

Alfred J. Gomes School
 We are “GROWing” Graduates
 An Expanded Learning Time School

School Improvement Plan

School Year 2016-2017
 School: *Alfred J. Gomes*
 Principal: *Ellyn C. Gallant*

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.

Data source Galileo	SY 14-15 Galileo Scores			SY 15-16 Galileo Scores			SY 16-17 Galileo Scores (Goals by EOY)		
	# of students not proficient/advanced	# of students in warning	# of students advanced	# of students not proficient/advanced	# of students in warning	# of students advanced	# of students not proficient/advanced	# of students in warning	# of students in advanced
ELA	229	104	20	106	59	16	64	53	20
Math	181	113	82	84	42	79	50	38	87

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	SY 14-15			SY 15-16			SY 16-17 (Goals by EOY)		
Data source: Galileo EOY benchmark	# of students not proficient/advanced	# of students in warning	# of students in advanced	# of students not proficient/advanced	# of students in warning	# of students in advanced	# of students not proficient/adv anced	# of students in warning	# of students in advanced
Grade 2 ELA	55	29	0	35	30	0	21	27	1
Grade 2 Math	42	19	13	21	17	11	13	15	12
Grade 3 ELA	40	15	7	16	9	1	10	8	2
Grade 3 Math	12	7	38	5	1	39	3	0	43
Grade 4 ELA	82	42	3	17	4	7	10	3	8
Grade 4 Math	76	46	13	17	4	15	10	3	17
Grade 5 ELA	52	18	10	38	16	8	23	14	9
Grade 5 Math	51	37	18	41	20	14	25	18	15

(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:

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- 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>

- Track individual student progress across achievement levels based on the most current benchmark assessment data by use of data boards and walls.
- Tracking proficiency levels on unit assessments by grade level and classroom by:
 - data review meetings once every 4 or 6 weeks with teachers dependent on teacher data.
 - student driven conferences three times per year.
 - data book review as per schedule.
 - visual data walls for student growth in grade level teams for ELA and Math updated every benchmark/ progress monitoring.
 - Looking at Student work at weekly data CPT
 - 6 week RTI cycle
- Tracking the number of students demonstrating mastery by standard to help identify areas of content that need revising by using the 6 week data driven intervention blocks.

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, when available
- CCR Weekly/ Unit
- DIBELS
- STAR
- Formative assessments (such as exit tickets and topic assessments)
- Examples of student work/ Looking at student work

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Assessments

- *EnVision 2.0 Performance Assessment*
- *Lexia reports*

Instructional data:

- *Observation data on curriculum and instruction*
- *Feedback to teachers*
- *Learning walks with targeted look-fors*

Student indicator data:

- *Student attendance*
- *IEPs and 504s*
- *Disciplinary data*
- *SPED referrals*
- *McKinney/Viento*
- *Intervention data*
- *Mobility/ Transitional Students*
- *Building Based Support Team*
- *Progress Reports and Report Cards*

Teacher data:

- *Teacher attendance*
- *Teacher evaluations*
- *Tiering of teachers*
- *TELL Massachusetts survey*
- *Learning Walks with targeted focus based on assessment data*
- *Pre and post observation conferences with teachers*
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(a) What progress did your school make last year in student learning?

DIBELS						
Historical DIBELS BOY data: (% of students well below (intensive) category)						
Grade:	SY 12-13	SY 13-14	SY 14-15	SY 15-16	SY 16-17	
Kindergarten	27%	40%	49%	35%	59%	
Grade 1	32%	25%	48%	28%	55%	
Grade 2	28%	36%	41%	43%	30%	

	14-15 BOY DIBELS for ELL students:		15-16 BOY DIBELS for ELL students:		16-17 BOY DIBELS for ELL students:	
Grade:	# ELL Students total	% in intensive	# of ELL Students total	% in intensive	# of ELL Students total	% in intensive
Kindergarten	39	62%	57	38%	77	68%
Grade 1	29	80%	63	33%	72	54%
Grade 2	29	62%	48	52%	72	35%

Galileo Data (14-15)

Grade:	ELA BOY	ELA EOY	change
Grade 2	38.78%	55.43%	16.65 (increase)
Grade 3	50.47%	60.71%	10.24 (increase)
Grade 4	54.42%	55.73%	1.31 (increase)
Grade 5	54.64%	62.27%	7.63 (increase)

