



**Dr. Marcella R. Kelly Elementary 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	Completed
	Share model SIPs for guidance	Plan Ctte.	Early-August	Completed
	Review and analyze key school data	Principals	Mid-August	Completed
	Action plan and set school targets	Principals	Mid-August	Completed
	Provide core-message to use for communication	Plan Ctte.	August 22	Completed
	Complete DRAFT SIP: <ul style="list-style-type: none"> • Introduce to school staff • Submit to Assistant Superintendent 	Principals	August 29	Completed
September 2011 Implement	Provide feedback on DRAFT SIPs to Principals	Plan Ctte.	September 6	Completed
	Provide support to Principals on feedback	Plan Ctte.	Mid-Sept	Completed
	Submit FINAL SIP to Assistant Superintendent	Principals	September 16	Completed
	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	<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	Ongoing
	Share progress towards goals with key stakeholders	Principals	School year	Ongoing

Dr. Marcella R. Kelly Elementary School
School Improvement Plan
School Year 2011-2012
Created by: Jacqueline Glasheen
Interim Principal

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:

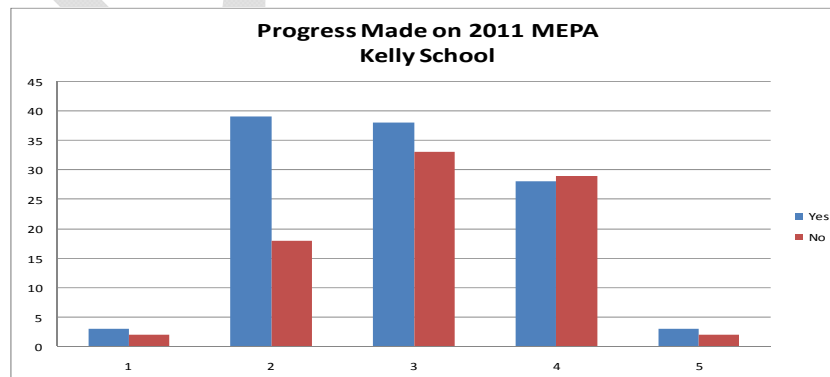
- SIP must address each strategic objective
- School improvement goals must be specific and measurable
- The more inclusion at the school level, the better
 - Involvement of School ILT is ideal
 - School ILT members include:
 - Principal
 - Coaches (2)
 - One representative each from Special Education team and ELL team
 - One representative each from K–2, 3–5, and 6–8
 - Representative from Guidance team
 - ‘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:

- The current assessment data shows a great need for improvement in both grades 3 and 5 in the subject areas of ELA and Mathematics. Our percentage of proficiency or above has dropped in both grade levels.
- Our current literacy instruction in grades K-2 and the monitoring of both the instruction of the core and the delivery of interventions needs to be data driven so as to provide the appropriate interventions to students in need.
- There has been an overall trend in increased CPI in grades 6-8 from 2008-2011.
- With the exception of grade 4 ELA, the CPI's in grades 3-5 were lower 2011 than they were in 2008. This suggests that there may be a need for a high level of focus on the elementary levels overall.

			2010-11	'09-'10	'08-'09	'07-'08
Grade 3	ELA	CPI	39.7	55.3	42.9	48.8
	Math	CPI	46.2	48.2	35.3	52.4
Grade 4	ELA	CPI	47.8	35.1	37.3	36.7
	Math	CPI	43.8	34.8	40.2	44.4
Grade 5	ELA	CPI	32.8	59.5	52.8	45.5
	Math	CPI	26.9	45.5	35.3	43.6

- This is supported by the 2011 SGP results: the SGP's for both ELA and Math for grades 4 and 5 are well below the state mean of 50 while the SGPs in grades 6-8 range from near the mean in grade 6 (50.5 and 49 for ELA and Math respectively) up to very high (86) in grade 8 math. It is for this reason we are focusing on grades 3 and 5 in both Math and ELA.
- When we look at the Spring 2011 MEPA test, it is clear that our level 2 ELL students are making progress at a higher rate than our level 3 and 4 students. Therefore we need to ensure our level 3 ELL students are receiving effective sheltered English immersion instruction.



School Theory of Action:**If**

- Kelly School develops new and effective teams for instructional leadership and use of data to drive instruction; and
- Kelly's leadership provides effective direction and meaningful feedback to its teachers in relation to their instructional work; and
- ELL programming is developed at Kelly according to HPS guidelines and Kelly's AMAO plan; and
- Kelly's educators use student learning data to guide their programming and instructional decisions; and
- Kelly's students are provided with interventions customized to their learning needs; and
- Kelly's educators are consistently provided with professional learning opportunities appropriate to their needs;

Then student achievement at Kelly School will increase in 2011-2012 as evidenced by reaching our improvement targets.

