FAIRFIELD PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN
2011-2014

School   Osborn Hill School
Principal/Headmaster   Frank Arnone
Date   November 22, 2013
Team Members   F. Arnone, D. Hudspeth, B. Greer, P. Rountos, C. Morello, W. Accomando, R. Wicke, D. Rehder, L. Fuchs and C. Lambert

- 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 <u>every</u> child.

Math:

- Math growth for same group of students from grade 3 to grade 5 on CMT from 2011 to 2013: **74% - 87.2% - 94.1% -**
- OHS Grade 3 CMT Math: 2009 = 72%; 2010 = 73%; 2011 = 74%; 2012 = 90%, 2013 = *87.8*
- Grades 4 and 5 CMT results on Math Strand 25: Grade 4= **94%** and Grade 5=**89%** at/above Goal
- *6-29* point gain was made by K-2 students on the sub-tests on AIMSweb (Goal was 5 points)
- **8** point increase was realized by grade 4 students on strand 16 (Goal was 10 points) (Customary Metric Measure)-91% at/above Goal
- Fall to Spring point growth in Blue Ribbon scores Gr. 3-5:
  Gr. 3=**17 points**   Gr. 4=**20 points**   Gr. 5=**19 points**

Reading:

- Reading growth for same group of students from grade 3 to grade 5 on CMT from 2011 to 2013: **71% - 83.7% - 88.2%**
- Gr. 1 Reading: **93.5%** at/above benchmark on Spring 2013 DRA2, Gr. 2 Reading: **95.7%** at/above benchmark on Spring 2012 DRA2
- Gr. 3 Reading: **96.7%** at/above benchmark on Spring 2012 DRA2, Gr. 4 Reading: **94.4%** at/above benchmark on Spring 2012 Benchmark
- Gr. 5 Reading: **92.1%** at/above benchmark on Spring 2012 Benchmark
- Gr.1-3 avg. percentage of students at/above benchmark on Spring 2011-2013 DRA2 was **95%**

Writing:

- Writing growth for same group of students from grade 3 to grade 5 on CMT from 2011 to 2013: **75% - 81.6% - 87.5%**
- Grade 3 saw a increase in CMT Writing from 70% at/above goal in 2012 to 81.1% at/above goal in 2013
- Grades 3-5 saw high percentage of students attaining Goal on DAW:
  Grade 3=**86%** at/above goal in 2013; Grade 4=**91%** at/above goal in 2013; Grade 5=**92%** at/above goal in 2013
- OHS Grade 3 CMT Writing: 2009 = 80%; 2010 = 70%; 2011 = 75%; 2012 = 70.3%, 2013 = *81.1*

CMT Overall:
- Gr. 3 Strong Achievement on all 3 CMT 2013 Assessments:
  Reading (77.8% vs. district 78.6%), Writing (81.1% vs. district 79.9%), Math (87.8% vs. district 85%)
- Gr. 4 Strong Achievement on all 3 CMT 2013 Assessments:
  Reading (84.6% vs. district 78.8%), Writing (83.3% vs. district 79.1%), Math (89.8% vs. district 86.8%)
- Gr. 5 Strong Achievement on all 3 CMT 2013 Assessments:
  Reading (88.2% vs. district 84.6%), Writing (87.5% vs. district 83.4%), Math (94% vs. district 89%), Science (86.4% vs. district 81.9%)

Challenges (identify needs)
- Grade 3 achievement in Reading is below district achievement while Grades 4 and 5 are above district achievement levels.
- Grades 3-5 achievement in the Reading DRP strand of the CMT;
  Grade 3=70% at/above goal in 2013; Grade 4=86% at/above goal in 2013; Grade 5=64% at/above goal in 2013
- Grade 3 and 4 CMT Reading results on Making Reader to Text Connections strand; 60% and 70% at/above Goal
- Gr. Kg Reading: **76.71%** at/above benchmark on Spring 2013 DRA2 (District Goal=90)
- Grades 3-5 achievement in the Writing Revising and Composing strand of the CMT;
  Grade 3=48% at/above goal in 2013; Grade 4=73% at/above goal in 2013; Grade 5=78% at/above goal in 2013
- **6-9** point gain was realized by grade 3-5 students on strand 15 (Goal was 10 points) (Approximating Measure)
- **3-4** point decrease was realized by grade 3/5 students on strand 16 (Goal was 10 points) (Customary Metric Measure)
- Our school views school climate as vital to student success. Need for current data to see if Action Plans for 2012-2013 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-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.-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, our team will continue to use the baseline data of the 2011-2012 school year from students, staff and parents to develop action plans.

