School Improvement Plan

School Year 2018-2019
School: Pulaski
Principal: Melissa Rego
Assistant Principal: Amanda Gonzalez

Section 1. Set goals aligned to the District Plan:

1. *80% of students will meet or exceed their MOY and EOY moderately ambitious student learning goal in ELA as evidenced by STAR, DRA and DIBELS data.*
2. *80% of students will meet or exceed their MOY and EOY moderately ambitious student learning goal in Math as evidenced by STAR and fluency data.*
3. *Decrease the # of chronically absent students in Tier 3 by 25% at MOY and 50% by EOY.*
4. *At least 80% of students who are brought through the BBST process will be provided with appropriate referral, intervention and monitoring to promote growth towards their student learning goals and decrease in student behavioral incidents.*

	SY17-18 (Historical)			SY18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 3-4-5						
ELA (3-5)	59%	505	59.7			
Math (3-5)	58%	501.9	61			

	BOY 18-19 (Historical)			EOY 18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP
STAR Data ~ Grade 2-3-4-5						
ELA	Gr 2 –39% Gr 3 – 37% Gr 4 – 40%	Grade 2 – 208 Grade 3 – 324 Grade 4 – 460		Grade 2 – Grade 3 – Grade 4 –	Grade 2 – Grade 3 – Grade 4 –	Grade 2 – Grade 3 – Grade 4 –

	Gr 5 – 41%	Grade 5 – 578		Grade 5 –	Grade 5 –	Grade 5 –
Math	Grade2 – 48% Grade 3 – 37% Grade 4 – 46% Grade 5 - 48%	Grade 2 – 389 Grade3 – 502 Grade 4 – 611 Grade 5 – 684		Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –

	BOY 17-18 (Historical)			**EOY 17-18 (Goals)**		
	% of students Meeting or Exceeding Expectations	**% of students Not Meeting Expectations**		**% of students Meeting or Exceeding Expectations**	**% of students Not Meeting Expectations**	
DIBELs Data ~ Grade K-1-2						
DIBELs	Grade K – 54% Grade 1 – 79%	Grade K – 46% Grade 1 – 21%		Grade K – Grade 1 –	Grade K – Grade 1 –	

Section 2. Use data to determine school-specific strengths and weaknesses

(a) What progress did your school make last year?
BOY 2017 to EOY 2018 all grade K-1-2 teachers will reduce the # of students not reading at benchmark by 40%.

DIBELS

Grade Level	BOY%	MOY%	EOY%	% of decrease from BOY to EOY	Met Goal
K	34% (32)	16% (16)	19% (19)	-44%	YES
Grade 1	42% (46)	27% (30)	25% (29)	-40%	YES
Grade 2	26% (27)	21% (27)	26%(28)	0%	NO

(b) What did students struggle with last year? Why? Please consider data by grade level and subject.

ELA:
DIBELS-

Kindergarten

DIBELS Analysis 2017/2018

- BOY Composite score 19% at benchmark 47% above benchmark
- MOY Composite score 18% at benchmark and 66% above benchmark
- EOY Composite score 26 % at benchmark and 55% above benchmark
- PSF 24% met benchmark 66 % above benchmark

- NWF (CLS) 31% met benchmark 51% above benchmark

Skills that stand out as strengths:

- PSF- was noted as a strength with a hold from 66% MOY to 66% EOY (above benchmark

Skills that stand out as challenges:

- Kindergarten NWF decreased from 61% above benchmark to 51% above benchmark.

How challenges impact student achievement:

- Kindergarten students at EOY showed a decrease in NWF, which could affect their ability to write and decode. This may have a negative impact on their BOY DIBELS results in the first grade.

1st Grade

DIBELS Analysis 2017/2018

- BOY Composite score 20% at benchmark 38% above benchmark
- MOY Composite score 16% at benchmark and 57% above benchmark
- EOY Composite score 20 % at benchmark and 55% above benchmark
- NWF (CLS) 29% met benchmark 45% above benchmark
- NWF (WWR) 32% met benchmark 51 % above benchmark
- DORF (accuracy) 28% met benchmark 43 % above benchmark
- DORF (fluency) 21% met benchmark 53 % above benchmark
- DORF (retell) 13% met benchmark 51 % above benchmark

Skills that stand out as challenges:

- Grade 1 DORF accuracy decreased from 52% above benchmark to 43% above benchmark.
- Grade 1 DORF fluency decreased from 64% above benchmark to 53% above benchmark.

How challenges impact student achievement:

- Low proficiency levels in DORF will impact students' ability to comprehend and respond to grade level text. Impact seen as **students entering** 2nd grade are testing into Early Lit in STAR versus STAR Reading.

2nd Grade

DIBELS Analysis 2017/2018:

- BOY Composite score 26% at benchmark 48% above benchmark
- MOY Composite score 21% at benchmark and 58% above benchmark
- EOY Composite score 11 % at benchmark and 63% above benchmark
- DORF (accuracy) 15% met benchmark 58% above benchmark
- DORF (fluency) 24% met benchmark 45 % above benchmark
- DORF (retell)23%met benchmark 67 % above benchmark

Skills that stand out as challenges:

- Grade 2 DORF fluency decreased slightly from 46% above benchmark to 45% above benchmark.

How challenges impact student achievement:

- Low proficiency levels in DORF fluency will impact students' ability to comprehend and respond to grade level text.

MCAS

Grades 3 – 5

Accountability Information

Overall classification	Not requiring assistance or intervention

Reason for classification
Meeting targets

Progress toward improvement targets	Accountability percentile
83% - Meeting targets	59

OVERALL AND SUBGROUP DATA | DETAILED DATA FOR EACH INDICATOR

Overall results

Progress toward improvement targets

Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	1	4	-	-	-	-
	Achievement total	**9**	**12**	**60.0**	**8**	**8**	**67.5**
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	4	4	-
	Growth total	**7**	**8**	**20.0**	**7**	**8**	**22.5**
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	**English language proficiency total**	**2**	**4**	**10.0**	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	1	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	**0**	**4**	**10.0**	**1**	**4**	**10.0**
Weighted total		7.0	9.6	-	7.1	7.6	-
Percentage of possible points		73%		-	93%		-
Criterion-referenced target percentage		**83%**					
		Meeting targets					

Subgroup	Progress towards improvement targets	Subgroup percentile
High Needs	61% - Partially Meeting	61
Economically Disadvantaged	61% - Partially Meeting	67
EL/Former EL	92% - Meeting	73
Students w/ Disabilities	72% - Partially Meeting	53
Hispanic	92% - Meeting	76
White	71% - Partially Meeting	59

Strengths:

- Lowest performing students acquired 93% of possible points
- Earned all points for achievement in ELA and Math for all students and lowest performing.
- Earned all points for growth in Math for all students and lowest performing.
- Overall meeting targets with 83% of possible percentage points
- Hispanic and EL/Former EL subgroups met targets
- EL/Former EL students acquired 4/4 points for achievement and growth in both ELA and Math.