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Grade Level	Indicator		Latest	Historic		
			2010-11	'09-'10	'08-'09	'07-'08
Grades K-8	Student attendance		91.59%	91.9%	91.9%	91.9%
	Teacher attendance		N/A	N/A	N/A	N/A
	Disciplinary incidents		1204	1867	3059	1879
Kindergarten	% reading at grade level (level B/C)		39%	N/A	N/A	N/A
Grade 1	% reading at grade level (level I/J)		33%	N/A	N/A	N/A
Grade 2	% reading at grade level (level L/M)		47%	N/A	N/A	N/A
Grade 3	ELA	MCAS proficient and above	12%	19%	9%	8%
		SGP	N/A	N/A	N/A	N/A
		CPI	39.7	55.3	42.9	48.8
	Math	MCAS proficient and above	9%	18%	7%	24%
		SGP	N/A	N/A	N/A	N/A
		CPI	46.2	48.2	35.3	52.4
Grade 4	ELA	MCAS proficient and above	11%	2%	0%	6%
		SGP	32	28.0	31.0	15.0
		CPI	47.8	35.1	37.3	36.7
	Math	MCAS proficient and above	6%	2%	2%	14%
		SGP	29	40.0	38.0	33.0
		CPI	43.8	34.8	40.2	44.4
Grade 5	ELA	MCAS proficient and above	2%	16%	7%	8%
		SGP	27	46.5	54.0	42.0
		CPI	32.8	59.5	52.8	45.5
	Math	MCAS proficient and above	2%	16%	11%	8%
		SGP	31	59.5	35.0	59.0
		CPI	26.9	45.5	35.3	43.6
Sci.	MCAS proficient and above	6%	27%	13%	28%	
Grade 6	ELA	MCAS proficient and above	21%	15%	12%	21%
		SGP	50.5	53.5	42.0	47.0
		CPI	54.7	59.4	46.2	50.6
	Math	MCAS proficient and above	17%	31%	6%	4%
		SGP	49	70.5	32.5	41.0
		CPI	48.4	62.0	37.3	37.2
Grade 7	ELA	MCAS proficient and above	41%	24%	11%	21%
		SGP	76.5	58.0	44.0	50.0
		CPI	77.5	65.3	61.1	64.0
	Math	MCAS proficient and above	14%	8%	2%	0%
		SGP	67.5	62.5	37.0	38.0
		CPI	50.5	47.9	35.6	26.7
Grade 8	ELA	MCAS proficient and above	42%	38%	36%	22%
		SGP	62	67.5	48.0	56.0
		CPI	73	70.5	72.0	62.2
	Math	MCAS proficient and above	24%	11%	8%	10%
		SGP	86	88.5	73.5	79.0
		CPI	56.1	50.9	40.0	42.1
Sci.	MCAS proficient and above	2%	2%	0%	2%	

Performance Targets

District Performance Targets (based on 2010 data):

- 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%
 - 10th grade MCAS proficiency will increase to 60% from 53%
- 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%
 - 10th grade MCAS proficiency will increase to 60% from 53%

School performance targets (annual outcomes)

- ELA CPI will increase to 70 from 54.3 by the end of SY2011-12
 - Kindergarten students reading on grade level (B/C) will increase to 49% from 39%
 - 1st graders reading on grade level (I or J) will increase to 43% from 33%
 - 2nd graders reading on grade level (L or M) will increase to 57% from 47%
 - 3rd grade MCAS proficiency will increase to 25% from 12%
 - 4th grade MCAS proficiency will increase to 25% from 11%
 - 5th grade MCAS proficiency will increase to 25% from 2%
 - 6th grade MCAS proficiency will increase to 31% from 21%
 - 7th grade MCAS proficiency will increase to 50% from 41%
 - 8th grade MCAS proficiency will increase to 50% from 42%
- Math CPI will increase to 65 from 45.2 by the end of SY2011-12
 - 1st graders will increase their math proficiency by 60% from the fall of 2011 to the spring of 2012 based on the Envisions assessment.