By level student achievement targets for June 2014 (District) (*2013 Results are in parenthesis*)
- **Reading**- 85% -K (*77.8*) , 90%-grade 1 (*93.5*), and 95%-grade 2 (*95.7*) 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. (***CMT-81.1, 83.3 and 87.5***)
- **Math**- a 5 point gain will be demonstrated by K-2 students on the subtests on AIMSweb (*6-29 points*)
  and a 10 point gain will be demonstrated by 3-5 students on the Integrated Understanding strand as measured by Blue Ribbon. (***17-20* points**)

School achievement targets for June 2014:
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
- 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:
- a 10 point gain will be made by kindergarten students on the Missing Number and Quantity Discrimination sub-tests on AIMSweb
- a 10 point gain will be made by first grade students on the Quantity Discrimination sub-test on AIMSweb and a 25 point gain on the M-Comp subtest on AIMSweb.
- a 20 point gain will be made by second grade students on the M-Comp sub-test on AIMSweb
- Grade 3 students will average 92% on the Spring Blue Ribbon Math assessment
- Grade 4 and 5 students will average 90% on the Spring Blue Ribbon Math assessment
- 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
- 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 2013 CMT

School Climate-Parent Feedback
-If we take steps to reduce teasing and exclusion by students through whole-school and individual classroom initiatives, then we will see a positive school climate as evidenced by a one point gain in average on related questions on the 2014 School Climate Survey.

-During the 2013-2014 school year, the school will share strategies that promote empathy in school with parents through periodic informational communications.
For reference, related questions are:
- *On Student Survey, questions #7 and #8*
- *On Parent Survey, questions #6 and #7*

<u>Problem of Practice</u>
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 provide differentiated learning within the task, beyond the task and about the task in all content areas inclusive of all ability levels.

Theory of Action Underlying This Plan

If grade level teams are given time to collaborate and share best practices and observe each other engage students in active learning, then instruction will improve and a more rigorous program *that meets the needs of all* will be observed.

If Grade level teams meet regularly with Support Staff to plan differentiated learning opportunities, within, about and beyond the task that reinforce skills being taught, then students receive practice and reinforcement in skills that will maximize learning.

If all members of the school community (children, parents and staff) are kept mindful of our vision and it is periodically monitored, then it will remain a focus of our school program and our school will remain a safe and secure environment in which children will thrive emotionally, socially and academically.

If we continue to implement Responsive Classroom strategies both inside the classroom as well as throughout the school, then children will receive a consistent message that kind and caring behavior is expected in school to maximize learning.

If the SIP Team meets regularly to work on the School Improvement Plan and monitor its implementation by working with grade level data teams, then teachers will build capacity to analyze student data and identify effective teaching strategies so that student learning will improve.

If extra support and time is given to teachers, then they will better able to provide a differentiated program *that meets the needs of all learners*.

<u>**FOCUSED STRATEGY**</u> **(addresses the problem of practice and are limited in number and high leverage):** *If we provide differentiated learning within the task, beyond the task and about the task in all content areas inclusive of all ability levels, then student achievement will improve as measured by district benchmarks and standardized tests.*

2013-2014 SCHOOL-WIDE STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): *If we provide differentiated learning within the task, beyond the task and about the task in all content areas inclusive of all ability levels, then student achievement will improve as measured by district benchmarks and standardized tests.*

Adult Action: What are we going to do? (Include persons responsible and the timeline.)	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)	Evidence of successful implementation: How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)	Support Needed: What resources do we need to make it happen?
1. Staff meetings are organized as professional development sessions.	-monthly "up-to-date" (monthly newsletters) are created that include focus of instruction for all Tuesday PM sessions -Pupil Support Team (PST) monitors and creates the plan -LAS and MST meetings with administrator. Minutes focus on the development of PD sessions.	-DRA2 -Fountas and Pinnell Benchmark Assessment -AIMSweb -Blue Ribbon Math testing -SBAC Test -Kg Letter ID and CAP -Writing Rubric for on demand assessment -Math Unit Assessments -Comprehension Rubrics -Timeline:August-June	-PST meetings bimonthly/monthly -coverage needed for teachers -can include support from curriculum coordinators
2. Meet biweekly with grade level team members during Grade Level Meetings and weekly in CPT/PLC.	-monthly "up-to-date" (monthly newsletters) with a focus of grade level meetings -minutes from LAS/MST support team meetings with administrator -completed Professional Commitment/Professional Development Plan sheet (Green Form)	-DRA2 -Fountas and Pinnell Benchmark Assessment -AIMSweb -Blue Ribbon Math testing -SBAC Test -Kg Letter ID and CAP -Writing Rubric for on demand assessment -Math Unit Assessments -Comprehension Rubrics -Timeline:August-June	-coverage needed for teachers -support staff (LAS, MST, IIT) needed at times