Area for Improvement:

- Progress towards attaining English language proficiency as only 2/4 points were earned.
- Chronic absenteeism as 0/4 points were earned.
- Science achievement as 1/4 points were earned.
- Growth in ELA for students with disabilities as only 2/4 points were earned.
- Achievement in Science for the high needs sub-group as 0/4 points were earned.

What does your data suggest are the reasons why students are struggling?

- **Science**
  - Majority of instructional time is spent on ELA and Math in all grades resulting in a lack of knowledge in Science strands.
- **Chronic absenteeism – lack of a consistent system in place to monitor attendance, identify chronically absent students and implement appropriate tiered interventions.**
  - 2017/2018 attendance data indicates that 17 of the chronically absent students are magnet students. The magnet process needs to be reviewed and assessed to determine how we can increase support around daily attendance.
  -2017/2018 attendance data indicates that 16 of the chronically absent students are students that attend our 3 substantially separate programs (deaf and hard of hearing program/ comprehensive behavior intervention program and behavior based substantially separate program).
  *Roadblocks for both groups of students must be identified and next steps must be determined to increase student daily attendance.

Individual Grade level Data:

MCAS 2.0

	Meeting/ Exceeding Expectations	**Average Scaled Score**	**Mean SGP**	**Achievement Percentile**
ELA				
3rd	59%	504.6	N/A	56
4th	69%	511.3	70.5	83
5th	49%	499.1	49.4	38
Math				
3rd	56%	501.5	N/A	52
4th	72%	507.6	78.3	81
5th	45%	496.7	49	46

Grade 3:
ELA
Strengths:

- Percentage of students meeting/exceeding expectations increased from 45% in 17/18 to 59% in 18/19.
- Outperformed the state and the district in the following strands/topics:
    - Conventions of Standard English
    - Craft and Structure
    - Integration of Knowledge and Ideas
    - Text Types and Purposes
- Writing Standard W.1.02 - outperformed the state by 15 points and overall increase of 6% in possible number of points from the previous year.

Areas for Improvement:

- Although 3rd grade outperformed the district and state in L.1.01, their percentage of possible total points decreased by a significant amount from MCAS 2017.

What does your data suggest are the reasons why students are struggling?

- Multiple data points (DRA/STAR/Lexia) indicate that students in 3rd grade for the 2017/2018 school year still required intensive instruction in phonics and fluency.
- Writing instruction is not incorporating enough instructional time on the conventions of writing when typing. Typing program has been implemented and will support students with acquiring these skills.

Grade 3:
Math
Strengths:

- Percentage of students meeting/exceeding expectations increased from 39% in 17/18 to 56% in 18/19.
- Outperformed the state and the district in the following strands:
    - Measurement and Data
    - Number and Operations in Base Ten
    - Number and Operations – Fractions
    - Operations and Algebraic Thinking

Areas for Improvement:

- Solving word problems

What does your data suggest are the reasons why students are struggling?

- Students demonstrated difficulty applying concepts of multiplication to solve word problems. Daily review of skills through the Common Core Review portion of Envisions continues to be necessary.

Grade 4:
ELA
Strengths:

- Percentage of students meeting/exceeding expectations increased from 46% in 17/18 to 69% in 18/19.
- Outperformed the state and the district in all the domains.
- Outperformed the district and the state in 19/24 items.
- Writing data indicates that 4th grade outperformed the district and the state in percentage of possible points by 12.
- Achievement percentile of 83

Areas for Improvement:

- R.2.04 - Determine the meaning of a word in context.

Grade 4:
Math
Strengths:

- Percentage of students meeting/exceeding expectations increased from 55% in 17/18 to 72% in 18/19.
- Outperformed the district and state in all the domains.
- Outperformed the district and the state in 38/40 items.
- Student Growth Percentile (SGP) was in the high growth range
- Achievement percentile of 81

Areas for Improvement:
4.G.A.02 - Identify which shapes have parallel sides, perpendicular sides, or both.

Grade 5:
ELA
Strengths:

- Percentage of students meeting/exceeding expectations increased from 36% in 17/18 to 49% in 18/19.
- EL subgroup had an achievement percentile of 82
- Writing data indicates that 5th grade outperformed the district met the state in percentage of possible points.

Areas for Improvement:

- **High priority standards**

R.1.03 - Identify what is suggested about a character using evidence from the passage.
R.1.03 - Analyze how a character feels and choose the evidence that best supports that feeling.
R.1.02 - Analyze how events affect a character.
R.1.03 - Identify similarities between characters from multiple passages.
R.1.01 - Describe an individual's feelings and choose evidence that best supports the description.
What does your data suggest are the reasons why students are struggling?
Standards are mostly taught in Units 1 and 2. Review and implementation of standards must be considered in moving forward.

Grade 5:
Math
Strengths:

- Outperformed the district and state in the Number and Operations in Base Ten domain.
- EL subgroup had an achievement percentile of 87
- Standards:
  5.MD.C.05 - Determine the total volume of two non-overlapping right rectangular prisms.
  5.NBT.A.02, Write numbers given in exponential form as numbers in standard form and find an unknown exponent in a product.

Areas for Improvement:

- High priority standards
  5.NBT.A.03 - Determine the expanded form of a number expressed in verbal form.
  5.NF.A.02 - Estimate the sum of two fractions less than one to solve a word problem.
  5.MD.A.01 - Convert from yards to feet.
  5.OA.A.01 - Evaluate an expression involving parentheses.
  5.MD.C.04 - Solve a word problem involving finding the volume of a right rectangular prism by counting unit cube.

