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# FAIRFIELD PUBLIC SCHOOLS SCHOOL IMPROVEMENT PLAN 2013-2015

**School:** Roger Sherman School  
**Principal/Headmaster:** Eileen O. Roxbee  
**Date:** September 2013/September 2014  
**Team Members:** Eileen Roxbee, Molly Farrell, Robyn Walters, Becky Dowd, DeAnna Kopchik,  
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## **Narrative Analysis of Student Data**

Our student data shows a high proportion of our students at or above grade level in reading as measured by our district benchmark assessments and CMT results. Third grade DRA2 scores are at least 16.7 percentage points (80%) below that of other grade levels, on the CMT the percentage of third grade students that met goal in reading was 83.5% with an average scale score of 270.1 which is the highest score in the 8 years that we have data. The average scale score in 4<sup>th</sup> grade was 287.0 /86.7% at/above goal and in 5<sup>th</sup> grade 265.5/90.9% at/above goal.

In Math, our district blue ribbon benchmark assessments demonstrate students are aligned to the district benchmark data with a higher percentage of students at the 75% range in fourth grade.

In writing 83.5 in third grade 88.5 in fourth grade 93.5 in fifth grade achieved goal on the CMT.

Our 2014 benchmark assessment show growth at all grade levels in math and reading, except for a slight decrease in fifth grade reading scores.

## **Celebrations**

Our district benchmarks demonstrate a strong program. Students perform well on all district benchmark assessments. School wide data on our school climate survey demonstrate that we support the emotional wellbeing of students and adults. Our grade level rounds opened doors to teachers sharing practice which lead to a school wide implementation of student accountability practices that helped inform instruction. Data sharing changed from sharing numbers and percentage that demonstrated student's growth but rather focused on student work and the instructional strategies that worked to help them grow.

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### **Challenges**

The 2013 end of year third grade benchmark assessment in reading identified a drop in the number of students reading at the expected level by the end of the school year. 80% of student, compared to all other grade levels as indicated above. Our 2014 data demonstrated growth in the reading scores of the 2013 third grade class. (5% of fourth grade students met to exceed reading goals by the end of the 2014 school year.

### **Hypothesize cause of these results**

Across the district, our reading benchmark assessments top the list, except for third grade. Student tested at this grade level transition from verbal retell and recall to written responses. Close attention to this process and additional calibration scoring comprehension is needed. A focus on reading comprehension scores in 2014 uncovered a fluency issues that holds students back from passing a level. Support groups for fluency were formed and additional resources purchased to help support this area of reading.

### **By level student achievement targets for June 2015**

#### **Reading Goal**

**SLO: Students will read grade level text with purpose and understanding**

- *Kindergarten:* at least 95% of students continue to be at or above grade level with satisfactory or excellent scores on benchmark assessments
- *First Grade:* at least 95% of students continue to be at or above goal (level with satisfactory or excellent scores on benchmark assessments
- *Second Grade:* at least 95% of students continue to be at or above goals with satisfactory or excellent scores on benchmark assessments
- *Third Grade:* at least 90% of students continue to be at or above grade level ( ) with satisfactory or excellent scores on benchmark assessments
- *Fourth Grade:* at least 95% of students continue to be at or above grade level ( ) with satisfactory or excellent scores on benchmark assessments
- *Fifth Grade:* at least 95% of students continue to be at or above grade level ( ) with satisfactory or excellent scores on benchmark assessments

#### **Math Goal**

**SLO: Students will comprehend and solve (multi step) word problems that call for grade level appropriate operations using objects, drawings, and equations.**

- *Kindergarten:* 5 – 10 percentage point growth above as measured by IReady from October 2014 – May 2015
- *First Grade:* 5- 10 percentage point growth above as measured by IReady from October 2014 – May 2015
- *Second Grade:* 5 - 10percentage point growth above as measured by IReady from October 2014 – May 2015
- *Third Grade:* 5 - 10percentage point gain in as measure by IReady, from October 2014 - May 2015
- *Fourth Grade:* 5 - 10percentage point gain in as measure by IReady, from October 2014 - May 2015
- *Fifth Grade:* 5 - 10percentage point gain in as measure by IReady, from October 2014 - May 2015

### **Writing Goal**

**SLO: Students will complete on demand writing assessments, fiction and non-fiction, demonstrating a years growth in writing.**

- All students will demonstrate one year growth from the beginning of the year to the end of year assessment on the On Demand Writing assignments