3. Explore and implement teaching methods and practices as well as evaluate Tier 1 strategies that support student learning. ***Implementation of SLO-Goals and Action Plans***	-Completed Professional Commitment/Professional Development Plan sheet (Green Form) -notes from PD days -ongoing conversations with grade level teams and individual teachers. "To-Do" list created to organize next coaching session -EIP meetings to discuss strategies for tiered support -Internal and External Instructional Rounds	-DRA2 -Fountas and Pinnell Benchmark Assessment -AIMSweb -Blue Ribbon Math testing -SBAC Test -Kg Letter ID and CAP -Writing Rubric for on demand assessment -Math Unit Assessments -Anecdotal notes from Math observations during an Investigation -Comprehension Rubrics -Timeline:August-June	-LAS/MST/IIT support in classrooms (coaching) -materials, resources, and supplies for curriculum -coverage needed for teachers
4. Study student formative and summative assessments to identify student needs.	-data team meetings held at individual level, grade level, and building level -plans developed for individual students	- DRA2 -Fountas and Pinnell Benchmark Assessment -AIMSweb -Blue Ribbon Math testing -SBAC Test -Kg Letter ID and CAP -Writing Rubric for on demand assessment -Math Unit Assessments -Comprehension Rubrics -Timeline:August-June	-support staff (LAS/MST/IIT) to assist in analysis -coverage needed for teachers
5. Design and implement plans to meet the needs of students in small group (focus of instruction).	-completed Focus of Instruction (FOI) forms after assessment administration -Use to create appropriate differentiated groups in order to be inclusive of all abilities -Use Math unit assessments to organize focus for instruction	DRA2 -Fountas and Pinnell Benchmark Assessment -AIMSweb -Blue Ribbon Math testing -SBAC Test -Kg Letter ID and CAP -Writing Rubric for on demand assessment -Math Unit Assessments -Science CMT -Comprehension Rubrics -Timeline:August-June	-LAS/MST/IIT support in classrooms (coaching) -materials, resources, and supplies for small group instruction

6. Monitor student progress regularly to determine impact of plans.	-completed Focus of Instruction (FOI) forms -progress monitoring tools (anecdotal notes, small group planning sheets) -comprehension rubrics and on demand rubrics -Pre-assessment forms EIP meetings held and action plans developed	DRA2 -Fountas and Pinnell Benchmark Assessment -AIMSweb -Blue Ribbon Math testing -SBAC Test -Kg Letter ID and CAP -Writing Rubric for on demand assessment -Math Unit Assessments -Comprehension Rubrics -Timeline:August-June	-LAS/MST/IIT support in classrooms (coaching) -materials, resources, and supplies for small group instruction
7. Meet with support staff during EIP meetings to discuss needs and goals of students whose needs are not met with Tier 1 strategies; develop goals, collect data and monitor progress of these students.	-EIP minutes -completed EIP forms from teachers and interventionists -progress monitoring tools Work session time to organize-plan for tier 1 strategies in the classroom	DRA2 -Fountas and Pinnell Benchmark Assessment -AIMSweb -Blue Ribbon Math testing -SBAC Test -Kg Letter ID and CAP -Writing Rubric for on demand assessment -Math Unit Assessments -Comprehension Rubrics -Timeline:August-June	-coverage needed for teachers -support staff needed to attend meetings
8. All staff will do collegial rounds-grade level teachers observing colleagues utilizing the walkthrough model to document small group-differentiated instructional strategies.	All staff will participate in instructional rounds at least two times during the school year.	-Rounds formative documents that focus on our problem of practice	-Staff training in rounds process -Schedule creation and follow up meeting time to review results.