Grade	Math BOY	Math EOY	change
Grade 2	60.10%	69.43%	9.33 (increase)
Grade 3	52.54%	76.28%	23.74 (increase)
Grade 4	54.10%	52.52%	1.58 (decrease)
Grade 5	50.79%	53.06%	2.27 (increase)

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Galileo Data (15-16)

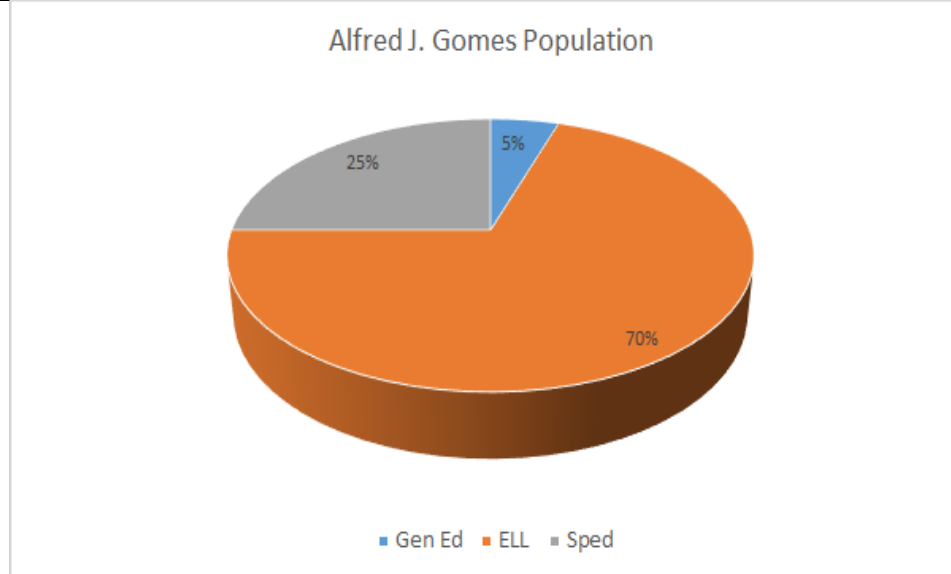
Grade:	ELA BOY	ELA EOY	change
Grade 2	61.11 %	62.5	1.39 (increase)
Grade 3	52.63	81.58	28.95 (increase)
Grade 4	66.66	86.95	20.29 (increase)
Grade 5	61.79	67.42	5.63 (increase)

Grade:	Math BOY	Math EOY	change
Grade 2	61.11	80.55	19.44 (increase)
Grade 3	70.67	94.67	24 (increase)
Grade 4	72.46	79.71	7.25 (increase)
Grade 5	46.67	61.63	14.96 (increase)

Break down of student enrollment data: as of 9/19/16:

Grade:	Gen Ed	ELL	ELL – Level 1's	SPED	ELL & SPED	Total number of students
Kindergarten	9	80	44	11	5	100
Grade 1	10	74	42	12	4	96
Grade 2	0	73	11	28	12	101
Grade 3	0	47	17	32	12	79
Grade 4	1	51	6	25	10	75
Grade 5	4	45	9	21	11	70
total	24	370	129	129	54	521

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Graph of non-transient students

	# of students who have been at Gomes since grade 2 (incudes since K)	# of students who have been at Gomes since K	Total number of students in grade level	% of students who have had uninterrupted enrollment at Gomes since grade 2
Grade 5	34	10	70	48%
Grade 4	56	19	75	75%
Grade 3	56	28	79	70%

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(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?**

Highlights

- Grade 3 and 2, due to their teacher collaboration and planning, instructional coaching and use of our three best practices (gradual release, small group differentiated instruction and accountable talk), exceeded Galileo growth from BOY to EOY. Grade 3 increased by points 33.14 % in Math and 23.77% in ELA. Grade 2 Galileo growth in ELA from BOY to EOY saw an increase of 17% and 28.17% in math. As a result, we would like to continue peer observations this year with grade 3 and 2.