### **Parent Feedback Goal:**

**SLO: Students will follow classroom and school rules.**

- Students at all grade levels will demonstrate respectful behavior as outlined in classroom and school rules
- Referrals for behavior investigations will decrease by 10% by the end of 2014
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### **School-wide Focused Strategy**

*Based on student achievement data in K-5 core areas, the academic environment must be designed to determine and regularly adjust for a high level of rigor for whole group, small group, and individual students by focusing on high level questioning and understanding text/task using rubrics, scales, and goals to monitor student growth.*

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

The purpose of a Theory of Action is to outline the central tenets of our strategy to achieve the Mission of the school district. As adopted in March of 2014, the district's Mission is as follows:

***The mission of the Fairfield Public Schools, in partnership with families and community, is to ensure that every student acquires the knowledge and skills needed to be a lifelong learner, responsible citizen, and successful participant in an ever changing global society through a comprehensive educational program.***

There are four main tenets to this Theory of Action. Under each tenet, there are sample actions that the school is undertaking that support this tenet. These actions are school priorities; some may be in the early stages of implementation.

Underlying this Theory of Action is the expectation that all staff members, teams, departments and schools engage regularly in reflective practice – examining data, taking action, reviewing the results of our actions, adjusting our practice to improve results and evaluating our effectiveness in a cycle of continuous improvement.

### **Instructional Program**

If we ensure that a rigorous, comprehensive instructional program is consistently delivered across all grade levels and departments, with alignment between the written, taught and assessed curriculum, then instruction will be of consistently high quality and student learning will improve.

- Implement English/Language Arts and Mathematics curriculum that meets or exceeds the Connecticut Core Standards
- Implement common assessments aligned to the curriculum in all content areas (iReady, Fountas & Pinnell, on demand writing, CMT science, CT physical fitness test, CAP, Letter ID, School Climate survey , Attendance/truancy)
- Hold staff accountable for consistent implementation of approved curriculum
- Implement and evaluate the effectiveness of evidence-based instructional strategies in all content areas
- Ensure a positive school climate

### **Teams/School Improvement Plans**

If we work effectively in teams to examine school and individual student progress, create a culture where individuals regularly research and engage in developing and sharing effective practices related to questioning rigorous task, and student “withitness” and regularly support and supervise teachers in implementing effective classroom practices, then teachers will improve instruction and student learning will improve.

- Implement School Improvement Plans based on data and research-based practices that will improve achievement (includes academic and school climate indicators)
- Implement school-wide data teams in each school to review progress on the SIP, share effective practices, and adjust SIP as warranted
- Implement grade level or departmental data teams

### **Leadership Capacity**

If we strengthen the instructional leadership capacity of teachers and administrators, then we will be better able to identify and implement effective instructional practices and help teachers improve their practices through support and accountability. This improved instructional practice will lead to improved student learning.

- Implement Instructional Rounds
- Implement Professional Growth and Evaluation Plans
- Implement grade level rounds and debriefing sessions based on problem of practice
- Participate in cross school professional development connected to our problem of practice

- Utilize grade level meeting time to support curriculum initiatives and dialogue between specialist, classroom teachers and administration
- Support teacher continued growth through professional learning opportunities

### **Resources**

If we provide our staff and students with appropriate levels of educational resources (human, time and material) and if they use these resources effectively, then student learning will improve.

- For each improvement initiative, provide effective professional learning for all staff members on a continuous basis
- Align school resources to enact school priorities
- Partner with parents to achieve system priorities and goals
- Improve intervention efforts for struggling students and high-achieving students
- Hire highly qualified staff and support personnel

## SCHOOL-WIDE STRATEGIES

### Problem of Practice

*ased on student achievement data in K-5 core areas, the academic environment must be designed to determine and regularly adjust for a high level of rigor for whole group, small group, and individual students by focusing on high level questioning and understanding text/task using rubrics, scales, and goals to monitor student growth.*