Cohort Data

Grade	Proficiency 2017	PulaskiProficiency 2018	District Proficiency 2018	SGP 2017	SGP 2018	Achievement %ile 2017	Achievement %ile 2018
ELA							
Grades 3 - 5	42%	59%	33%		59.7	33%	64%
Grade 3	45%	59%	43%		n/a	39%	56%
Grade 4	46%	69%	43%	44%	70.5	38%	83%
Grade 5	36%	49%	43%	32%	49.4	25%	38%
MATH							
Grades 3 - 5	48%	57%	30%		63.4	47%	61%
Grade 3	39%	56%	43%		n/a	32%	52%
Grade 4	55%	72%	40%	58%	78.3	58%	81%
Grade 5	50%	45%	38%	43%	49	52%	46%

Pulaski cohort data indicates the following:

- 24% increase in the percentage of students meeting/exceeding expectations from Grade 3 to 4 in ELA.
- 33% increase in the percentage of students meeting/exceeding expectations from Grade 3 to 4 in Math.
- 3% increase in the percentage of students meeting/exceeding expectations from Grade 4 to 5 in ELA.
- 10% decrease in the percentage of students meeting and exceeding expectations from Grade 4 to 5 in Math.
- SGP decreased by 9 points for students that went from grade 4 to grade 5.

Data analysis indicates that achievement and growth in Math is an area for improvement regarding both achievement and growth in 5th grade. Initiative # 2 regarding Math applies to all grade levels, but a higher level of support will be provided to Grade 5 teachers. Specific next steps are outlined within the plan.

2017/2018 Discipline Data

- Office referral tracking system was implemented in February.
- Highest number of referrals occurred during the Month of May.
- Grade 5 had the highest number of referrals.
- 1st grade had the 2nd highest number of referrals resulting in a whole group approach to the Social-Emotional Learning Curriculum for the 2018/2019 school year.
- Highest number of referrals occurred at 12:00 and dismissal time.
- Tuesdays had the highest number of referrals.
- Majority of referrals were due to minor defiant incidences.
- Majority of incidences occurred within the classroom.

2017/2018 Family Survey Results

- Strengths
    - Increase in Parent Engagement from the previous year
    - Parent Support – 85% of families responded favorably
    - School Climate – 87% of families responded favorably
- Areas for improvement:
    - Barriers to Engagement - 62% of families responded favorably (Factors that can create challenges for families to interact with or become involved with their child's school.)
    - Learning Behaviors – 62% of families responded favorably. (Families' perceptions of their child's learning related behaviors.)

(b) What did students struggle with last year? Why? Please consider data by grade level and subject. Questions to consider include:

- **What grades/classrooms are of the most serious concern?**

Comprehensive **B**ehavior **I**ntervention **P**rogram is a high priority concern regarding student growth and achievement.

MCAS 2017

	ELA Meeting/ Exceeding Expectations	**SGP**	**Math Meeting/ Exceeding Expectations**	**SGP**
3rd	**10%**	**N/A**	**10%**	**N/A**
4th	**18%**	**3**	**0%**	**5%**
5th	**0%**	**14**	**25%**	**30.5%**

MCAS 2018

	ELA Meeting/ Exceeding Expectations	**SGP**	**Math Meeting/ Exceeding Expectations**	**SGP**
3rd	0%	N/A	0%	N/A

4th	0%	35.4	27%	70.3
5th	7%	26.5	14%	24

STAR 2017/2018

ELA

	BOY	MOY	EOY
2nd	0%	0%	13%
3rd	11%	0%	0%
4th	18%	8%	14%
5th	8%	15%	8%

Math

	BOY	MOY	EOY
2nd	11%	38%	13%
3rd	9%	10%	10%
4th	8%	15%	8%
5th	15%	17%	14%

DIBELS 2017/2018

	BOY	MOY	EOY
K	100%	60%	
1st	44%	27%	36%
2nd	63%	56%	71%

- **What does your data suggest are the reasons why students are struggling?**
  - Behavioral data indicates a significant amount of time not being spent on learning.
  - A vast amount of CBIP Students are not reading at grade level and require targeted tier 3 support
  - Lack math fact fluency
  - Written expression does not match oral expression
  - Difficulty retaining staff
  - Various external factors (foster care/hospitalizations/trauma history, etc.)
  - Minimal parent engagement (addressed in Initiative #4)

Initiative 1: ELA
Build student capacity to comprehend and respond to complex text by planning for learning through the integration of priority learning standards, developing and refining instructional practices and using assessment data to inform instruction.

Team Members: Principal, Assistant Principal, TLS, Teachers, Para-Professionals

Final Outcomes:

Teacher Practice Goals:

- Teachers, grades prek-5, will use data to plan for learning and inform instruction that will result in students meeting or exceeding their ELA learning goal.

Framework:

1. Evidence of the following in lesson plans
    - What do I want my students to know and be able to do?
    - How will I get them there?
    - How will I know they have it?
    - What will I do when they don't
2. Multiple data points
    -Checks for understanding
    -Common Formative Assessments (ELA and Science)
    -Star
    -Dibels
    -DRA
    -Pearson Assessments
    - Observational Data
    - Lexia
3. Analysis of student work and data during admin-directed meetings (50% of the time on student work).
4. Data from learning walks/walk throughs
5. Educator Evaluation Process including observation
6. Goal setting and Progress Monitoring
    -Star/DRA/Dibels
7. Effective and actionable feedback during student conferences

Student Learning Goals:

1. By MOY Pulaski will realize at least 80% of students meeting their Moderately Ambitious MOY Goals. Measured through: STAR, DRA and DIBELS
2. By EOY Pulaski will realize at least 80% of students meeting their Moderately Ambitious EOY Goals. Measured through: STAR, DRA and DIBELS
3. As evidenced by Pearson Science benchmark assessments and Science MCAS practice tests, 5th grade students will demonstrate an increase of 40% in proficiency from BOY to MOY

What this means for teachers:

GradesPreK-2:

1. Evidence of the following in lesson plans:
    - Restructured ELA block that uses DRA and other ELA data to inform flexible guided reading groups and provide targeted reading and writing instruction.
    - Teacher Led Small Group Expectations
        - Students requiring maximum support will receive targeted small group instruction daily.
        - Students requiring moderate support will receive targeted small group instruction 3- 4 times a week.
        - Students performing on grade level will receive targeted small group instruction 2-3 times a week.
        - Students reading above grade level will receive targeted small group instruction 1- 2 times a week.
    - Aside from teacher led small groups, students will rotate through differentiated centers that target the curriculum.
2. Multiple data points:
    -Checks for understanding
    - Daily documentation of CFU data (checklist, etc.)

