



**Maurice A. Donahue School
School Improvement Plan
Timeline and Process Checklist**

Overall Timeline	Action	Who is Responsible	By When	Complete?
August 2011 Plan	Introduce DIP/SIP topics to principals <ul style="list-style-type: none"> • Alignment between DIP & SIP • SIP development process • Principles of SIP development 	Plan Ctte.	August 3	<input type="checkbox"/>
	Share model SIPs for guidance	Plan Ctte.	Early-August	<input type="checkbox"/>
	Review and analyze key school data	Principals	Mid-August	<input type="checkbox"/>
	Action plan and set school targets	Principals	Mid-August	<input type="checkbox"/>
	Provide core-message to use for communication	Plan Ctte.	August 22	<input type="checkbox"/>
	Complete DRAFT SIP: <ul style="list-style-type: none"> • Introduce to school staff • Submit to Assistant Superintendent 	Principals	August 29	<input type="checkbox"/>
September 2011 Implement	Provide feedback on DRAFT SIPs to Principals	Plan Ctte.	September 6	<input type="checkbox"/>
	Provide support to Principals on feedback	Plan Ctte.	Mid-Sept	<input type="checkbox"/>
	Submit FINAL SIP to Assistant Superintendent	Principals	September 16	<input type="checkbox"/>
	Review and approve SIPs	School Ctte.	October 3	<input type="checkbox"/>
	Provide core-message to use for communication	Plan Ctte.	Early Oct	<input type="checkbox"/>
	Share SIP with parents and other stakeholders	Principals	Early Oct	<input type="checkbox"/>
	Share forum and timeline for monitoring progress	Plan Ctte.	Early Oct r	<input type="checkbox"/>
Sept – June 2012 Monitor Progress	School Instructional Leadership teams meet regularly (TBD) to monitor progress on plan, analyze performance data, and action plan for future improvement <ul style="list-style-type: none"> • School and district generate data for ongoing monitoring • SILT meeting topics focus on: <ul style="list-style-type: none"> <input type="checkbox"/> Generating concrete intervention and improvement strategies <input type="checkbox"/> Sharing what is working via measurable increases in student learning <input type="checkbox"/> Analyzing performance data <input type="checkbox"/> Updating quarterly data to display and share progress towards goals 	Principals with District ILT support	School year	<input type="checkbox"/>
	Share progress towards goals with key stakeholders	Principals	School year	<input type="checkbox"/>

Maurice A. Donahue School
School Improvement Plan
School Year 2011-2012
Created by: _____

Overview of District and School Improvement Planning

District Improvement Planning: The District Accelerated Improvement Plan was created in Summer 2011 to provide a focused plan for action in the Holyoke Public Schools. The plan focuses on improvements that can move the needle to help students this school year.

The plan includes three strategic objectives and 8 initiatives:

1. Instructional Quality
 - a. District Instructional Leadership Team (DILT)
 - b. School Instructional Leadership Team (SILT)
 - c. Teachers
2. Data and inquiry
 - a. District uses data and inquiry to inform instruction and evaluate programs
 - b. School uses data and inquiry to inform instruction and evaluate programs
 - c. Teachers use data and inquiry to inform instruction
3. Focus on literacy
 - a. Develop and implement an aligned standards-based curriculum
 - b. Use common formative assessments to inform instruction
 - c. Provide tiered intervention system to target student needs, particularly ELL and Special Education students

School Improvement Planning: Each School Improvement Plan in the district aligns to the District Improvement Plan. While each school has its unique character, it is critical for the district to operate as one whole to support all students. The basic principles each school should keep in mind for SIP planning are:

- SIP must address each strategic objective
- School improvement goals must be specific and measurable
- The more inclusion at the school level, the better
 - Involvement of School ILT is ideal
 - School ILT members include:
 - Principal
 - Coaches (2)
 - One representative each from Special Education team and ELL team
 - One representative each from K–2, 3–5, and 6–8
 - One representative from Guidance team
 - One ‘at large’ representative
- Schools should not take on lots of “other” initiatives, unless a solid plan is in place to achieve the objectives and outcomes laid out in the district plan

School Analysis of Needs: Donahue School is at the beginning stages of data analysis. Looking at the 2011 MCAS data reveals the following trends:

ELA:

- Grade 3 - CPI fluctuates, % Proficient and Above remains stagnant
- Grade 4 – CPI stagnant, % Proficient up by 7 percentage points, SGP 47%
- Grade 5 – CPI up 10 points, % Proficient up by 26 percentage points, SGP 42.5%
- Grade 6 – CPI down 18 points (but up from grade 5 of 2010), same for % Proficient, SGP 44%
- Grade 7 – All three remain stagnant, but SGP at 50%
- Grade 8 – CPI 85.3, % Proficient up by 13 percentage points, SGP 69%

Math:

