

FAIRFIELD PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

2011-2014

School Osborn Hill School
Principal/Headmaster Frank Arnone
Date November 21, 2014
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- Narrative Analysis of Student Data

Celebrations

Our children stand between the past and the future. Schools must reflect the wisdom of yesterday and the promise of tomorrow. We must develop self-directed, independent, secure and responsible children who will have a love for learning, a curiosity of the world around them, and the ability to find solutions to questions so that they can grow socially, emotionally, and intellectually to their full potential. Our school motto is: We celebrate the gifts and talents of every child.

Math:

- 7-25 point gain was made by K-2 students on the sub-tests on AIMSweb (Goal was 5 points)
- 28 point increase was realized by grade 3 students on Integrated Understanding BR (Goal was 10 points) 61% at/above Goal
- 18 point increase was realized by grade 5 students on Integrated Understanding BR (Goal was 10 points) 71% at/above Goal
- Fall to Spring point growth in Blue Ribbon scores Gr. 3-5:
Gr. 3=**16 points** Gr. 4=**12 points** Gr. 5=**16 points**

Reading:

- Gr. Kg Reading: **80%** at/above benchmark on Spring 2014 DRA2, Gr. 1 Reading: **90%** at/above benchmark on Spring 2014 DRA2,
- Gr. 2 Reading: **95%** at/above benchmark on Spring 2014 DRA2, Gr. 3 Reading: **89%** at/above benchmark on Spring 2014 FP,
- Gr. 4 Reading: **94%** at/above benchmark on Spring 2014 Benchmark, Gr. 5 Reading: **93%** at/above benchmark on Spring 2014 Benchmark
- Gr.Kg-2 avg. percentage of students at/above benchmark on Spring 2013-2014 DRA2 was **88%**
- Gr.3-5 avg. percentage of students at/above benchmark on Spring 2013-2014 was **92%**
- Gr.Kg-5 avg. percentage of students at/above benchmark on Spring 2013-2014 was **90%**

Writing:

- Grades 3-5 saw high percentage of students attaining Goal with On Demand Writing scores:
Grade 3=**86%** at/above goal, Grade 4=**91%** at/above goal; Grade 5=**92%** at/above goal in 2014

Challenges (identify needs)

- Grade 3 achievement in Reading is below district achievement while Grades 4 and 5 are above district achievement levels.
- Gr. Kg Reading: **80%** at/above benchmark on Spring 2014 DRA2 (District Goal=90)
- **-4** point decrease was realized by grade 4 students on Integrated Understandings BR (Goal was 10 points) 42% at/above Goal
- Our school views school climate as vital to student success. Need for current data to see if Action Plans for 2013-2014 were successful
- One-third of teachers are trained in Responsive Classroom I. A few have been trained in RC II while most have had a one-day overview training. How to provide a consistent RC program school-wide is a challenge.
- Service Learning is a vital part of our school culture. How to manage these programs while maintaining our instructional program is a challenge.

Hypothesize cause of these results

Our EIP process has focused on Language Arts and Math intervention and our work needs to continue. Additional focus in both LA and Math will support instruction in the classroom for all and especially tiered levels of intervention.-We need a continuously heavy SIP focus on Tier 1 work in the classrooms.

IEP and EIP goals need to be more closely aligned with grade level expectations and more closely monitored through our EIP process.

As school climate data is required by each school and was not administered last, our team continued to use the baseline data of the 2011-2012 school year from students, staff and parents to develop action plans. We do not know that statistical implications of our work due to the fact that the same survey will not be administered in 2014. We will need to use the new data to formulate goals and develop new actions plans.

By level student achievement targets for June 2015 (District) (2014 Results are in parenthesis)

- **Reading**- 85% -K (**80**), 90%-grade 1 (**90**), and 95%-grade 2 (**95**) will meet end of year benchmark as measured by the DRA2.
- **Reading**- 90% -3 (**89**) , 90%-grade 4 (**94**), and 95%-grade 5 (**93**) will meet end of year benchmark as measured by the DRA2.
- **Writing**- 85% of grades 3-5 students will meet or exceed goal as measured by the On Demand Writing Task Rubric.

