in both 2nd and 3rd grades. In 2nd grade 15 students were approaching MA-2.MD.8 – solve word problems involving dollar bills and in 3rd grade, 21 students were approaching and 33 students were fell below standard 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:

- 62% students reported that students do not behave well in their class. Although this is a 19% improvement from the same question last year, there is still significant work that needs to be done in this area.

Possible reasons why students are struggling in these areas:

- English Language Learners at Level 1 or 2 made up more 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 ELs, making them high leverage school-wide practices.
- The schedule for Special Education and ESL had too many transitions for students who need more time on learning. There was also only one full time ESL teacher to service more than 150 students. This also made for a lot of classroom distractions and interruptions.
- In grade 3, there were very large class sizes with high numbers of Level 1 and 2 ELs and Special Education needs. There were also several students with Social/Emotional IEPs as well as Tier 2 and 3 behaviors.
- In 2015-16, there were the beginnings of a school-wide positive behavioral system, behavioral expectations or code of conduct, and data was kept around student behavior. This should provide a baseline to measure progress this year.

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.

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

#1 Primary Focus Area: *Math – increase conceptual understanding by strengthening math fluency and improve solving for word problems.*

Activities	Person(s) Responsible	By when
Discuss xtramath.org and share incorporation ideas for all teachers.	Principal AP TLS SILT	9/9
Enroll all students in xtramath.org, send home individual parent letters, and share classes with the Principal.	Teachers	09/30
Plan for and implement daily xtramath.org for every student in order to strengthen math fluency.	Teachers	09/30 - ongoing
Conduct learning walks and examine lesson plans to gather data around the use of xtramath.org and enVisions 2.0 fidelity and differentiation.	Principal AP OI Liaison CAO	10/3 - ongoing
Analyze data to determine effectiveness of xtramath.org on students' math fluency.	Teachers TCT SILT Principal	10/28 - ongoing
Train staff in the use of annotation, specifically KNSA, in order to solve word problems more effectively.	Principal John Costa, Cristina Farland, Melanie Zaugg, Ray Jackson	10/5
Implement annotation (KNSA) when solving word problems.	Teachers	10/11 - ongoing
Conduct learning walks to gather data around the use of annotation/KNSA when solving word problems.	Principal AP OI Liaison CAO	10/11 - ongoing
Analyze data to determine effectiveness of annotation/KNSA for math word problems.	Teachers TCT SILT Principal AP TLS	11/13 - ongoing
Design PD around Conceptual Math and envisions 2.0.	Principal John Costa, Cristina Farland, Melanie Zaugg, Ray Jackson	10/28
Deliver PD around Conceptual Math and envisions 2.0.	Principal John Costa, Cristina Farland, Melanie Zaugg, Ray Jackson	11/2 – 11/30
Conduct learning walks and observations to gather data around math instruction.	Principal AP OI Liaison CAO	09/06 - ongoing
Analyze math performance data (STAR, Unit Tests, PBAs, student work)	Teachers TCT SILT Principal AP TLS	09/06 - ongoing

#2 Secondary Focus Area: Literacy – Improve vocabulary acquisition, use and application.

Activities	Person(s) Responsible	By when
Design <i>differentiated</i> professional development on Vocabulary Acquisition and Use Instructional Practices: the Frayer Model, 7 steps, Reading Street vocabulary practices (amazing words) Close Reading, Literacy Intervention, and Accountable Talk.	Principal SILT AP TLS Reading Specialist	12/2
Provide professional development on Vocabulary Acquisition and Use instructional practices: the Frayer Model, 7 steps, Reading Street, and Accountable Talk.	Principal AP TLS Reading Specialist	12/06 – 01/31
Develop formative assessments around the primary focus area of vocabulary acquisition, use and application.	Teachers SILT	12/13 - ongoing
Conduct learning walks in every classroom to gather data on the implementation of the above named evidence based instructional practices.	Principal AP OI Liaison CAO	9/06 - ongoing
Analyze data to determine effectiveness of the vocabulary acquisition, use, and application practices (STAR, RS.)	Teachers TCT SILT Principal	ongoing

#3 Secondary Focus Area: Culture & Climate – Design and implement a schoolwide PBIS model that includes family engagement.