<b>FOCUSED STRATEGY</b> (addresses the problem of practice and are limited in number and high leverage)	<b>ADULT ACTIONS</b> (include persons responsible, the timeline and how actions will be monitored)	<b>EVIDENCE OF SUCCESSFUL IMPLEMENTATION</b> (identify student achievement measures and timeline)	<b>SPECIFIC SUPPORT NEEDED</b>
1. Teachers will plan effective lessons	<ul style="list-style-type: none"> <li>• Teachers will develop SLO's/IAGD's based on student data</li> <li>• Teachers will link questions asked to the common core and high level thinking</li> <li>• Teachers will implement rubrics and learning scales to provide information to students about what they know and how they know it</li> <li>• Teachers will model strategies that help students navigate through challenging text or a challenging tasks</li> <li>• Teachers review student work, data and instructional practices in data teams to inform instruction individually or in small groups</li> <li>• Teachers will evaluate the effectiveness of their lessons/units and adjust plans according to the reflection on student learning</li> <li>• The curriculum is compacted to meet the needs of the students based on the data collected</li> <li>• Teachers meet with grade level partners, the principal and support teachers to share effective strategies or challenges and plan lessons accordingly</li> <li>• Teachers participate in rounds to gather</li> </ul>	<ul style="list-style-type: none"> <li>• Winter benchmark assessments demonstrate growth towards the end of year goal, at least 60% of students will meet or exceed grade level expectations</li> <li>• End of year goals met or exceeded</li> </ul>	<ul style="list-style-type: none"> <li>• Materials</li> <li>• Professional development on reflection practice</li> <li>• Professional development of assessment student growth with reflective practice</li> <li>• Calibration of reading benchmark assessments</li> <li>• Resources on metacognition and questioning</li> <li>• Professional; learning tools on implementation scales and rubrics</li> </ul>

		<p>data on our problem of practice</p> <ul style="list-style-type: none"> <li>Teachers will use technology and multiple resources effectively</li> </ul>		
<p>Student reflections are collected with exit slips, journals, etc. and have a rubric score to track improvement</p>	<ul style="list-style-type: none"> <li>Teachers implement scales/rubrics and share with students</li> </ul>	<ul style="list-style-type: none"> <li>Journal rubrics are scored and tracked for growth (on-going)</li> </ul>	<ul style="list-style-type: none"> <li>PD on questioning and conferencing</li> </ul>	
<p>Teachers will monitor social interactions at recess to prevent mean spirited behaviors</p> <p>School Climate survey results demonstrate that 75% of students report not knowing school rules. Parent meetings and grade level morning meetings will support rules review. 15% of parents perceive bullying as an issue Sherman</p>	<ul style="list-style-type: none"> <li>Teachers will provide opportunities for student to address troublesome situations during morning/afternoon meeting related to school survey results</li> <li>Teachers will implement the strategies suggested in the health curriculum and RC</li> <li>Teachers will bring students to recess every day</li> <li>Teachers will plan at least one organized game for each outside recess</li> <li>PTA meetings will have a school climate update.</li> <li>The School Climate Team will meet to discuss the survey results and plan supports necessary.</li> </ul>	<ul style="list-style-type: none"> <li>Referrals for bullying investigation will drop by 10% in the spring 2014 survey referrals will continue to decrease from the 2014 totals</li> </ul>	<ul style="list-style-type: none"> <li>Time for planning</li> <li>Scheduling</li> </ul>	

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- *Based on student achievement data in K-5 core areas, the academic environment must be designed to determine and regularly adjust for a high level of rigor for whole group, small group, and individual students.*





**SCHOOL-WIDE STRATEGIES-**

**Problem of Practice**

*Based on student achievement data in K-5 core areas, the academic environment must be designed to determine and regularly adjust for a high level of rigor for whole group, small group, and individual students by focusing on high level questioning and understanding text/task using rubrics, scales, and goals to monitor student growth.*

<p><b>FOCUSED STRATEGY</b> (addresses the problem of practice and are limited in number and high leverage)</p>	<p><b>ADULT ACTIONS</b> (include persons responsible, the timeline and how actions will be monitored)</p>	<p><b>EVIDENCE OF SUCCESSFUL IMPLEMENTATION</b> (identify student achievement measures and timeline)</p>	<p><b>SPECIFIC SUPPORT NEEDED</b></p>
<div data-bbox="199 703 378 868" data-label="Image"> </div> <p>Teachers will plan effective lessons</p>	<p><b>Teachers</b> will develop SLO's/IAGD's based on student data  <b>Teachers</b> will link questions asked to the common core and high level thinking  <b>Teachers</b> will implement rubrics and learning scales to provide information to students about what they know and how they know it  <b>Teachers</b> will model strategies that help students navigate through challenging text or a challenging tasks  <b>Teachers</b> review student work, data and instructional practices in data teams to inform instruction individually or in small groups  <b>Teachers</b> will evaluate the effectiveness of their lessons/units and adjust plans according to the reflection on student learning</p>	<p>Winter benchmark assessments demonstrate growth towards the end of year goal, at least 60% of students will meet or exceed grade level expectations                      End of year goals met or exceeded</p>	<p><i>Materials</i>                      Professional development on reflective practice                      Professional development of assessing student growth with reflective practices                      Calibration of reading benchmark assessments                      Resources on metacognition and questioning                      Professional; learning t on implementing scales and rubrics</p>
	<p>The curriculum is compacted to meet the needs of the students based on the data collected  <b>Teachers</b> meet with grade level partners,</p>		