    -Evidence of following data in teacher data binders
    - Common Formative Assessments
    - Dibels
    - DRA (all students in Grades 1 and 2 for BOY, MOY and EOY/ all students in K at MOY and EOY)
    - Pearson Assessments
    - Observational Data
    - Lexia

3. Analysis of student work and data during admin-directed meetings (50% of the time on student work).
4. Data from learning walks/walk throughs:
    - Learning walk teams will either debrief with teachers after walks take place to discuss strengths and areas for improvement or send the information via email
5. Educator Evalution Process including observation:
    - Ratings on indicators and feedback leading to next steps will be provided

6. Establish Goals at BOY and MOY -Progress Monitoring of goals (DRA, Dibels, etc.)

-DRA testing and progress monitoring team created
-DRA progress monitoring will take place monthly as directed
-District Dibels assessment calendar

7. Effective and actionable feedback during student conferences:

-Student data packets are used as a catalyst for conversation and a way for students to document progress towards individual goal.

- Student goal boards will reflect progress towards individual SLG's after progress monitoring and benchmark testing periods.

Grades 3- 5

1. Evidence of the following in lesson plans:
    - Connections between planning and delivering rigorous instruction, assessing student knowledge, analyzing student data to adjust instruction, formulate re-teach plans and adjustments to practice based on student growth and outcomes.
    - Targeted and concise lesson objectives derived from CCSS.
    - Strategically placed checks for understanding throughout lessons with well-planned next steps based on student understanding.
    - Intervention block action plan that uses STAR data to inform flexible groups that target high priority standards.
    - Lexia resources used during intervention block to reinforce skills
    - Differentiated work. Including leveled readers that correlate with students reading levels.
2. Multiple data points:
    -Checks for understanding
    - Daily documentation of CFU data (checklist, etc.)
    -Evidence of following data in teacher data binders
    - Common Formative Assessments (ELA and Science)
    - DRA
      -BOY all students "not meeting" expectations in STAR
      -MOY all students "not meeting" and "partially meeting "expectations in STAR
    - Pearson Assessments
    - Observational Data
    - Lexia
    - STAR

3. Analysis of student work and data during admin-directed meetings (50% of the time on student work).
4. Data from learning walks/walk throughs:
    - Learning walk teams will either debrief with teachers after walks take place to discuss strengths and areas for improvement or send the information via email
5. Educator Evaluation Process including observation:
    - Ratings on indicators and feedback leading to next steps will be provided

6. Establish Goals BOY and MOY and Progress Monitoring DRA/STAR:

- STAR progress monitoring every 6 weeks for students that are at or above grade level and every 3 weeks for students that are accessing the curriculum below

grade level and all students in CBIP and BBSS.

-DRA progress monitoring –

- BOY –MOY monthly all students "not meeting" expectations in STAR at BOY
- MOY –EOY monthly all students "not meeting" and "partially meeting "expectations in STAR at MOY

7. Effective and actionable feedback during student conferences:

-Student data packets are used as a catalyst for conversation and a way for students to document progress towards individual goal.

- Student goal boards will reflect progress towards individual SLG's after progress monitoring and benchmark testing periods.

What this means for building leadership:

1. Evidence of the following in lesson plans
   - Targeted Lesson Plan collection, review and feedback to ensure the following questions are being addressed throughout the plan
   - What do I want my students to know and be able to do?
   - How will I get them there?
   - How will I know they have it?
   - What will I do when they don't
2. Multiple data points
   - Targeted data meetings- leadership team and teachers reiew data binder and document next steps.
   - Current data walls in TLS office to monitor growth from BOY to EOY- STAR, DIBELS and PREK data
   - Targeted sub-group data meetings (25%ers, CBIP, ELs, SWD and DHH)
   - Monitor and analyze Lexia usage reports
   - Create CFA's monitor and analyze data (ELA, Math and Science)
3. Analysis of student work and data during admin-directed meetings
   - 50% of the time will be devoted to analyzing student work and formulating next steps
4. Data from learning walks/walk throughs
   - Learning walk teams will either debrief with teachers after walks take place to discuss strengths and areas of improvements or sent via email
5. Educator Evaluation Process including observation
   - By November 15th, all staff will have a formal observation completed

6. Set expectations for Data Cycle: Setting moderately ambitious goals, Progress Monitoring of goals and conferencing

- Monitor and analyze DIBELS fidelity reports Kindergarten
- Verify goal setting
- Review Star progress monitoring reports to analyze growth towards goal

Create collect and monitor ELA assessment goal data collection sheet

-Star/DRA/Dibels

7. Observation/monitoring of effective and actionable feedback during student conferences

Key Milestones: Nov. 1: > ELA Massachusetts Curriculum Frameworks for Language, Speaking and Listening, Reading, Writing and Reading Foundation Skills will continue to be implemented in all ELA core instructional classrooms, and in intervention and accelerated Blocks to increase student proficiency. > Core Curriculum will be adjusted to increase student practice with complex tasks and formative assessment. > Teachers will generate Moderately Ambitious student MOY and EOY goals utilizing STAR, DRA and DIBELS data. > Grades K-2 will continue to implement a Phonics Reference Guide from the Units of Study containing Phonics skills to increase Pre-Reading skills for students to become fluent readers at their grade level. > Grades 1 and 2 will DRA all students and develop an ELA block where they will provide Multi-Tiered Systems of Support (MTSS) utilizing the DRA Data > Evidence of EL Strategies incorporated into the Elementary ELA Curriculum > MCAS 2.0, STAR, DRA and DIBELS Data will be collected and reviewed to analyze the items and skills that students are ready to learn in ELA, Math, and Science. > STAR and DRA progress	Feb. 1: > Continue all initiatives from the beginning of the year. > Analyze MOY STAR data, DRA data and DIBELS Data to ensure at least 80% of students have met their MOY Goals > Progress Monitor in STAR, DIBELS and DRA Use data to identify standards/skills students are ready to learn. > MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed to provide the skills students are ready to learn. > Continue MTSS blocks in addition to core instruction based on progress monitoring and MOY DIBELS, STAR and DRA Data. > Continue working with Tiered Literacy consultants to create and implement an action plan. > Monitor progress of 25%ers as identified through MCAS 2.0 (goals and proficiency) > Science MOY CFA is administered to 5th grade students	June 1: > Continue all initiatives and Professional Development as needed. > Analyze EOY STAR data, DRA data and DIBELS Data to ensure at least 80% of students have met their MOY Goals > Progress Monitor in STAR, DIBELS and DRA Use data to identify standards/skills students are ready to learn > Continue MTSS blocks in addition to core instruction based on progress monitoring in DIBELS, STAR and DRA. > Monitor progress of 25%ers as identified through MCAS 2.0 (goals and proficiency) > Determine next steps for year 2 of Tiered Literacy Academy.