9. Implement balanced math model.	-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	-SBAC Test -AIMSweb -Blue Ribbon Math testing -Unit Tests -Fluency tests -Timeline:August-June	-MST/IIT support in classrooms (coaching) -materials, resources and supplies for math curriculum -coverage needed for teachers
10. Implement new Writing Units (K-5)	-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 and External Instructional Rounds	-On demand writing rubric -Student writing checklist -Timeline:August-June	-LAS support in classrooms (coaching) -materials, resources and supplies for math curriculum -coverage needed for teachers
11. Design and implement a Behavior EIP system for the school. -Address school climate and behavior needs in a multi-faceted way.	-Social skills lessons developed and employed by support staff specific to grade level needs -School Climate Team actions plans-empathy development for the school.	-Anecdotal records. -Decrease in behavior referrals -Behavior plans developed and employed -Results of School Climate Survey -Timeline:August-June/October	-Meetings w/Behaviorist-Carrie Therriault, Jen O'Dwyer and Carol Bloch -School Climate Team Meetings -Coverage needed for teachers to attend meetings

GRADE LEVEL Kindergarten

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage)**:** *If we provide differentiated learning within the task, beyond the task and about the task in all content areas inclusive of all ability levels, then student achievement will improve as measured by district benchmarks and standardized tests.*

Adult Action: What are we going to do? (Include persons responsible and the timeline.	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)	Evidence of successful implementation: How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)	Support Needed: What resources do we need to make it happen?
1. Explore and implement teaching methods and practices as well as evaluate Tier 1 strategies that support student learning. ***Implementation of SLO-Goals and Action Plans***	-completed Professional Commitment/Professional Development Plan sheet (Green Form) -notes from PD days -ongoing conversations with grade level teams and individual teachers. "To-Do" list created to organize next team meeting -Meet consistently during common planning time to discuss • Curriculum • Assessments • Learning activities/strategies • Schedules for small groups and literacy components • Sharing work samples and ideas for "all" students	-DRAs -Fairfield Public Schools District Kindergarten Assessments -running records	-LAS/LMS IIT support in classrooms (coaching) -materials, resources, and supplies for curriculum -coverage needed for teachers
2. Study formative and summative student assessments to identify student needs.	-data team meetings held at individual level, grade level, and building level -plans developed for individual students	-DRA2 -running records -Fairfield Public Schools District Kindergarten Assessments	-support staff (LAS/LMS/IIT) to assist in analysis -coverage needed for teachers

3. Design and implement plans to meet the needs of students in small group (focus of instruction).	-completed Focus of Instruction (FOI) forms after assessment administration -Running records will be administered monthly starting after the first DRA assessment -We will confer or meet weekly with each student or in small groups at their instructional level	-DRA2 -running records - Fairfield Public Schools District Kindergarten Assessments	-LAS/LMS/IIT support in classrooms (coaching) -materials, resources, and supplies for small group instruction -coverage needed for teachers to introduce and review FOI forms
4. Monitor student progress regularly to determine impact of plans.	-completed Focus of Instruction (FOI) forms -progress monitoring tools (anecdotal notes, small group planning sheets) -comprehension rubrics and on demand rubrics -Pre-assessment forms EIP meetings held and action plans developed	DRA2 -Fountas and Pinnell Benchmark Assessment -AIMSweb ten -Kg Letter ID and CAP -Writing Rubric for on demand assessment -Math anecdotal observations -Comprehension Rubrics -Timeline:August-June	-LAS/MST/IIT support in classrooms (coaching) -materials, resources, and supplies for small group instruction
5. Implement balanced math model.	-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	-AIMSweb ten -Math anecdotal observations -Timeline:August-June	-MST/IIT support in classrooms (coaching) -materials, resources and supplies for math curriculum -coverage needed for teachers

GRADE LEVEL ___1___ OR DEPARTMENT STRATEGIES

If we provide differentiated learning within the task, beyond the task and about the task in all content areas inclusive of all ability levels, then student achievement will improve as measured by district benchmarks and standardized tests.

Adult Action	Implementation Measure: How are we doing this work? What have we put in place to observe our work?	Evidence of Successful Implementation: How is our work impacting student learning; How do we know?	Specific Support Needed: What resources do we need to make it happen?
1. Explore and implement teaching methods and practices as well as evaluate Tier 1 strategies that support student learning. *Implementation of SLO-Goals and Action Plans*	• Professional commitment/professional development plan sheet (green form) • Notes from PD days • Ongoing conversations with grade level teams and individual teachers. • To do list/notes from grade level meetings used to plan curriculum.	• Anecdotal notes • Running Records w/comprehension checks • DRA2 • FOI sheets • Stamina Checklists • Informal and formal assessments (summative and formative assessments) • AIMsweb testing	• Consultation and modeled lessons with LAS's • Consultation and modeled lessons with MST's • Time to meet with grade level • Materials, resources and supplies for curriculum • Coverage needed for teachers
2. Study student formative and summative assessments to identify student needs.	• Data team level meetings held at individual level, grade level and building level • Plans developed for individual students	• Anecdotal notes • Running Records w/comprehension checks • DRA2 • FOI sheets • Stamina Checklists • Informal and formal assessments (summative and formative assessments)	• support staff (LAS, IIT) needed at times for consultative purposes