School achievement targets for June 2015:

Reading:

- 85%-Kg, 90%-Gr. 1, 95%- Gr. 2, 90%- Gr. 3, 90%- Gr. 4, 95%- Gr. 5 of all students will achieve at benchmark on the DRA2/FPB by the Spring Assessment
- Gr.Kg-5 avg. percentage of students at/above benchmark on Spring 2015 will be **85%**
- 90% of Kindergarten in Winter will meet CAP benchmark-(score of 10)
- 90% of Kindergarten in Winter will meet benchmark goal for Letter ID (35-combined upper and lower case)

Writing:

- 85% of grade 2-5 students will achieve Goal on Writing Sample/Performance Tasks

Math:

- Grade 3 students will average a 3 point growth from Winter to Spring on Multiplication Fluency assessment
- Grade 4 students will average a 6 point growth from Fall to Spring on Multiplication Fluency assessment

Math:

- Grade 5 students will average a 4 point growth from Fall to Spring on Multiplication Fluency assessment

Science

- Grade 5 Target – 90% at/above goal on 2015 CMT

School Climate-Parent Feedback

If we take the time to work with students and families to communicate classroom rules and school-wide expectations, then we will see a positive school climate.

During the 2014-2015 school year, staff will share strategies and information that promote classroom rules and school-wide expectations with parents through periodic informational communications.

We hope to see a positive school climate as evidenced by a one point gain in average on related questions on the 2015 School Climate Survey.

Problem of Practice

Through classroom observations, grade level and individual goal setting, school walk-throughs, and review of all assessment data, we have determined our area of focus is to make sure that all students are engaged in learning that is inclusive of all 3 levels of understanding; within the task, beyond the task and about the task

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): *If we make sure that all students are engaged in learning that is inclusive of all 3 levels of understanding; within the task, beyond the task and about the task, then student achievement will improve as measured by district benchmarks and standardized tests.*

2014-2015 SCHOOL-WIDE STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): *If we make sure that all students are engaged in learning that is inclusive of all 3 levels of understanding; within the task, beyond the task and about the task, then student achievement will improve as measured by district benchmarks and standardized tests.*

<p>Adult Action: What are we going to do? (Include persons responsible and the timeline.)</p>	<p>Implementation Measure: How are we doing this work? What have we put in place to observe our work? (Include specific actions taken to monitor the adult actions for implementation)</p>	<p>Evidence of successful implementation: How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)</p>	<p>Support Needed: What resources do we need to make it happen?</p>
<p>1. Grade Level Teams will develop tasks/questions related to the focus on within, beyond and about for units of study, whole and small group lesson planning in all subject areas and across Grade Levels.</p>	<ul style="list-style-type: none"> -Modeling of lessons by LAS's, MST and other support staff members. -Additional PD sessions that focus on our Problem of Practice. -LAS and MST meetings with administrator. Minutes focus on the development of PD sessions. -Completed Professional Development Plan sheet (Green Form) -Comprehension Rubrics -Common Planning Time agendas -EIP Data Sheets -Lesson plans developed -New Benchmarks with deeper level questioning. -Plans developed for individual students -Conference notes with students -Anecdotal notes from observations -Use specific questions/strategies within each subject matter. 	<ul style="list-style-type: none"> -Fountas and Pinnell Benchmark Assessment -iReady Math Assessments -SBAC Test -Kg Letter ID and CAP -Writing Rubric for on demand assessment -Math Unit Assessments -Comprehension Rubrics -Timeline: August-June 	<ul style="list-style-type: none"> -Grade Level meetings weekly/monthly -Coverage needed for teachers -Support from curriculum coordinators -Embedded PD follow up - Support staff (LAS, MST, IIT) needed at times