- 2nd graders will increase their math proficiency by 60% from the fall of 2011 to the spring of 2012 based on the Envisions assessment
- 3rd grade MCAS proficiency will increase to 20% from 9%
- 4th grade MCAS proficiency will increase to 20% from 6%
- 5th grade MCAS proficiency will increase to 16% from 2%
- 6th grade MCAS proficiency will increase to 31% from 17%
- 7th grade MCAS proficiency will increase to 25% from 14%
- 8th grade MCAS proficiency will increase to 35% from 24%
- MEPA scores for ELL students will increase by one level by the end of SY 2011-12
 - 62% of students K-8 who participate in the MEPA will make progress as defined by the Massachusetts Department of Elementary and Secondary Education guidelines.
 - 39% of ELL students will attain proficiency on the MEPA as defined by the Massachusetts Department of Elementary and Secondary Education guidelines.

School performance targets (short term outcomes)

Math short term targets:

- Math MAP scores will increase by 10 points from the fall of 2011 to the winter of 2012 in grades 3-8

ELA short term targets:

- ELA MAP scores will increase by 10 points from the fall of 2011 to the winter of 2012 in grades 3-8
- Kindergarten students will have 100% proficiency of upper and lower case letters by Dec. 2011
- First grade students will be 100% proficient in the Fountas and Pinnell Level 1 high frequency word list by Dec. 22, 2011
- Second grade students will be 100% proficient in the Fountas and Pinnell Level 2 high frequency word list by Dec. 22, 2011

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-Negotiables

- Build an instructional leadership team
- Build a common understanding of what is effective instruction
- Use data and inquiry to identify student needs and improve 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>	<i>School ILT is formed</i>	<i>Principal</i>	<i>9/15/11</i>	Completed
	<i>SILT mandate and meeting schedule is established</i>	<i>Principal</i>	<i>9/15/11</i>	Completed
	<i>Agenda development process is decided</i>	<i>Principal</i>	<i>9/15/11</i>	Completed
	<i>First meeting has been held</i>	<i>Principal</i>	<i>9/15/11</i>	Completed
<i>ILT makes informed instruction decisions based on data provided by Data Team and classroom visits/walkthroughs</i>	<i>Principal does 12 walkthroughs a month using district walkthrough tool:</i> <ul style="list-style-type: none"> • <i>Provides immediate feedback to teachers</i> • <i>Presents findings to ILT for review</i> 	<i>ILT Principal</i>	<i>First 12 done by: 10-18-2011 Monthly thereafter</i>	Ongoing
	<i>Academic objectives for students and staff are clear and concise across school community through evidence on walkthroughs, and review of teacher lesson plans. Professional development and coaching opportunities will support teachers in this initiative.</i>	<i>ILT chair/ Principal</i>	<i>6/1/12</i>	□
<i>The school leadership will develop and implement ELD and ELL programming according to District guidelines and Kelly's AMAO plan.</i>	<i>Institute 2.5 hour ELD classes for all Level 1 and Level 2 ELLs in grades 1-8 (AMAO)</i>	<i>Principal</i>	<i>8/31/11</i>	Completed
	<i>Provide Category 2 training for Kelly teachers who have not yet completed the course. (AMAO)</i>	<i>Principal</i>	<i>5/31/12</i>	□
	<i>Pilot walkthrough tool with remaining staff during Category 2 training that focuses on good SEI practices.</i>	<i>Principal/ELL coach</i>	<i>5/31/12</i>	□
	<i>Provide ELL coaching opportunities to staff through individual coaching opportunities, grade level team meetings, and professional learning communities, based on teacher need.</i>	<i>Principal/ELL coach</i>	<i>5/31/12</i>	Ongoing

<i>Provide teaching staff with meaningful observations that reflect specific areas where instruction needs to be improved and examples of how to do that.</i>	<i>All teachers currently in an evaluation year and those new teachers who do not hold professional status will be observed twice within the school year.</i>	<i>Principal/Asst. Principal</i>	<i>3/31/12</i>	<i>Ongoing</i>
	<i>All teachers receive a post conference regarding their observation.</i>	<i>Principal/Asst. Principal</i>	<i>3/31/12</i>	<i>Ongoing</i>
	<i>School Instructional Leadership Team will facilitate professional development opportunities to staff based on data generated on walkthroughs, observations, and lesson plan review.</i>	<i>Principal/SILT</i>	<i>6/2012</i>	<input type="checkbox"/>

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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 Mathematics assessments and use data templates to submit assessment data to data warehouse

