FAIRFIELD PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
2013-2015

School: McKinley Elementary School

Principal/Headmaster: Leslie Pearson

Date: Fall 2013

Team Members: Mike Rafferty, Walter Wakeman, Tara Carignan, Ginny Gillen, Jessica Keane, Tina Chopskie, Muriel Scholz, Patty Ahearn, Kim Barbosa, Cory Cody, Diana Tompkins, Stefania DiStefano, Kristen Grammatico, Linda Iacono, Linda Newton, Kristen Ancona, Michelle Greco, Renee Grenier, Tina Martin, Jen Barac, Amy Fox, John Harvey, Michele Heuberger, Diane Harrison, Rick Lowry, Lindsay Morrell, Alex Pereira, Maureen Bonenfant, Laura Jamison, Melissa Rodrigue, Kristin Schlechtweg, Scott Mazuroski, Michelle Bourque, Sue Selk, Dana Bossio, Rebecca Miller

1.Narrative Analysis of Student Data

Grade	Fall 2012	Winter 2012	Spring 2013	Fall 2013
K	N/A	62%	65%	N/A
1	67%	63%	79%	66%
2	65%	72%	76%	69%
3	84%	84%	79%	59%
4	59%	55%	74%	71%
5	50%	80%	81%	76%

- Celebrations:
  - DRA results (% of students at/above goal), Grade K showed increase from winter - spring (62% - 65%).
  - DRA results (% of students at/above goal), Grades 1 -2 showed increase in all grades from fall – spring (Grade 1: 67% in fall, 79% in spring; Grade 2: 65% in fall, 76% in spring).

- F&P Benchmark Assessment results (% of students at/above goal) increased in both grades 4 and 5 from fall to spring (Grade 4: 59% in fall, 74% in spring; Grade 5: 50% in fall, 81% in spring).
  - McKinley 3rd graders exceeded state averages for % at/above goal on 2013 CMT in reading, writing and math (57.8% vs. 56.9%; 67.2% vs. 60.0%; 71.9% vs. 61.6%).
  - McKinley 5th graders exceeded state average for % at/above goal on 2013 CMT in math (73.8% vs. 69.4%).
  - On Blue Ribbon testing, there was an increase in Integrated Understandings in Grades 3, 4, and 5 of more than 10 points.
  - On AIMSweb testing, there was an increase of more than 5 points in all subtests for Grades K and 1 and 15 points for Grade 2.

- Challenges (identify needs):
  - We did not achieve the DRA/F&P targets set for June 2013 of 85% of kindergarteners, 85% of 1st graders, 85% of 2nd graders, 90% of 3rd graders, 85% of 4th graders and 90% of 5th graders achieving the Fairfield benchmark.
  - We did not achieve the target of 90% of students in grades 3-5 meeting or exceeding proficiency on the writing and math portions of the 2013 CMT.
  - DRA results (% of students at/above goal) Grade 3 showed decrease from fall – spring (84% - 79%).
  - As measured by the 2013 CMT, 57.8% of 3rd graders, 47.1% of 4th graders and 64.6% of 5th graders were reading at or above goal.

- Hypothesize cause of these results:
  - Professional development and small group focus in all grades helped improve achievement.
  - Fidelity of reader's workshop and 90 minute literacy blocks in all grades helped improve achievement.
  - Collaborative grade level meeting time helped improve achievement.
  - LAS and MST support helped improve achievement.
  - Area of growth is transferability of skills taught to independent work particularly with rigorous tasks and complex text.
  - Address summer slide and calibration of DRA administration across grade levels.
  - Area of growth is alignment of ELL curriculum with reading curriculum.

