

# DRAFT

## FAIRFIELD PUBLIC SCHOOLS SCHOOL IMPROVEMENT PLAN 2013-2014

**School:** Timothy Dwight Elementary School  
**Principal/Headmaster:** Mimi Maniscalco  
**Date:** November 1, 2013  
**Team Members:** Dwight Staff

### 1. Narrative Analysis of Student Data [Student Data in Appendix]

#### Celebrations

- In spring of 2013, 82% of kindergarten, 83% of grade one, and 87% of grade two students achieved benchmark on the Developmental Reading Assessment.
- In spring of 2013, 94% of grade 3, 98% of grade 4, and 91% of grade five students achieved benchmark on the Developmental Reading Assessment.
- In spring of 2013, 86% of grade three, 91% of grade four, and 81% of grade five achieved benchmark on the Blue Ribbon Mathematics Assessment.
- In spring of 2013, 86% of grade three, 91% of grade four, and 90% of grade five were at or above goal in reading as evidenced by the CMT
- In spring of 2013, 80% of grade three, 91% of grade four, and 100% of grade five were at or above goal in writing as evidenced by the CMT
- In spring of 2013, 86% of grade three, 96% of grade four, and 92% of grade five were at or above goal in math as evidenced by the CMT
- In spring of 2013, Grade level data was reviewed at grade level meetings during the 2012-13 year. Teachers increased their understanding of analyzing data, establishing action plans based on the data, and monitoring their effectiveness.
- A school-wide data team comprised of the Principal, Special Education and Regular Education teachers, the Language Arts Specialist, the Math Resource Teacher, the Instructional Improvement Teacher, the School Psychologist, and a Speech and Language Pathologist was formed for the 2013-2014 school year to monitor school-wide data.

#### Challenges (identify needs)

##### *Mathematics*

- In spring of 2013, 14% of grade 5 students moved from advanced to goal as evidenced by the CMT.
- In spring of 2013, 55% of grade 5 students remained at advanced at math; 45% remained the same or decreased within the advanced level as evidenced by the vertical scale score on the CMT.
- In spring of 2013, 16% remained at goal in math. 57% decreased in the goal level as evidenced by the vertical scale score on the CMT.

##### *Writing*

- In spring of 2013, the percentage of students at or above goal in grade 3, decreased by 12.9% from 2012 to 2013 on the writing sub-test of the CMT.
- In spring of 2013, 5% of students moved from advanced to goal in writing.

- In spring of 2013, 36% of students remained at advanced in writing; 31% decreased within the advanced level according to the vertical scale score on the CMT.
- In spring of 2013, 23% of students remained at goal in writing; 80% decreased within the goal level according to the vertical scale score on the CMT.

### ***Reading***

- In spring of 2013, 23% of students moved from advanced to goal in reading
- In spring of 2013, 25 % of students remained at advanced in reading; 18% decreased within the advanced level according to the vertical scale score on the CMT.
- In spring of 2013, 34% of students remained at goal in reading; 13% decreased within the goal level according to the vertical scale score on the CMT.

### **Hypothesize Cause of these Results**

- Students who achieve at or above grade level have less opportunities to work with teachers to expand their achievement. Students work independently on enrichment activities as teachers spend a majority of small group instructional time with students who are not achieving at Fairfield Public School benchmarks.

## **2. Student Achievement Targets for June, 2014 by Grade Level**

- Reading: 100% of K – 2 students will meet end-of-year benchmark as measured by the DRA2.
- Writing: 95% of grades 3-5 students will meet or exceed goal as measured by Fairfield Public Schools standards-based report card
- Math: K-2 students will demonstrate a 5 point gain in all sub-tests on AIMSweb. 3 – 5 students will demonstrate a 10 point gain on the Integrated Understanding strand as measured by Blue Ribbon.

### **School achievement targets for June 2014:**

- 100% of all students will achieve benchmark on the Developmental Reading Assessment.
- 95% of students in grade 3-5 will achieve goal on the Blue Ribbon Mathematics Assessment.

## **3. Problem of Practice**

Although the students at DWT receive the complete FPS curricula in each subject area as monitored by the school-wide curricula maps and district- wide assessments, as determined by classroom observations, a teacher survey, parent interviews, and review of Connecticut Mastery and district assessment data, we have determined our Problem of Practice is to increase all students' access to consistent, well-planned, and effectively implemented differentiated instruction.