- Grade 3 – CPI and % Proficient fluctuate, some improvement this year with additional support from a math interventionist
- Grade 4 – CPI and % Proficient stagnant, but SGP 65.5%
- Grade 5 – CPI up 14.5 points, % Proficient up 16 percentage points, SGP 65.5%
- Grade 6 – CPI fluctuates, % Proficient down 12 percentage points, but SGP 69%
- Grade 7 – CPI down 25 points, % Proficient down 27 percentage points, SGP 20%
- Grade 8 – CPI up 4.9 points, % Proficient stagnant, SGP 46%

Subgroups:

ELA:

- LEP – CPI up 6.8 points AYP – Yes
- SPED – CPI up 4.4 points AYP – Yes (This is due in large part to the number of portfolios we submit every year. The warning rate for Inclusion students is 90 – 100%)
- Low Income – CPI up 0.5 points AYP – No
- Hispanic – CPI down 1.5 points AYP – No
- White – CPI up 2.8 points AYP – Yes (This group did not make AYP last year.)

Math:

- LEP – CPI up 4.7 points AYP – Yes
- SPED – CPI up 6.3 points AYP – Yes (This is due in large part to the number of portfolios we submit every year. The warning rate for Inclusion students is 90 – 100%)
- Low Income – CPI up 1.1 points AYP – No
- Hispanic – CPI up 0.4 points AYP – No
- White – CPI down 5.3 points AYP – No

School Theory of Action:

The initial analysis of the data indicates that Donahue students are growing, just not enough. Our SGP's in ELA are average with grade 8 being above average. In math, all but two grade levels show above average growth. Our LEP students appear to be growing at a positive pace.

We believe that **IF:**

- The SILT is effective in analyzing the data, both formative and summative, to identify areas where staff may require additional Professional Development, identify students in need of remediation and monitor progress of students in a timely manner; and
- Donahue's teachers continue to pursue Professional Development (RIBAS's 13 week Focus Academy, ongoing PD in the SIOP model, Category Trainings and the District's SPED PD initiative) in order to more effectively meet the needs of Special Education and ELL students and
- Donahue's Instructional leaders work with teachers to identify what good instruction looks like in ELA and math, at all levels, and provide opportunities for teachers to share these experiences with each other (through lesson studies arranged by building coaches, guaranteeing group planning time through our building schedule, teachers will be given time to visit classrooms of teachers identified as having strong instructional techniques as identified by our walkthrough tools, and using one Staff meeting per quarter for lesson plan sharing); and **THEN**

Each student in our learning community will receive the instructional support necessary to become a confident, independent learner who is academically and socially prepared for high school and capable of achieving proficiency as measured by the MCAS.

Grade Level	Indicator		Latest	Historic		
			2010-11	'09-'10	'08-'09	'07-'08
Grades K-8	Student attendance		94.7	94.1	94.0	93.6
	Teacher attendance		95.9	94.6	95.5	95.5
	Disciplinary incidents – number of infractions		1242	956	1084	1218
	Disciplinary incidents – number of students		230	232	245	263
Kindergarten	% reading at grade level (level B/C)					
Grade 1	% reading at grade level (level I/J)					
Grade 2	% reading at grade level (level L/M)					
Grade 3	ELA	MCAS proficient and above	25%	25%	18%	5%
		SGP	N/A	N/A	N/A	N/A
		CPI	57	67.6	59.5	51.2
	Math	MCAS proficient and above	24%	11%	22%	5%
		SGP	N/A	N/A	N/A	N/A
		CPI	66.5	48.4	57.0	36.4
Grade 4	ELA	MCAS proficient and above	28%	21%	19%	15%
		SGP	47	59.0	53.0	55.0
		CPI	66	67.9	60.7	58.0
	Math	MCAS proficient and above	19%	19%	14%	10%
		SGP	65.5	56.5	54.0	62.0
		CPI	61.8	63.1	56.0	54.8
Grade 5	ELA	MCAS proficient and above	42%	16%	28%	29%
		SGP	42.5	40.0	37.0	31.0
		CPI	70.3	60.2	66.0	72.5
	Math	MCAS proficient and above	30%	14%	19%	14%
		SGP	65.5	62.0	65.5	30.5
		CPI	68.6	54.1	60.1	61.8
Sci.	MCAS proficient and above	10%	14%	4%	10%	
Grade 6	ELA	MCAS proficient and above	38%	55%	41%	37%
		SGP	44	76.0	70.0	57.0
		CPI	67.6	85.1	77.1	79.3
	Math	MCAS proficient and above	25%	37%	39%	20%
		SGP	69	75.0	82.0	50.0
		CPI	68.8	71.8	75.0	65.0
Grade 7	ELA	MCAS proficient and above	46%	33%	35%	35%
		SGP	50	49.0	42.0	25.0
		CPI	80.7	79.2	78.7	68.7
	Math	MCAS proficient and above	12%	39%	14%	10%
		SGP	20	81.0	51.5	23.0
		CPI	49	73.9	60.7	41.4
Grade 8	ELA	MCAS proficient and above	68%	55%	63%	53%
		SGP	69	69.0	63.0	34.0
		CPI	85.3	84.3	82.3	77.4
	Math	MCAS proficient and above	36%	33%	19%	33%
		SGP	46	73.0	50.0	45.0
		CPI	69.9	65.0	48.7	61.5

	Sci.	MCAS proficient and above	10%	7%	13%	15%
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Performance Targets

District Performance Targets (based on 2010 data): MUST BE UPDATED WITH CURRENT DISTRICT DATA. MATH AND ELA SCORES ARE DIFFERENT.