Monitoring data will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for students. > Participation in first PD session of the Tiered Literacy Academy > Create MTSS blocks in addition to core instruction based on BOY Star, DRA and DIBELS data use progress monitoring data to adjust groupings to meet the needs of all students. > Science BOY CFA is administered to 5th grade students >Implementation of extended Science block		

Initiative 2: Math
Build student capacity to answer multi-step real-world problems; through the integration of priority learning standards, developing and refining instructional practices and using assessment data to inform instruction.

Team Members:	**Principal, Assistant Principal, TLS, Teachers, Para-Professionals**

Final Outcomes:

Teacher Practice Goals

- Teachers, grades prek-5, will use data to plan for learning and inform instruction that will result in students meeting or exceeding their MATH learning goal.

Framework:

1. Evidence of the following in lesson plans
   - What do I want my students to know and be able to do?
   - How will I get them there?
   - How will I know they have it?
   - What will I do when they don't
2. Multiple data points
   -Checks for understanding
   -Common Formative Assessments- Math
   -Star
   -Pearson Assessments
   - Observational Data
   -KNSA data
3. Analysis of student work and data during admin-directed meetings (50% of the time on student work).
4. Data from learning walks/walk throughs
5. Educator Evaluation Process including observation
6. Establish Goals at BOY and MOY -Progress Monitoring of goals
   -Star
   -Fluency
7. Effective and actionable feedback during student conferences

Student Learning Goals

1. By MOY Pulaski will realize at least 80% of students meeting their Moderately Ambitious MOY Goals. Measured through: STAR grades 2-5 and fluency goals Prek-1
2. By EOY Pulaski will realize at least 80% of students meeting their Moderately Ambitious EOY Goals. Measured through: STAR grades 2-5 and fluency goals Prek-1

What this means for teachers:

- **Grades PREK-2:**

1. Evidence of the following in lesson plans:
    - Math block that uses Math data to inform flexible Math groups and provide targeted Math instruction.
    - Teacher Led Small Groups- reteach or provide MTSS
    - Aside from teacher led small groups, students will rotate through differentiated centers that target the curriculum.
    - KNSA
2. Multiple data points:
   -Checks for understanding
    - Daily documentation of CFU data (checklist, etc.)

   -Evidence of following data in teacher data binders
    - Envisions Formative Assessments
    - Observational Data
    - Fluency assessments
    - KNSA data

3. Analysis of student work and data during admin-directed meetings (50% of the time on student work).
4. Data from learning walks/walk throughs:
    - Learning walk teams will either debrief with teachers after walks take place to discuss strengths and areas for improvement or send the information via email
    - Evidence of KNSA implementation
5. Educator Evalution Process including observation:
    - Ratings on indicators and feedback leading to next steps will be provided

6. Establish Goals at BOY and MOY -Progress Monitoring of goals (STAR and math fluency)

   -STAR progress Monitoring-Grade 2
   -District Envisions Math pacing guide
   -Fluency Assessments

7. Effective and actionable feedback during student conferences:

   -Student data packets are used as a catalyst for conversation and a way for students to document progress towards individual goal.

   - Student MATH goal boards will reflect progress towards individual SLG's after progress monitoring and benchmark testing periods.

- **Grades 3- 5**

1. Evidence of the following in lesson plans:
    - Newly created Envisions Daily Framework and its components
    - KNSA
2. Multiple data points:
   -Checks for understanding
    - Daily documentation of CFU data (checklist, etc.)

   -Evidence of following data in teacher data binders
    - Envisions Formative Assessments

- Math CFU
- Observational Data
- Fluency data
- KNSA data

3. Analysis of student work and data during admin-directed meetings (50% of the time on student work).
4. Data from learning walks/walk throughs:
    - Learning walk teams will either debrief with teachers after walks take place to discuss strengths and areas for improvement or send the information via email
    - Evidence of KNSA implementation
    - Evidence of Newly created Envisions Daily Framework and its components
5. Educator Evaluation Process including observation:
    - Ratings on indicators and feedback leading to next steps will be provided
6. Establish Goals BOY and MOY and Progress Monitoring DRA/STAR:

- STAR progress monitoring every 6 weeks for students that are at or above grade level and every 3 weeks for students that are accessing the curriculum below grade level and all students in CBIP and BBSS.

7. Effective and actionable feedback during student conferences:

-Student data packets are used as a catalyst for conversation and a way for students to document progress towards individual goal.

- Student Math goal boards will reflect progress towards individual SLG's after progress monitoring and benchmark testing periods.