<p>2. Collegial Rounds-Observe within and across Grade Levels to increase our repertoire of best strategies and effective questioning techniques. (extra focus on: within, beyond and about/process feedback and questioning)</p>	<ul style="list-style-type: none"> -Completed Collegial Feedback forms from observations. -Lesson plans developed -Reflections/debriefing notes and plans developed following Collegial Rounds sessions -Anecdotal notes from observations 	<ul style="list-style-type: none"> -Rounds formative documents that focus on our problem of practice -Fountas and Pinnell Benchmark Assessment -iReady Math Assessments -SBAC Test -Kg Letter ID and CAP -Writing Rubric for on demand assessment -Math Unit Assessments -Anecdotal notes from observations in Math during an Investigation -Comprehension Rubrics -Timeline: August-June 	<ul style="list-style-type: none"> -LAS/MST/IIT support in classrooms (coaching) -Materials, resources, and supplies for curriculum -Support from curriculum coordinators -Coverage needed for teachers
<p>3. Study new F and P Benchmark assessments.</p>	<ul style="list-style-type: none"> -Plans developed for instruction -Completed Focus of Instruction (FOI) forms -Progress monitoring tools (anecdotal notes, small group planning sheets) -Comprehension rubrics and on demand rubrics -Data Team Mtgs.-(student/by class/by Grade Level/by building) -EIP meetings held and action plans developed -Completed Professional Development Plan sheet (Green Form) 	<ul style="list-style-type: none"> -Fountas and Pinnell Benchmark Assessment -SBAC Test -Kg Letter ID and CAP -Anecdotal notes from observations in Reading during an conferences and small group instruction -Comprehension Rubrics -Timeline: August-June 	<ul style="list-style-type: none"> -LAS/MST/IIT support in classrooms (coaching) -materials, resources, and supplies for small group instruction -support staff (LAS/MST/IIT) to assist in analysis -coverage needed for teachers
<p>4. Develop a structured, tiered (1, 2 and 3) intervention process (EIP) for writing with regular organized monitoring.</p>	<ul style="list-style-type: none"> -EIP minutes forms developed -Research based programs utilized -Completed EIP forms from teachers and interventionists -progress monitoring tools -Work session time to organize-plan for tiered strategies in the classroom and in pull out structure -Planning sessions with LAS's, classroom teachers and Sped teachers to review "If...Then" information from Teacher's College Units of Study 	<ul style="list-style-type: none"> -Writing Rubric for on demand assessment -Writing portfolios -Process pieces written by students -Timeline: August-June 	<ul style="list-style-type: none"> -Support in classrooms (coaching) -Materials, resources, and supplies for individual and small group instruction -Support from district curriculum coordinators to develop plan and identification of research based

			<p>intervention programs in writing</p> <ul style="list-style-type: none"> -Support staff (LAS/MST/IIT) to assist in analysis -coverage needed for teachers
5. Implement balanced math model.	<ul style="list-style-type: none"> -Demo lessons held with debriefing sessions. Follow up lists created -Ongoing conversations with grade level teams and individual teachers. "To-Do" list created to organize next coaching session -Internal and External Instructional Rounds 	<ul style="list-style-type: none"> -SBAC Test -iReady Testing Assessments -Unit Tests -Fluency tests -Timeline: August-June 	<ul style="list-style-type: none"> -MST/IIT support in classrooms (coaching) -Materials, resources and supplies for math curriculum -Coverage needed for teachers
6. Implement new Writing Units (K-5)	<ul style="list-style-type: none"> -Demo lessons held with debriefing sessions. Follow up lists created -Ongoing conversations with grade level teams and individual teachers. "To-Do" list created to organize next coaching session -Introduction and review of unit outline -Internal, External and Collegial Instructional Rounds 	<ul style="list-style-type: none"> -On demand writing rubric -Student writing checklist -Timeline: August-June 	<ul style="list-style-type: none"> -LAS support in classrooms (coaching) -materials, resources and supplies for math curriculum -coverage needed for teachers
7. Design and implement a Behavior EIP system for the school. -Address school climate and behavior needs in a multi-faceted way.	<ul style="list-style-type: none"> -Social skills lessons developed and employed by support staff specific to grade level needs -School Climate Team actions plans- empathy development for the school. 	<ul style="list-style-type: none"> -Anecdotal records. -Decrease in behavior referrals -Behavior plans developed and employed -Results of School Climate Survey -Timeline: August-June/October 2016 	<ul style="list-style-type: none"> -Meetings w/Behaviorist- Carrie Therriault, Jen O'Dwyer and Carol Bloch -Research based interventions to be implemented -School Climate Team Meetings -Coverage needed for teachers to attend meetings