- District MCAS ELA proficiency will increase by the end of SY2011-12
 - 1st graders reading on grade level (I or J) will increase by 10 percentage points
 - 3rd grade MCAS proficiency will increase to 34% from 25%
 - 5th grade MCAS proficiency will increase to 31% from 23%
 - 7th grade MCAS proficiency will increase to 40% from 32%
 - 8th grade MCAS proficiency will increase to 52% from 44%
- District MCAS Math proficiency will increase by the end of SY2011-12
 - 3rd grade MCAS proficiency will increase to 34% from 25%
 - 5th grade MCAS proficiency will increase to 31% from 23%
 - 7th grade MCAS proficiency will increase to 40% from 32%
 - 8th grade MCAS proficiency will increase to 52% from 44%

School performance targets (annual outcomes) – based on last year’s cohorts

- Donahue’s CPI ELA scores will increase to 80 from 74.6 by the end of SY2011-12:
 - The number of 1st graders reading on grade level (I or J) will increase by 10 (under review) percentage points
 - 3rd grade MCAS CPI will increase to 67 from 57
 - 4th grade MCAS CPI will increase to 72 from 66
 - 5th grade MCAS CPI will increase to 75 from 70.3
 - 6th grade MCAS CPI will increase to 75 from 67.6
 - 7th grade MCAS CPI will increase to 82 from 80.7
 - 8th grade MCAS CPI will increase to 90 from 85.3
- K-2 Math
 - Kindergarten: 100% will be at construct 1.
 - 1st Grade: 75% will be at construct 3
 - 2nd Grade: 75% will be at construct 5
- Donahue’s CPI Math scores will increase to 75.8 from 63.7 by the end of SY2011-12
 - 3rd grade MCAS CPI will increase to 70 from 66.5
 - 4th grade MCAS CPI will increase to 75 from 61.8
 - 5th grade MCAS CPI will increase to 75 from 68.6
 - 6th grade MCAS CPI will increase to 78 from 68.8
 - 7th grade MCAS CPI will increase to 78 from 49
 - 8th grade MCAS CPI will increase to 75 from 69

Percent Making Progress on MEPA									
School	2006	2007	2008	2009	2010	2011	2012*	2013*	2014*
DON	65	37	62	56	44	54			
HPS	50	40	50	47	43	61	62	62	63
State	64	62	66	66	60	61	62	62	63

ELA MCAS CPI for LEP									
School	2006	2007	2008	2009	2010	2011	2012*	2013*	2014*
DON	54.7	65.9	64.1	60.9	67.5	74.3			100.0
HPS	41.4	47.0	43.7	43.7	47.4	58.0	68.9	83.0	100.0
State	60.9	62.7	62.1	64.8	66.1	73.0	80.0	91.0	100.0

Percent Attained English Proficiency									
School	2006	2007	2008	2009	2010	2011	2012*	2013*	2014*
DON	40	17	57	20	29	38			
HPS	30	23	29	17	18	39	39	39	39
State	49	48	49	34	36				

Math MCAS CPI for LEP									
School	2006	2007	2008	2009	2010	2011	2012*	2013*	2014*
DON	39.6	56.1	54.1	54.6	61.7	66.4			100.0
HPS	32.9	37.5	35.4	36.6	41.7	53.5	65.0	81.5	100.0
State	51.3	56.3	58.1	59.2	61.5	70.0	78.0	88.0	100.0

*CPI are estimates based on 2010 MCAS data.

School performance targets (short term outcomes)

- ELA short term summative (formative assessments) scores
 - MAP scores will increase by 3-5 points from the fall administration to the winter administration
 - MAP scores will increase by 3-5 points from the winter administration to the spring administration
- **Math**
 - Post Assessment targets grades 2-8, 80% of students will be at or above 80%
 - **100% of 3rd to 8th** graders who were at or above grade level according to the MAP in September will increase their scores by **at least half** of the average annual growth for their grade levels on the January MAP
 - **50% of 3rd to 8th** graders who were below grade level according to the MAP in September will increase their scores by **at least 75%** of the average annual growth for their grade levels on the January MAP (and will thus be on target for gaining the equivalent of 1.5 grades by the spring)
 - **K-2 Feb. AVMR**
 - K 50% will be at construct 1
 - 1st grade: 50% will be at construct 3
 - 2nd grade: 50% will be at construct 5