2. By level student achievement targets for June 2014
   - % of students at/above goal in Reading (based on DRA2 spring 2013 results in Grades K-3 and Fountas & Pinnell Benchmark Assessment in Grades 4-5, winter 2012-13 results of the same assessments, and fall 2013 results of the same assessments):
     - Kindergarten: 65%
     - Grade 1:   74%
     - Grade 2:   80%

- o Grade 3: 70%
- o Grade 4: 84%
- o Grade 5: 80%

- % of students at/above goal in Math (based on AIMSweb and Blue Ribbon testing):
    - o Kindergarten: 80%
    - o Grade 1: 80%
    - o Grade 2: 75%
    - o Grade 3: 80%
    - o Grade 4: 70%
    - o Grade 5: 70%

3. School achievement targets for June 2014:
   - Average 10% increase from 2012-2013 winter results for cohort targets, 3% increase from 2012-2013 spring results for cohort targets, and 12% increase from current year fall baseline data: 65% of kindergarteners, 74 % of 1st graders, 80% of 2nd graders, 70% of 3rd graders, 84% of 4th graders, 80% of 5th graders will achieve the Fairfield benchmark on end of year reading assessments.
   - 5% increase from fall 2013 benchmark data in Math: 80% in K, 80% in 1, 75% in 2, 80% of 3rd graders, 70% of 4th graders, 70% of 5th graders will achieve the Fairfield benchmark end of year math assessments.
   - Increase in student achievement in reading and math as determined by each teacher's SLOs and IAGDs.
   - 65% of students in grade 5 will meet goal on the 2014 Science CMT.

4. Problem of Practice:

Through consultation with Mike Rafferty, Curriculum Leader for Language Arts PK-5, and Walter Wakeman, Curriculum Leader for Math PK-5, staff feedback, grade level goal setting, individual goal setting, classroom observations, school walk-throughs, study of Marzano's Learning Map, and a review of all assessment data, we have determined that our area of focus will be holding students accountable for active learning when they work independently and with peers, in order to ensure that students transfer instruction and guided practice from whole and small group lessons into independent learning and achievement.

5. Theory of Action Underlying This Plan:

If we make learning goals explicit, explain why they are important, and hold students accountable for demonstrating their understanding of these goals through their independent and peer work, then an increase in student achievement will result.

SCHOOL-WIDE STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): If we make learning goals explicit, explain why they are important, and hold students accountable for demonstrating their understanding of these goals through their independent and peer work, then an increase in student achievement will result.

ADULT ACTIONS (Include persons responsible and the timeline.	ACCOUNTABLILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
On-going: With LAS/MST support, grade level teams identify and write the 3-4 learning goals of each reading and math unit of study prior to teaching the unit.	Team meeting notes, formal and informal observations, and walk-throughs monitor implementation	Achievement of grade level targets by year-end.	**Cumulative:** CCSS-aligned units of study in reading, writing and math.
Throughout unit of study, teachers make explicit unit's learning goals, why they are important and monitor student achievement of learning goals.	Team meeting notes, formal/informal observations, and walk-throughs monitor implementation.	When asked, 80% of students can explain what they are learning and why on a daily basis as evidenced by conference notes, reading responses, small group work.	LAS/MST support in defining learning goals.
Teachers engage students in active learning by using the strategies contained in DQ 2, 3, 4 of Marzano's Learning Map on a daily basis.	Lesson planning, team meetings, formal and informal observations	When asked, 80% of students can provide student evidence as listed in the Marzano protocols for DQ 2, 3, 4 on a daily basis.	Principal, Michael Rafferty, Walter Wakeman, LAS, and MST provide professional development opportunities for staff in literacy and math Common Core State Standards and 21st C skills during demonstration lessons.
Teachers include all instructional components of reader's workshop (mini lesson, independent practice, share) and provide individual and small group differentiated instruction with goal of helping students transfer to independent achievement on a daily basis.	Lesson planning, team meetings, formal and informal observations, formative and summative assessments such as reader responses, exit slips, etc.	80% of individual conference record sheets, small group record sheets, and individual responses on a written or oral task show attainment of differentiated learning goals on a weekly basis as monitored by teachers with LAS support.	Materials and supplies for small group instruction and math