Activities	Person(s) Responsible	By when
Establish an Operational Leadership Team/PBIS committee	Principal AP	8/31
Gather baseline qualitative and quantitative data around schoolwide and classroom behaviors and expectations. (staff and student interviews and Panorama survey results.)	Principal	8/31
Review 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	10/11
Establish a positive incentives program.	Principal OLT PTO	11/15
Develop and deliver PD for staff around trauma-informed schools, building relationships, and PBIS, including family engagement.	Principal AP SAC OLT	8/31 - ongoing
Establish a Family Engagement Committee	AP Principal	09/13

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

	Benchmark
What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal	<ul style="list-style-type: none"> • Examples of annotation/KNSA – Anchor Charts, student work • Implementation of the xtramath.org math fluency program. • Progress monitoring in STAR leading to differentiation and targeted interventions on lesson plans • The school code of conduct and instructional focus will be posted in hallways and classrooms and will be heard on daily schoolwide announcements. Students will be following the Congdon Code. • PBIS strategies will be seen during classroom observations and learning walks.
What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	<p>During classroom observations and learning walks:</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. • Data around math fluency and word problems showing improvement in these areas. (topic tests, unit tests, xtramath.org data, and STAR progress monitoring and benchmarks) • From BOY to MOY - at least a 25% increase in student achievement for vocabulary acquisition and growth, craft and structure, math fluency, and word problems.
What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal	<p>MOY benchmarks should show improvement in vocabulary acquisition and use, craft and structure, math fluency, and solving for word problems.</p> <p>Discipline referrals should be lower than BOY and as compared to this time in 2015-16.</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

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 Math Fluency	Xtramath.org will be implemented for all students in every class to strengthen students' basic math facts/computational skills as recommended in the Common Core.	Several teachers incorporated xtramath.org as a computation skills practice and have communicated a desire to use it building wide to help improve computation skills/basic math facts.	100% of teachers will dedicate 10 minutes per day to implement xtramath.org to improve basic math facts. This will be evidenced by lesson plans and classroom observations.
Improve Vocabulary Acquisition, Use, and Application	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.	Returning teachers are currently using the RS vocabulary amazing words, 7-Steps, Frayer Model, and Accountable Talk. There are several new teachers who need beginning level PD in these areas while returning teachers have indicated a need for deeper PD in the same areas. Close reading as a strategy is being used in some classes.	Every teacher in the building will implement focused vocabulary acquisition and use instructional practices including The Frayer Model, 7-Steps, RS, and Accountable Talk. Students will know and be able to use close reading and other strategies to help with their language acquisition. These practices will be evident in lesson plans and in 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. Teachers and other staff will incorporate family engagement in order to increase Congdon's culture and climate.

(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:	Math – Conceptual Understanding - Solving Word Problems and Improving Math Fluency		
Instructional strategies:	Annotation/KNSA Xtramath.org Math Fluency/Computation Skills Practice	Approximate dates:	October - December
Meeting	Learning objectives for teachers		Support needed
September PD Sessions 4 & 5	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 2016-17 SIP.		
October PD Sessions 1	TWBAT understand and implement xtramath.org geared toward improving students' automaticity of basic math facts/computational skills (math fluency/numeracy.) Understand KNSA. TWBAT understand the purpose and need for annotation and begin examining KNSA.		TLS Math PD Team Tammy Green
November PD Session 1-5	TWBAT implement the Envisions Math curriculum with fidelity, differentiating based on student work and assessments, and understand the importance of teaching math conceptually. TWBAT progress monitor math fluency on xtramath.org as well students' mastery of grade level math standards on STAR.		TLS Math PD Team Tammy Green
October 27	Progress Monitoring for STAR		
October SILT	Analyze BOY data and help design next steps.		
January and February SILT	Analyze MOY data and help design next steps.		

Focus area 2:	ELA – Vocabulary Acquisition, Use, and Application		
Instructional strategy:	Fruyer Model, 7-Step, Write-Arounds, RS, and Accountable Talk Vocabulary Acquisition and Use strategies.	Approximate dates:	December - February
Meeting	Learning objectives for teachers		Support needed
December PD session 1 & 2	TWBAT implement the Fruyer Model, 7 Steps, and RS vocabulary acquisition strategies.		PD Planning Team
December PD session 3	TWBAT utilize the 7-Step Method for vocabulary acquisition and implement Write-Arounds for vocabulary use.		
December PD session 4	TWBAT effectively implement Reading Street vocabulary strategies with EL students in mind.		
Nov. SILT meeting	Analyze data from STAR BOY and RS involving vocabulary acquisition and use.		
Dec. PD session 5	TWBAT understand the purpose and methodology of Accountable Talk. TWBAT implement Accountable Talk.		

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, LBGTQ inclusive classrooms	Approximate dates:	October
Meeting	Learning objectives for teachers	Support needed	
October PD Session 2	TWBAT understand concepts around trauma informed instruction and behavioral interventions.	DESE Safe Schools Trainers	
October SILT	TWBAT create a safe and supportive learning environment for all students including LBGTQ students. Design an incentive program and determine gotcha look-fors.	PTO Business Office – Student Activities Account	
October PD Session 3	TWBAT incorporate a 2 to 1 positive ratio when redirecting students.		
October PD Session 4	TWBAT actively supervise instruction and behavior in the classroom and hallways utilizing the PBIS active supervision model.		
October PD Session 5	TWBAT understand and implement tier 2 and tier 3 interventions.		