Strategic Objective #1: Build instructional quality

District Activities:

- Forming a district-wide instructional leadership team
- Forming school-based instructional leadership teams
- Defining effective instruction
- Implementing a walkthrough tool that measures effective instruction
- Using data from walkthroughs and assessments to examine and improve instructional quality

School Non-Negotiable:

- Build an instructional leadership team that uses inquiry to identify student needs and improve instruction
- Build a common understanding of what is effective instruction

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>School ILT is formed as a problem-solving team designed to build the capacity of staff to improve student achievement.</i>	School ILT is formed	<i>Principal</i>	<i>9/15/11</i>	8/19/11 <input type="checkbox"/>
	SILT mandate and meeting schedule is established	<i>Principal</i>	<i>9/15/11</i>	<input type="checkbox"/>
	Agenda development process is decided	<i>Principal</i>	<i>9/15/11</i>	<input type="checkbox"/>
	First meeting has been held and will continue to meet semi-monthly	<i>Principal</i>	<i>9/15/11</i>	8/19/11 <input type="checkbox"/>
<i>School ILT maintains a relentless focus on instruction as evidenced by agenda topics</i>	Build an instructional leadership team that analyzes data to identify student, defines focus areas based on needs	SILT	ongoing	<input type="checkbox"/>
	SILT to disseminate the data analysis to staff in order to facilitate proper focus during common planning, at the beginning of each monthly staff meeting	SILT	ongoing	<input type="checkbox"/>
<i>Walkthroughs tailored to collect data pertaining to effective instruction are conducted frequently</i>	Data is collected using the district's template	Principal / SILT	Feb 1	<input type="checkbox"/>
	Principal conducts 5 walkthroughs per week	Principal	Feb 1	
	Data collected from walkthroughs is shared with staff during each monthly staff meeting	Principal / SILT	Ongoing, monthly	<input type="checkbox"/>
	Data will be used to set improvement goals for the next month of walkthroughs	SILT	Ongoing, Monthly	
<i>Analysis of data shows that 100% of teachers are the best practices as evidenced by walkthroughs by June 1st 2012.</i>	Data trends are analyzed from walkthroughs during May SILT sessions	SILT		<input type="checkbox"/>
	A chart showing the data trends from walkthroughs is presented at our final staff meeting, and again in September 2012.	SILT		<input type="checkbox"/>

<i>SILT helps build a common understanding of what effective instruction looks like.</i>	Ensuring common planning for all grade levels in order to facilitate grade level professional learning communities.	Principal	9/01/11	9/01/11
	Facilitating lesson sharing and providing focal points for common planning time	Coaches	10/03/11	<input type="checkbox"/>
	Staff meetings will be used to present research based best practices in the classroom and to follow up with teachers through walkthroughs and observations.	SILT	10/03/11, first Monday of each month thereafter	<input type="checkbox"/>
	Teachers are informed about, and strongly encouraged to register for RIBAS's Focus Academy, a 13 week online course designed to address tiered learning	SILT	10/03/11	<input type="checkbox"/>
	Donahue becomes a strong participant in the district's SPED PD initiative, including "Thememaker"	SILT	Waiting for district info	<input type="checkbox"/>
	Donahue teachers continue to take part in the district's category (ELL) trainings	Teachers	Ongoing	<input type="checkbox"/>
	All Donahue teachers take part in lesson studies (including peer observations) to demonstrate or observe best practices in the classroom.	Teachers, Coaches	Ongoing	<input type="checkbox"/>

Strategic Objective #2: Use data and inquiry

District Activities

- Developing and implementing a common district-wide inquiry process focused on improving instruction
- Consistently collecting, analysing and using quality data at the district, school and classroom level
- Using data from formative assessments to examine and improve instructional quality

School Non-Negotiables:

- Use an inquiry process in ILT, PLC, data team settings to analyze data focused on improving instruction
- Develop a system to input and verify quality of school data
- Administer ELA and math assessments and use data templates to submit assessment data to data warehouse

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>Formative assessment calendar is in place and communicated to all building staff by Sept 15</i>	Principal communicates purpose, process and timelines for data to be submitted.	Principal	8/29/11	<input type="checkbox"/>
	Electronic data walls with SASIDS, historical data, student categories, and all district assessments are created.	Data clerk, Literacy and math coaches	9/30/11	<input type="checkbox"/>
	Arrange professional development through the technology department for SILT and staff on the use of SharePoint.	Assistant Principal	9/30/11	<input type="checkbox"/>
<i>Assessments are administered to 100% of students for fall, winter and spring administration</i>	Benchmark, AVMR, Envisions, and Pre and Post assessment are administered at all grade levels according to the assessment calendar.	Literacy and math coaches	Refer to assessment calendar (appendix b)	<input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/>
	Math and Reading MAP data is uploaded and verified.	Data clerk	Oct 29, Jan 27, TBD	<input type="checkbox"/>
<i>100% of data is verified for quality at the school level and submitted to the district within 10 days</i>	Teachers will input data using a spreadsheet tool designed by the DMC	Principal, SILT	3 days before submission to district per calendar	<input type="checkbox"/>
	Coaches will verify the data submitted by teachers	Coaches		<input type="checkbox"/>
	The coaches will use Microsoft's SharePoint	Coaches		<input type="checkbox"/>