Teachers include interactive read aloud and word work in literacy block and writer's workshop on a daily basis.	Fidelity to schedule, formal and informal observations	80% of students transfer guided practice of these components of balanced literacy into independent work; 100% of students practice writing on a daily basis.	instruction. United Way School of Hope grant which supports literacy in grades K-3.
Teachers implement Common Core-aligned Math curriculum on a daily basis.	Fidelity to curriculum, formal and informal observations, team meetings	Achievement of grade level targets by year-end.	
Grade level teams meet weekly during CPT to collaboratively analyze student work in response to adult actions and determine next steps. (As needed include P, T, IIT, LAS, MST, ELL, SPED)	Team meeting notes	Achievement of grade level targets by year-end.	District support for roll-out and implementation of new Fairfield Teacher Evaluation Plan and other staff development.
All staff will conduct Instructional Rounds at least two times during the 2013-14 school year.	2 staff members will be trained in Instructional Rounds and facilitate one external and one internal Instructional Round.	Participants will observe 80% of students demonstrating understanding of learning goals through their independent or peer work by the second Instructional Round.	District support for training and conduct of Instructional Rounds.
Grade level EIP teams monitor student progress related to Tier II/III interventions (T, IIT, LAS, MST, ELL, SPED) as determined by individual intervention.	LAS/MST develop intervention groupings, assign and train staff, monitor and document implementation and progress; Grade level EIP and building data teams review progress and recommend next steps.	80% of students receiving Tier II/III support demonstrate accelerated growth and drop down a tier by year-end.	
Building data team monitors student data and EIP process on a monthly basis. (P, IIT, LAS, MST, ELL, SPED)	See above.	See above.	
LAS engage in balanced literacy/CCSS professional development and support selected teachers and students through coaching and direct service including overseeing all interventionists.	LAS participate in professional book study, attend PD opportunities, and use LAS CPT for collaborating around teacher coaching in selected grades.	Achievement of grade level targets by year-end.	

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 communicate learning goals with parents, then we will foster a school environment where all members are valued, respected, and informed and will provide a safe, secure learning environment for McKinley School.

ADULT ACTIONS (Include persons responsible and the timeline.	ACCOUNTABLILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
Complete Social Skills Information Survey (SSIS) three times this year and analyze data. (K-5 T, Psych.) Implement classroom lessons related to students' relationships, peer pressure, conflict resolution, preventing and resolving mean behavior. (SW/Psych.)	Utilize SSIS data to implement interventions as needed. (IIT/SW/Psych./T) Create behavior EIP process for 2013-2014. (IIT/ Psych.)	• SSIS data collected 3X/year. • Incident reports will be reduced by 10% from 2012-2013 by year end. • 100% of students who require a mentor will be assigned one by year end. • 100% of 3rd -5th grade students will be able to identify mean behavior and how to deal with it by year end.	Time for classroom teachers to meet with School Psychologist and Social Worker to be informed about their focus of instruction related to Social Skills. Time for the school staff to meet to establish consistent logical consequences.
Maintain lunch bunch rotation throughout the year for students identified via SSIS, teacher, parent, or self- referral. (SW/Psych.)	Consistent lunch bunch meetings.		
Implement Responsive Classroom strategies (ALL STAFF)	Schedule, informal and formal observations		
Implement McKinley Person of Character program including character coins, stickers, Friday drawing on MKTN, monthly breakfast including parents with Principal. (ALL STAFF)	Breakfast held each month with full attendance from Person of Character winners.		
Continue McKinley Friday Clubs as behavior incentive on biweekly basis with Clubs changing 3X/year.	Students receive first or second choice of Club and modify behavior in order to attend.		

Initiate monthly anti-bullying program broadcast through MKTN. (Student Council, T, S)	Readings, skits, videos prepared and presented 1X/month to all students via MKTN broadcast.		
Teachers and Principal will communicate learning goals with parents.	Newsletters, emails, conferences, Open House as determined by goals in Teacher Evaluation Plan.	100% of teachers provide evidence of successful implementation of goal.	
Provide 3 parent workshops in Math and 3 in Reading. (MST, LAS, P, IIT)	Schedule Math workshops in Fall and Reading workshops in Winter.	Well-attended workshops and transfer of information from school → home → student.	Walter Wakeman's team for Math material.
Develop McKinley website with monthly newsletters from Principal. (LMS, P)	Principal will develop welcome message and monthly newsletters. LMC will post and work with webmaster to develop website.	Front page of website fully developed.	Webmaster support.
Increase parent registration on Infinite Campus. (PTA, LMS, P, T, School Secretary)	Provide registration support to families.	80% of families registered on IC by year-end.	CO Technology team