	<p>the principal and support teachers to share effective strategies or challenges and plan lessons accordingly</p> <p><b>Teachers</b> participate in rounds to gather data on our problem of practice</p> <p><b>Teachers</b> will use technology and multiple resources effectively</p>		
 <p>Student Reflections are collected with exit slips, journals, etc. and have a rubric score to track improvement</p>	<p>Teachers implement scales/rubrics and share with students</p>	<p>Journal rubrics are scored and tracked for growth (on-going)</p>	<p>PD on questioning and conferencing</p>
 <p>Teachers will monitor social interactions at recess to prevent mean spirited behaviors.</p>	<p><b>Teachers</b> will provide opportunities for student to address troublesome situations during morning/afternoon meeting related to school survey results</p> <p><b>Teachers</b> will implement the strategies suggested in the health curriculum and RC</p> <p><b>Teachers</b> will bring students to recess every day</p> <p><b>Teachers</b> will plan at least one organized game for each outside recess</p> <p><b>PTA meetings</b> will have a school climate update</p>	<p>Referrals for bullying investigation will drop by 10% in the spring</p> <p>2014 survey referrals will continue to decrease from the 2014 totals</p>	<p>Time for planning</p> <p>Scheduling</p>
<p>School Climate Survey results demonstrate that 40% of students report not knowing the school</p>	<p><b>The School Climate Team</b> will meet to discuss the survey results and plan supports necessary</p>		

rules. Town meetings and grade level morning meetings will support rules review. 15% of parents perceive bullying as an issue at Sherman.

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**Kindergarten Writing Strategy 2014 - 2015**

The Kindergarten team will implement differentiated student checklists and individual goals to help students meet or exceed the end of the year goal for writing, which is a scaled score of 3, on the Fairfield Public Schools On Demand Writing assessment. Targeted questions will be developed to support student growth.

<b>FOCUSED STRATEGY</b> (addresses the problem of practice and are limited in number and high leverage)	<b>ADULT ACTIONS</b> (include persons responsible, the timeline and how actions will be monitored)	<b>EVIDENCE OF SUCCESSFUL IMPLEMENTATION</b> (identify student achievement measures and timeline)	<b>SPECIFIC SUPPORT NEEDED</b>
The Kindergarten team will implement differentiated student checklists and individual goals to help students meet or exceed the end of the year goal for writing, which is a scaled score of 3, on the Fairfield Public Schools On Demand Writing assessment.	The Kindergarten team will monitor student progress through the use of: <ul style="list-style-type: none"> <li>• On-Demand writing assessments for each unit.</li> <li>• Conferencing and questioning based on students' individual goals</li> <li>• Fairfield Public Schools' Writer's Workshop units of study with additional modifications to add rigor</li> </ul>	<ul style="list-style-type: none"> <li>• Eighty-five percent of kindergarten students will meet or exceed the end of the year goal for writing, which is a scaled score of 3, on the Fairfield Public Schools On Demand Writing assessment.</li> <li>• Students' writing will be measured by each On Demand Writing post assessment given at the end of each unit.</li> <li>• Student goals will increase in rigor as they progress in their writing.</li> </ul>	Professional learning support will include collaboration with the LAS for learning the new units of study and grade level partners.

**GRADE LEVEL STRATEGIES-**

**The first grade team will use checklists and individualized student goals for each student to make one year's growth in narrative writing according to the Teacher's College On Demand Assessment rubric.**

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage)	ADULT ACTIONS (include persons responsible, the timeline and how actions will be monitored)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
Teachers will confer with students to encourage withitness.	Teachers will meet with individual students to give meaningful feedback.	Students will make one year's growth according to the Teacher's College On Demand assessment rubric.	Professional Development to interpret the data gathered by the On Demand Assessment rubric.
Students will set individualized goals based upon the performance assessment checklist.	Teachers will monitor student progress through use of the knowledge meter.		Time to collaborate with grade level team to develop individualized student writing goals
Students will utilize checklist to reflect upon their writing.	Teachers will monitor student responses through the use of the performance assessment checklist.		Time to meet with LAS.