## **4. Theory of Action Underlying This Plan**

If we work collaboratively to come to common agreements on grade level expectations and hold each other accountable for those expectations, then student achievement will improve. If teams meet regularly, adhering to established norms and agendas, and focus on sharing effective teaching practices, student achievement will improve. If we consistently review student achievement data and establish instructional plans based on the data analysis, student achievement will improve. If we regularly support teachers by utilizing daily walk-throughs, teacher post-conferences, the FPS supervision and evaluation tool, and the Marzano protocols, we will assist teachers in honing their instructional skills and student achievement will improve.

## Dwight School Goals

### Marzano Goal:

*By June of 2014, teachers will engage students in cognitively complex tasks involving hypothesis generation and testing as measured by the performance scale for Domain 1, DQ4, indicator 22 at the applying or innovating performance level.*

### Parent Feedback Goal:

*By June of 2014, the Dwight community will take steps to reduce teasing and exclusion and promote acceptance and tolerance through whole-school and individual classroom initiatives, as measured by a two point gain on the school climate survey.*

### Grade Level Goals:

#### ***Pre-Kindergarten***

Students who will enter kindergarten in 2014-15, will be able to identify the upper and lower case letters of the alphabet.

#### ***Kindergarten***

Students will demonstrate an increase in knowledge of reading skills by June 2014.

Students will demonstrate an increase in number sense and math fluency June 2014.

#### ***Grade 1***

Students will demonstrate improvement in or mastery of reading skills by June 2014.

Students will demonstrate improvement or mastery of addition and subtraction fluency by June 2014.

#### ***Grade 2***

Students will demonstrate improvement in or mastery of reading skills by June 2014.

Students will demonstrate improvement or mastery of addition and subtraction fluency by June 2014.

#### ***Grade 3***

Students will demonstrate improvement in or mastery of reading skills by June 2014.

Students will demonstrate improvement or mastery of fact fluency by June 2014.

#### ***Grade 4***

Students will demonstrate improvement in or mastery of math concepts by June of 2014.

Students will increase the application of editing skills of capitalization and punctuation by June of 2014.

#### ***Grade 5***

Students will demonstrate improvement or mastery of fact fluency by June 2014.

Students will demonstrate improvement or mastery of mathematic skills by June 2014.

### Administrator Goals:

Administrator will develop a strong professional culture which will lead to quality instruction focused on student learning and strengthening of professional competencies.  
Administrator will ensure a safe environment by addressing real and potential challenges to the physical and emotional safety and securing of students, faculty and staff.

In a survey administered in the spring of 2014, at least 75% of responses will be in the agree/strongly agree categories.

The average rating of elementary teachers at Dwight will be 3.0 or higher in the Teacher Effectiveness Outcomes component.

95% of students in grades K-4 and 100% of students in grade 5 will increase their fact fluency by June 2014 as evidenced by FPS fluency probes by June 2014.

100% of students in grades K-2 will show improvement in or mastery of reading skills as evidenced by DRA2 assessment by June 2014

95% of students in grades 4 and 5 will show improvement or mastery of mathematic skills as evidenced by Blue Ribbon assessment.

## SCHOOL-WIDE STRATEGIES

**FOCUSED STRATEGY** (addresses the problem of practice and are limited in number and high leverage): If teachers implement differentiated instruction based on an analysis of assessment data, define the focuses of instruction, select students based on individual needs, and meet with individual learners at least once a week in small groups and/ or one on one, then student achievement will improve as measured by district benchmark assessments and teacher observational data.

