

# School Improvement Plan

School Year 2016-2017

*John Hannigan Elementary School*

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## Section 1. Set goals aligned to the AIP

### **(a) Goals for student outcomes**

#### ELA

Based on 2016/2017 STAR screening report (MA PARCC) BOY results:

**Grade 2** will need to move **17** students collectively from Levels 1-3 (Warning/Needs Improvement) to Levels 4-5 in order to meet 40% reduction of students in Warning and Needs Improvement.

Additionally, to meet 10% of all students moving in each category:

- Level 1 to Level 2 - **1 student**
- Level 2 to Level 3 - **2 students**
- Level 3 to Level 4 - **1 student**
- Level 4 to Level 5 - **1 student**

**Grade 3** will need to move **16** students collectively from Levels 1-3 (Warning/Needs Improvement) to Levels 4-5 in order to meet 40% reduction of students in Warning and Needs Improvement.

Additionally, to meet 10% of all students moving in each category:

- Level 1 to Level 2 - **2 students**
- Level 2 to Level 3 - **2 students**
- Level 3 to Level 4 - **1 student**
- Level 4 to Level 5 - **1 student**

**Grade 4** will need to move **15** students collectively from Levels 1-3 (Warning/Needs Improvement) to Levels 4-5 in order to meet 40% reduction of students in Warning and Needs Improvement.

Additionally, to meet 10% of all students moving in each category:

- Level 1 to Level 2 - **1 student**
- Level 2 to Level 3 - **1 student**
- Level 3 to Level 4 - **2 students**
- Level 4 to Level 5 - **1 student**

**Grade 5** will need to move **13** students collectively from Levels 1-3 (Warning/Needs Improvement) to Levels 4-5 in order to meet 40% reduction of students in Warning and Needs Improvement.

Additionally, to meet 10% of all students moving in each category:

- Level 1 to Level 2 - **1 student**
- Level 2 to Level 3 - **2 students**
- Level 3 to Level 4 - **2 students**
- Level 4 to Level 5 - **1 student**

\* By MOY, 60% of students in grades 2-5 will need to demonstrate growth by 1 grade level as measured by STAR.

\*\* By EOY, 80% of students in grades 2-5 will need to demonstrate growth by 1 grade level as measured by STAR.

### Mathematics

Based on 2016/2017 STAR screening report (MA PARCC) BOY results:

**Grade 2** will need to move **19** students collectively from Levels 1-3(Warning/Needs Improvement) to Levels 4-5 in order to meet 40% reduction of students in Warning and Needs Improvement.

Additionally, to meet 10% of all students moving in each category:

- Level 1 to Level 2 - **1 student**
- Level 2 to Level 3 - **2 students**
- Level 3 to Level 4 - **1 student**
- Level 4 to Level 5 - **1 student**

**Grade 3** will need to move **15** students collectively from Levels 1-3(Warning/Needs Improvement) to Levels 4-5 in order to meet 40% reduction of students in Warning and Needs Improvement.

Additionally, to meet 10% of all students moving in each category:

- Level 1 to Level 2 - **1 student**
- Level 2 to Level 3 - **1 student**
- Level 3 to Level 4 - **2 students**
- Level 4 to Level 5 - **1 student**

**Grade 4** will need to move **16** students collectively from Levels 1-3(Warning/Needs Improvement) to Levels 4-5 in order to meet 40% reduction of students in Warning and Needs Improvement.

Additionally, to meet 10% of all students moving in each category:

- Level 1 to Level 2 - **1 student**
- Level 2 to Level 3 - **2 students**
- Level 3 to Level 4 - **2 students**
- Level 4 to Level 5 - **1 student**

**Grade 5** will need to move **17** students collectively from Levels 1-3(Warning/Needs Improvement) to Levels 4-5 in order to meet 40% reduction of students in Warning and Needs Improvement.

Additionally, to meet 10% of all students moving in each category:

- Level 1 to Level 2 - **1 student**
- Level 2 to Level 3 - **2 students**
- Level 3 to Level 4 - **1 student**
- Level 4 to Level 5 - **1 student**

\* By MOY, 60% of students in grades 2-5 will need to demonstrate growth by 1 grade level as

measured by STAR.

\*\* By EOY, 80% of students in grades 2-5 will need to demonstrate growth by 1 grade level as measured by STAR.