2014-2015 GRADE LEVEL/TEAM STRATEGIES

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Team: **Kindergarten**

<p><u>Adult Action:</u> What are we going to do? (Include persons responsible and the timeline.)</p>	<p><u>Implementation Measure:</u> How are we doing this work? What have we put in place to observe our work? (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><u>Evidence of successful implementation:</u> How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)</p>	<p><u>Support Needed:</u> What resources do we need to make it happen?</p>
<p>1. Implement Unit 3 of Lucy Calkins non-fiction unit of study. (How-to/Informational) Implementer: Grade Kg Teachers</p> <p>2. Develop more “beyond and about” questions for our fiction Reading Unit to use in small groups and whole group instruction. Implementer: Grade Kg Teachers</p>	<ul style="list-style-type: none"> • Discussions with Grade Level Team members during Grade Level Mtgs. • Discussion and planning with Grade Level using work session-professional development time (green sheet). • Completed Focus for Instruction sheets-grouping students by focus of instruction. • Developed question stems that prompt the children without leading. • Completed collegiate observations of questioning techniques/categories • Meeting held with LAS and observations of LAS on questioning techniques with students. 	<ul style="list-style-type: none"> • On Demand-Pre and Post writing samples. • Informal student teacher conferences with anecdotal notes Timeline: January-April • Higher comprehension scores on Reading Benchmarks. • Anecdotal notes from small group work based on student answers to “beyond and about” questions. Timeline: September-June 	<ul style="list-style-type: none"> • Sub coverage for work sessions. • Time for consultation and modeling with/from LAS’s. • Materials for unit: text, posters, writing paper, etc. • Sub coverage for work sessions. • Sub Coverage for observations of co-workers

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Team: **First Grade**

<p><u>Adult Action:</u> What are we going to do? (Include persons responsible and the timeline.)</p>	<p><u>Implementation Measure:</u> How are we doing this work? What have we put in place to observe our work? (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><u>Evidence of successful implementation:</u> How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)</p>	<p><u>Support Needed:</u> What resources do we need to make it happen?</p>
<p>1.The Grade Level Team will implement the new writing unit of study-“Writing Fiction” in April and May Implementer: Grade 1 Teachers</p> <p>2. The Grade Level Team will implement the balanced math unit and focus on fluency in addition, subtraction and written expression of strategic thinking. Implementer: Grade 1 Teachers</p>	<ul style="list-style-type: none"> • LAS demo lessons • Grade Level planning sessions to preview unit, tweak and revise, prepare lesson materials and develop authentic teacher models. • Collegial observations of one another in the Grade Level • Collegial reflections • Collective repository • Completed MST demo lessons • Grade Level planning sessions to tweak/revise units to develop and strengthen fluency and prep. Materials. (Green Sheet form) • Collegial observations on another in Grade Level. • Collegial reflections • Collective repository 	<ul style="list-style-type: none"> • Student writing samples • Completed Rubrics (adherence to norms) • On Demand writing pieces <p>Timeline: April-May</p> <ul style="list-style-type: none"> • Student work • Fluency tests-both district and those given weekly-monthly during unit implementation <p>Timeline: September-June</p>	<ul style="list-style-type: none"> • Support from LAS’s • Support from colleagues • Support from MST • Support from colleagues

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Team: **Grade 2**

<p><u>Adult Action: What are we going to do?</u> (Include persons responsible and the timeline.)</p>	<p><u>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</u> (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><u>Evidence of successful implementation: How is our work impacting student learning: How do we know?</u> (identify student achievement measures and timeline)</p>	<p><u>Support Needed: What resources do we need to make it happen?</u></p>
<p>1. Implement new questioning techniques in small group and whole group reading instruction. Implementer: Grade 2 Teachers</p> <p>2. Implementation of new writing unit: Writing Persuasive Reviews. Implementer: Grade 2 Teachers</p>	<ul style="list-style-type: none"> • Modeling of lessons by LAS's and other support staff members. • Additional Professional Development sessions that focus on our Problem of Practice. • Completed Professional Development Planning Sheets. (Green Sheet form) • New Benchmark with deeper level questioning. • Developing Reader Response questioning techniques and implementation of strategies. • Demo lessons held with debriefing sessions with follow up lists created. • Ongoing conversations with Grade Level Teams and individual teachers • Introduction and review of unit outline 	<ul style="list-style-type: none"> • Fountas and Pinnell Benchmark assessments. • Student work in Reader Response journals. <p>Timeline: September-June</p> <ul style="list-style-type: none"> • On Demand Writing Rubric • Student Writing Checklists <p>Timeline: March-May</p>	<ul style="list-style-type: none"> • Grade Level Meetings-weekly and monthly. • Support from LAS's and support staff. • LAS support in classrooms. • Materials, resources and supplies for writing curriculum. • Coverage needed for teachers.