<b>Adult Action: What are we going to do?</b> (Include persons responsible and the timeline.	<b>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</b> (Include specific actions taken to monitor the adult actions for implementation)	<b>Evidence of successful implementation: How is our work impacting student learning: How do we know?</b> (identify student achievement measures and timeline)	<b>Support Needed: What resources do we need to make it happen?</b>
Staff will provide professional development within grade level meetings to expand expertise directly related to differentiated instruction	Staff will maximize common planning time and Tuesday grade level meetings to analyze student work and ensure rigorous tasks as defined in Bloom's top two levels of instruction. Grade level teams will review curriculum pacing calendar with leadership team each month	100% of all students will achieve at benchmark on the Developmental Reading Assessment  95% of students in grade 3-5 will achieve at benchmark on the Blue Ribbon Mathematics Assessment	Professional development with leadership team and grade level with a focus on differentiated instruction
Staff will complete and analyze a small group focus of instruction to differentiate instruction for all students	Staff will produce and analyze anecdotal notes, conferring strategies, and interventions at grade level meetings 1 time per month		Time for teachers to analyze anecdotal notes with grade level partners and leadership team
All staff will differentiate homework based on specific learning needs for all students	Staff will develop alternative assignments for all students at least 2 times per week		
All staff will ensure alignment of district, school-wide, grade level, and individual professional goals	All staff will meet with leadership team members at least 2 times per month, analyze student data, and develop a plan of study for students who do not meet grade level expectations		

## SCHOOL-WIDE STRATEGIES (cont.)

**FOCUSED STRATEGY** (addresses the problem of practice and are limited in number and high leverage): If teachers implement differentiated instruction based on an analysis of assessment data, define the focuses of instruction, select students based on individual needs, and meet with individual learners at least once a week in small groups and/ or one on one, then student achievement will improve as measured by district benchmark assessments and teacher observational data.

<p><b>Adult Action: What are we going to do?</b> (Include persons responsible and the timeline.)</p>	<p><b>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</b> (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><b>Evidence of successful implementation: How is our work impacting student learning: How do we know?</b> (identify student achievement measures and timeline)</p>	<p><b>Support Needed: What resources do we need to make it happen?</b></p>
<p>All staff will conduct instructional rounds at least two times during the 2013– 2014 school year</p>	<p>Curriculum leaders, classroom teachers, administration, and district educators will conduct rounds, collect data related to our work on learning scales which will help address our Problem of Practice, analyze patterns/ trends, make predictions, and develop focuses for the upcoming weeks at least two times by June 2014</p>	<p>Staff will be able to use information from rounds to facilitate incorporation of learning scales into their practice. Teachers will be able to better differentiate when they have a clear understand of where their students are.</p>	<p>Time to review the rounds process. Ms. Furnari and Ms. Cocchiola to schedule and manage rounds process.</p>
<p>All staff will conduct data teams with a focus on reading, writing and mathematical data</p>	<p>School- wide data team will analyze data at least 3 times during the 2013 – 2014 school year</p>	<p>Students will be more conscious learners when they understand where they are in their learning as related to the learning goal.</p>	

## SCHOOL-WIDE STRATEGIES

**FOCUSED STRATEGY** (addresses the problem of practice and are limited in number and high leverage): If we implement responsive classroom strategies and train our students, staff, and parents on the safe school climate initiative, then we will build a safe community and create a climate of trust that promotes respectful interactions, encourages cooperation and inclusion, increases students' confidence and investment in learning, and enables all members of Dwight School community to be successful.

<b>Adult Action: What are we going to do?</b> (Include persons responsible and the timeline.	<b>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</b> (Include specific actions taken to monitor the adult actions for implementation)	<b>Evidence of successful implementation: How is our work impacting student learning: How do we know?</b> (identify student achievement measures and timeline)	<b>Support Needed: What resources do we need to make it happen?</b>
The Dwight School Climate Committee will meet quarterly	Administrator and school climate chairs will share data with committee members in relation to incident reports School climate chairs will use school climate data from 2013 survey to identify school climate goal and develop an action plan.	Gather baseline incident report data  Analyze and post- survey data  100% of students will be able identify and report mean spirited behaviors	Time to review school files/ incident reports
All staff will Implement school wide lessons related to promoting positive interpersonal relationships and respect	School Social Worker will make classroom presentations related to students' relationships, peer pressure, conflict resolution, and preventing and resolving mean behavior	Students will be observed using kind behaviors.	Time for teachers to collaborate with the School Psychologist/ Social Worker related to Social Skills
All staff will foster a school climate where all members are valued and respected and where students access adults for assistance	All teachers will define and explain the steps of dealing with mean behavior to students  School Social Worker and School Psychologist will hold lunch bunches with a Focus of Instruction and maintain it on a Special Education log  Classroom teacher will implement Responsive Classroom methodology during morning meeting	The number of incident reports will decline	Time to plan professional development for paraprofessionals related to school climate and promoting a positive climate within the school environment

## GRADE LEVEL OR DEPARTMENT STRATEGIES

**FOCUSED STRATEGY** (addresses the problem of practice and are limited in number and high leverage): If teachers implement differentiated instruction based on an analysis of assessment data, define the focuses of instruction, select students based on individual needs, and meet with individual learners at least once a week in small groups and/ or one on one, then student achievement will improve as measured by district benchmark assessments.