What this means for building leadership:

1. Evidence of the following in lesson plans
    - Targeted Lesson Plan collection, review and feedback to ensure the following questions are being addressed throughout the plan
    - What do I want my students to know and be able to do?
    - How will I get them there?
    - How will I know they have it?
    - What will I do when they don't
    - Grades 3-5: Newly created envisions framework and its components
    - Evidence of KNSA model
2. Multiple data points
    - Targeted data meetings- leadership team and teachers reiew data binder and document next steps.
    - Current data walls in TLS office to monitor growth from BOY to EOY- STAR, Star and Fluency
    - Targeted sub-group data meetings (25%ers, CBIP, ELs, SWD and DHH)
    - Create CFA's monitor and analyze data -Math
6. Analysis of student work and data during admin-directed meetings
    - 50% of the time will be devoted to analyzing student work and formulating next steps – KNSA work examples
7. Data from learning walks/walk throughs
    - Learning walk teams will either debrief with teachers after walks take place to discuss strengths and areas of improvements or sent via email
8. Educator Evaluation Process including observation
    - By November 15th, all staff will have a formal observation completed

6. Set expectations for Data Cycle: Setting moderately ambitious goals, Progress Monitoring of goals and conferencing
    - Monitor and analyze DIBELS fidelity reports Kindergarten
    - Verify goal setting
    - Review Star progress monitoring reports to analyze growth towards goal

7. Observation/monitoring of effective and actionable feedback during student conferences

Key Milestones:		
<u>Nov. 1:</u> ➢ Continue to use the updated Math Massachusetts Curriculum Frameworks to plan academically rigorous lessons that increase student engagement and meet the needs of diverse learners. ➢ Help students in the following areas of math: Making Sense of Mathematical Concepts, Mathematical Rigor, Performing Mathematical Procedures Fluently, and Using Mathematical Concepts in Problem Solving Applications to increase student proficiency. ➢ Create and implement Envisions Daily Framework and its components ➢ Establish a MTSS model utilizing formative assessment where intervention and acceleration blocks will be implemented to obtain increased student time on standards/skills. ➢ STAR progress monitoring data at all levels will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for	<u>Feb. 1:</u> ➢ Continue all initiatives from the beginning of the year. ➢ Analyze STAR data to ensure that 80% of students have met or exceeded their MOY moderately ambitious goal. ➢ Progress Monitor STAR to identify standards/skills students' area ready to learn. ➢ Progress monitor fluency (prek-1) ➢ Continue to implement the Envisions Daily Framework which includes intervention and acceleration periods in addition to core instruction based on progress monitoring. ➢ STAR Data and fluency data (prek-1) will be collected and reviewed to provide the skills students are ready to learn. ➢ Math KNSA to assess students' ability to effectively solve multi-step real-world problems. (grades	<u>May 1:</u> ➢ Continue all initiatives from the beginning of the year. ➢ Analyze STAR data to ensure that 80% of students have met or exceeded their EOY moderately ambitious goal. ➢ Progress Monitor STAR to identify standards/skills students' area ready to learn. ➢ Progress monitor fluency (prek-1) ➢ Continue to implement the Envisions Daily Framework which includes intervention and acceleration periods in addition to core instruction based on progress monitoring ➢ Create intervention and acceleration blocks in addition to core instruction based on progress monitoring and MOY STAR data to meet the needs of all students. ➢ STAR Data and fluency data (prek-1)

students. ➢ Envisions Assessment data will be collected and analyzed to determine students' ability to effectively solve multi-step real-world problems. (KNSA) Use this data to plan for needs in addition to the core instruction. ➢ MCAS 2.0, STAR, and Envisions Data will be collected to review the items and skills that students are ready to learn in Math ➢ Data meetings to monitor student data in our high priority schools to determine student needs ➢ Math KNSA strategy to assess students' ability to effectively solve multi-step real-world problems (grades preK-5) ➢ Grades prek-1 establish Math SMART Goals-fluency	preK-5)	will be collected and reviewed to provide the skills students are ready to learn. ➢ Math KNSA to assess students' ability to effectively solve multi-step real-world problems. (grades preK-5)

- **Initiative 3: Student Support Systems**
- **Develop effective systems and structures to support the unique academic and social emotional needs of all students**

Team Members: **Principal, Assistant Principal, Teachers, Paras, Support Staff**

Final Outcomes:

By EOY:

Teacher Practice Goals:

- Understand and demonstrate the attributes of a safe and supportive school
- Improve academic and behavioral outcomes for all students
- Teach and reinforce appropriate behavior to enhance social-emotional learning
  leading to meaningful and durable lifestyle outcomes
- Maximize time on learning for all students

Student Learning Goals

- All Pulaski students will understand, become familiar with, and be active engagers of positive behavioral development and social skill building which reduces problem behaviors, improves student engagement and academic performance.
- At least 85% of students who are brought through the BBST process will be provided with appropriate referral, intervention and monitoring to promote an increase in student achievement and decrease in student behavioral incidents.

What this means for teachers:

- Creating a Safe and Supportive Learning Environment (Trauma Sensitive School) – 1st Year of Implementation
  - Deepen understanding of the need for a safe and supportive school and the need for a community approach that values the expertise of educators and includes the voices of students and values through professional development and creation of a Trauma Sensitive Steering Committee that will focus on creating a safe and supporting school environment through a trauma sensitive lens.
  - Support all students to feel safe-physically, socially, emotionally and academically
  - Support all students to
    - Form positive relationships with adults and peers
    - Manage and self-regulate their emotions and behaviors
    - Develop a sense of competency and academic success

        - Experience physical health and well-being
    - Explicitly connect students to the school community and provide them with multiple opportunities to engage in the school community
    - Support our schools' capacity to work together as a team with a sense of shared responsibility for every student
    - Help the school anticipate and adapt to the ever-changing needs of students and the surrounding community, utilizing innovative and effective supports/solutions.
- PBIS (2nd year of cohort)
    - PBIS team will continue to provide trainings on school wide PBIS procedures and behavioral principles.
    - PBIS Team will monitor, evaluate and modify the program as necessary.
    - Teachers will attend 1 PBIS admin-directed meeting a month that will focus on reviewing and analyzing monthly discipline data, creating next steps based on data, new school wide procedures and initiatives and providing feedback on how to maximize effectiveness.
    - Based on analysis on the 2017/2018 school year discipline data, the school adjustment counselor will provide whole group instruction on the Social-Emotional Learning Curriculum to all students in 2nd grade.
    - Pulaski staff members will continue to implement and follow the office discipline referral form process with fidelity.
    - Pulaski staff members will continue to explicitly teach and model pro-social expected behaviors.
- BBST (Building Based Support Team)
    - Analyze multiple data points, after the first progress monitoring session, to determine which students require Tier 2 and Tier 3 interventions regarding social-emotional and academic challenges.
    - Data analysis will be used to determine need for ongoing support, for different supports, or for referral to Special Education.
    - Teachers will provide evidence of fidelity through consistent implementation of interventions
    - Attend BBST meetings during admin-directed meetings monthly to work with BBST to determine an intervention plans that targets student's area(s) for improvement(s).
- Attendance
    - Understand the long-term impact chronic absenteeism has on students and how it is reflected in the new MA Accountability System.
    - Implement an individual classroom attendance system that promotes and reinforces daily attendance

