

FAIRFIELD PUBLIC SCHOOLS SCHOOL IMPROVEMENT PLAN 2013-2015

School Stratfield School
Principal/Headmaster Elizabeth McGoey
Date December 4, 2014
Team Members Elizabeth McGoey, Marie Kass, Kathy McManus, Jen O'Connell, Amy Lacey, Kathleen Flannery, Amy Rizzo

Student Data K-5 2014/2015

86.3% of K-5 students at or above reading benchmark (*Kindergarten used Letter ID)

68.6% of K-5 students at or above math fluency benchmark

Narrative Analysis of Student Data 2014/2015

Celebrations- 2014/2015

- Kindergarten-Letter ID:88.2% meeting or exceeding
- Grade 1-97% met or exceeded June 2014 EOY DRA Level 18
- Grade 2-strong understanding & practice of "Turn & Talk"; know how to talk with partnerships; 88% meeting or exceeding reading benchmark
- Grade 3-89% reading on grade level with 93% meeting or exceeding
- Grade 4-84% met or exceeded Blue Ribbon Benchmark in spring 2014; 88% at or above reading benchmark fall 2014
- Grade 5- 87% of students were meeting or exceeding reading benchmark R in June 2014

Challenges (identify needs) 2014/2015

- K-CAP fall 2014 below average 32.3%; developing students' literacy skills who have entered K without Letter ID knowledge
- Grade 1-decoding unfamiliar words; not using context clues; not implementing strategies that beginning readers use; need to strengthen time on task and building stamina
- Grade 2-weakness in use of vowels and word endings for decoding; accuracy is weaker than comprehension, Beyond questioning

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- Grade 3- students adjusting to new benchmark format
- Grade 4- 45% scored below a 3 on the About questioning
- Grade 5- 13% of students were not meeting on the spring 2014 reading benchmark

Hypothesize cause of these results 2013-2015

- For K-5 we provided reading and math interventions for children who were identified in need
- In all subjects we focused on areas of weakness from past data (CMT, BR, Benchmarks). Explicit modeling and reteaching was done in whole class, small group, and individual conferencing.
- Early identification of students who are at risk
- Continued use of student discourse in reading to allow for higher-level thinking
- Small group work with focused instruction
- Workshop model implemented with fidelity in all grade levels
- Yearlong professional development with curriculum leaders, Mike Rafferty and Walter Wakeman, to develop questioning in literacy and math

School achievement targets for June 2015:

- 91% of K-5 students will meet or exceed EOY reading benchmark
- 83% of students assessed for math fluency with meet or exceed fluency benchmark
- 2015 SBAC

School-wide Focused Strategy-by June 2015

If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2015, as listed on the School Improvement Plan.

Theory of Action/Fairfield Public Schools/Stratfield School 2014-2015

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.

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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 for all students

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 Rounds and debriefing sessions based on problem of practice

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- Participate in District Embedded professional development with partner schools 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
- Develop the Capacity of the Leadership Team through the coaching model

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

Narrative Analysis of Student Data 2013/2014

Celebrations- 2013/2014

- DRA2 results from June 2013 (K-80.3%; Gr 1-93.1%; Gr 2-87%; Gr 3-89.8%; Gr 4-92.5%; Gr 5-82.6%
Stratfield School: 88% at or above reading benchmarks)
- 2013 CMT-Math (**Gr 3 92.4%** at or above Goal; **Gr 4 93.1%** at or above Goal; **Gr 5 95.8%** at or above Goal);
Reading (**Gr 3 83.1%** at or above Goal; **Gr 4; 86.3%** at or above Goal; **Gr 5 87.7%** at or above Goal);
Writing (**Gr 3 92.8%** at or above Goal; **Gr 5 84%** at or above Goal)
Science (**Gr 5 81.3%** at or above Goal)
- Ongoing interventions were implemented for targeted students
- Blue Ribbon results
- AIMS Web
- 93.1% of 1st graders made reading goal, which was 1.1% above district average
- Grade 3 writing went up from 78.5% to 92.8%
- Grade 3 math went from 86.4% to 92.4%
- Grade 3 writing is 33 points above state average, 13 above district
- Overall math trend across Grades 3-5 from 2012-2013 saw an increase
- Grade 4 7.8% increase in reading
- Grade 5 math well above district and state average

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- From 2008-2013 Stratfield scores were higher than the State