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Team: **Grade 3**

<p><u>Adult Action: What are we going to do?</u> (Include persons responsible and the timeline.)</p>	<p><u>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</u> (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><u>Evidence of successful implementation: How is our work impacting student learning: How do we know?</u> (identify student achievement measures and timeline)</p>	<p><u>Support Needed: What resources do we need to make it happen?</u></p>
<p>1. Third Grade will implement the new Fairy Tale writing unit. Implementer: Third Grade Team and LAS's Timeline: May 2015</p> <p>2. Create small group lessons that include questioning for “within, beyond and about” the text in reading. Implementer: Third Grade Team and LAS's Timeline: September –June</p>	<ul style="list-style-type: none"> • Introduction and review of unit outline with the Third grade teachers and LAS's. • Completion of Collegial Instructional Rounds. • Continuous conversations between Grade Level teachers and LAS's. • Plans created to organize upcoming Grade Level Mtg. times. • Modeling of lessons by LAS's and other support staff. • Additional Professional Development sessions to develop lessons. • Completed Professional Development plan (Green sheet form) • Lesson plans developed. • Conference and anecdotal notes on student work. • Use of specific questions and strategies within reading lessons. 	<ul style="list-style-type: none"> • On Demand Assessments. • Anecdotal notes <p>Timeline: September-June</p> <ul style="list-style-type: none"> • Fountas and Pinell Benchmark results. <p>Timeline: September-June</p>	<ul style="list-style-type: none"> • Grade Level Mtgs. • Support from LAS's and IIT when needed. • Support form Curriculum Coordinators. • Grade Level Mtgs.-weekly and monthly. • Sub coverage for teachers. • Support from LAS's

<p>3. Continue to be active members of the Embedded P.D. Team for our school and implement Collegial Rounds with a feedback focus within our Grade Level. Implementer: Third Grade Team and LAS's Timeline: September –June</p>	<ul style="list-style-type: none"> • Completed Collegial Feedback forms from observations. • Lesson plans developed. • Reflection/Debriefing notes and plans developed following Collegial Rounds sessions. • Anecdotal notes from observations. 	<ul style="list-style-type: none"> • Fountas and Pinnell Benchmark Assessments. • SBAC testing • Unit testing • iReady Math Assessments <p>Timeline: September-June</p>	<ul style="list-style-type: none"> • Grade Level interschool workshops. (District PD) • Release time and coverage for observations. • Release time and coverage for planning/sharing sessions
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Team: **Grade 4**

<p><u>Adult Action: What are we going to do?</u> (Include persons responsible and the timeline.)</p>	<p><u>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</u> (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><u>Evidence of successful implementation: How is our work impacting student learning: How do we know?</u> (identify student achievement measures and timeline)</p>	<p><u>Support Needed: What resources do we need to make it happen?</u></p>
<p>1. Fourth Grade Team will implement new writing unit-Literary Essay. Implementer: Fourth Grade Team and LAS's Timeline: January- March 2015</p> <p>2. Fourth Grade Team will focus on Nancy Boyles-resource materials to develop comprehension questions-“with in, about and beyond” the text. Implementer: Fourth Grade Team and LAS's Timeline: September -June</p>	<ul style="list-style-type: none"> • Completed Smart Board documents to be used to present new Writing Unit to students • Grade Level collaboration during release time to develop questions and to assess student entry levels. 	<ul style="list-style-type: none"> • Successful implementation will be measured by students’ success in Writing Unit-evidence in the scored On Demand writing at end of unit. Timeline: January- March 2015 • Grade Level Team’s use of Pre and Post Student Rubrics of Nancy Boyles Timeline: September -June 	<ul style="list-style-type: none"> • Release time and coverage to review unit w/LAS’s • Consultation with LAS’s • Release time and coverage of classes to plan work.