	to deliver data to the central office within ten days of any given assessment.			
<i>Inquiry process is in place and used at SILT and PLC meetings to monitor intervention and assessment data by Dec 1</i>	The school will use BASRC's Cycle of Inquiry (Appendix A) in ILT, PLC, and data team settings to analyze data focused on improving instruction.	SILT		□
	New teachers will be trained in the SIOP model, and walkthroughs will be used to determine the fidelity of implementation. One staff meeting will be used to introduce SIOP resources available to staff members.	ELL Coach		
<i>Data is effectively analyzed by the data team, reviewed by the SILT and communicated to teachers</i>	Data team is formed.	Principal	10/14/11	
	Data team meets on a biweekly basis opposite the SILT	Principal	10/19/11 and every other week thereafter	
	Data Team will analyze the data and share results through Donahue's monthly electronic memos.			
	Data Team will share its overall school findings at the monthly staff meeting.			
	Data Team will inform coaches of grade specific data trends prior to PLCs			
	Coaches will present grade specific data during PLCs			
	Coaches and teachers will include their analysis of data and their response in the PLC minutes.			

Strategic Objective #3: 85% of all Holyoke children will be proficient readers by the end of third grade by 2014

District Activities:

- Identifying and implementing effective early literacy instruction
- Implementing and analyzing data from walkthroughs and assessments to ensure instruction is meeting the needs of every K-3 student
- Providing ongoing professional development and technical assistance to instructional staff to ensure best practices (K-3) are being implemented across all schools
- Developing parent centers at each school that will serve to provide parents/guardians with appropriate information and guidance in helping to advance the reading ability of their students to proficiency
- Providing regular communication and outreach to parents of young children focused on the importance of early literacy skills and being prepared to succeed in school
- Initiating a citywide effort to increase public awareness of the district's 85% literacy proficiency goal and providing professional development to all early childhood education providers and caretakers on best practices in early literacy and school readiness

School Non-Negotiables

- Implement effective early literacy instruction
- Use data and inquiry to ensure instruction is meeting the needs of every K-3 student
- Develop a parent center that will serve to provide parents/guardians with information and guidance in helping students become proficient readers
- Provide focused communication and outreach to parents of young children focused on the importance of early literacy skills and becoming proficient readers

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>90% of K-3 teachers implement lesson plans using instructional practices based on best early literacy practices as identified by the Principal and ELA Coach.</i>	<i>All ELA lesson plans are submitted to the building principal on a bi-weekly basis (rotating by grade level).</i>	<i>Principal</i>	<i>10/17/2011 Grades K-4 10/24/2011 Grades 4-8</i>	<input type="checkbox"/>
	<i>Specific ELA walkthroughs will occur twice a week to gather data and guide instruction.</i>	<i>Principal Assistant Principal</i>	<i>10/12/2011</i>	<input type="checkbox"/>
	<i>Professional development will be specifically tailored to address needs identified through literacy walkthroughs, PLCs, lesson plan review and common planning time.</i>	<i>Principal ELA Coach SILT</i>		<input type="checkbox"/>
	<i>Minutes from common planning times will be submitted to the principal on a weekly basis.</i>	<i>Principal K-3 Teachers</i>	<i>11/1/2011</i>	
<i>Literacy instruction is data driven. Data is also used to create a three-tiered system</i>	<i>Data from Fall benchmarking is used to create the initial groupings for ELA interventions.</i>	<i>ELA coach, Principal</i>	<i>11/1/2011</i>	<input type="checkbox"/>
	<i>ELA coach assists teachers in reviewing data progress each trimester and helps to create</i>	<i>ELA coach, Teachers</i>	<i>To be aligned with trimesters</i>	