What this means for building leadership:

- Creating a Safe and Supportive Learning Environment (Trauma Sensitive School) – 1st Year of Implementation
    - Deepen understanding of the need for a safe and supportive school and the need for a community approach that values the expertise of educators and includes the voices of students and values through professional development

- Identify a Trauma Sensitive Steering Committee
- Create an action plan based on the following:
  - Assess readiness/preparation
  - Identify urgencies and priorities
- Measure the impact of your action plan with qualitative and quantitative data
- Monitor for effectiveness and modify action plan if necessary
- Support all students to feel safe-physically, socially, emotionally and academically
- Support all students to
  - Form positive relationships with adults and peers
  - Manage and self-regulate their emotions and behaviors
  - Develop a sense of competency and academic success
  - Experience physical health and well-being
- Explicitly connect students to the school community and provide them with multiple opportunities to engage in the school community
- Support our schools' capacity to work together as a team with a sense of shared responsibility for every student
- Help the school anticipate and adapt to the ever-changing needs of students and the surrounding community, utilizing innovative and effective supports/solutions.

➢ <u>PBIS (2nd year of cohort)</u>
- Continue to attend coaching PD sessions
- Lead the work around analyzing data and determining next steps
- Run admin-directed meetings and PD's
- Monitor effectiveness and modify
- Lead the work in creation of the Pulaski P.R.I.D.E Handbook

➢ <u>BBST (Building Based Support Team)</u>
- Participate in the BBST process as members of the team
- Monitor interventions being provided to ensure that all interventions are being carried out as prescribed.
- Lead the work around refining the process at the building level
- Continue to identify high impact interventions
- Monitor effectiveness of process and modify if necessary

➢ <u>Attendance</u>
- Create an action plan that targets the following:
  - Monitor data
  - Engage students and families
  - Recognize good and improved attendance
  - Provide personalized outreach
  - Remove barriers
- Determine and implement Tier 1, Tier 2 and Tier 3 interventions

Key Milestones: **Nov. 1:**	**<u>Feb. 1:</u>**	**<u>May 1:</u>**
➢ <u>Creating a Safe and Supportive Learning Environment (Trauma Sensitive School) – 1st</u>	➢ <u>Creating a Safe and Supportive Learning Environment (Trauma Sensitive School) – 1st</u>	➢ <u>Creating a Safe and Supportive Learning Environment (Trauma Sensitive School) – 1st</u>

Year of Implementation • 2 initial PD sessions will be held with Trauma Sensitive Schools consultant • Trauma Sensitive Steering Committee will be created • Assess readiness as a school to begin the action planning process. ➢ PBIS (2nd year of cohort) • Refresher trainings for returning staff and PD for newly hired staff • Established monthly admin-directed meetings focusing on PBIS • Creation and distribution of Pulaski P.R.I.D.E Handbook • Continue to build upon Tier 1 strategies. • Grade 2 starts receiving whole group instruction in the SEL curriculum • PBIS team continues to attend year 2 PD • Student ambassadors are selected and trained on PBIS to help promote expected behaviors. ➢ BBST (Building Based Support Team • Create and/or revise documentation • Train BBST on SWIS • Start meetings after 1st progress monitoring • Plan for meetings to take place during grade level admin-	Year of Implementation • Identify urgencies and priorities • Develop an action plan • Review and Implement action plan • Ongoing PD ➢ PBIS (2nd year of cohort) • Ongoing monthly admin-directed meeting • Ongoing data analysis and identification of areas/classrooms and students of concern. • Create procedures to address emergency situations at an individual and school wide level. • Tier classroom and students based on discipline data • Create and formalize strategies to involve families in the PBIS school wide program. • Establish a budget for ongoing rewards, trainings and incentives. • Student ambassadors have transitioned to leading monthly Displays of Learning and Student Recognition ceremony. ➢ BBST (Building Based Support Team • Monitor interventions being provided to ensure that all interventions are being carried out as prescribed. ➢ Attendance • Present staff with the	Year of Implementation • Trauma Sensitive Steering Committee will review implementation, review qualitative and quantitative data that is being collected, noting successes and challenges and modify action plan if necessary. • Ongoing PD ➢ PBIS (2nd year of cohort) • Ongoing decision-making procedures are based on the school-wide data collected. ➢ BBST (Building Based Support Team • Monitor interventions being provided to ensure that all interventions are being carried out as prescribed. ➢ Attendance • Ongoing data analysis • Monitor effectiveness of interventions and overall attendance monitoring system.

meetings once a month. • Continue with process in place and incorporate parent involvement • Monitor interventions being provided to ensure that all interventions are being carried out as prescribed. ➢ <u>Attendance</u> • Start the action planning process to develop a uniform school wide attendance system that will focus on: A. Monitoring data B. Engaging students and families C. Recognizing good and improved attendance D. Providing personalized outreach and E. Removing barriers • Tier 1 classroom and building-wide interventions are in place • Set up bi-weekly meetings with administration and SAC's to review attendance reports	action plan • Implement action plan • Collaborate with attendance officer regarding students with chronic absences.	

Initiative 4: Parent and Community Engagement

Team Members:	Principal, Assistant Principal, W. Miranda, B. Bennett, CBIP Teachers, Behavior Assistants

Final Outcomes:

By EOY, Pulaski will provide community-based parent engagement activities. Such activities will be focused on CBIP family neighborhoods with the greatest number of students such as Hayden McFadden Parker, Gomes, Lincoln and De Valles. Activities will include "family nights" at neighborhood venues. Pulaski will build on neighborhood events to foster positive relationships with CBIP families and promote diversified parent and family engagement increasing "school ~ home partnership".

Teacher Practice Goals:

- The goal is for teachers to support and positively impact family engagement to create a more welcoming, supportive, and inclusive relationship that fosters the growth and development of the whole child.

- In accordance with the educator evaluation system parent / family engagement and the use of cultural relevant practices and methodologies are an expectation, and an area for constant growth for all educators, and schools.