### Kindergarten

**SLOs:**

Students will demonstrate an increase in knowledge of reading skills by June 2014.

Students will demonstrate an increase in number sense and math fluency June 2014.

<b>Adult Action: What are we going to do?</b> <small>(Include persons responsible and the timeline.)</small>	<b>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</b> <small>(Include specific actions taken to monitor the adult actions for implementation)</small>	<b>Evidence of successful implementation: How is our work impacting student learning: How do we know?</b> <small>(identify student achievement measures and timeline)</small>	<b>Support Needed: What resources do we need to make it happen?</b>
Teachers will administer DRA2 by 10/15/13 to those students who achieve 100% on the Letter ID/Sound Assessment	Teachers will review DRA2 assessment results with LAS	100% of students will achieve at or above benchmark on the DRA2 in June, 2014  100% of students achieving at or above DRA2 level 6 in November will read and respond to texts at or above level 16 in June, 2014	Planning time to collaborate with team as well as Language Arts Specialists
Teachers will differentiate reading instruction daily	Small group planning sheets will be shared with the leadership team 1 time per month	Students reading at or above DRA2 level 2 in October, 2013 will be provided with “just right” books by 11/1/13	
Teachers will administer running records to all students in reading	Grade level team will analyze assessments with leadership team and plan instruction	EIP goals will be created and analyzed every 6 – 8 weeks	
Teachers will administer DRA2 to all students by 11/21/13	Grade level team will analyze results with leadership team, and plan interventions		
Teachers will confer and/or meet twice weekly with all students, either one on one or in a small group based on their instructional level	Teachers will analyze and share anecdotal notes with leadership team 1 time per month		
Teachers will provide Reader’s Response Journals to those students at or above DRA2 level 16			
Teachers will administer math fluency assessments and assess current fluency levels of students	Teacher will keep data sheets on students individual fluency growth rates. Teacher will monitor and adjust for individual students.	Teacher will provide fluency probes, analyze data and group students according to need.	Bi-weekly meetings with MST to go over

			new curriculum.  Paraprofessionals support
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### GRADE LEVEL OR DEPARTMENT STRATEGIES

**FOCUSED STRATEGY** (addresses the problem of practice and are limited in number and high leverage): If teachers implement differentiated instruction based on an analysis of assessment data, define the focuses of instruction, select students based on individual needs, and meet with individual learners at least once a week in small groups and/ or one on one, then student achievement will improve as measured by district benchmark assessments and the 2014 CMT.

**Grade 1**

**SLOs:**

Students will demonstrate improvement in or mastery of reading skills by June 2014.

Students will demonstrate improvement or mastery of addition and subtraction fluency by June 2014.

<b>Adult Action: What are we going to do?</b> <small>(Include persons responsible and the timeline.)</small>	<b>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</b> <small>(Include specific actions taken to monitor the adult actions for implementation)</small>	<b>Evidence of successful implementation: How is our work impacting student learning: How do we know?</b> <small>(identify student achievement measures and timeline)</small>	<b>Support Needed: What resources do we need to make it happen?</b>
Teacher will meet with groups of students at their instructional level based on DRA2 data and running records	Teacher will complete small group focus of instruction planning sheet to meet the needs of individual students	100% of the students will achieve at or above benchmark on the DRA2 in June 2014  15% of students will grow at least 5 levels based on DRA2 data	Release time to administer DRA's
Teachers will confer and/or meet at least once weekly with each student one on one or in a small group at their instructional level	Teacher will keep a log/anecdotal notes daily	Written responses will show evidence of growth and understanding throughout the year as measured by readers' response journal entries  100% of students will demonstrate growth as evidenced by running records, DRA2 and classroom work	In class support to monitor children working independently