PRINCIPAL STRATEGIES

FOCUSED STRATEGIES (addresses the problem of practice and are limited in number and high leverage):

1. If we make learning goals explicit, explain why they are important, and hold students accountable for demonstrating their understanding of these goals through their independent and peer work, then an increase in student achievement will result.
2. If we implement Responsive Classroom strategies and communicate learning goals with parents, then we will foster a school environment where all members are valued, respected, and informed and will provide a safe, secure learning environment for McKinley School.

ADULT ACTIONS (Include persons responsible and the timeline.	ACCOUNTABLILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
1. Create alignment between district, school-wide, grade level, and individual goals. Provide professional development release time for grade levels to expand their expertise related to the curriculum's learning goals. Utilize common planning time and faculty meeting time to ensure implementation of goals, collaboration around student work, and determination of adult action steps. Hold at least two Instructional Rounds in 2013- 2014.	Create opportunities for staff input and check-ins on progress/needs through staff meetings, grade level agreements, team meetings, goal updates, observation feedback conferences, building data team meetings, weekly State of the Building meetings. Formal and informal observations and feedback conferences. Attend team meetings and take/circulate minutes. Determine next meeting's agenda at each meeting. Instructional rounds data will demonstrate evidence of learning goals	1. 100% of staff goals are aligned with SIP. 100% of teachers achieve their IAGDs/SLOs.	Professional Development for staff related to differentiated instruction, strategies for English Language Learners, and Instructional Rounds. Support from district staff to ensure success of grade level goals – resources, time, professional development, and model lessons. Staffing and time for Instructional Rounds.

	and holding students accountable for independent work.		
Provide professional development opportunities for LAS.	LAS participate in PD on reader's workshop and coaching through Teachers College, district PD, book studies		
Support K-3 literacy initiatives through United Way grant application and allocation of funds.	United Way funds provided to McKinley.		
2. Implement McKinley Person of Character program including character coins, stickers, monthly breakfast with Principal.	2. Successful implementation of all character-related programs.	2. Incident reports will be reduced by 10% as compared to 2012-2013.	
Continue McKinley Friday Clubs biweekly as behavior incentive and teach a club.			
Initiate monthly anti-bullying program broadcast through MKTN. (Student Council, T, S)			
Initiate MKTN monthly guest reader using support staff.			
Initiate reading incentive programs for extended vacations.			
Develop McKinley website with monthly newsletters from principal. (LMS, P)		100% of classroom teachers are communicating learning goals with parents via newsletters at least monthly. P. posting	

		monthly newsletters to website and IC.	
Set tone of accountability in addresses to parents	Open House speech has message of high expectations; parent workshops, dissemination of school improvement plan and entry plan analysis support high achievement goals.		
Provide 3 parent workshops in Math and 3 in Reading. (MST, LAS, P, IIT)		At least 10% of population attends at least one parent outreach program.	
Increase parent registration on Infinite Campus. (PTA, LMS, P, T, School secretary)		80% of parents registered on Infinite Campus by year-end.	

KINDERGARTEN STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): If we make learning goals explicit, explain why they are important, and hold students accountable for demonstrating their understanding of these goals through their independent and peer work, then an increase in student achievement will result.