Student Learning Goals:

- The goal is for increased parent engagement to benefit students in the following areas:
  - Achievement of better grades, test scores and attendance
  - An increase in self-worth, self- esteem, self-determination and motivation
  - A positive attitude about school that will result in improved behavior
  - Positive relationships with peers and adults
  - Ability to consistently regulate emotions and utilize taught strategies that will maximize time on learning
  -Increased parent involvement

What this means for teachers:

- Teachers are essential and on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and keep students within their learning environments. Teachers should actively keep track and document families and parents they engage with regarding their students and ways to continually create positive relationships that support the diverse needs of all students and families.

What this means for building leadership:

- Principal and school members will actively partner with parents and community stakeholders. Improved relationships will support improved CBIP reputation in the community and increase community participation. Principal and family engagement team will play an essential role in reviewing the effectiveness of ongoing family engagement initiatives. Staff will diversify community events and increase participation through use of data collection such as surveys. Emphasis will be focused on fostering positive relationships with family members and community stakeholders, as well as sharing out progress and necessary mid-course corrections.

Key Milestones		
<u>Nov. 1:</u> ➢ Teachers will provide evidence of positive phone calls to families ➢ Family Engagement Committee is created and meeting at least once per month ➢ Neighborhood with most CBIP students will be selected for first "family night" ➢ Wraparound coordinator will support Pulaski staff to determine location of "family night" ➢ Individual parent partnership meetings with struggling students	<u>Feb. 1:</u> ➢ Teachers will continue to provide evidence of positive phone calls to families ➢ Family Engagement Committee will have continued to meet and brainstorm additional community activities for families ➢ "Family night" date will be set/ providers will be secured ➢ Individual parent partnership meetings with struggling students	<u>May 1:</u> ➢ Teachers will continue to provide evidence of positive phone calls to families ➢ Family Engagement Committee will have two additional community activities scheduled ➢ First Family night will be held ➢ Data will be reviewed to determine strengths and needs of family-based community events

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?

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 changes in teacher practice related to this focus**
Focus Area 1- Formative Data to Inform Instruction across all content areas	-Teachers will continuously and effectively gather formative data on student mastery in order to plan for teaching and learning. -Teachers will be collecting and analyzing various checks for understanding. -Evidence of "Targeted Questioning" and Affirmative Checking (Teach Like A Champion) in the classroom. -Students will be placed in flexible groups based on CFU data -Student work and instruction will be differentiated based on formative/check for understanding data	-Initial collection of CFU data by some teachers -2017-2018 PD on various forms of checks for understanding	-More frequent and consistent student/teacher monitoring of progress -Planned Checks for understanding included in lesson plan -CFU checklists included in data binders -Implementation of Envisions Daily Framework -Implementation of newly designed ELA block (grades 1 and 2)
Focus Area 2- Student Goal Setting- Math Focus	-Teachers will work with students to create individual student learning goals based on student mastery data. -Teachers will set moderately ambitious goals for	- Utilizing newly created Student Data Packet. Math and ELA -Visual representation of progress by means of student learning goal boards where every student plots	-Visual representation of progress by means of student learning goal boards where every student plots their progress. (ELA and MATH) -Targeted instruction focusing

	MOY and EOY (STAR 2-5 Fluency PK-1) -Students will play an integral role in the development of their goals and monitoring of progress. -Students will be continuously monitored to assess mastery of objective. -Students not meeting mastery may be pulled to a small group, work with a teacher or paraprofessional, receive effective feedback, have a reteach lesson, intervention block and/or be provided with scaffolding.	their progress. (ELA)	on achievement of SMART Goals
Focus Area 3 – Creating a Safe and Supportive Learning Environment for all Students	**Just completed initial PD sessions with consultant. Action planning will begin in the next few weeks. Once created the PD plan for this initiative can be added.*		

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

Focus area 1:	**Formative Data to Inform Instruction**		
Instructional strategies:	**Implementing and Tracking Checks for Understanding**	**Approximate dates:**	Sept- June
Meeting	**Learning objectives for teachers**		**Support needed**
August -Sept	Teachers will receive a review of BOY STAR assessment data-features, reports, intervention groups, creating goals, and data analysis		
Ongoing	Teachers will explore various checks for understanding (techniques of observation and questioning) to gather relevant data surrounding student mastery; reject self-report, targeted questioning, standardize the format, tracking not watching, show me, and affirmative checking.		Teach Like A Champion book and guide
BOY and MOY	Analyze MCAS, STAR, DRA and DIBELS Data to develop a plan that facilitates targeted instruction.		
September	Familiarize/ review the administration of the DRA and DRA progress monitoring tool.		
Ongoing	Grade 1 and 2 teams will cultivate an ELA block in which DRA data is driving targeted instruction for all students and formative assessment drives instruction		
September	Teachers grades 3-5, will become familiarized with the newly developed math block schedule and its components. This Envisions Daily Framework will incude checks for understanding at appropriate times.		Envisions Daily Framework
Ongoing	Literacy team will build a data driven, evidence based, multi- tiered system and a defined literacy action plan to meet the needs of all students, so they can build critical skills in literacy.		Tired Literacy Academy PD and Training

Focus area 2:	Student Goal Setting- Math Focus		
Instructional strategy:	**Developing Student Learning Goals in MATH to guide instruction**	**Approximate dates:**	August – June

Meeting	Learning objectives for teachers	Support needed
September-October	Teachers grades 2-5 will set moderately ambitious MOY and EOY Goals in STAR MATH.	
October	Teachers grades prek-1 will develop moderately ambitious MOY and EOY Math Fluency Goals based on BOY assessment data.	
Ongoing	Teachers will create intervention plans that offer Multi-Tiered Systems of Support so that students meet or exceed their goals.	
Ongoing	Teachers will provide students with targeted growth producing feedback both oral and written to move students towards goal achievement.	ASCD webinar on effective feedback and resources
August	Teachers grades 3-5 will analize MCAS data to determine areas of strength and improvement in order to inform SLG process.	
Ongoing	Teachers will analyze student work in order to create next steps to help students attain their SLGs.	
SILT Meeting BOY/MOY	Teachers will analyze Math CFA data to determine strengths, challenges and next steps in order to meet their goals.	