Teachers will provide students with a Reader Response Journal focusing on author's message, connections, character study and retelling	Teacher will provide students with written feedback to increase learning		Planning time with IIT, LAS and MST to analyze data and provide training for planning differentiated instruction
Teachers will work in small group on addition/subtraction fluency through 20, based on students specific needs.	Teacher will keep data sheet on student's individual growth regarding fluency. Teachers will then continue to monitor, and change grouping based on student's specific growth.	<p>Teacher will provide bi-weekly fluency probe (supplementary AimsWeb) twice a month as well as bi-weekly assessments given by the district to assess student learning and growth.</p> <p>We believe 85% of First Graders will achieve at or above grade level expectations measured by the Aimsweb assessment in May 2014.</p> <p>We believe that 100% of student will reach the ceiling or increase by 10 points on Aimsweb fluency administered in October 2013 to May 2014</p>	<p>Bi-weekly meetings with MST to go over new curriculum.</p> <p>Paraprofessionals support 2x weekly for 20 minutes to help aid in fluency practice.</p>

### GRADE LEVEL OR DEPARTMENT STRATEGIES

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**Grade 2**

**SLOs:**

Students will demonstrate improvement in or mastery of reading skills by June 2014.

Students will demonstrate improvement or mastery of addition and subtraction fluency by June 2014.

<p><b>Adult Action: What are we going to do?</b> (Include persons responsible and the timeline.)</p>	<p><b>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</b> (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><b>Evidence of successful implementation: How is our work impacting student learning: How do we know?</b> (identify student achievement measures and timeline)</p>	<p><b>Support Needed: What resources do we need to make it happen?</b></p>
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Teachers will administer DRA2 and running records	Teachers will maintain a log of leveled assignments and provide nightly reading folders to students below benchmark to facilitate repeated reading of “just right” text.	100% of students will advance three independent reading levels or reach the 2nd grade assessment “ceiling” (level 36)	Scheduled support during reading instruction	
Teachers will deliver FPS 2nd grade curriculum	Teachers will analyze assessments with leadership team and plan instruction 1 time per month		100% of students will read “just right books”	Time with grade level partners to confer and plan
Teachers will plan for differentiated instruction for all students through small group or one on one	Teachers will provide rigorous tasks for high achieving students		100% of students will meet weekly with a teacher to address their individual needs one-on-one or in a small group	“Just right” books for all levels
Teachers will work in small group on addition/subtraction fluency through 20, based on students’ specific needs.	Teacher will keep data sheet on student’s individual growth regarding fluency. Teachers will then continue to monitor, and adjust based on student’s specific growth.			Bi-weekly meetings with MST to go over new curriculum.  Paraprofessionals support 2x weekly for 20 minutes to help aid in fluency practice.
Teachers will use a planning sheet, anecdotal notes, and collect data	Teachers will meet with leadership team 2 times per month to review record keeping, curriculum calendar, and small group instructional plans			Planning time with IIT, LAS, Gifted teacher and MST to analyze data and provide training for planning differentiated instruction

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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### Grade 3

**SLO:**

Students will demonstrate improvement in or mastery of reading skills by June 2014.

Students will demonstrate improvement or mastery of fact fluency by June 2014.

<b>Adult Action: What are we going to do?</b> (Include persons responsible and the timeline.	<b>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</b> (Include specific actions taken to monitor the adult actions for implementation)	<b>Evidence of successful implementation: How is our work impacting student learning: How do we know?</b> (identify student achievement measures and timeline)	<b>Support Needed: What resources do we need to make it happen?</b>
Teachers will use the DRA2 administered in late September, along with the DRP administered in early October to determine the teaching needs of the students	Teachers will analyze assessments and plan small groups with leadership team	100% of students will achieve at or above benchmark on the DRA2 in June, 2014  100% of students will achieve at or above benchmark on the DRA2 in June, 2014	Planning time to collaborate with team, special education teacher, IIT and LAS
Teachers will administer DRA2 to all students in December and develop instructional plans	Teachers will share the benchmark scores with the leadership team, record in IC, and analyze for small group instruction	90% of students will achieve at the FPS benchmark on Blue Ribbon math assessments.	Planning time to collect materials for homework to further develop reading skills
Teachers will plan for small group instruction	Teachers will develop with the LAS and IIT to coordinate mini-lessons, small group instruction, and anecdotal record keeping		Planning time to collect materials to support the skills of the lessons
Teachers will increase fact fluency practice	Teachers will incorporate additional fluency in the classroom and for homework using xtra math and optional sumdog	90% of students will achieve at or above benchmark on FPS fluency assessments	Time to confer with grade level partners and MST

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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**Grade: 4**

**SLOs:**

Students will demonstrate improvement in or mastery of math concepts by June of 2014.