Challenges (identify needs) 2013/2014

- Need to improve Grade 4 CMT writing scores (72.9% at or above Goal)
- Need to work on framework for within, about and beyond questions
- Imbedding questioning into new Math and LA units of study
- Science scores slightly below district averages
- Writing Grades 3-5
- Editing/revising portion of writing

Hypothesize cause of these results 2013-2015

- For K-5 we provided reading and math interventions for children who were identified in need
- In all subjects we focused on areas of weakness from past data (CMT, BR, Benchmarks). Explicit modeling and reteaching was done in whole class, small group, and individual conferencing.
- Early identification of students who are at risk
- Continued use of student discourse in reading to allow for higher-level thinking
- Small group work with focused instruction
- Workshop model implemented with fidelity in all grade levels
- Yearlong professional development with curriculum leaders, Mike Rafferty and Walter Wakeman, to develop questioning in literacy and math

School achievement targets for June 2014

- Reading
 - 90% of Kindergarten students will meet or exceed EOY DRA2 Level 4
 - 85% of Grade 1 students will meet or exceed EOY DRA2 Level 18
 - 95% of Grade 2 students will meet or exceed EOY DRA2 Level 28
 - 90% of Grade 3 students will meet or exceed EOY Benchmark Level P
 - 90% of Grade 4 students will meet or exceed EOY Benchmark Level R
 - 94% of Grade 5 students will meet or exceed EOY Benchmark Level U
- Writing
 - 85% of Grade 3-5 students will meet or exceed EOY Performance Task benchmark
- Math
 - K-2 students will have a 5 percentage point gain on all subtests of AIMSWEB from fall to spring
 - 85% of Grade 3 students will meet or exceed Blue Ribbon spring benchmark
 - 80% of Grade 4 students will meet or exceed Blue Ribbon spring benchmark
 - 90% of Grade 5 students will meet or exceed Blue Ribbon spring benchmark

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Problem of Practice-by June 2014

Based on student achievement data in PreK-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. (CCT Domain 3: Planning for Active Learning: 3.5, 3.8).

Theory of Action Underlying This Plan-2014

- If we operate as grade level teams to develop higher level questions across the core curriculum and school year, then student achievement will improve.
- If we strategically and systematically design a school improvement plan that defines adult actions and measurements of successful implementation, then support will be given to students and staff toward our goals and student achievement will improve.
- If we effectively monitor the progress of data within school and instructional data teams, then we should identify successful instructional strategies for improving student achievement.
- If we engage in a reflective academic environment of planning, delivering, and adjusting for a high level of rigor with effective questioning focusing on Beyond/About questions, then student achievement levels will increase.
- If we meet in Grade Level Meetings, faculty meetings, and through Leadership Team then student achievement will improve.
- If we identify students who need support and provide them with proper intervention, then student performance will improve.
- If we continue to support our struggling learners, then we will see increased student achievement in the areas of reading, writing and math.
- If we incorporate Responsive Classroom strategies, then a school climate where all members are valued and respected will be created.

SCHOOL-WIDE STRATEGIES
School Climate

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage) To provide students with the necessary tools to assist them in exhibiting kind behavior throughout the school day and on the bus so all students experience an emotionally safe school climate.

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?
Designation of School Climate Team to analyze data and incidents to proactively address unkind behaviors	Regular meetings throughout the year to review incident data, brainstorm solutions to problems, look for trends in behavior/grades/cohorts, and work on the implementation of strategies.	Decrease in reported incidents and bullying behaviors	Continued collaboration among School Climate Committee Members and staff to determine next steps.
Continued implementation of Responsive Classroom throughout the grades	School/classroom environment reflects effective practices of Responsive Classroom		Responsive Classroom Training as needed – Use of Kits
Staff will intervene and report any incidents regarding negative and/or bullying behaviors All staff	School/classroom environment reflects a safe and positive learning atmosphere for all students.		Incident Reports submitted to administration for investigation
Teachers will implement the strategies suggested in the health curriculum and Responsive Classroom Teachers will provide opportunities for students to address troublesome situations during morning/afternoon meeting.	School/classroom environment reflects a safe and positive learning atmosphere for all students.		Health Curriculum Access to the RC kits when needed