Grade 3 SY 15-16 Data

ELA BOY Average	48.23 %	
ELA EOY Average	72%	23.77% increase
Math BOY Average	46.36%	
Math EOY Average	79.5%	33.14% increase

Grade 2 SY 15-16 Data

ELA BOY Average	38.3%	
ELA EOY Average	54.96%	16.66% increase
Math BOY Average	41.13%	
Math EOY Average	69.3%	28.17% increase

- **Professional development, common planning time (CPT) and professional learning communities:** Due to the Expanded Learning Time Grant, all grades are able to have structured common planning time with our two Teaching and Learning Specialists as well as

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embedded professional development, four times weekly. Each block is either dedicated to ELA, MATH, Parent engagement or data review in order to drive and tailor their instruction. Teachers engage in a 4-6 week data review cycle with administration to review data and student work in order to drive instruction and purposefully plan for differentiation. Teachers receive one 45 min prep per day. Embedded professional development through weekly common planning time, data review meetings, coaching cycles and in house mentoring academy further support teacher instruction. Professional development is offered one time per month targeting our instructional focus and 3 best practices. Furthermore teachers engage in peer observation on an as needed basis with specific targeted “look fors” that will support their instruction.

- **Outside community partners:** We have expanded our outside partners to support our instructional focus in the areas of comprehension and vocabulary development, and increase parent engagement. Some partners include: Buzzard Bay Writing program, NB Public library, the Lloyd center and Junior Achievement, just to name a few.

Struggles

- Our biggest struggles last year for ELA were reading comprehension and vocabulary. Specifically, Key Ideas and Details and Craft and Structure. It should be noted that one of the reasons for the weakness in these areas is our high level of students learning English and academic vocabulary simultaneously. We are addressing this by introducing a Reading specialist to our staff this year and focusing on grade levels 3-5, increasing teacher collaboration with a focus on looking at student work and data collection as well as further professional development on ELL instructional strategies. We redesigned the math and literacy blocks in grades 3-5 in order to engage students in differentiated small group instruction to target individual student needs.
- Although math gains were noted, students are not performing at 80% proficiency. After reviewing last year’s data we continue to struggle with computational fluency. In order to address this, teachers will receive targeted professional development in grade level appropriate strategies that will increase students’ ability to demonstrate flexibility in the computational methods they choose. Teachers found it challenging to adhere to the NBPS Math Curriculum Map while maintaining fidelity to the EnVision 2.0 Math program and meeting all students’ needs. Given the fact that we have completed one year of the program, teachers are seeing more success in maintaining the pace and deepening the conceptual understanding of core math concepts by applying them to new situations as well as writing and speaking about their understanding all parts of the lesson during the allotted time for math. Therefore, we are moving forward by focusing deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.
- Writing: After review of the district writing common formative assessments it was apparent that teachers required additional supports to provide their students with targeted high quality writing instruction that meets the common core expectations.
- Science: After review of our 2016 PARCC and Galileo data it is evident that science is a high priority area. In order to address this, the Gomes School has brought in outside partners: the Lloyd Center and Whaling Museum as well as increased our opportunities with Sea Lab. Furthermore, we have added a Health teacher for all grade levels that will offer additional science enrichment and professional

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development opportunities.

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: ELA

- Reading Comprehension and Vocabulary
 - ❖ Key Ideas and Details
 - ❖ Craft and Structure

2-3 Secondary Focus Areas:

- Developing Computational Fluency
- Writing
- Science

#1 Primary Focus Area: Reading Comprehension and Vocabulary: Key Ideas and Details and Craft and Structure (MA CCSS 1-6)

Activities	Person(s) Responsible	By when
PD on Small Group, tiered Differentiated Instruction as well as Targeted RTI and ELL strategies.	ELL staff, TLS, Administration	Starting in August 2016 then every week at ELA CPT

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A restructured ELA block with a focus on high leverage comprehension and vocabulary strategies to target craft and structure and key ideas and details <ul style="list-style-type: none"> • Tiered differentiated groupings based upon star • Targeted individualized Graphic organizers • Use individual student data to fill educational gaps 	TLS, Teachers, Administration	By October 3, 2016 with check in’s every 6 weeks with ELA TLS
ELA data review: data review meetings (4-6 weeks) and Data Review Common Planning Time (weekly)	Administration, TLS, teachers	Starting September 26, 2016 then every 4-6 (depending on teacher data) weeks and at weekly ELA CPT until June
Coaching cycles to support teachers in implementation of best practices including SEI strategies and WIDA language standards as well as RTI and tiered instruction.	Administration, TLS, ELL staff and teachers	Starting in September 2016, updated as necessary per teacher evaluation and observations
Targeted learning walks focused on reading comprehension and vocabulary development strategies, as well as differentiated instruction to meet diverse needs.	Administration, TLS	1 x per month