ADULT ACTIONS (Include persons responsible and the timeline.	ACCOUNTABLLILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
Continue implementing two-part workshop.	Compile list of books with guiding questions.	At least 65% of students will meet or exceed the district DRA benchmark in June.	Additional planning time to collaborate with LAS, ELL, and SPED.
Develop close reading lessons to engage students in cognitively complex tasks.	Through team meetings during CPT and selected Tuesdays, the team will collaborate with LAS to develop questioning techniques.		Daily collaboration with paraprofessionals and LAS during reading block.
Continue small group instruction with a specific teaching point.	Data sheets and plans for small groups that demonstrate evidence of differentiation.		
Teacher/paraprofessional will confer and meet in small group instruction with every student based on a weekly schedule.	Conferring anecdotal notes maintained by paraprofessionals and teachers.		Additional leveled texts for take-home books.
With LAS/MST support the team will identify and post the learning goals of each reading and math unit of study.	Team meeting notes, formal and informal observations, walk-throughs and instructional rounds monitor implementation.		Early intervention for students who are below benchmark.
Teachers will implement common core aligned math curriculum on a daily basis.	Fidelity to curriculum, formal and informal observations, team meetings		
For each unit of study teachers will make explicit each unit's learning goal, explain why they are important, and monitor student achievement.	Team meeting notes, small group notes, conference notes.		

FIRST GRADE STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): If we make learning goals explicit, explain why they are important, and hold students accountable for demonstrating their understanding of these goals through their independent and peer work, then an increase in student achievement will result.

ADULT ACTIONS (Include persons responsible and the timeline.	ACCOUNTABLILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
2 times per month grade level teachers with LAS support to analyze small group data to determine next steps and regrouping.	Team meeting notes, formal and informal observations, 3 day cycle data sheets.	DRA2s 3 times per year to show achievement of grade level targets.	LAS, materials and supplies for small group instruction.
Engage students in the cognitively complex tasks through close reading within interactive read alouds through collaboration with LAS.	Compile list of read aloud books with focus questions.	Written response with feedback 1-2 times per month, weekly for oral response.	LAS, interactive read alouds, and developed questions
Continue all components of Reading Workshop within individual and small group instruction daily.	Conferring notes/ small group data sheets, lesson planning, and team meetings.	Small group data sheets to show growth in attainment of differentiated learning goals.	CCSS-aligned units of study in reading.
With LAS support, the grade level team will identify and write the 3-4 learning goals of each reading unit of study prior to teaching unit.	Team meeting notes, formal and informal observations, and walk throughs.	Achievement of grade level targets.	LAS support in defining learning goals.
Throughout unit of study, grade l teachers will make explicit unit's learning goals, why they are important and monitor student achievement of learning goals.	Team meeting notes, formal/informal observations, and walk-throughs monitor implementation.	When asked, 80% of students can explain what they are learning and why.	Principal, Michael Rafferty, LAS provide professional development opportunities for grade level team in literacy Common Core State Standards.

Grade 1 teachers will implement Common Core-aligned Math curriculum on a daily basis.	Team meeting notes, communication and meetings with MST indicate that grade 1 teachers are implementing curriculum with fidelity.	Students' scores on end of unit assessments. Students' scores improve on AIMSweb assessments.	Walter Wakeman and MST to provide support in learning, preparing for, and implementing new units of study.

SECOND GRADE STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): If we make learning goals explicit, explain why they are important, and hold students accountable for demonstrating their understanding of these goals through their independent and peer work, then an increase in student achievement will result.

ADULT ACTIONS (Include persons responsible and the timeline.	ACCOUNTABLILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
On-going: With LAS/MST support, grade level teams identify and write the 3-4 learning goals of each reading and math unit of study prior to teaching the unit.	Team will review current student goals and pick 3 to focus on with LAS and MST.	• Unit assessments • Anecdotal records • DRA scores • Fluency tests	LAS, MST
Throughout unit of study, teachers make explicit unit's learning goals, why they are important and monitor student achievement of learning goals.	Based on above, teachers will write the objective for students to see using appropriate language.	Students will be aware of their daily learning targets and apply them independently.	LAS, MST
Teachers include all instructional components of reader's workshop (mini lesson, independent practice, share) and provide individual and small group differentiated instruction during independent practice on a daily basis. (T/S)	Teachers will continue to implement all of the components of the workshop model.	At team meetings, discuss ways to improve workshop (management, accountability) and discuss what works well and share.	
Teachers include interactive read aloud and word work in literacy block and writer's workshop on a daily basis.	Teachers will deliver the reading and writing curriculum developed by Mike Rafferty's team.	We will use guidelines of IR given by Mike Rafferty. A written response will be done on 5th day.	
Teachers implement Common	Teachers will deliver the math		MST