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Implemented Universal Screener	Probe 3x/year-implement RTI Intervention groups for "At Risk" students	Students will demonstrate increases in prosocial behavior and motivation to learn	Collaboration time with classroom teachers to collect data. Collaboration time with social worker to form RTI groups.
Whole class lessons in grades 2, 3, 4	Meetings to create curriculum based on grade level need. Look for trends in incident reports and implement lessons.	Decrease in incident reports and bullying behaviors	Time to collaborate with psych/principal/social worker
School-wide implementation of PBIS ticket reward system	Ongoing consultation with teachers and staff to monitor ticket system	Decrease in incident reports and bullying behaviors based on positive reinforcement for expected behaviors	Committee meetings with school climate team
School Climate Team to analyze data from new climate survey	Regular meetings with Climate Team to make data-based decisions and revise action steps as necessary	Increases in lowest scoring areas on 2014 survey for the 2015 survey	Committee meetings

SCHOOL-WIDE STRATEGIES

Principal Strategies

FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage) : If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014/2015, as listed on the School Improvement Plan.

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?
Monitor instructional practices by engaging in regular classroom observations within the framework of the new teacher evaluation model (formal and informal) and provide productive, timely feedback using the Marzano framework.	Completion of Protraxx observation forms Meetings with teachers – pre-conferences, post conferences, etc. Teacher Goal forms, Goal meetings, Mid-year and End of Year Meetings, completion of rubric scoring for all goals.	Evidence of effective teaching practices in walkthroughs, informal observations, and formal observations.	-Continued PD on Marzano Framework and effective teaching practices. -Collaboration with colleagues to streamline effective teacher evaluation practices.
Assist in the planning of grade level instructional rounds	Discussions evidencing the POP in all areas of the school. Data collected of trends to indicate next steps.	Anecdotal findings of teacher questioning strategies	Coverage Refresher for teachers about process
Collaborate with District Language Arts and Math Coordinators to develop our instructional practices K-5 in the area of higher level questioning.	Weekly language arts and math collaborative work with District Coordinators to include: premeetings, modeling, and debriefing. Gradual release of responsibility model used to allow for full implementation by teachers.	Evidence of questioning in instruction throughout the grade levels: Within, Beyond, and About that allows students to gain a higher understanding of text or task.	Weekly support from LA and Math District Coordinators LAS's/MST to schedule visits
Actively participate in District-wide Embedded PD on questioning and feedback with partner schools and Stratfield staff.	Monthly visits to Partner Schools to engage in professional development at various sites. Action Plans and steps to be developed for implementation at Stratfield. Collaborate with LAS's/MST/IIT to review coaching steps /work with teachers.	Evidence of teachers integrating specific feedback in instructional practices aligned with individual student need while building upon the “Intention” of the teacher (Process, praise, and effort). Students work samples will demonstrate improvement in line with the feedback provided by the teacher.	Coverage time to meet with teachers

GRADE LEVEL OR DEPARTMENT STRATEGIES			
FOCUSED STRATEGY (addresses the problem of practice and are limited in number and high leverage): If we plan, deliver, and adjust for rigorous instruction through the use of high level questioning, then the percentage of students scoring at goal or above on district assessments will increase to meet or exceed the student school achievement targets for June 2014/2015, as listed on the School Improvement Plan.			
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?
<p>Kindergarten Teachers will work with Mike Rafferty and Walter Wakeman to advance their understanding of questioning strategies in both whole group and small group instruction.</p> <p>Teachers will ask within and about questions when exploring books during Reading Workshop/Interactive Read Alouds</p> <p>Teachers will work with LAS team to advance their understanding of questioning strategies in both whole group and small group instruction</p> <p>Teachers will ask within, beyond, about questions when exploring books during Reading Workshop/Interactive Read-Alouds</p>	<p>Teachers will observe Mike and Walter modeling higher level questioning</p> <p>Teachers will use Fountas & Pinnell questions during teacher-student, and student-student discourse</p> <p>Teachers will use Fountas & Pinnell questions during teacher-student and student-student discourse</p>	<p>Anecdotal records Observations</p> <p>Student work samples</p> <p>Implementation of learned questioning strategies Benchmark assessments</p>	<p>Mike Rafferty Walter Wakeman</p> <p>LAS staff Collaboration time Grade level meetings Fountas & Pinnell</p>