3. Monitor student progress regularly to determine impact of plans.	• completed Focus of Instruction (FOI) forms • progress monitoring tools (anecdotal notes, small group planning sheets)	• DRA2 • running records w/Comprehension Checks • AIMSweb	• LASMST//IIT support in classrooms (coaching) • materials, resources, and supplies for small group instruction • coverage to review FOI forms
4. Implement balanced math model.	• ongoing conversations with grade level teams. • "To-Do" list created to organize next unit	• AIMSweb • Fluency Tests • Anecdotal Student Rosters • Unit Assessments	• MST/IIT support in classrooms (coaching) • materials, resources and supplies for math curriculum • PD

GRADE LEVEL 2   OR DEPARTMENT STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage)**:** *If we provide differentiated learning within the task, beyond the task and about the task in all content areas inclusive of all ability levels, then student achievement will improve as measured by district benchmarks and standardized tests.*

Adult Action: What are we going to do? (Include persons responsible and the timeline.	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)	Evidence of successful implementation: How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)	Support Needed: What resources do we need to make it happen?
1. Explore and implement teaching methods and practices as well as evaluate Tier 1 strategies that support student learning. ***Implementation of SLO-Goals and Action Plans***	-completed Professional Commitment/Professional Development Plan sheet (Green Form) -notes from PD days -ongoing conversations with grade level teams and individual teachers. "To-Do" list created to organize next coaching session -Conference notes and small group planning	- District Writing Prompts (Fall/Winter/Spring) -Informal Assessments -Anecdotal Records	-LAS /IIT support in classrooms (coaching) -materials, resources, and supplies for curriculum -coverage needed for teachers
2. Study student assessments to identify student needs.	-data team meetings held at individual level, grade level, and building level -plans developed for individual students	- District Writing Prompts (Fall/Winter/Spring) -Informal Assessments -Anecdotal Records	-support staff (LAS /IIT) to assist in analysis -coverage needed for teachers
3. Design and implement plans to meet the needs of students in small group (focus of instruction).	-completed Focus of Instruction (FOI) forms after assessment administration	- District Writing Prompts (Fall/Winter/Spring) -Informal Assessments -Anecdotal Records	-LAS /IIT support in classrooms (coaching) -materials, resources, and supplies for small group instruction -coverage needed for teachers to introduce and review FOI forms

4. Monitor student progress regularly to determine impact of plans.	-Progress monitoring tools • anecdotal notes • small group planning sheets • focus for instruction sheets (to be developed)	- District Writing Prompts (Fall/Winter/Spring) -Informal Assessments -Anecdotal Records	-LAS /IIT support in classrooms (coaching) -materials, resources, and supplies for small group instruction -coverage needed for teachers to introduce and review FOI forms
5. Meet with support staff during EIP meetings to discuss needs and goals of students who have not met benchmark.	-EIP minutes -completed EIP forms from teachers and interventionists -progress monitoring tools	- District Writing Prompts (Fall/Winter/Spring) -Informal Assessments -Anecdotal Records	-coverage needed for teachers -support staff needed to attend meetings
6. Implement balanced math model.	-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	-SBAC Test -AIMSweb -Unit Tests -Fluency tests -Timeline:August-June	-MST/IIT support in classrooms (coaching) -materials, resources and supplies for math curriculum -coverage needed for teachers
8. Implement new Writing Units (K-5)	-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 and External Instructional Rounds	-On demand writing rubric -Student writing checklist -Timeline:August-June	-LAS support in classrooms (coaching) -materials, resources and supplies for math curriculum -coverage needed for teachers

GRADE LEVEL ___3___ OR DEPARTMENT STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage *If we provide differentiated learning within the task, beyond the task and about the task in all content areas inclusive of all ability levels, then student achievement will improve as measured by district benchmarks and standardized tests.*