Core-aligned Math curriculum on a daily basis. Teachers engage students in cognitively complex tasks by asking higher order thinking questions across the day on a consistent basis.	curriculum developed by Walter Wakeman's team. Teachers will ask "Why?" and "How do you know?" throughout the day.	Work with MST to plan, implement and monitor student progress. Oral and written responses from students when appropriate.	
Grade level teams meet biweekly during CPT to collaboratively analyze student work in response to adult actions and determine next steps. (As needed include P, T, IIT, LAS, MST, ELL, SPED)	Teachers will bring data to meetings.		LAS, MST
Grade level EIP teams monitor student progress related to interventions for students needing Tier II/III support (T, IIT, LAS, MST, ELL, SPED) on a biweekly basis.	Teachers will bring data.		LAS, MST

THIRD GRADE STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): If we make learning goals explicit, explain why they are important, and hold students accountable for demonstrating their understanding of these goals through their independent and peer work, then an increase in student achievement will result.

ADULT ACTIONS (Include persons responsible and the timeline.	ACCOUNTABLILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
On-going: With LAS/MST support, grade level teams identify and write the 3-4 learning goals of each reading and math unit of study prior to teaching the unit. Throughout unit of study, teachers make explicit unit's learning goals, why they are important and monitor student achievement of learning goals. Teachers engage students in active learning by using the strategies contained in DQ 2, 3, 4 of Marzano's Learning Map on a daily basis. Teachers include all instructional components of reader's workshop (mini lesson, independent practice, share) and provide individual and small group differentiated instruction during independent practice on a daily basis. (T/S) Teachers include interactive read	• Posting learning goals visibly in the classroom for whole class & small group. • Posting daily mini lesson focus. • Monitor understanding of learning goals and use data to plan small groups. • Use team meeting time to plan units of study & reflecting and implementing formal/informal observation feedback • Teaching the reading workshop curriculum with fidelity. • Providing small group reading instruction daily and differentiating by area of focus.	• Achievement of grade level targets. • When asked, 80% of students can verbalize what they are learning and why. Students will also know where to look in the classroom to refer to the learning goal. • When asked, 80% of students can provide student evidence as listed in the Marzano protocols for DQ 2, 3, 4. • Students will demonstrate independent achievement of specific skills defined by unit goals. • Students will demonstrate	**Cumulative:** • CCSS-aligned units of study in reading. • LAS/MST support/time to define learning goals. • Professional development opportunities in literacy and math that relate to the Common Core State Standards and 21st C skills. • Leveled materials for small group instruction. • Support in classroom to

aloud and word work in literacy block and writer's workshop on a daily basis.		proficiency or above on unit assessments.	manage the group learning process during math.
	• Including the interactive read aloud and word work into reading and writer's workshop daily.	• Students show growth in the area of focus for their targeted reading groups. • 80% of students transfer guided practice of the interactive read aloud, word work and writer's workshop components of balanced literacy into independent work.	
Teachers implement Common Core-aligned Math curriculum on a daily basis.		• 100% of students practice writing on a daily basis and will be able to write a focused story with a beginning middle and end while adding a balance of detail and description.	
	• Teaching balanced math curriculum with fidelity.		
Grade level teams meet biweekly during CPT to collaboratively analyze student work in response to adult actions and determine next steps. (As needed include P, T, IIT, LAS, MST, ELL, SPED)		• Achievement of grade level targets.	
Grade level EIP teams monitor student progress related to interventions for students needing Tier II/III support (T, IIT, LAS, MST, ELL, SPED) on a biweekly basis.	• Meeting with our team to talk about data, analyze student work, share experiences, & determine next steps.		
Building data team monitors student data and EIP process on a monthly basis. (P, IIT, LAS, MST, ELL, SPED)	• Meeting with our team (SPED, ELL, IIT, LAS) to talk about students that have EIPs. Bring data, analyze student work, share experiences, & determine next steps.	• Below grade level students will get the support they need and grow as learners.	
Staff meetings are organized as professional development or collaborative work sessions. (All		• N/A	

Staff)			
	• N/A		
	• Attend staff meetings, take notes, implement professional development in the classroom, and collaborate with other teachers.		