**GRADE LEVEL STRATEGIES- 2<sup>nd</sup> grade**

**Teachers will provide Effective Feedback through questioning and through the use of rubrics and conferencing with students.**

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage)	ADULT ACTIONS (include persons responsible, the timeline and how actions will be monitored)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
2 <sup>nd</sup> grade teachers will assist students in writing and improve by 1 rubric level (85%)	Checklists (us and students) Rubrics (us and students) conferencing	On demand pre and post data All year (all units)	Las Grade level CPT Time to score and analyze
<b>Teachers will provide appropriate and higher level feedback to students to promote rigor in all subjects</b>	Monitoring /recording conversations Reading feedback book called _____ Opening Minds _____ Observations of colleagues	Reading journal Writing and math journals Also seen in feedback (conversations) between teacher and student and student to student	Time to review journals and our recorded conversations.

**GRADE LEVEL STRATEGIES- Grade 3 2014-2015**

**Teacher will score written reading response questions and conference with students one-on-one and in small instructional groups to target each student's level of comprehension weakness (Within, About and Beyond) to monitor student's growth toward Benchmarks and personal reading goals. Targeted questions will be developed to support student growth.**

<b>FOCUSED STRATEGY</b> (addresses the problem of practice and are limited in number and high leverage)	<b>ADULT ACTIONS</b> (include persons responsible, the timeline and how actions will be monitored)	<b>EVIDENCE OF SUCCESSFUL IMPLEMENTATION</b> (identify student achievement measures and timeline)	<b>SPECIFIC SUPPORT NEEDED</b>
<ol style="list-style-type: none"> <li>1. Teacher will share data with students and confer with students to set personal goals.</li> <li>2. Teachers will provide students with a record keeping system for their personal data.</li> <li>3. Teacher will model high quality written responses.</li> </ol>	<ol style="list-style-type: none"> <li>1. Teachers will have students assess their own work using a 1-3 rubric.</li> <li>2. Teachers will provide "exit slips" for students to show their understanding.</li> <li>3. Teachers will administer bimonthly written reading response questions, District Assessments and Benchmarks (November, February and June).</li> <li>4. Teachers will meet to analyze students' growth and progress toward goals and share data at grade level and EIP meetings.</li> <li>5. Teacher will provide goal statements (on a ring) aligned with reading units to assist students in moving upwards through goal achievement.</li> </ol>	<ol style="list-style-type: none"> <li>1. At least 95% of students will continue to be at or above grade level (instructional) for reading or make one year's growth.</li> </ol>	<ol style="list-style-type: none"> <li>1. Grade level meeting time to organize and prepare model lessons.</li> <li>2. Grade level meeting time to select appropriate leveled text for lessons.</li> <li>3. Grade level meeting time to organize and analyze the data.</li> <li>4. Grade level meeting time to create and redesign reading lessons to add rigor and higher level expectations.</li> <li>5. LAS support time for creation of goal rings and rubrics.</li> </ol>

**GRADE LEVEL STRATEGIES-**

**Grade 4**

Teacher will score written pieces (on demand prompts) and conference with students one-on-one and in small instructional groups to target the areas of elaboration and craft to monitor students' growth towards benchmarks and personal writing goals. Targeted questions will be developed to support student growth.

<p><b>FOCUSED STRATEGY</b> (addresses the problem of practice and are limited in number and high leverage)</p>	<p><b>ADULT ACTIONS</b> (include persons responsible, the timeline and how actions will be monitored)</p>	<p><b>EVIDENCE OF SUCCESSFUL IMPLEMENTATION</b> (identify student achievement measures and timeline)</p>	<p><b>SPECIFIC SUPPORT NEEDED</b></p>
<p>Teacher will score written pieces (on demand prompts) and conference with students one-on-one and in small instructional groups to target the areas of elaboration and craft to monitor students' growth towards benchmarks and personal writing goals.</p>	<ol style="list-style-type: none"> <li>1. Teacher will model writing pieces with little elaboration. Students will identify weak areas and work to revise the model piece by utilizing elaboration and craft techniques taught in the mini lessons.</li> <li>2. Teacher will model how to utilize unit checklist &amp; rubric prior to, and after completion of, a writing piece.</li> <li>3. Small group instruction with students, in order to set goals for writing and monitor progress will take place and feedback will be given to students on their progress towards their goals through use of rubrics/checklists.</li> <li>4. Classroom teachers will confer with students at least once a month to review goals and monitor progress towards goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. 53 percentage point gain (22%-75%) in number of students who meet or exceed goal on the spring (May 2015) on demand writing prompt.</li> <li>2. 11 EIP/SPED 4<sup>th</sup> grade students will increase at least one level on the spring (May 2015) on demand writing prompt.</li> </ol>	<ol style="list-style-type: none"> <li>1. Time to organize/analyze data collected to target areas of weakness.</li> <li>2. Time to plan and utilize Lucy Caulkins units of study</li> </ol>