#2 Secondary Focus Area: *Developing Computational Math Fluency.*

Activities	Person(s) Responsible	By when
Targeted PD on computational fluency utilizing number talks as a means for students to make connections and look for relationships in numbers.	TLS, Administration	Starting October 7, 2016 then at weekly math CPT Until December 1
Structured math common planning time to develop grade level continuums for computational fluency to ensure students have efficient and accurate methods for computing. This time will also include creating and modifying differentiated centers that will encourage focus, coherence, and rigor.	TLS, Administration, teachers	Weekly at math CPT with Math TLS
Coaching cycles to support teachers in implementation of small group differentiated instruction, SEI strategies, and	Administration, TLS, teachers	Starting in September 2016, updated as necessary per teacher evaluation and

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instructional practices that move students towards math proficiency at grade level.		observations
Targeted learning walks supporting differentiated small group math instruction.	Administration, TLS	1 x per month

#3 Secondary Focus Area: *Writing*

Activities	Person(s) Responsible	By when
Targeted professional development: unpacking common core writing standards, development of writing mini-lessons and utilizing writing exemplars/rubrics (NBPS units of study).	Administration, TLS, Teachers	September 9, 2016
During ELA CPT grade level teams will focus on planning using the Gradual Release Model with a targeted focus on the You Do portion for the daily mini-lesson of the week.	Administration, TLS, Teachers	Weekly at ELA CPT
During Data Review CPT teachers will calibrate writing scoring and expectations by using The Looking at Student Work protocol. Teachers will also reflect on what they will do in the classroom to impact their work with students specifically in writing (using guiding questions on Data CPT agenda).	Administration, TLS, Teachers	Every 3 weeks at data CPT and weekly check in on writing at ELA CPT
Teachers will utilize writing exemplars in the reference guides; to display student exemplars (using the K-2 Writing to Sources Rubric, 3-5 PARCC rubric) and discussing how the piece of writing meets the objective of the week.	Administration, TLS, Teachers	Weekly beginning in September 2016
Targeted learning walks supporting targeted writing instruction.	Administration, TLS	1 x per month
Teachers will provided students with growth producing feedback to conference with individual student conferences.	Teachers, TLS and administration	At least two times per week

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#4 Secondary Focus Area: Science

Activities	Person(s) Responsible	By when
Teacher will receive PD on the Common Core Science Standards	Administration, TLS, Teachers	January 2017 PD
Teachers will unpack Massachusetts science standards: With a focus on “what do students need to know in order to demonstrate mastery toward the standards?”	Administration, TLS, Teachers	January 2017 PD
Utilizing peer observations during coaching cycles to determine best practices for science instruction.	Administration, TLS, STEM Director	January 2017
Redesign our ELT required research lab for grade k-5 to focus on 5 science power standards for each grade level with a final research based product.	Administration, TLS, SILT, Teachers	Planning to beginning redesign @ September SILT and to be implemented beginning in November 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
What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal	Student growth in the following: Envisions Performance Assessment, Reading Street CCR Weekly and Unit Assessments, DIBELS, Progress Monitoring, Data Review Meetings with Teachers every 4 or 6 weeks, Student-Driven Data and Goal setting Conferences, STAR 360 and Lexia reports as well as Looking At Student Work protocols.
What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	Student growth in the following: Envisions Performance Assessment, Reading Street CCR Weekly and Unit Assessments, DIBELS, Progress Monitoring, Data Review Meetings with Teachers every 4 or 6 weeks, Student-Driven Data and Goal setting Conferences, STAR 360 and Lexia reports as well as Looking At Student Work protocols
What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal	Student growth in the following: Envisions Performance Assessment, Reading Street CCR Weekly and Unit Assessments, DIBELS, Progress Monitoring, Data Review Meetings with Teachers every 4 or 6 weeks, Student-Driven Data and Goal setting Conferences, STAR 360 and Lexia reports as well as Looking At Student Work protocols.

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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.

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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 and students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
<i>Reading Comprehension and Vocabulary</i>	<ul style="list-style-type: none"> Teachers will model small group differentiated instruction, vocabulary and targeted ELL and RTI strategies. Students will engage in small group differentiated instruction that meets their needs and goals. Teachers and students will utilize graphic organizers that support individual needs such as the Frayer Model, to organize and enhance their vocabulary development 	Teachers have implemented a literacy block that incorporates small group instruction.	<p>The desired expectation of teachers is to further differentiate and tier their small group instruction in order to support individual student needs.</p> <p>The student expectation is to complete work independently and attain 80% proficiency towards the standard.</p>
<i>Developing Math Computational Fluency</i>	<ul style="list-style-type: none"> Small group differentiated centers during math block to encourage computational fluency. Teacher-led small group during center time with 	Teachers have implemented EnVision 2.0 math program with fidelity. During a math lesson, they guide students from concrete to abstract mathematical understandings. Teachers’ math mindset has expanded	Teachers will utilize small group time during the math block to reinforce math skills and clear up any student misconceptions. This time will also focus on computational fluency so that students have efficient and