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Team: **Grade 5 Math**

<p><u>Adult Action:</u> What are we going to do? (Include persons responsible and the timeline.)</p>	<p><u>Implementation Measure:</u> How are we doing this work? What have we put in place to observe our work? (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><u>Evidence of successful implementation:</u> How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)</p>	<p><u>Support Needed:</u> What resources do we need to make it happen?</p>
<p>1. Implement and administer simplifying fractions fluency practice. Implementer: Fifth Grade Math teacher and MST Timeline: September -June</p> <p>2. Implement more rigorous questioning in the classroom/during lessons. Implementer: Fifth Grade Math teacher and MST Timeline: September -June</p>	<ul style="list-style-type: none"> • Created fluency sheets. • Created rubrics based on stanines. • Observation notes/feedback given from observations of team mates and other Grade Level Math lessons • Conference notes from work with students 	<ul style="list-style-type: none"> • Baseline information-based on pre-assessments administered to classes. Timeline: September -June • Administered bi-weekly tests and individual student growth documented Timeline: September -June • Completed Professional Development plan (Green sheet form) Timeline: September -June • Student created posters following unit of study/Math lesson and use of follow up questions developed for the lesson. Timeline: September -June • Results of End of Unit assessments (analysis of questions used in the assessment) Timeline: September -June 	<ul style="list-style-type: none"> • Technology support-That Quiz. • Support from MST. • Release time and coverage to facilitate planning. • Reference materials on questioning and questioning techniques. • Coverage for observations and debriefing. • Grade Level Mtgs. • Support form LAS's, MST and IIT

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Team: **Grade 5 Language Arts**

<p><u>Adult Action:</u> What are we going to do? (Include persons responsible and the timeline.)</p>	<p><u>Implementation Measure:</u> How are we doing this work? What have we put in place to observe our work? (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><u>Evidence of successful implementation:</u> How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)</p>	<p><u>Support Needed:</u> What resources do we need to make it happen?</p>
<p>1. Implement new Grade 5 Writing Unit in Memoire and Poetry.</p> <p>2. Implement more effective questioning techniques.</p>	<ul style="list-style-type: none"> • Teacher charts, student work, lesson plans; introduction and review of unit outline • Teacher created posters with question stems • Examination of reference texts • Notes from conferences with students 	<ul style="list-style-type: none"> • Student writing samples-w/completed scoring rubrics, on-demand assessments and student writing checklists Timeline: September -June • Fountas and Pinnell Benchmark Assessments Timeline: September -June • Comprehension conversation rubrics Timeline: September -June 	<ul style="list-style-type: none"> • Time to meet w/LAS's • Time to plan • Poetry mentor texts • Time to debrief w/colleagues • Reference materials • Grade Level Mtgs.

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Team: **Grade 5 Social Studies/Science**

<p><u>Adult Action: What are we going to do?</u> (Include persons responsible and the timeline.)</p>	<p><u>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</u> (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><u>Evidence of successful implementation: How is our work impacting student learning: How do we know?</u> (identify student achievement measures and timeline)</p>	<p><u>Support Needed: What resources do we need to make it happen?</u></p>
<p>1. Administer a Science related open ended question to the Fifth graders.</p> <p>2. Implement more rigorous questions/questioning techniques.</p>	<ul style="list-style-type: none"> • Questions developed • Student work samples • Rubric developed • Observing other teachers and giving feedback to the team members observed 	<ul style="list-style-type: none"> • Take baseline data at the start of the year. Timeline: September –October • Re-administer open ended question/rubric later in the year and analyze growth. Timeline: May-June • Completed Professional Development plan (Green sheet form) Timeline: Sept.-June • Feedback notes Timeline: Sept.-June • Posters created by students Timeline: Sept.-June • End of Unit Tests Timeline: Sept.-June 	<ul style="list-style-type: none"> • Question Rubrics • Support from MST • Coverage for observations • Reference materials on Questioning • Grade Level Mtgs. • Support from LAS’s, MST and IIT

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Team: **Specialist Teachers**