FOURTH GRADE STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): If we make learning goals explicit, explain why they are important, and hold students accountable for demonstrating their understanding of these goals through their independent and peer work, then an increase in student achievement will result.

ADULT ACTIONS (Include persons responsible and the timeline.	ACCOUNTABLILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
*With LAS/MST support, our grade level will identify 3-4 learning goals of each reading and math unit of study prior to teaching the unit.	Teachers will post learning goals using academic language and refer to daily while teaching lessons	Poster/Chart hanging in room	*LAS/MST suggest and/or define the learning goals prior to each unit
*Throughout unit of study, teachers make explicit unit's learning goals, why they are important and how daily learning targets help achieve learning goals	Teachers will have students repeat the learning goal, explain the importance of it and post the area of focus on the SmartBoard.	*Goals written on posters and charts as well as the focused lesson of the day on the SmartBoard. *Student rating scales	*Additional planning time to collaborate with team as well as LAS and MST *Additional materials and/or supplies to support small group instruction
*At biweekly CPT, we will collaborate with LAS, ELL, MST, SPED to analyze student work in response to adult actions and determine next steps.	*Team meeting notes and data	*Student data and recording/planning sheets	
*Teachers will include all instructional components of reader's workshop with teacher providing small group differentiated instruction during independent reading on a daily basis. *Teachers will include interactive	Small group planning sheets, anecdotal notes, writing about reading evidence aligned to Common Core standards.	*Students' Readers' Notebooks *Book Logs *Students will be able to orally state the learning goal and area of focus.	

read aloud and close reading in literacy block and writer's workshop on a daily basis. *Teachers implement common Core-aligned Math curriculum on a daily basis.	*Lesson planning sheets *Turn and Talk *Students rating scale *Align questions to CCSS *Following Fairfield Math curriculum	*Students' Writing notebooks *Anecdotal notes *Students rating scale *Assessments including Blue Ribbon and fluency *Math Notebook	

FIFTH GRADE STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): If we make learning goals explicit, explain why they are important, and hold students accountable for demonstrating their understanding of these goals through their independent and peer work, then an increase in student achievement will result.

ADULT ACTIONS (Include persons responsible and the timeline)	ACCOUNTABLLILITY MEASURES TO ENSURE IMPLEMENTATION (Include specific actions taken to monitor the adult actions for implementation)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
With LAS/MST support, grade level teams identify and write the 3-4 learning goals of each reading and math unit of study prior to teaching the unit.	Through CPT & selected Tuesday afternoons, collaborate with LAS and MST to develop the learning goals for each unit	80% of reading and math journal responses will demonstrate evidence of understanding the learning goals	LAS/MST support with journal responses, evaluation.
Throughout unit of study, teachers make explicit unit's learning goals, why they are important and how daily learning targets help achieve learning goals.	Learning goals are posted for students to read, review, and refer to as needed.	Students can verbalize learning goals, set learning targets with teacher's support. Students can share orally or write an example of how they are working towards that learning goal.	Time to meet with LAS/MST and the rest of grade level team to develop common learning goals for each unit.
At biweekly CPT, grade level teachers collaborate with LAS, ELL, MST, SPED to analyze student work in response to adult actions and determine next steps.	Provide examples of student work and anecdotal notes.	Collaboration and next steps were determined during biweekly CPT	Dedicated time on a monthly basis to enter Infinite Campus data
Include all instructional components of reader's workshop (mini lesson, independent practice, share) with teacher providing individual and small group differentiated instruction during independent practice on a daily basis. (T/S)	Administration and LAS will be able to visit classrooms and see evidence of workshop components.	Following the daily unit lessons and our anecdotal notes	All test resources available to teacher prior to start of the unit.