### DIBELS

Based on 2016/2017 DIBELS EOY results:

**Kindergarten** will need to move **12** students collectively from Below (3 students)/Well Below (16 students) to Benchmark in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **2** students will need to move from Well Below Benchmark to Below Benchmark and **1** student will need to move from Below Benchmark to Benchmark.

**Grade 1** will need to move **20** students collectively from Below (3 students)/Well Below (16 students) to Benchmark in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **4** students will need to move from Well Below Benchmark to Below Benchmark and **1** student will need to move from Below Benchmark to Benchmark.

**Grade 2** will need to move **11** students collectively from Below (3 students)/Well Below (16 students) to Benchmark in order to meet 40% reduction of students in Warning and Needs Improvement. Additionally, to meet 10% of all students moving in each category, **2** students will need to move from Well Below Benchmark to Below Benchmark and **1** student will need to move from Below Benchmark to Benchmark.

\* By MOY, 60% of students in Kindergarten and Grades 1-2 will need to demonstrate growth as measured by DIBELS.

\*\* \* By EOY, 80% of students in Kindergarten and Grades 1-2 will need to demonstrate growth as measured by DIBELS.

**(b) Tracking data**

**(b)**

**Classroom Level:**

- DIBELS progress monitoring and benchmark results will be tracked through mClass. Progress monitoring will be conducted according to district calendar. **Kindergarten and grades 1, 2**
- Teacher maintained folders: (STAR assessments, Pearson baseline data/Topic Assessments). Teachers will record weekly testing (Reading Street, Envisions) weekly on tracker provided by district.
- STAR progress monitoring will be administered on a 4-week cycle (ELA/Math) and student growth will be evaluated

**Grade Level:**

- **Common Planning Teams (CPT)** will meet weekly and analyze STAR reports, DIBELS, and Pearson assessments to determine high priority concerns and high risk students to develop a reteach and exit tickets. Post assessment will be revisited to determine need for further course of action. Additionally, LASW (looking at student work) protocol will be followed, with emphasis on writing.

**School Level:**

- **School Instructional Leadership Team (SILT)**, including a representative from each grade level, will meet weekly to address school wide focus. Benchmark and formative assessment measures will be used to determine effectiveness of messaging and modifications for success. Focused Schools will be a channel for developing focus.
- **Instructional Support Team (IST)**, including a representative from each grade level, will meet weekly to address individual high risk students' needs and necessary supports. Data will consist of district and common formative assessments.
- **Office data wall**, will reflect STAR (2-5) and DIBELS (K-2) benchmark screening reports and revisited/adjusted after 4-week progress monitoring cycles.

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

(a) Progress in 2015/2016

(b)

According to 2015/2016 EOY Galileo posttest reports, John Hannigan achieved 75% proficiency or more in the following standards:

ELA

**Grade 2**

Standard	Percent of Students Proficient
MA.RI.2.5	74.51%
<b>MA.L.2.4.b</b>	83.67%

**Grade 3**

Standard	Percent of Students Proficient
MA.RI.3.6	75.51%
MA.RI.3.7	83.67%

**Grade 4**

Standard	Percent of Students Proficient
MA.RI.4.7	76.74%

**Grade 5**

Standard	Percent of Students Proficient
MA.RL.5.5	75.68%
<b>MA.RI.5.7</b>	83.78%

Mathematics

**Grade 2**

Standard	Percent of Students Proficient
MA.2.OA.2	95.92%
MA.2.OA.3	81.63%
MA.2.OA.4	83.67%
<b>MA.2.NBT.1a</b>	89.80%
<b>MA.2.NBT.2</b>	83.67%
<b>MA.2.NBT.6</b>	75.51%

**Grade 3**

Standard	Percent of Students Proficient
MA.3.OA.1	91.84%
MA.3.OA.2	91.84%
MA.3.OA.3	91.84%
MA.3.OA.4	89.80%
MA.3.OA.7	91.84%
<b>MA.3.NBT.1</b>	74.51%
<b>MA.3.NBT.2</b>	83.67%
MA.3.NF.1	<b>100.00%</b>
MA.3.NF.2a	85.71%
<b>MA.3.MD.2</b>	81.63%
<b>MA.3.MD.4</b>	93.88%
<b>MA.3.MD.5</b>	81.63%
<b>MA.3.MD.7d</b>	91.84%

#### Grade 4

Standard	Percent of Students Proficient
MA.4.NF.1	77.27%
MA.4.NF.3a	79.55%
MA.4.NF.3b	95.45%
MA.4.NF.5	77.27%
MA.4.NF.6	79.55%

#### Grade 5

Standard	Percent of Students Proficient
MA.5.OA.1	83.78%
MA.5.OA.3	78.38%
<b>MA.5.MD.3</b>	81.08%
<b>MA.5.MD.5b</b>	83.78%

#### DIBELS

According to 2015/2016 mClass DIBELS reports, **Grade 2** increased by 18% students Well Below/Below benchmark to benchmark, from 54% to 72% proficient in composite score.