<i>of instruction.</i>	<i>groupings that are adjustable based on student progress.</i>			
	<i>Staff are assigned to teach appropriate interventions and receive necessary training (if untrained)</i>	<i>Principal ELA coach</i>	<i>11/1/2011</i>	<input type="checkbox"/>
	<i>Leveled Literacy Intervention begins in grades 1-3.</i>	<i>ELA coach Teachers Principal</i>	<i>11/1/2011</i>	<input type="checkbox"/>
<i>85% of students are successful at demonstrating proficiency on answering open response questions related to different literary genres</i>	<i>Students in grade 3 will practice open response questions monthly. Questions will be chosen based on the appropriateness to the current curriculum.</i>	<i>ELA coach teachers</i>	<i>10/31/2011 and continuing monthly</i>	<input type="checkbox"/>
	<i>Monthly open response questions will be scored at the week's grade level team by the teachers with the facilitation of the ELA coach and/or principal</i>	<i>Teachers ELA coach Principal</i>	<i>10/31/2011 and continuing monthly</i>	<input type="checkbox"/>
	<i>Data will be analyzed by the SILT with the help of the ELA Coach to determine Professional Development needs to best affect instruction in areas that show weakness.</i>	<i>ILT ELA coach Teachers Principal</i>	<i>10/31/2011 and continuing monthly</i>	<input type="checkbox"/>
<i>65% of K-2 students will meet their guided reading goals by the end of the year</i>	<i>All students in grades 1 and 2 will be assessed using BAS.</i>	<i>ELA coach, Teachers</i>	<i>9/30/11 and 6/30/11</i>	<input type="checkbox"/>
	<i>Kindergarteners will be assessed using BAS in June.</i>	<i>ELA Coach, Teachers</i>	<i>06/11</i>	<input type="checkbox"/>
<i>80% of parents can articulate that they understand the importance of early literacy skills and can identify a plan for assisting with this outside of school.</i>	<i>Parents are invited to the Eric Carle Picture This! Grant information night.</i>	<i>Principal ELA Coach</i>	<i>Sept. 15, 2011</i>	<input type="checkbox"/>
	<i>The importance of literacy is promoted at <u>ALL</u> after school events.</i>	<i>Principal ELA Coach</i>	<i>Ongoing</i>	<input type="checkbox"/>
	<i>A bilingual flyer is distributed to all parents/guardians highlighting the importance of early reading.</i>	<i>Principal Vice Principal</i>	<i>October 24, 2011</i>	<input type="checkbox"/>
	<i>The 25 Book Campaign/Celebration will highlight the importance of reading at home.</i>	<i>Principal, Vice Principal, Coaches SILT</i>	<i>Ongoing, Celebration on February 16, 2011.</i>	<input type="checkbox"/>

Strategic Objective #4: Focus on literacy

District Activities

- Measuring and monitoring student progress in literacy
- Improving achievement of students who struggle through the implementation and monitoring of interventions in literacy
- Identifying skills required for increasing student achievement in literacy and providing teachers with professional development and instructional coaching

School Non-Negotiables

- Identify struggling readers and schedule appropriate interventions with the most qualified literacy staff
- Administer assessments and analyze data to improve instruction to meet student needs
- Provide job-embedded coaching and professional development to improve the quality of literacy instruction

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>Interventions are in place, populated with appropriate students, designed for maximum achievement.</i>	Principal communicates purpose, process and timelines for submitting data.	Principal	8/29/11	X <input type="checkbox"/>
	Interventions developed as part of the master schedule for all middle school students.	LMS, SILT, Principal	8/26/11	X
	Student benchmarking data, MCAS scores and MAP scores are used to group students into Read 180, Systems 44, LLI and Soar to Success	ELA Coach	9/28/11	
	Read 180 / Systems 44 for grades 3-7 are initiated	ELA Coach	9/12/11	X
	LLI in grades 1-3 to be implemented by newly hired ELA Interventionist	ELA Coach	10/30/11	
	Soar to Success in grades 3-8 to be implemented by newly hired ELA Interventionist	ELA Coach	10/30/11	
<i>Assessments are completed in a timely, organized and verified manner.</i>	100% of assessments are administered by teachers/coaches	ELA Coach		
	ELA Coach to verify validity of data	ELA Coach		
	Data from the assessments are disseminated to grade level teams and SILT	ELA Coach		
	All benchmarking (excluding new students) for the upcoming school	ELA Coach	June 11	

	year are completed in the last quarter of the current school year			
<i>Intervention groups are monitored and adjusted as needed</i>	Intervention groups are redeveloped twice during school year based on progress monitoring and assessments.	ELA Coach	12/11, 3/12	<input type="checkbox"/>
	Grade level teams will review student progress and adjust instruction as needed.	PLCs, ELA Coach	Monthly	<input type="checkbox"/>
	Professional learning opportunities and coaching are provided on an as needed basis to provide support for struggling teachers.	ELA Coach	Monthly	<input type="checkbox"/>
<i>85% of teachers will demonstrate effective instructional practices as evidenced by walkthroughs.</i>	The SILT, with input from the ELA coach, determines best practices for ELA.	SILT, ELA Coach	Monthly	<input type="checkbox"/>
	50% of teachers have received best practice professional development in areas specified by SILT.	SILT, ELA Coach	Monthly PLC's	<input type="checkbox"/>
	100% of teachers have received best practice professional development in areas specified by SILT.	SILT, ELA Coach,	Monthly Staff Meetings	<input type="checkbox"/>
	The SILT, with input from the ELA coach, determines what next steps for professional learning are required to increase the effectiveness of our teachers. The data driven determinations will be based on ongoing formative assessments and the outcomes of PLC meetings.	ELA Coach, SILT		<input type="checkbox"/>
	Grade level teams review professional learning and, in accordance with student data, identify areas where professional learning could be developed to help their specific students	ELA Coach, PLCs		<input type="checkbox"/>
	PD on the common core curriculum to be provided to all teachers.	SILT, Coaches		
	All staff is trained in various comprehension strategies selected by the ELA coach (i.e., text to self, text to text, text to world connections, etc.)	ELA Coach, SILT	PLC's	
	Focus walks will be conducted to monitor standards-based classroom practices in literacy instruction, to	ELA Coach		<input type="checkbox"/>

	help guide instruction, PLC meetings and professional learning.			
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School Based Strategic Objective 5: Strengthen Student Performance in Math