Students will increase the application of editing skills of capitalization and punctuation by June of 2014.

<b>Adult Action: What are we going to do?</b> <small>(Include persons responsible and the timeline.)</small>	<b>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</b> <small>(Include specific actions taken to monitor the adult actions for implementation)</small>	<b>Evidence of successful implementation: How is our work impacting student learning: How do we know?</b> <small>(identify student achievement measures and timeline)</small>	<b>Support Needed: What resources do we need to make it happen?</b>
(Math) Teachers will incorporate open ended math work once a week	Teachers will assign open ended homework once a week. Teachers will also model problem solving strategies through the problem of the day.	88% of students will achieve at or above benchmark at the end of the year on every Blue Ribbon sub-test  88% students will increase their editing benchmark score by 5.	Time with grade level partners to confer and plan
Teachers will increase fluency practice	Teachers will incorporate additional fluency in the classroom via xtramath.		Time to consult with LAS for materials
Teachers will plan small group instruction	Teachers will develop lessons based on small group instruction in order to meet each student's needs.		Planning time with IIT, LAS and MST to analyze data and provide training for planning differentiated instruction
Teachers will administer regular practice	Teachers will take students to the laptop lab weekly to work on their individual weaknesses (via genius button). Teachers will incorporate editing mistakes within the morning message. Teachers will provide editing checklists. Teachers will schedule mid-year checkpoints.		
Teachers will collect and analyze data	Teachers will meet with MST and LAS to analyze data.		

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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### Grade 5

#### **SLOs:**

Students will demonstrate improvement or mastery of fact fluency by June 2014.

Students will demonstrate improvement or mastery of mathematic skills by June 2014.

<b>Adult Action: What are we going to do?</b> <small>(Include persons responsible and the timeline.)</small>	<b>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</b> <small>(Include specific actions taken to monitor the adult actions for implementation)</small>	<b>Evidence of successful implementation: How is our work impacting student learning: How do we know?</b> <small>(identify student achievement measures and timeline)</small>	<b>Support Needed: What resources do we need to make it happen?</b>
Teachers will differentiate math instruction for students based on pre-assessments	Teachers will administer a pre-assessment prior to each unit and will group students according to prior knowledge. Teachers will administer a post-assessment at the end of each unit to measure growth.	100% of grade 5 students will achieve goal on the June 2014 Blue Ribbon Math assessment  100% of grade 5 students will increase math fact fluency by three stanines or reach ceiling maximum by June 2014 according to FPS stanines for fact fluency.	Sumdog, Xtra Math, Mad Minutes
Teachers will meet with each student one-on-one or in a small group to improve skills relating to specific strands that were not mastered on the 2013 CMT/Blue Ribbon Benchmark assessments	Teachers will use Blue Ribbon Benchmark Math Assessment 3 times/year. We will make individualized Blue Ribbon Math assessments for each student based on benchmark performance		MST will support as needed
Teachers will teach strategies to master basic fluency facts for students	Teachers will run fact fluency small group instruction		Planning time with IIT and MST to analyze data and create customized assessments

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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### Special Education