#### Accountable Talk

According to principal observations, John Hannigan students across all grade levels have improved accountable talk/Socratic discussion, intensifying orally the depth of conversation across all content areas.

**(b) Struggles in 2015/2016**

**(b)**

According to 2015/2016 mClass DIBELS data, **Grade 1** made no percentage increase in moving Well Below/Below Benchmark students to Benchmark in composite score (59% proficient, BOY to EOY). A consideration in deficits may be attributed to Hannigan kindergarteners being assigned to a different school, thus lacking weekly IST interventions at John Hannigan School at the kindergarten level before entering first grade and lack of performance reports. The incoming first grade remains a serious concern, according to mClass DIBELS data for 2016/2017.

According to PARCC data, John Hannigan School made no gains in the area of ELA, with emphasis on writing. Math gains were minimal (1%). A clear delineated intervention between writing in response to text and (narrative, expository, and opinion/argument) writing is needed to address these concerns.

According to 2015/2016 Galileo intervention reports:

Grades 2-5 struggles in determining central messages and themes in literature (Key Ideas and Details) and main ideas in informational text. Additionally, an area of concern is describing in depth characters, settings, and plot, including summarization of texts, in one text or when comparing similar texts. Oral explanations are proficient, but a struggle is to put thoughts to print.

An overarching theme in mathematics across all grade levels is the lack of proficiency in solving multi-step word problems. There is a struggle with multiplication and division of whole numbers and fractions.

Per 2015/2016 MCAS data, John Hannigan struggled in **science**, with no students in the advanced category as opposed to 3 the year before:

Proficient or higher		Advanced		Proficient		Needs Improvement		Warning/Failing	
school	state	school	state	school	state	school	state	school	state
31	47	0	16	31	31	50	38	19	14

For the 2016/2017 school year, a challenge is in assimilating the new pre-K and kindergarten grades to John Hannigan. Additionally, a purposeful focus will be on grades 1 and 4 due to four new teachers at those positions. A mentor teacher is assigned to these new teachers and a PBIS plan is under development for socio-emotional issues amongst students.

A reading specialist and two ESL teachers will intervene to address ELA/EL issues and phase 3 of Focused Schools will help in the areas of writing and messaging.

For 2016/2017, PBIS will be in stage two of implementation. A PBIS team will attend professional development and deliver PD to staff regarding strategies and protocols. Positive Behavior Intervention Supports will include a set of strategies and systems to increase the behavior management capacity at John Hannigan Elementary School, especially in reduction in school disruption (disciplinary referrals).





**Section 3. Develop strategies/actions to address focus areas**

<p><b>Primary Focus Area:</b></p> <ul style="list-style-type: none"> <li>• <b>Writing:</b> A school-wide effort to increase all students' proficiency in writing reflected across all content areas with a purposeful focus on response to text, as well as narrative, opinion/argument, and expository writing, as measured by STAR testing and College and Career Readiness Assessments.</li> </ul> <p><b>2-3 Secondary Focus Areas:</b></p> <ul style="list-style-type: none"> <li>• <b>English Language Learner Supports:</b> A narrow set of evidenced-based practices will be implemented in every class, every day to support ELL students.</li> <li>• <b>Social-Emotional Supports:</b> Supports for students experiencing social-emotional issues, addressing the needs of students living with history of trauma. Building a trauma sensitive school support system is a goal through PD with PBIS and interactions between staff, students and families.</li> <li>• <b>Science:</b> A school-wide effort to increase all students' proficiency in science, with integration into writing; note booking as part of the scientific process.</li> </ul>
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**#1 Primary Focus Area: Writing:** A school-wide effort to increase all students' proficiency in writing across all content areas with a purposeful focus on response to text, as well as narrative, opinion/argument, and expository writing, as measured by STAR testing and College and Career Readiness Assessments.