Evidence of Change	Activity	Person(s) Responsible	Target Date	Complete ?
<i>School based Data Team will provide the ILT and school community as a whole data analysis that will be the core to driving instructional practices.</i>	<i>School Data Team is formed</i>	<i>Principal/Data Chair</i>	<i>9/30/11</i>	Completed
	<i>Data Team mandate and meeting schedule is established</i>	<i>Principal/Data Chair</i>	<i>9/30/11</i>	Completed
	<i>Agenda development process is decided</i>	<i>Data Chair</i>	<i>9/30/11</i>	Completed
	<i>First meeting has been held</i>	<i>Principal/Data Chair</i>	<i>9/30/11</i>	Completed
<i>Data Analysis will be collected and disseminated to appropriate school and district leadership.</i>	<i>The districts data gathering tool will be customized for use by Kelly School for both ELA and Math data dissemination</i>	<i>Data Team</i>	<i>10/15/11</i>	<input type="checkbox"/>
	<i>Collect data from previous assessments (spring MCAS, fall MAP, spring/fall benchmarks, AVMR, Envisions) and enter them into new Data Tool.</i>	<i>Data Team</i>	<i>10/31/2011</i>	<input type="checkbox"/>
<i>End of year targets, short term targets, and district targets are clearly articulated to staff for ELA, ELL, and Math.</i>	<i>Share end of year targets with staff (Vision of where we are going/what is our target.)</i>	<i>Principal</i>	<i>8/29/11</i>	Completed
	<i>Share short term target with staff</i>	<i>Principal</i>	<i>9/23/2011</i>	Completed
	<i>Vehicle for transitioning information from the Data Team to the ILT / school will be provided by the District and adapted to fit the needs of Kelly School.</i>	<i>Data Chair/Principal</i>	<i>10/31/11</i>	<input type="checkbox"/>
	<i>Data Team uses SIP, DIP, and school based data analysis to provide data to ILT and staff on a quarterly basis.</i>	<i>Data Team</i>	<i>11/10/11</i>	<input type="checkbox"/>

	<i>Data provided to the ILT and staff will directly affect the professional development offered through grade level teams, professional learning communities, and coaching sessions to improve instruction within the school community.</i>	<i>Data Team /ILT/Principal/ Coaches</i>	<i>6/2012</i>	<input type="checkbox"/>
<i>70% of teachers are using data to drive instructional practice and make revisions to student learning</i>	<i>Assessment data will be disseminated to staff for review.</i>	<i>Data Team Principal Coaches</i>	<i>Nov 2011 Jan 2012 April 2012 June 2012</i>	
	<i>Teachers will use assessment data to improve instructional practice and address student needs</i>	<i>Teachers</i>	<i>ongoing</i>	
	<i>Instructional practices based on data will be monitored to ensure effectiveness. (Are students making progress?)</i>	<i>Principal ILT Coaches</i>	<i>ongoing</i>	

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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 are consistently developing and implementing instructional plans based on effective early literacy practices .</i>	<i>ELA lesson plans are collected bi-weekly by the principal.</i>	<i>Principal</i>	<i>Beginning 10-24-11</i>	<input type="checkbox"/>
	<i>10 ELA walkthroughs will occur each month with a focus on the planning and implementation of effective early literacy practices. (This area of focus will be added to the district walkthrough tool)</i>	<i>Principal ELA coach ILT</i>	<i>Beginning Nov. 2011</i>	<input type="checkbox"/>
	<i>Professional development will be provided to address needs gathered from literacy walkthroughs and lesson plan review.</i>	<i>Principal ELA Coach ILT</i>	<i>Ongoing through 6-2011</i>	<input type="checkbox"/>
<i>70% of students in kindergarten and first grade will improve their instructional reading levels by 3 letters.</i>	<i>Kindergarten students will have 100% proficiency of upper and lower case letters.</i>	<i>Teachers ELA Coach</i>	<i>Dec 22, 2011</i>	
	<i>Kindergarten student s will be 100% proficient in the Fountas and Pinnell Level 1 high frequency words list.</i>	<i>Teachers ELA Coach</i>	<i>June 2012</i>	
	<i>First grade student s will be 100% proficient in the Fountas and Pinnell Level 1 high frequency words list.</i>	<i>Teachers ELA Coach</i>	<i>Dec 22, 2011</i>	