Adult Action: What are we going to do? (Include persons responsible and the timeline.)	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)	Evidence of successful implementation: How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)	Support Needed: What resources do we need to make it happen?
1. Explore and implement teaching methods and practices as well as evaluate Tier 1 strategies that support student learning. *Implementation of SLO-Goals and Action Plans*	-completed Professional Commitment/Professional Development Plan sheet (Green Form) -notes from PD days -ongoing conversations with grade level teams and individual teachers. "To-Do" list created to organize next coaching session	-DRA2 -Fountas and Pinnell Benchmark Assessment -written response for reading -SBAC Test -On Demenad Writing Rubric	-LAS/IIT/MST support in classrooms (coaching) -materials, resources, and supplies for curriculum -coverage needed for teachers
2. Study formative and summative student assessments to identify student needs.	-data team meetings held at individual level, grade level, and building level -plans developed for individual students	-DRA2 -Fountas and Pinnell Benchmark Assessment -running records -Blue Ribbon benchmarks -Fluency tests	-support staff (LAS/IIT/MST) to assist in analysis -coverage needed for teachers
3. Monitor student progress regularly to determine impact of plans.	-completed Focus of Instruction (FOI) forms (Wrtiting) -progress monitoring tools (anecdotal notes, small group planning sheets)	-DRA2 -Fountas and Pinnell Benchmark Assessment -running records	-LAS/IIT support in classrooms (coaching) -materials, resources, and supplies for small group instruction

4. Implement new Writing Units (K-5)	-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	-On demand writing rubric -Student writing checklist -Timeline:August-June	-LAS support in classrooms (coaching) -materials, resources and supplies for math curriculum -coverage needed for teachers
5. Design and implement a Behavior EIP system for the school. -Address school climate and behavior needs in a multi-faceted way.	-Social skills lessons developed and employed by support staff specific to grade level needs -School Climate Team actions plans-empathy development for the school.	-Anecdotal records. -Decrease in behavior referrals -Behavior plans developed and employed -Results of School Climate Survey -Timeline:August-June/October	-Meetings w/Behaviorist-Carrie Therriault, Jen O'Dwyer and Carol Bloch -School Climate Team Meetings -Coverage needed for teachers to attend meetings

GRADE LEVEL STRATEGIES-GRADE 4

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage)**:** *If we provide differentiated learning within the task, beyond the task and about the task in all content areas inclusive of all ability levels, then student achievement will improve as measured by district benchmarks and standardized tests.*

Adult Action: What are we going to do? (Include persons responsible and the timeline.	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)	Evidence of successful implementation: How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)	Support Needed: What resources do we need to make it happen?
1. Study formative and summative student assessments to identify student needs.	-data team meetings held at individual level, grade level, and building level -plans developed for individual students	-DRA2-Progress Monitoring Tools -Fountas and Pinnell Benchmark Assessment -Running records -Fluency Tests -Blue Ribbon Math testing -SBAC Tests -Math Unit Assessments -Writing Rubric for on demand assessment -Compehension Rubrics Time Line: August-June	-support staff (LAS/MST/IIT) to assist in analysis -coverage needed for teachers
2. Explore and implement teaching methods and practices as well as evaluate Tier 1 strategies that support student learning. ***Implementation of SLO-Goals and Action Plans***	-completed Professional Commitment/Professional Development Plan sheet (Green Form) -notes from PD days -ongoing conversations with grade level team and support staff. "To-Do" list created to organize next work session	-DRA2-Progress Monitoring Tools -Fountas and Pinnell Benchmark Assessment -Running records -Fluency Tests -Blue Ribbon Math testing -SBAC Tests -Math Unit Assessments -Writing Rubric for on demand assessment -Compehension Rubrics Time Line: August-June	-LAS/MST/IIT support in classrooms (coaching) -materials, resources, and supplies for curriculum -coverage needed for teachers

3. Design and implement plans to meet the needs of students in small group (focus of instruction).	-completed Focus of Instruction (FOI) forms after assessment administration	--DRA2-Progress Monitoring Tools -Fountas and Pinnell Benchmark Assessment -Running records -Fluency Tests -Blue Ribbon Math testing -SBAC Tests -Math Unit Assessments -Writing Rubric for on demand assessment -Compehension Rubrics Time Line: August-June	-LAS/MST/IIT support in classrooms (coaching) -materials, resources, and supplies for small group instruction -coverage needed for teachers to introduce and review FOI forms
4. Monitor student progress regularly to determine impact of plans.	-completed Focus of Instruction (FOI) forms -progress monitoring tools (anecdotal notes, small group planning sheets)	--DRA2-Progress Monitoring Tools -Fountas and Pinnell Benchmark Assessment -Running records -Fluency Tests -Blue Ribbon Math testing -SBAC Tests -Math Unit Assessments -Writing Rubric for on demand assessment -Compehension Rubrics Time Line: August-June	-LAS/MST/IIT support in classrooms (coaching) -materials, resources, and supplies for small group instruction -coverage needed for teachers to introduce and review FOI forms
5. Implement new Writing Units (K-5)	-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 and External Instructional Rounds	-On demand writing rubric -Student writing checklist -Timeline:August-June	-LAS support in classrooms (coaching) -materials, resources and supplies for math curriculum -coverage needed for teachers