<p>Grade 1 Teachers will work with Mike Rafferty and Walter Wakeman to advance their understanding of questioning strategies in both whole group and small group instruction.</p> <p>Teachers will extend teaching to include more Beyond/About questioning</p> <p>Team will work with LAS and MST to advance understanding of questioning strategies in both whole group and small group instruction.</p> <p>Teachers will extend instruction to include more Beyond/About questioning LAS/MST coaching sessions</p>	<p>Teachers will observe Mike and Walter modeling higher level questioning</p> <p>Teachers will be coached on the strategies</p> <p>Explicit training (3 types of questions) focus on inferring and synthesizing</p> <p>Teachers will observe LAS & MST modeling higher level questioning</p> <p>Teachers will be coached on these strategies</p> <p>Explicit training on 3 types of questions focus on inferring and synthesizing strategies for working with “questioning” techniques Preview of topic cards to understand characteristics Examples from past books to build on that model Use of interactive Read-Aloud to model/use of topic cards to identify theme/topic</p>	<p>Student data Math and Language Arts assessments</p> <p>DRA2 (Levels J and beyond) Discourse observations Small group instruction/guided reading groups Teacher rubric/checklist</p> <p>Observations Student data Math and LA assessments Benchmark (Level 18 and beyond) Discourse observations Small group instructional guided reading groups Teacher rubric/checklist Small group instruction Book talks Guided reading Benchmark data</p>	<p>Mike Rafferty Walter Wakeman Collaboration time Grade level meetings</p> <p>LAS/MST/IIT staff Collaboration time Grade level meetings Para support for “At Risk” students LAS staff for direct intervention work</p>
<p>Grade 2 Teachers will work with Mike Rafferty to advance their understanding of questioning strategies in both whole group and small group instruction.</p> <p>Teachers will improve the use of Beyond and About questioning within small group instruction by June 2014</p> <p>Explicitly model written response for reflection and interpretation</p> <p>Teachers will work with LAS &</p>	<p>Observe lessons modeled by Mike Rafferty implement strategies modeled in small group</p> <p>Model, scaffold student responses</p> <p>Teachers will observe lessons modeled by MST and other colleagues Teachers will use observed questioning strategies in whole group and small group instruction Teachers will plan questions prior to instruction Model, scaffold student responses Teachers will model supporting topic choice using the boxes and bullets framework</p>	<p>Anecdotal notes will show evidence of thinking beyond text Implementation of learned questioning strategies</p> <p>Reflection and interpretation scores on May 2014 DRA2 will be independent on Level 28</p> <p>Student work Whole group and small group discussion Performance and skills assessments i-Ready assessments Beyond & About scores on June 2015 reading benchmark Student work will show students’ ability to support topic choice with evidence from text</p>	<p>Mike Rafferty</p> <p>MST Time to plan units and observe lessons LAS Time to work with new benchmark</p>

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<p>MST to advance their understanding of questioning strategies in both whole group and small group instruction. Teachers explicitly model responding to Beyond and About questioning in whole and small group instruction Continue use of topic cards in whole group and small group discussion</p>		<p>using the boxes and bullets structure</p>	
<p>Grade 3 Teachers will work with Mike Rafferty and Walter Wakeman to advance their understanding of questioning strategies in both whole group and small group instruction.</p> <p>Implement more “within” and “About” questions in our daily instruction</p> <p>Work with embedded PD on Feedback with Mike R. and Walter W. to raise effectiveness of feedback</p> <p>Work with LAS using the coaching model Use the conferring framework to structure our questioning/feedback</p>	<p>Teachers will observe Mike and Walter to determine the type of questioning being used</p> <p>Teachers will plan our questions prior to teaching our lessons</p> <p>Monthly PD sessions, classroom observations, team meetings to establish baseline, reflect on data and build upon co-teaching, modeling Discussions, reflections Classroom visits</p>	<p>Student work Class discussions Questioning within group work Implementation of learned questioning strategies SBAC</p> <p>Student work Performance assessments Anecdotal notes of turn & talks</p> <p>Monitoring student responses Student work Implementation of feedback strategies Anecdotal notes will show evidence of higher level thinking Implementation of learned strategies Monitoring student responses and student work Increasing the use of question clusters</p>	<p>Mike Rafferty Walter Wakeman</p> <p>Time to visit grade-level partners to observe various types of questions being asked</p> <p>Mike R., Walter, LAS/MST Time to visit grade level partners to observe Time to code feedback Time to meet with LAS to plan & design lessons Time to meet and review assessments to guide instruction Continuous support from Leadership team</p>
<p>Grade 4 Teachers will work with Mike Rafferty and Walter Wakeman to advance their understanding of questioning strategies in both whole group and small group</p>	<p>Teachers will observe Mike and Walter to determine the type of questioning being used</p> <p>Teachers will create and use Beyond and About questions Ask higher level questions to promote</p>	<p>Anecdotal notes Benchmark assessments Conferences with students Small group Written responses Implementation of learned questioning</p>	<p>Mike Rafferty Walter Wakeman</p> <p>Time to observe lessons modeled</p>