New supports for 2016/2017 school year:

- **Full-time TLS for ELA and mathematics**
- **Full-time reading specialist**
- **Additional full-time ESL teacher (2)**
- **1.5 SPED teachers**
- **Weekly common planning time**

<b>Activities</b>	<b>Person(s) Responsible</b>	<b>By when</b>
<b>Common Planning Teams (CPTs)</b> will analyze STAR reports, DIBELS, and Pearson assessments to determine high priority concerns and high risk students in order to differentiate instruction by instructional focus, strategic, on level, and advanced group supports. Teams will develop targeted lessons and formative assessments.	Principal TLS Grade level teams Reading Specialist (as needed) SPED (as needed)	On-going, weekly
<b>Data Tracking System</b> , as outlined in Section 1B, will be used to track student progress in order to differentiate instruction, reteach, and determine purposely focused small groups.	Principal Grade Level Teams IST ILT	On-going, as dictated by district and formative assessments

<b>APE (Answer, Prove, Explain)</b> will be modeled and implemented during instruction when responding to text across all content areas.	Classroom Teachers Reading Interventionist ESL teachers SPED teachers	daily
TLS will provide <b>targeted teacher support</b> , following RBT model	TLS	as dictated by coaching cycle
<b>School -wide common writing assignment</b> will be administered in the areas of narrative, opinion/argument, and expository writing in order to gauge classroom trends and areas of need for reteach and focus.	Principal Reading Specialist Classroom Teachers	Trimester
Principal will <b>monitor classroom instruction</b> and student learning, focused on priority areas from the instructional framework and provide growth-producing feedback.	Principal	On-going
<b>Note booking</b> , as part of the scientific process, will be implemented across all grade levels in Science	Classroom Teachers	On-going
Select <b>21<sup>st</sup> Century Program</b> classes will address writing as extended support, as outlined by required classroom descriptors	21 <sup>st</sup> Century Teachers	Monday-Thursday, Weekly

**#2 Secondary Focus Area: *English Language Learner Supports*:** A narrow set of evidenced-based practices will be implemented in every class, every day to support ELL students.

New supports for 2016/2017 school year:

- **Additional full-time ESL teacher (2)**

<b>Activities</b>	<b>Person(s) Responsible</b>	<b>By when</b>
<b>ACCESS Testing Analysis</b> will be conducted to create an action plan based upon students' scores for each section. <b>Clear communication</b> will be established between classroom teachers, reading interventionist, and ESL teachers to derive ESL strategies based on classroom needs.	Classroom Teachers ESL Teachers Reading Interventionist	On-going
<b>Communication</b> with families will be attempted in native language and English, including verbal and written correspondence	bi-lingual staff Parent Support Liaison	On-going
<b>Graphic Organizers</b> will be taught to students as support tools (e.g. Frayer model, Venn Diagram, Bloom's Questioning Book Marks/sheets for accountable talk)	Classroom Teachers ESL teachers SPED teacher Reading Interventionist	On-going
<b>Close Reading</b> will be modeled by teachers and demonstrated by students	Classroom Teachers	Daily
<b>Visual Models of instructions</b> will include pictures, diagrams, and images to help connect thinking to writing. Additionally, classroom labeling of common school objects in English will be implemented to associate object to word.	Classroom Teachers ESL Teachers	Daily
ESL teachers will follow SEI protocols in assessing and teaching EL students	ESL Teachers	Daily

### #3 Secondary Focus Area: *Social-Emotional supports*

New supports for 2016/2017:

- **Full-time SAC**

<b>Activities</b>	<b>Person(s) Responsible</b>	<b>By when</b>
<b>Responsive Classroom and PBIS strategies</b> integrated into daily classroom structures.	Classroom Teachers, School Adjustment Counselor (SAC), Principal	Daily
<b>PBIS team</b> created to support school-wide initiatives surrounding students' social-emotional health and norm expectations for behaviors across the school	Classroom Teachers, SAC, Principal Nurse, PlayWorks Coach	Daily,
<b>PBIS baseline data</b> will be collected to reduce off-task behaviors and progress monitor behavioral expectations, with a reduction in student discipline and increase in student success in all areas of the day: Classroom, specialists, cafeteria, hallway and bus expectations	Classroom Teachers, Support Staff, SAC, Principal, PlayWorks Coach	Monthly
<b>PlayWorks</b> support from monthly On-site PlayWorks Coach; including <b>recess assessments</b> for student success and collection of baseline data	Coach Caitlin Whited	Monthly
<b>PlayWorks games and activities</b> taught by classroom and specialist teachers to be used at recess and for brain breaks	Coach Caitlin Whited, Classroom Teachers Support Staff, SAC, Principal	Weekly
<b>Weekly Student Shout-Outs for improvements</b> in academics, social-emotional or behavioral areas	Classroom and Support Staff, SAC, Principal	Weekly
<b>Visual supports for expectations</b> posted throughout the school-pictures of students modeling desired expectations in action	Classroom and Support staff, SAC, Principal	On-going
<b>Sea Star Awards</b> -monthly student awards supporting selected characteristics: Cooperation, Respect, etc.	Classroom Teachers, Support Staff, SAC, Family Liaison Principal	Monthly
<b>Class DoJo</b> progress monitoring for students' expectations shared with families and updated daily	Classroom Teachers, Support Staff, SAC, Principal, Family Liaison	Daily

	Families	
<i>Creation of PTO for family involvement in school and addition of parent to ILT/IST teams</i>	Classroom Teachers, Support Staff, SAC, Nurse, Principal, Family Liaison Families	Monthly
<i>Parent Cafés</i> will be held monthly to support and educate families about educational and social-emotional needs and provide a support network for all families	SAC, Principal, Family Liaison, Families	Monthly
Select <b>21<sup>st</sup> Century Program</b> classes will address socio-emotional extended support, as outlined by required classroom descriptors	21 <sup>st</sup> Century Teachers	Monday- Thursday, weekly

- **#4 Secondary Focus Area: Science:** A school-wide effort to increase all students' proficiency in science, with integration into writing; note booking

<b>Activities</b>	<b>Person(s) Responsible</b>	<b>By when</b>
Teachers will model and implement scientific note booking into science curriculum	Content teachers	daily
CPT will reflect LASW; note booking	Principal TLS Content teachers	Ongoing, as determined by team
Data Analysis of MCAS in content standards	Principal TLS Content Teachers	Trimester
Sea Lab will support grade 4 and 5 students in target standards, as dictated by 2015/2016 Galileo and MCAS data	Sea Lab Staff	As indicated by Sea Lab schedule

**(b) Measuring Student Progress**

	<b>Benchmark</b>
<p><b>What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal</b></p>	<p><b>Pearson Reading Street/Envisions baseline tests compared to CCR weekly/unit tests, tracked as indicated in Section 1B</b></p> <p><b>DRA2 Assessment for students not on level/advanced (based on baseline testing)</b></p> <p><b>DIBELS progress monitoring</b></p> <p><b>STAR Progress monitoring</b></p>
<p><b>What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal</b></p>	<p><b>STAR testing comparison data BOY-MOY</b></p> <p><b>school-wide writing initiative comparison data (common formative assessment)</b></p> <p><b>Pearson Reading Street/Envisions tests compared to CCR weekly/unit tests, tracked as indicated in Section 1B</b></p> <p><b>DRA2 Assessment for students not on level/advanced (based on baseline testing)</b></p> <p><b>DIBELS progress monitoring</b></p>

	<b>STAR Progress monitoring</b>
<b>What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal</b>	<b>school-wide writing initiative comparison data (common formative assessment)</b>  <b>Pearson Reading Street/Envisions tests compared to CCR weekly/unit tests, tracked as indicated in Section 1B</b>  <b>DRA2 Assessment for students not on level/advanced (based on baseline testing)</b>  <b>DIBELS progress monitoring</b>  <b>STAR Progress monitoring</b>