	<i>First grade student s will be 100% proficient in the Fountas and Pinnell Level 2 high frequency words list.</i>	<i>Teachers ELA Coach</i>	<i>June 2012</i>	
<i>Data is analyzed to determine the literacy needs of students in grades K-3 and these needs are met according to the Three Tiers of Instruction</i>	<i>ELA coach assists teachers in reviewing quarterly, student progress and adjusts flexible groupings to best meet student needs.</i>	<i>ELA coach, teachers</i>	<i>Begin 11-2011</i>	<input type="checkbox"/>
	<i>Students are prioritized into Tier 1, Tier 2, and Tier 3 categories based on fall 2011 assessment. (Benchmark).</i>	<i>ELA coach Teachers Principal</i>	<i>10-11-2011</i>	Completed
	<i>Students and staff are assigned appropriate interventions (to instruct and receive)</i>	<i>Principal ELA coach</i>	<i>10-11-2011</i>	Completed
	<i>Interventions begin in grades 1-3 based on student need.</i>	<i>ELA coach Teachers Principal</i>	<i>10-11-2011</i>	Completed
	<i>Monitoring of student performance and identifying program adjustments in regards to services will occur on a 10 week basis by the ELA coach and grade level teams using a ELA data spreadsheet as a guide.</i>	<i>ILT ELA coach Principal</i>	<i>Nov 2011 Jan 2012 April 2012 June 2012</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>Monthly open response prompts will be given to students in grades 2 and 3 using MCAS similar questions addressing different literary genres.</i>	<i>ELA coach teachers</i>	<i>Beginning Nov. 1-2011 and continuing the first week of each month</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>Beginning Nov. 1-2011 and continuing the first week of each month</i>	<input type="checkbox"/>
	<i>Strategic instruction will be planned by the ELA coach and ILT after reviewing the month's open response data.</i>	<i>ILT ELA coach Teachers Principal</i>	<i>Monthly beginning Nov. 1, 2011</i>	<input type="checkbox"/>
<i>80% of parents 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 will be given their child's independent reading level and a list of 5books found in our library that would be appropriate for their students to be reading at home.</i>	<i>Teachers Parents</i>	<i>2 times a year Nov. Conference April Conferences</i>	<input type="checkbox"/>
	<i>Kelly School will open the school library from 6-8 monthly for student and family use. Librarian will be present to check books out.</i>	<i>Principal Librarian</i>	<i>Monthly beginning Nov. 2011</i>	<input type="checkbox"/>
	<i>The parent resource center located at Kelly School will be available for use by parents. This room will give parents access to information regarding working with their child at home and how they can assist in increasing their child's literacy development.</i>	<i>Family Liaison, ELA coach</i>	<i>Sept. 30, 2011</i>	Completed

Strategic Objective #4: Focus on literacy: Grades 4-8

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>Focus Walks are conducted to monitor effective core instruction is in place with a focus on literacy across the content areas.</i>	<i>Focus walks conducted in all content areas to provide baseline data in October and to monitor ongoing instructional practice.</i>	<i>Principal Teacher Coach</i>	<i>First 12 done by: 10-18-2011 Monthly thereafter</i>	Ongoing
	<i>Differentiated instruction is evident in the classrooms; and this differentiated instruction is based on documented student need</i>	<i>Principal Teacher Coach</i>	6-2012	<input type="checkbox"/>
	<i>Professional development opportunities offered to staff related to findings from walk throughs that address the areas of instruction that are in need of strengthening.</i>	<i>Principal Teacher Coach</i>	Ongoing	<input type="checkbox"/>
<i>Intervention Plan is in place and all interventions are initiated by October 3, 2011 with a focus on literacy.</i>	<i>Students are prioritized into Tier 1, Tier 2 and Tier 3 categories based on fall 2011 assessments. (Benchmark, spring 2011 MAP and Spring 2011 MCAS)</i>	<i>ELA coach Math coach</i>	10-11-2011	Completed
	<i>Students and staff are assigned appropriated interventions (to instruct and receive)</i>	<i>Principal ELA coach</i>	10-11-2011	Completed
	<i>Interventions begin in grades 4-8 based on student need.</i>	<i>ELA and Math Coaches Principal</i>	10/11/11	Completed
	<i>Monitoring of student performance and identifying program adjustments in regards to intervention services will occur on a 10 week basis by coaches using a progress monitoring tool.</i>	<i>ILT Coaches Principal</i>	<i>Nov 2011 Jan 2012 April 2012 June 2012</i>	<input type="checkbox"/>
<i>Professional Development on best practice literacy instruction has been delivered to teachers of ELA</i>	<i>Coach provides PLC during grade level teams and monthly vertical team meetings (after school).</i>	<i>ELA coach</i>	June 2012	<input type="checkbox"/>