	<p>Small group/One-on-One conference notes will identify the goal for the students and the evidence that demonstrates progress towards that goal.</p>		
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**GRADE LEVEL STRATEGIES-**

**Grade 5**

Teacher will score written pieces (on demand prompts) and conference with students one-on-one and in small instructional groups to target the areas of elaboration and craft to monitor students' growth towards benchmarks and personal writing goals.

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage)	ADULT ACTIONS (include persons responsible, the timeline and how actions will be monitored)	EVIDENCE OF SUCCESSFUL IMPLEMENTATION (identify student achievement measures and timeline)	SPECIFIC SUPPORT NEEDED
<p>Teacher will score written pieces (on demand prompts) and conference with students one-on-one and in small instructional groups to target the areas of elaboration and craft to monitor students' growth towards benchmarks and personal writing goals.</p>	<ol style="list-style-type: none"> <li>1. Teacher will model writing pieces with little elaboration. Students will identify weak areas and work to revise the model piece by utilizing elaboration and craft techniques taught in the mini lessons.</li> <li>2. Teacher will model how to utilize unit checklist &amp; rubric prior to, and after completion of, a writing piece.</li> <li>3. Small group instruction with students, in order to set goals for writing and monitor progress will take place and feedback will be given to students on their progress towards their goals through use of rubrics/checklists.</li> <li>4. Classroom teachers will confer with students at least once a month to review goals and monitor progress towards goals.</li> </ol>	<ol style="list-style-type: none"> <li>1. 25 percentage point gain (61%-86%) in number of students who meet or exceed goal on the spring (May 2015) on demand writing prompt.</li> <li>2. 9 EIP/SPED 5<sup>th</sup> grade students will increase at least one level on the spring (May 2015) on demand writing prompt.</li> </ol>	<ol style="list-style-type: none"> <li>1. Time to organize/analyze data collected to target areas of weakness.</li> <li>2. Time to plan and utilize Lucy Caulkins units of study</li> </ol>

**GRADE LEVEL STRATEGIES**

**Specialists - Improve School Climate using CARES**

<p><b>FOCUSED STRATEGY</b> (addresses the problem of practice and are limited in number and high leverage)</p>	<p><b>ADULT ACTIONS</b> (include persons responsible, the timeline and how actions will be monitored)</p>	<p><b>EVIDENCE OF SUCCESSFUL IMPLEMENTATION</b> (identify student achievement measures and timeline)</p>	<p><b>SPECIFIC SUPPORT NEEDED</b></p>
<p>Teacher will facilitate having students create a set of rules/expectations</p>	<p>Teacher will have each class brainstorm a list of behaviors needed to be successful. The teacher will then create a poster for the room. The teacher will use the stop and think chair/spot from Responsive Classroom when students are not meeting the behavior expectations and need to make better choices.</p>	<p>The number of times students need to be reminded of behavior expectations will go down, resulting in more time on task.</p>	<p>Time to meet with other specialists to use common language for behavior expectations that go across all areas. Each special area may also have expectations specific to their area. Meet with support staff to discuss special needs of specific students</p>
<p>Teacher will support the implementation of the CARES Initiative</p>	<p>Teacher will display the CARES poster in their room. Teacher will discuss and model one word each month and model behaviors for the students. Teacher questioning on how the school rules apply in all areas of the school and in all subject areas. How does this look in Art, in PE, in Music, in the hallway, in the classroom?</p>	<p>The teacher will acknowledge/remind students when they are exhibiting/not exhibiting those behaviors. The number of positive acknowledgements should go up, while the number of reminders goes down. Students can verbalize their understanding of how the school rules apply in all areas of the school.</p>	<p>Poster needed for each teaching space.</p>
<p>Teacher will use their subject area to support positive behaviors</p>	<p>Choosing lessons/activities in Music, Art and PE that can model and reinforce the CARES Initiative</p>	<p>Teacher observation of student interactions.</p>	<p>Working with colleagues to find/plan activities</p>