GRADE LEVEL ___5 – Language Arts___ OR DEPARTMENT STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage *If we provide differentiated learning within the task, beyond the task and about the task in all content areas inclusive of all ability levels, then student achievement will improve as measured by district benchmarks and standardized tests.*

Adult Action: What are we going to do? (Include persons responsible and the timeline.	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)	Evidence of successful implementation: How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)	Support Needed: What resources do we need to make it happen?
1. Explore and implement teaching methods and practices as well as evaluate Tier 1 strategies that support student learning. *Implementation of SLO-Goals and Action Plans*	-complete Professional Commitment/Professional Development Plan sheet (Green Form) -ongoing conversations with grade level teams and individual teachers. -shared reading lessons aligned with CCSS	-Fountas and Pinnell Benchmark Assessment - Written Response to Text Assessments	-time to meet with LAS to plan, find resources, and develop lessons aligned with CCSS - LAS support/coaching in classrooms during shared reading - materials: high-interest short texts (TFK and Storyworks) -coverage needed for teachers
2. Study student formative and summative assessments to identify student needs.	-data team meetings held at individual level, grade level, and building level -plans developed for individual students	-Fountas and Pinnell Benchmark Assessment - Written Response to Text Assessments	-support staff (LAS) to assist in analysis -coverage needed for teachers

GRADE LEVEL ___ 5 Math- Ms. Edwards ___ OR DEPARTMENT STRATEGIES

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage *If we provide differentiated learning within the task, beyond the task and about the task in all content areas inclusive of all ability levels, then student achievement will improve as measured by district benchmarks and standardized tests.*

Adult Action: What are we going to do? (Include persons responsible and the timeline.)	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)	Evidence of successful implementation: How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)	Support Needed: What resources do we need to make it happen?
1. Explore and implement teaching methods and practices as well as evaluate Tier 1 strategies that support student learning. ***Implementation of SLO-Goals and Action Plans***	-completed Professional Commitment/Professional Development Plan sheet (Green Form) -notes from PD days	-SBAC Test -Blue Ribbon Math testing -Unit Assessments -Fluency tests	-MST/IIT support in classrooms (coaching) -materials, resources, and supplies for curriculum -coverage needed for teachers
2. Study student assessments to identify student needs.	-data team meetings held at individual level, grade level, and building level -plans developed for individual students	-Blue Ribbon Math testing -Unit Assessments -Fluency tests	-support staff (MST/IIT) to assist in analysis -coverage needed for teachers
3. Monitor student progress regularly to determine impact of plans.	-progress monitoring tools (anecdotal notes, small group planning sheets) -Pre-assessment EIP meetings held and action plans developed -Create and implement progress monitoring tools for small group instruction	-SBAC Test -Blue Ribbon Math testing -Unit Assessments -Pre-assessments -Anecdotal notes -Fluency tests	- MST/IIT support in classrooms (coaching) -materials, resources, and supplies for small group instruction

GRADE LEVEL ___5___ OR DEPARTMENT STRATEGIES
John Grammatico-Social Studies/Science

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage *If we provide differentiated learning within the task, beyond the task and about the task in all content areas inclusive of all ability levels, then student achievement will improve as measured by district benchmarks and standardized tests.*

Adult Action: What are we going to do? (Include persons responsible and the timeline.)	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)	Evidence of successful implementation: How is our work impacting student learning: How do we know? (identify student achievement measures and timeline)	Support Needed: What resources do we need to make it happen?
1. Explore and implement teaching methods and practices as well as evaluate Tier 1 strategies that support student learning. ***Implementation of SLO-Goals and Action Plans***	-completed Professional Commitment/Professional Development Plan sheet (Green Form) -notes from PD days -ongoing conversations with grade level teams and individual teachers. "To-Do" list created to organize next coaching session	-DRA2 -Fountas and Pinnell Benchmark Assessment -Connecticut Mastery Test (CMT) -Blue Ribbon Math testing	-LAS/MST/IIT support in classrooms (coaching) -materials, resources, and supplies for curriculum -coverage needed for teachers
2. Study student assessments to identify student needs.	-data team meetings held at individual level, grade level, and building level -plans developed for individual students	-DRA2 -Fountas and Pinnell Benchmark Assessment -running records -Connecticut Mastery Test (CMT) -Blue Ribbon Math testing	-support staff (LAS/MST/IIT) to assist in analysis -coverage needed for teachers

3. Monitor student progress regularly to determine impact of plans.	-completed Focus of Instruction (FOI) forms -progress monitoring tools (anecdotal notes, small group planning sheets)	-Fountas and Pinnell Assessment -Connecticut Mastery Test-Science -Blue Ribbon Math testing -Open Ended Questions based on CMT Rubric -Unit Assessments -Assured Experience Lab Report	-LAS/MST/IIT support in classrooms (coaching) -materials, resources, and supplies for small group instruction -coverage needed for teachers to introduce and review FOI forms

Music and Physical Education

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

If we provide differentiated learning within the task, beyond the task and about the task in all content areas inclusive of all ability levels, then student achievement will improve as measured by district benchmarks and standardized tests.