<b>Adult Action: What are we going to do?</b> (Include persons responsible and the timeline.	<b>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</b> (Include specific actions taken to monitor the adult actions for implementation)	<b>Evidence of successful implementation: How is our work impacting student learning: How do we know?</b> (identify student achievement measures and timeline)	<b>Support Needed: What resources do we need to make it happen?</b>
Special Education teachers will modify Big 6 and Super 3 projects	Special Education teachers will provide differentiated tasks related to the Big 6 and Super 3 projects identified at each grade level	100% of grade levels will have a differentiated Big 6 & Super 3 projects to meet the needs of our SSC and SPED students	Time with teachers
Special Education teachers will teach math compacting in grades 3 and 4	Special Education teachers will provide ideas and modify assignments for specialists and grade level teachers	100% of students will be able to independently select a "just right" book out of their classroom book bin	Opportunity to attend grade level meetings and EIP
Special Education teachers will collect data and progress monitor	Special Education teachers will meet with support teachers, pertaining to training and assistance with differentiated materials	100% of students in grades K-2 will increase their Aimsweb score from fall 2013 to spring 2014	Week at a glance provided by classroom teachers prior to the start of the week
Special Education teachers will provide small group instruction for students receiving tier 2 and tier 3 support	Special Education teachers will supply regular education teachers with short texts to support SPED students' skill development and independent reading time, as needed		
Special Education teachers will analyze grade level data	Special Education teachers will meet with grade level teachers at common planning time to develop appropriate homework to meet the needs of our SPED students		

## GRADE LEVEL OR DEPARTMENT STRATEGIES

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### Art

<b>Adult Action: What are we going to do?</b> <small>(Include persons responsible and the timeline.)</small>	<b>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</b> <small>(Include specific actions taken to monitor the adult actions for implementation)</small>	<b>Evidence of successful implementation: How is our work impacting student learning: How do we know?</b> <small>(identify student achievement measures and timeline)</small>	<b>Support Needed: What resources do we need to make it happen?</b>
Art teacher will follow and implement FPS art curriculum	Art teacher will assess art assignments that are appropriate for grade level and SPED students	Artwork quality will be measured by district rubrics  100% of students will have an art work chosen for the school-wide show. This demonstrates how all students will succeed  Several high achieving students will have their work selected for the town-wide art show	Parent support/PTA volunteers for art show
Art teacher will accommodate each student within the FPS curriculum in order to differentiate properly	Art teacher will differentiate for SPED students.		Time to meet with art department to discuss grading, new curriculum, and rubrics
Art teacher will grade with FPS grading/ assessment/rubric system	Art teacher will collaborate with department on rubric development and implementation 4 times per year		Time to meet with classroom/SPED teachers in order to better understand the abilities and needs for all students
Art teacher will monitor and take anecdotal notes	Art teacher will clearly assess and identify the specific needs all students need		Time to meet with art department and Dwight staff
Art teacher will set SLO's for 5 <sup>th</sup> grade students based on FPS elementary art curriculum	Art teacher will monitor students' progress toward meeting the SLO based on FPS elementary art curriculum		

## GRADE LEVEL OR DEPARTMENT STRATEGIES

**FOCUSED STRATEGY** (addresses the problem of practice and are limited in number and high leverage): If teachers implement differentiated instruction based on an analysis of assessment data, define the focuses of instruction, select students based on individual needs, and meet with individual learners at least once a week in small groups and/ or one on one, then student achievement will improve as measured by district benchmark assessments.

### Physical Education

<b>Adult Action: What are we going to do?</b> (Include persons responsible and the timeline.	<b>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</b> (Include specific actions taken to monitor the adult actions for implementation)	<b>Evidence of successful implementation: How is our work impacting student learning: How do we know?</b> (identify student achievement measures and timeline)	<b>Support Needed: What resources do we need to make it happen?</b>
PE teacher will create a rubric to assess students' gross motor skills	PE teacher will maintain a log of student participation in small groups and their performance and share with administration each month	100% of students will be challenged at their ability level during physical education periods	Alternate equipment
PE teacher will assess students to determine gross motor skills	PE teacher will modify tasks and equipment when needed	PE teacher will meet quarterly with the principal to review students achievement data related to standard/goal	Time to meet with department colleagues and administration
PE teacher will establish opportunities for students to increase their gross motor skill abilities	PE teacher will share schedules with administration indicating scheduled times for additional physical education, gross motor centers, and scheduled breaks for regular education students	100% of students participating in the small group instruction will demonstrate an increased achievement in their gross motor skills	Time to meet with administrator
PE teacher will assess students to determine gross motor skills throughout units of instructions.	PE teacher will modify task and equipment when needed. PE teacher perform formative assessment and summative assessment during units to monitor students' progress of skills.	75% of students will meet grade level expectations in all areas of assessment.	alternate equipment and time