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	<p>teachers utilizing “number talks” and other strategies</p> <ul style="list-style-type: none"> • Teachers will create purposeful strings of related problems that move students along the continuum of math proficiency. • Teachers will utilize grade-level computational math continuum at teacher-led centers to determine areas for student growth. 	<p>and translated into more effective instructional practices. STAR assessment provides more in-depth look at student gaps.</p>	<p>accurate methods for computing. Teachers utilize several data points to determine next steps for students to achieve grade level computational fluency.</p>
<p><i>Writing</i></p>	<ul style="list-style-type: none"> • Teachers will deliver standards based writing instruction on the three main types of writing (narrative, argumentative/literary analysis and research simulation) • Teachers will unpack common core standards to develop daily writing mini-lessons and align with NBPS Units of Study. • Teachers will look at student work to determine if they are able to independently apply the targeted skills taught through writing mini-lesson • in order to demonstrate proficiency based upon the Writing to Sources rubric for grades K-2 and the PARCC rubric for grades 3-5. 	<p>Teachers have the drive to increase their practice and knowledge of best practices in this area.</p>	<p>To provide high quality writing instruction with growth producing feedback that meets common core standards and individual student needs in order to accelerate student growth.</p>

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<i>Science</i>	<ul style="list-style-type: none"> Teachers will have a better understanding of Massachusetts Science Standards and their correlation to the Next Generation Science Standards. Teachers will unpack and develop a grade level science project with a multi-disciplinary underscore of ELA and Math. 	<ul style="list-style-type: none"> Currently, teachers integrate science into their daily math and ELA blocks utilizing the cross-disciplinary materials in envision 2.0 and Reading Street. Teachers are motivated to unpack the Next Generation Science Standards and are eager to pilot new materials. 	<ul style="list-style-type: none"> Teachers will continue to utilize cross-disciplinary materials with a deeper focus on their specific grade level science standards. Teachers will provide science instruction utilizing a project-based instructional model.
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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.

<i>Reading Comprehension and Vocabulary</i>	<i>Reading Comprehension and Vocabulary: Key Ideas and Details and Craft and Structure (MA CCSS 1-6)</i>		
Instructional strategies:	Small Group tiered Differentiated Instruction, RTI and ELL strategies	Approximate dates:	Continuously throughout year
Meeting	Learning objectives for teachers		Support needed
September CPT	Introduction to NBPS ELA Units of Study with alignment to Reading Street and daily writing routine. Reviewing 15-16 EOY data and 16-17 baseline data to plan for small group differentiated instruction that targets ELL and RTI strategies.		Reading Street consultant to provide targeted support on strategies.
September and October CPT	Data cycle protocol for flexible grouping of students for intervention blocks and daily differentiated small group literacy instruction. Utilization of Reading Street ERI, RTI, ELD and My Sidewalks programs.		ELA director to sit-in on CPT for each grade level.

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September- November CPT	Embedded PD on key ideas and details as well as craft and structure with a focus on targeted ELL and RTI strategies that will accelerate student growth towards 80% proficiency.	ELA director to provide further guidance on district implementation and expectations.
November-March	Embedded PD on reviewing/ calibrating 16-17 BOY-MOY data and the development of next steps to inform intervention blocks and daily differentiated small group literacy instruction that will accelerate student growth to meet 60% Proficiency by MOY and 80% proficiency by EOY.	ELA director to provide further guidance on district implementation and expectations.
April – June	PD will be based upon MOY data findings to see what areas staff need to inform instruction (TBD).	ELA director to provide further guidance on district implementation and expectations.
November-June	Coaching cycles with ELA TLS focusing on modeling close reading and vocabulary strategies (Graphic organizers such as the Frayer Model) while incorporating small group differentiated instruction and the use of the Gradual Release Model with a focus on the “You Do”.	Reading Street consultant to provide targeted support on strategies.