<p>instruction.</p> <p>Teachers will improve questioning techniques in reading and math instruction</p> <p>Teachers will work with LAS/MST to work on the depth of questioning in small group and whole group lessons</p> <p>Teachers will improve the depth of questioning in math and reading instruction through the conferring framework</p> <p>In reading develop Beyond, About questions for different texts</p>	<p>problem solving and rigorous discourse between students</p> <p>Teachers will create and use Beyond & About questions</p> <p>Teachers will create and ask higher level questions to foster problem solving and rigorous discourse between students</p>	<p>strategies SBAC</p> <p>Anecdotal notes will show evidence of thinking Beyond and About text</p> <p>Benchmark assessments</p> <p>Written responses</p>	<p>Work with LAS/MST</p> <p>Time to plan small group lessons with colleagues and time to find good texts</p>
<p>Grade 5</p> <p>Teachers will work with Mike Rafferty and Walter Wakeman to advance their understanding of questioning strategies in both whole group and small group instruction.</p> <p>Teachers will observe effectiveness of both open and closed questioning in whole class and partner/individual activities</p> <p>Teachers will implement new Lucy Calkins writing units</p> <p>Teachers will work with LAS team to advance their understanding of questioning strategies in both whole group and small group instruction</p>	<p>Pre and post observation meetings</p> <p>Recording observations and effectiveness of teacher questioning and student responses</p> <p>share observations and insights with grade level partners</p> <p>Prepare and implement checklists, resources provided, individual conferences, small group lessons and incorporate student discourse</p> <p>Prepare and implement checklists, resources provided, individual conferences, small group lessons, and incorporate student discourse</p> <p>Pre/post meetings with LAS team</p> <p>Share observations and insights with grade level partners</p>	<p>Students' ability to support evidence of their thinking verbally as well as in written format</p> <p>Lucy Calkins checklist</p> <p>Published pieces (end of units of study)</p> <p>Anecdotal notes</p> <p>Conference notes</p> <p>Implementation of learned questioning strategies</p> <p>SBAC</p> <p>Published pieces</p> <p>Lucy Calkins checklist</p> <p>Students' ability to support evidence of their thinking verbally as well as in written format</p> <p>Anecdotal notes</p> <p>Conference notes</p> <p>Students' ability to support evidence of their thinking verbally</p>	<p>Mike Rafferty</p> <p>Walter Wakeman</p> <p>MST</p> <p>Content specific questions useful for student elaboration</p> <p>Writing units of study</p> <p>Lucy Calkins resources</p> <p>LAS team</p> <p>Content specific questions useful for student elaboration</p>

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<p>Teachers will observe effectiveness of both open and closed questioning in whole class and partner/individual activities teachers will implement conferring framework learned from Walter W. in math workshop and other subjects</p>			
<p>Special Education Teachers will identify where to imbed opportunities for higher level questioning Teachers will implement two forms of higher level questions in lessons (Within, Beyond, About questions)</p> <p>Initially, rather than requiring student to independently locate evidence to support a conclusion, inference, or choice of character trait, special ed. teachers will provide students with multiple choices taken from text.</p> <p>Use topic cards to assist students in identifying “big idea” of text.</p> <p>Use close-read technique and have student locate and highlight relevant information.</p> <p>Use “Boxes and Bullets” to assist with determining main idea/details.</p>	<p>Teachers will observe Mike and Walter to determine the type of questioning being used Model questioning for students Collaborate with staff members</p> <p>Special ed. Teachers will implements strategies at least one time a week during small group or individual instruction.</p>	<p>Pre/post baseline data Questions/data from Mike Rafferty Implementation of learned questioning strategies SBAC</p> <p>Observations/ progress monitoring/ anecdotal records.</p> <p>Work samples that demonstrate use of strategies delineated in Adult Action column.</p> <p>Benchmark Assessments- special ed. teachers will monitor progress in answering Beyond/About questions.</p>	<p>Mike Rafferty Walter Wakeman LAS staff MST</p> <p>Time to collaborate with colleagues to discuss effectiveness of strategies being employed and possible adjustments/modifications of those strategies.</p>