<p><u>Adult Action: What are we going to do?</u> (Include persons responsible and the timeline.)</p>	<p><u>Implementation Measure: How are we doing this work? What have we put in place to observe our work?</u> (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><u>Evidence of successful implementation: How is our work impacting student learning: How do we know?</u> (identify student achievement measures and timeline)</p>	<p><u>Support Needed: What resources do we need to make it happen?</u></p>
<p>1. We will provide specific feedback to students-feedback will be related to our new learning from the Embedded PD Team's work. Persons Responsible: PE, Music and Art Teacher</p> <p>2. We will provide specific expectations for student behavior. Persons Responsible: PE, Music and Art Teacher</p>	<ul style="list-style-type: none"> Teachers will closely observe student progress, based on student process, effort and praise-notes and anecdotal records will be kept. Teachers will develop, implement and review class expectations for student behavior- notes and anecdotal records will be kept, as well as grades entered in Progress Reports 	<ul style="list-style-type: none"> Collegial Rounds will be held to record feedback responses and help staff to enhance their use of high level/engaging feedback, Timeline: Sept.-June A running record of students who are not meeting behavioral expectations and holding them accountable-action plans developed to induce improvement. Timeline: Sept.-June 	<ul style="list-style-type: none"> Support from LAS, IIT, MST. Feedback Professional Development sessions Time for specialists to discuss strategies discuss strategies for both specific students and classes.

2014-2015 GRADE LEVEL/TEAM STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): *If we make sure that all students are engaged in learning that is inclusive of all 3 levels of understanding; within the task, beyond the task and about the task, then student achievement will improve as measured by district benchmarks and standardized tests.*

Team: **Special Education Team**

<p><u>Adult Action:</u> What are we going to do? (Include persons responsible and the timeline.)</p>	<p><u>Implementation Measure:</u> How are we doing this work? What have we put in place to observe our work? (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><u>Evidence of successful implementation:</u> How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)</p>	<p><u>Support Needed:</u> What resources do we need to make it happen?</p>
<p>1. Using cloze test (short passages), sped team will develop tasks/questions related to within, beyond and about to be used in small group lessons. Persons Responsible: Sped Teachers</p> <p>2. The Sped Team will improve students' decoding skills in order to read texts with purpose and understanding. Persons Responsible: Sped Teachers</p>	<ul style="list-style-type: none"> • Plans developed for individual students. • Use specific questions/strategies: Main Idea, Important Evidence, New Vocabulary, "Wh" questions including "How" • Using SRBI materials: Wilson and PAF, the Sped teachers will observe performance reading decodable words in isolation and in text with automaticity • Isolation—we will use decodable word lists • Texts—we will use phrases, sentences and passages (e.g. Merrill Readers) 	<ul style="list-style-type: none"> • LLI Assessments • Running records • Verbal and written responses <p>Timeline: All-Sept.-June</p> <ul style="list-style-type: none"> • LLI Assessments • Running records • Verbal and written responses <p>Timeline: All-Sept.-June</p>	<ul style="list-style-type: none"> • Sped meetings • Support from LAS's as needed • Coverage as needed • Sped meetings • Support from LAS's as needed • Coverage as needed

2014-2015 GRADE LEVEL/TEAM STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): *If we make sure that all students are engaged in learning that is inclusive of all 3 levels of understanding; within the task, beyond the task and about the task, then student achievement will improve as measured by district benchmarks and standardized tests.*

Team: **Mental Health Team**

<p><u>Adult Action:</u> What are we going to do? (Include persons responsible and the timeline.)</p>	<p><u>Implementation Measure:</u> How are we doing this work? What have we put in place to observe our work? (Include specific actions taken to monitor the adult actions for implementation)</p>	<p><u>Evidence of successful implementation:</u> How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)</p>	<p><u>Support Needed:</u> What resources do we need to make it happen?</p>
<p>1. Implement, through proactive methods, lessons and interventions which target pro-social behaviors across all Grade Levels in a tiered intervention mode for Behavior EIP Persons Responsible: Carol Bloch and Jen O’Dwyer</p>	<ul style="list-style-type: none"> • Provide structured lesson plans (whole group) • School Climate Team Mtg. minutes • Completed Behavior EIP forms • Behavior Plans developed for individual students • Behavior observation notes 	<ul style="list-style-type: none"> • Pre and Post surveys for students-Grade 5 only • School Climate Survey Results-Grades 3-5 • Behavior EIP forms for individual students (across all Grade Levels) • Anecdotal pre and post reports from teachers <p>Timeline All: Sept.-June</p>	<ul style="list-style-type: none"> • Clinical supervision • Planning time • PD and workshops more relevant to Soc. Worker and Psych. • Peer group supervision amongst FPS mental health providers (Psych, and Soc. Workers)