<i>Math</i>	<i>Developing Math Computational Fluency</i>		
Instructional strategies:	Gradual Release Model, Accountable Talk, Small Group Differentiated Instruction	Approximate dates:	Continuously throughout year
Meeting	Learning objectives for teachers		Support needed
September - CPT	Alignment of NBPS math map to enVision 2.0 curriculum given student data points. Creation of tracking device in order to ensure curriculum standards are met.		STEM director and building administration to sit in on CPT for discussion on curriculum mapping needs.
October/ November – CPT/PD	Math Number Talks – Teachers learn how to utilize number talks as a powerful tool for helping students develop computational fluency.		STEM director to provide further guidance on best practices to achieve grade level math

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		fluencies.
October - CPT	Create and adjust small group instructional time during math block to include differentiated math centers that engage students and move them towards computational fluency.	STEM director to provide further guidance on best practices to achieve grade level math fluencies.
October (BOY) CPT and Progress Monitoring throughout the year	Analyze STAR data (2-5) based on computational fluencies for each grade level. Create differentiated center activities that will address proficiencies and move students towards mathematical fluency.	STEM director to provide further guidance on best practices to achieve grade level math fluencies.
October/November	Grade level fluency continuums to be created with each grade-level as a focus for teachers during teacher-led small group time. This will allow teachers to track student progress and adjust instruction as necessary.	STEM director to provide further guidance on best practices to achieve grade level math fluencies.
October- December - CPT	Purposefully utilizing the small group instructional time (teacher time) in the enVisions2.0 lesson as a means to differentiate student learning targets and ensure mathematical proficiency. Progression of skills that will lead to grade-level mathematical fluencies to be addressed.	STEM director to provide further guidance on small group differentiated math instruction.
September – June – Data Common Planning Time	Data cycle protocol for flexible grouping of students for intervention block. Utilization of MDIS for intervention block to revisit skills that students need for further conceptual understanding.	STEM director and building administration
March PD	Teacher Math Talk – Teachers will share number talks that have been successful and built numerical fluency. Each grade level will share out specific strategies and differentiated centers that have worked at moving students through grade level math fluencies.	STEM director and building administration to provide further guidance on district implementation and expectations.
October-June	Coaching cycles with math TLS focusing on building teacher’s instructional strategies surrounding conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.	STEM director and building administration to provide feedback to TLS on coaching cycle implantation and success.

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<i>Writing</i>	<i>Standards based Writing Instruction</i>		
Instructional strategies:	Gradual Release Model, Accountable Talk, Small Group Differentiated Instruction	Approximate dates:	Continuously throughout year
Meeting	Learning objectives for teachers		Support Needed
September PD	Unpacking the common core writing standards (narrative) and building daily mini lessons.		ELA director, ELA TLS and building administration
December PD	Utilizing writing exemplars and rubrics to model and discuss what 1. Good writing look like 2. What exemplary mini lessons looks like and how to effectively implement it so students may apply what they have learned. 3. How to provide high leverage growth producing feedback based upon the Writing to Sources (K-2) and PARCC writing rubric (3-5) during individual student conferences.		ELA director, ELA TLS and building administration
September- June	During data CPT teaches will 1. Calibrate writing scoring and expectations by using the LASW protocol using the Writing to Sources (K-2) and PARCC writing rubric (3-5) 2. Calibrate high leverage growth producing feedback. 3. Next steps planning to drive writing instruction.		ELA director, ELA TLS and building administration
October – June	Core content teachers in grades K-5 will engage in coaching cycles with ELA TLS focusing on standards based writing instruction that includes : unpacking the common core writing standards, daily mini lessons, use of writing exemplars as a tool for instruction, LASW protocols and growth producing feedback & providing individual students writing conferences.		ELA director, ELA TLS and building administration

<i>Science</i>	<i>Next Generation Science Standards and Massachusetts STE Curriculum Frameworks</i>		
Instructional	Gradual Release Model, Accountable Talk, Small	Approximate dates:	Continuously throughout year

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strategies:		
Meeting	Learning objectives for teachers	Support Needed
September SILT	Teachers strategized better use of research lab to provide students with project-based science instruction.	STEM director to provide further guidance on district implementation and expectations.
September CPT	Teachers to inform Math TLS of current science instruction and discuss needs to meet proficiency.	STEM director to provide further guidance on district implementation and expectations.
September- June	Coaching cycles with TLS to determine specific teacher needs and best practices for peer observations in science.	STEM director to provide further guidance on district implementation and expectations.
January PD	Along with the Lloyd Center for Environmental Education, teachers to unpack the NGSS/ Massachusetts STE Frameworks in order to ensure grade-level proficiencies are met.	STEM director to provide further guidance on district implementation and expectations.