<p>Art Observe students drawing their perspective drawings. Make sure they use vertical and horizontal lines. Teacher will ask higher level questions to actively engage students in their artwork.</p> <p>Teacher will create higher level questioning relating to emotion and color</p>	<p>List of perspective questions (thick/thin question) Foreground, middle ground, background</p> <p>Using <u>Fountas, Irene C & Pinnell, Gay Su's Teaching for Comprehending and Fluency; Thinking, Talking, and Writing About Reading</u> as a reference when creating art checklist</p> <p>Introduce and observe art work from professional artists</p>	<p>Observe students artwork using checklist (to see if students evaluated their artwork) Observation of students artwork and their ability to answer About questions as they pertain to a piece of artwork(artist's craft, structure of the art) Ex; Why did the artist use that horizontal or vertical line in that part of his/her drawing? How important was that part of the art piece? How did the artist show ____? How can you tell that the artist is qualified to draw about this topic?</p> <p>Have students identify emotion in their work and question decisions and choices in their art</p>	<p><u>How to Draw 3D and Perspective</u></p> <p><u>Fountas, Irene C & Pinnell, Gay Su's Teaching for Comprehending and Fluency; Thinking, Talking, and Writing About Reading</u></p> <p>Collection of artist prints and paintings</p>
<p>Library Media The LMS/classroom teacher team will by 6/2014 have asked "within/ beyond/about" questions during each ICT lesson in the LMC</p> <p>Develop a list of appropriate "within/ beyond/about" questions for ICT units.</p> <p>LMS work with teachers on Embedded PD and continue to develop Beyond/About questions</p>	<p>"Within/ beyond/about" question will appear on each lesson plan. A list of "within/ beyond/about" questions is in place</p> <p>LMS work with classroom teachers to develop ICT lessons which incorporate higher level questioning and feedback that promotes learning.</p> <p>LMS work with Leadership Team to review Embedded PD, feedback questions</p>	<p>By June 2014, a class checklist showing that 80% of students have successfully answered "within/ beyond/about" questions will be completed.</p> <p>Effective "within/ beyond/about" questions are in place in each lesson.</p> <p>ICT student work Anecdotal notes</p>	<p>Meetings with grade levels: produce "within/ beyond/about" questions for each day of the units lessons. Admin handouts listing general "within/ beyond/about" questions.</p> <p>Ongoing PD Rubrics and unit assessments</p> <p>Embedded PD professional development</p>
<p>Leadership Team Attend and participate in embedded PD sessions</p> <p>Share embedded PD learning with staff</p> <p>Coaching with K-5</p>	<p>Create action steps and a plan for implementation</p> <p>Create calendar of PD offerings and transference into classrooms</p> <p>Observations and data recordings Work in class with teachers and leadership team</p>	<p>Fountas & Pinnell comprehension rubric and performance tasks</p> <p>Anecdotal notes Student work samples</p> <p>Increase in students being able to respond to Beyond and About questions on the Fountas & Pinnell Benchmark assessment</p>	<p>Coverage to attend shared school visits</p> <p>Coverage time to collaborate</p>

	Provide gradual release of new learning to classroom environment.		
<p>Music Integration of higher level questions into instruction to include: Within, Beyond, and About a musical selection or task.</p> <p>Develop a list of higher level questions that can be utilized throughout instruction.</p> <p>Teacher create About/Beyond questions based on instrumentation, composers, and musical elements (rhythm, dynamics, articulation, emotional connotation)</p>	<p>Include higher level questions in daily instruction and planning.</p> <p>Record questions with student responses performing and responding to musical repertoire and recordings</p>	<p>Students will verbalize answers to higher level questions. Observations Checklist</p> <p>Student response to verbal questioning Student sheet to record responses</p>	<p>Collaboration at Department meetings.</p> <p>A list of higher level questions</p> <p>iPod, CD player Time to create questions</p>
<p>PE Ask higher level questions throughout each class. Record a list of higher level questions.</p> <p>Create beyond/about questions based on the skill or rules of game/activity</p>	<p>Include higher level questions in our daily instruction.</p> <p>Record questions with student responses.</p> <p>Implement a description of or demonstration of a skill/activity</p>	<p>Students will verbalize answers to higher level questions. Observations Checklist Student responses.</p> <p>Student demonstrate/explain the skill/activity previously learned Exit slips</p>	<p>The Physical Education department will collaborate with each other. A list of higher level questions.</p> <p>Teacher demonstrations Video</p>