School Strategic Objective: Meet mid- and end-of-year performance targets by combining excellent instruction in the Math Workshop (core curriculum) with effective interventions for struggling students.

Key School Activities

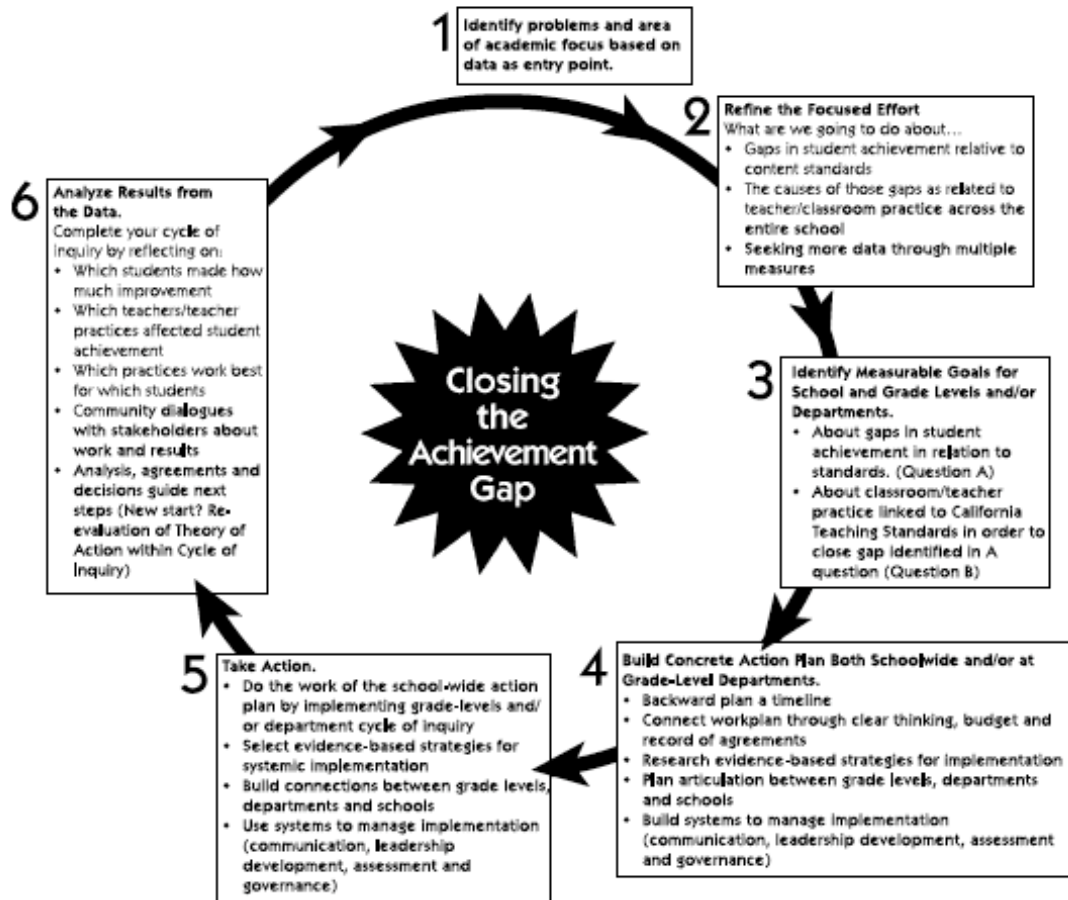
- Ongoing cycle of assessment, reflection, and adjustments to instruction results in continuous improvement in quality of teaching in learning in Math Workshop (core curriculum) in all Math classrooms
- Identify struggling readers and schedule appropriate interventions with the qualified Math staff
- Provide job-embedded coaching and professional development to improve the quality of Math instruction