**Section 4. Develop a targeted PD plan to support SIP**

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

<b>Focus area</b>	<b>What exemplary practice will look like after PD (describe for teachers <u>and</u> students)</b>	<b>Current strengths in teacher practice related to this focus</b>	<b>Desired <u>changes</u> in teacher practice related to this focus</b>
Writing	Teachers will analyze and plan after LASW, with a differentiated view when re-teaching. Students will improve in written response-to-text and in the areas of narrative, opinion/argument, and expository writing.		LASW as a regular practice and use data to drive instruction
English Learner Supports	Teachers will increase capacity to teach and encourage use of graphic organizers and SEI strategies.	7 Step Vocabulary, Graphic Organizers  Frayer model	Added imbedded supports become a natural scaffold for all learners (Visuals, sentence stems)
Social-Emotional Supports	PBIS protocols will be established and implemented. Students will follow established	<ul style="list-style-type: none"> <li>• Rapport being established between classroom teachers and</li> </ul>	Reduction in disciplinary referrals and classroom interruptions

	protocols.	students <ul style="list-style-type: none"> <li>Positive relationships between home and school</li> </ul>	
Science-Standards Review-MA Frameworks and NGSS	Teachers will become more proficient in unpacking and planning with current MA Frameworks and Next Generation Science Standards. Students will practice and utilize note booking as a writing/organization tool in the scientific process.		Lessons embedded with standards support to yield deeper understanding of science content

**(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.*

<b>Focus area 1:</b>	Writing Supports		
<b>Instructional strategies:</b>	Looking at Student Work Protocols	<b>Approximate dates:</b>	
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support needed</b>	
October AM PDs: 10/11 and 10/12/16	Teachers will meet in teams and grade clusters, PK-2, 3-5, to review what meets (and doesn't) the standards for various standards surrounding areas of challenge for the school: writing baselines and protocol overviews for yearly writing foci and LASW sessions	PARCC scores, STAR data, Progress Monitoring updates	
December AM PD: 12/7/16	LASW review in clusters PK-2, 3-5 for Narrative writing session		
January AM PD: 1/11/16	LASW review for Informational Text session		
February AM PD: 2/8/16	LASW Response to Text session		
March AM PDs: 3/7 and 3/8/16	Writing: ID problems for writing on 7 <sup>th</sup> , 8 <sup>th</sup> PD is for working to make the corrections to be implemented in the classrooms	Jess Hedges is scheduled for PD for 3/8/16 already with Hannigan	



March AM PDs 3/21 and 3/22	Writing-Response to Text, in preparation for MCAS 2.0- LASW for grades 3-5 and analyzing errors and corrections-lens of ELL students for early grades	
May AM PDs 5/30 and 5/31	Writing: Argumentative samples for LASW protocol- selection within cohorts day 1, review and action planning day 2	

<b>Focus area 2:</b>	English Learner Supports		
<b>Instructional strategies:</b>		<b>Approximate dates:</b>	
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
11/9/16 PM PD	EL- Jigsaw rotations of modeling of 7Step, Cut and Grow, Write Around, and other instructional strategies to be used in the classroom with students-staff will participate in rotations		
12/6/16- AM PD	ACCESS testing over and training for all staff-What is the ACCESS test, what does it measure, how to use it and what to obtain from results		
1/25/16 PM PD	Review of strategies learned and introduction to 5 new strategies to be used in the classroom-Video review of teachers and students using in classrooms		Projector working
3/21 and 3/22 AM PDs	Writing: EL supports 3-5 Response to Text for MCAS 2.0- PK-2 Response to Text overviews and planning		
5/2 AM PD	EL summaries-What worked and not		

<b>Focus area 3:</b>	PBIS/Responsive Classroom-Social-Emotional Supports		
<b>Instructional strategies:</b>	Effectively working with students from crisis	<b>Approximate dates:</b>	[enter timeline]
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
PBIS team meets bi-monthly to plan out school-wide objectives	Establish criteria for school-wide expectations to be shared with entire school during monthly PBIS meetings		PD schedule, SWIS data
PBIS- Morning PD - 10/4/16	To learn how to effectively use Class Dojo, as a means of communication with families from school to home		DoJo accounts, working computer in each homeroom

PBIS-After-School PD-10/25/16	School-wide Data review from Baseline of expectations prior to PBIS implementation	Questionnaires completed from staff, copied from print shop?
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<b>Focus area 4:</b>	Science, Engineering/Technology	
<b>Instructional strategies:</b>	Unpacking Next Generation Standards and imbedding Science in writing; note booking	<b>Approximate Dates:</b>
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support Needed</b>
10/27/17	MA 2016 Science Frameworks	
1/23/17	Unpacking Next Generation Standards	
2/1/17 PM	Sound Energy	NUWC
4/12/17 PM	Magnetism and Electricity: hands-on activities; lessons in note booking	Sea Lab Facilitator
5/10/17 PM	Water Cycle; Acushnet Saw Mill	Buzzard's Bay Coalition