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
- We will provide an instructional program that provides children with task rigor and active learning. - We will increase rigor of tasks for students and differentiate when appropriate. - We will successfully plan and execute SLO goals - We will provide time to engage children in active learning. - We will attend department meetings to review and plan curriculum/district-wide assessments.	**Music Team will:** - Hold students accountable by having frequent music assessments. - Use new technology to increase student learning and increase accuracy of district-wide assessments. **Physical Education Team will:** - Hold students accountable through assessments. - Be an active and contributing member of the physical education data team.	**Music:** - Teachers will attend professional development sessions about how to use our new technology resources effectively. - Students will be assessed by using district-wide assessments. **Physical Education:** - Students will be assessed by using district-wide and national assessments.	- District-provided professional development - Time to meet as a team within the school as well as meeting with others in our department.

RADE LEVEL STRATEGIES – Library Media			
Focused Strategy	**Adult Actions**	**Evidence of Successful Implementation**	**Specific Support Needed**
ovide consistent instruction for all classes within ch grade level by co-teaching rigorous integrated its of study. Incorporate specific ICT skills into its of study at all grade levels each trimester.	• All adult staff (including LMS, classroom teacher, paraprofessional, special education teacher, et al.) will have responsibility for implementation, applying questioning to determine what critical thinking skills students are using as they actively participate in the unit of study.	ICT skills checklists will be used to ensure that targeted skills have been achieved and academic rigor has been integrated into the unit of study.	Technical support is needed to ensure that all hardware in the LMC/LAB, and in classrooms updated and in working order. Collaboration time with classroom teachers, LAS, IIT, and MST is needed to focus on integrating higher order thinking/deeper degrees of knowledge into ICT units.

Art Adult Action	Implementation Measure	Evidence of Successful Implementation	Support Needed
Implement an Art Program that provides differentiated instruction for students to remember instructions, apply new skills, and make thoughtful evaluations. (Art Teacher executes Adult Action over the course of the entire school year.)	Lesson Implementation: -Introduce Art Lesson with a purpose. -Introduce Art vocabulary, Artists, and Art Movements with visuals. -Provide written instructions in a step-by-step format, which includes visuals. -While students read the instructions aloud, demonstrate how to accomplish them successfully. -Provide a variety of completed examples. Activity : -Provide a seating chart or relocate students to productive working areas. -Working environment remains quiet or filled with easy listening music. -Written instructions remain visible for all. -Handouts are available, when additional	Lesson Implementation: -Students are participating in Lesson Introduction, Discussion, and Demonstration. -Students can reiterate instructions, when they are selected at random. Activity : -Students are not relying on their peers for instruction clarification. -Students are completing works of Art productively. Material Choices: -During walkthrough, 70% of students are successfully applying materials. Evaluations: -Students are using Art	Collaboration amongst other Art Educators, where lesson plans, activities, and new materials are shared. An Art classroom, that provides space for lesson prep, clean up, and storage. A supportive budget, that employs a wealthy Art Program, filled with many books, materials, surfaces, tools, equipment, and technology. Space for exhibiting the products of students, where students can continue to observe, appreciate, and reflect, outside of the Art Classroom.

	visuals are necessary. Material/Subject Choices: -Provide choices for Surface Format and Color. -When possible, provide choices for Drawing Materials. -When possible, provide choices for Color and Texture. -Erasers are provided for only necessary problem solving situations. Evaluations: -Students discuss content in small groups, before class discussion. -Provide Art vocabulary, Artists, and Art Movements for class discussions. -Provide opportunities to compare and contrast works of Art. -Students assess the Artwork of their peers in Gallery Walks. -When possible, students write descriptive pieces about their Artwork. -Third, Fourth, and Fifth grade students are assessed daily on Project Productivity and Quality.	vocabulary effectively. -Students can name Artists and Art Movements. -Students are assessing the Artwork of their peers in Gallery Walks correctly, praising neat works of Art. -Daily Art grades are not questioned or challenged.	