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>Intervention plan is in place, interventions are initiated according to schedule, and intervention groups and strategies are revised/redeveloped over the course of the year based on ongoing assessment of student progress and needs.</i>	The cycle of inquiry for math— assessments, data review meetings according to established protocols including action planning, and ILT review—is identified under District/School Strategic Objective 2.	Principal, Math Coach, Teachers of Math	Per calendar (Math data review mtgs in Nov., Jan., March)	□
	Math data review meeting outcomes show that 100% of math teachers have analyzed key assessments (unit pre- & post-tests, Envisions & MAP, Assistsments, AVMR & ALEKS reports) to identify areas of strength & need in student performance and have related action plans to maximize student results.	Principal, Math Coach, Teachers of Math	Per calendar (Math data review mtgs in Nov., Jan., March)	□
	Intervention plan completed	Math Coach	8/30/11	X□
	Students prioritized for immediate intervention in grades 4-8 are identified	Math Coach	8/30/11	X
	Intervention in grades 6-8 (via Assistsments) initiated	Math Coach, 6-8 Math teachers	9/1/11	X
	Teachers who will be doing Math interventions are trained in Assistsments, ALEKS and AVMR	Math coach, Tom Wyse	9/15/11	□
	Math interventions initiated in grades 4-5 before school in ALEKS	Math Coach, Gr 4-5 Math teachers, math interventionist	10/1/11	
	Students prioritized for intervention in grades 1-4 are identified	Math Coach, Gr 1-4 teachers, math interventionist	9/15/11	X
	Math interventions initiated in grades 1-4	Math Coach, Gr 4 teachers, math interventionist	9/1/11	X
Continuous progress monitoring of progress in Math Workshop and Math interventions classes; intervention plan revisions & reassignments based on this	Math teachers (with support from Math coach) and math interventionists	Sept 2011-ongoing	□	

	monitoring			
<i>As a result of Math vertical meetings and individualized support by coach for high-priority teachers of math, principal walkthroughs and shared self-assessments reveal consistent utilization of high-quality instructional practices in 90% of Math classrooms by June 2012</i>	Math vertical meeting schedule completed	Math coach (with principal)	8/30/11	<input type="checkbox"/>
	Vertical meetings held according to schedule, grades 3-8 once a month, grades K-2 once every two months.	Math coach & teachers	9/11-ongoing	<input type="checkbox"/>
	Teachers prioritized for individualized support identified	Math coach (with Principal)	8/30/11	<input type="checkbox"/>
	Prioritized teachers receive targeted support (co-planning, modeling, observation & feedback) from coach	Math coach	9/11-ongoing	<input type="checkbox"/>

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Appendix A (BASRC's Cycle of Inquiry)



Appendix B: Assessment Calendar

2011-2012

September '11 Su M Tu W Th F Sa 4 X 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28	October '11 Su M Tu W Th F Sa 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	November '11 Su M Tu W Th F Sa 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 X X X 25 26 27 28 29 30
December '11 Su M Tu W Th F Sa 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 X 24 25 X X X X X 28	January '12 Su M Tu W Th F Sa 1 X 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	February '12 Su M Tu W Th F Sa 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 X X X X X 22 23 24 25 26 27 28 29
March '12 Su M Tu W Th F Sa 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31	April '12 Su M Tu W Th F Sa 1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 X X X X X 18 19 20 21 22 23 24 25 26 27 28 29 30	May '12 Su M Tu W Th F Sa 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 X 29 30 31
June '12 Su M Tu W Th F Sa 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30	Kindergarten Pre-Post K-8 Unit tests are due to the Math Director: Pre 9/9 Post 10/28, Pre 11/3 Post 11/22, Pre 11/30 Post 12/21, Pre 1/5 Post 1/27, Pre 2/1 Post 2/29, Pre 3/5 Post 3/30, Pre 4/5 Post 5/1, Pre 5/4 Post 5/25, Pre 5/30 post 6/13	

MCAS/MEPA

<https://www.doe.mass.edu/assessment/>
 K-12 School, K-12, State, PEP- Full Day

Oct. 14 Benchmark Assessments due to ELA Director
Oct. 14 (K-2) AVMR due to Math Director
Oct. 3-31 MEPA-O Window
Oct. 24-31 MEPA-R/W
Oct. 11-20 MAP Testing Reading & Math
Nov. 9 End-of-Year Assessment Grades 1-8
Nov. 9-16 MCAS Retest
Jan. 27 Benchmark Assessments due to ELA Director
Jan. 9-27 MAP Testing Reading & Math
Feb. 1&2 MCAS Biology Retest
Feb. 9 End-of-Year Assessment Grades 1-8
Feb. 2 (K-2) AVMR due to Math Director
Feb. 29-March 6 MCAS ELA & Math Retest
Feb. 13-March 16 MEPA-O Window
Feb. 27-March 16 MEPA-R/W
March 20-April 2 MCAS ELA
April 2 Deadline for submitting MCAS Alt.
May 7-22 MCAS Mathematics
May 7-22 MCAS Science gr. 5 & 7
TBD - Spring MAP Reading & Math
June 5 & 6 MCAS Science High School
June 7 (K-2) AVMR due to Math Director
June 7 (K) AVMR due to Math Director
June 8 End-of-Year Assessment Gr. K-1&2
June 8 Benchmark Assessments due to ELA Director

Math Director to send grades 1, 4, & 8 assessment dates separately
 ELA scores are posted 10/21 High School



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