

Goal	Implementation	Timeline	Monitoring	Assessment
------	----------------	----------	------------	------------

<p><b>INSTRUCTION-Academic</b></p> <p><b>Goal 1 :</b>  <b>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at higher levels.</b></p>	<p><u>ELA:</u>  Design highly engaging integrated units of study in writing (focus on genre, use SF scope/sequence as a guide)</p> <p>Professional Book Groups for teachers using recommended texts: focus on writing</p> <p><u>MATHEMATICS</u>  Utilize new model for mathematics specialists to increase differentiation across classrooms at each grade level</p> <p>Pilot differentiated math groupings across grade levels (Grades 3, 4, 5)</p>	<p>Plan scope and sequence of teaching genres of writing-Sept. 30<sup>th</sup>, during PLC meetings</p> <p>Meet with "PLC Leadership Team": Sept. 14 to create an Action Plan Template (subsequently, meet bi-weekly or monthly, TBD)</p> <p>Administer school wide writing assessment Week of: 10/4, 2/14, spring (TBD)</p> <p>Score school wide writing assessments: (Principal Afternoon) 10/14, 3/3, spring (TBD)</p> <p>Discuss writing assessment results (in grade level teams): discuss trends, determine interventions, create focused lessons specific to results of writing assessment, create grade level/individual action plan (Faculty Meetings): 10/18, 3/7, spring (TBD)</p> <p>Conduct "Literacy Team Meetings": (Monthly: Sept-June, Draft writing assessment prompts with Literacy Team (9/21)</p> <p>Share school wide writing assessment prompts with staff (Principal Afternoon 9/30)</p> <p>Utilize meeting time for planning of effective practices: Principal Afternoons: 11/18, 1/31, Faculty Meeting: 4/11</p> <p>Re-evaluate scope and sequence of writing (Principal Afternoon 5/5)</p> <p>Book Group Meetings as part of PLC team work (focus: writing): Faculty Meetings: 11/8, 11/29, 12/13, 1/10, 2/14, 3/21, 5/2, 6/6</p> <p>Book Title Samples: <u>Craft Lessons K-8, Non-Fiction Craft Lessons K-8</u> (JoAnn Portalupi and Ralph Fletcher), <u>When Students Write DVD</u> (JoAnn Portalupi and Ralph Fletcher), <u>Writing Matters in Every Classroom</u> (Angela Perry), <u>Scaffolding Young Writers</u> (John J Dorn and Carla Soffos)</p> <p>Development funds requested</p>	<p>Review action plan template for PLC teams (Purpose: record goals, specify work accomplished, create assessments, record student data, create differentiated lessons)</p> <p>Implement school wide writing assessment 3 x year</p> <p>Participate in PLC meetings (Principal/Assistant Principal)</p> <p>Review writing assessment rubrics</p> <p>Review PLC meeting notes, staff discussion/reflection at faculty and principal meetings, implementation of strategies visible during informal classroom visits and formal observations</p> <p>Use part of Faculty Meetings to share effective differentiation structures</p> <p>Classroom visitation by Principal and Assistant Principal.</p> <p>Review EDM assessments during PLC time and team meetings</p> <p>Share lesson plan templates and activities used</p>	<p>Review student growth determined by school wide writing assessments, compare to previous year</p> <p>Review Action Plans: determine what interventions were successful and why</p> <p>Score in-class writing using rubric created for school wide assessments (keep in student folders to show growth), revise rubrics as necessary to align to Lexington and state standards</p> <p>Collect writing pieces as exemplars to be used in class lessons (across grade levels)</p> <p>Review MCAS Long Composition and Open Response data</p> <p>Evaluate scope and sequence of writing topics (5/5)</p> <p>Implementation of teaching strategies in the classroom improved DRA scores, math unit test scores, writing assessment rubrics</p> <p>Implement increased use of formative assessments to guide instruction and unit differentiation</p>
--	--	---	---	--

<b>INSTRUCTION- Social/ Emotional Goal 2:</b> <i>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve.</i>	Access DESE website for implementation steps of new Bullying Prevention Legislation	Monthly check-in on initiatives (school wide) Sept.-June	Review BAT forms, BAT meetings: review interventions	Review classroom observation data to determine if a decrease in issues/concerns are present
	Develop Bullying Prevention Plan with School Site Based Council	Sept.-December	Review observation device data	Review observation device data to determine if interventions are working
	Continue to train SSPs, IAs, and KAs in Open Circle curriculum	October	Review guidance/psychologist recording forms	Review BESS Screening Assessment and post assessment to determine success of interventions
	Focus "Morning Meetings" on social/emotional topics	Bi-Weekly	Conduct weekly meetings with Guidance Counselor and AP	Review SPED referral data to determine if there is a decrease in referrals for behavior following BAT interventions
	Finalize draft of Bridge School Behavior Guidelines, Tiers of Intervention	Sept- June (Share draft with principals, district wide behavior committee)	Review monthly, Incident log of behaviors	Review feedback from students and parents regarding bullying prevention and supports
	Continue to work with district wide committee to determine Tiers of Interventions, service delivery	Monthly		
	Train staff on observation devices (when available)	December?		
	Pilot the BESS Screening tool (when available)	Sept-June, weekly (Fridays at 2:00)		
	Continue weekly BAT meetings: determine interventions (create specific forms to record data)	Sept-December		
	Create guidance and psychologist tracking forms	Sept-June (weekly)		
	Meet with Guidance Counselor and AP to discuss specific students	Sept.-June (weekly)		
	Meet with SPED staff and ETS to discuss cases	Sept.-June, monthly		
	Continue Open Circle Sustainability Team	Monthly		
	Continue the School Wide Open Circle Fair	Nov. As needed		

Draft 9/23/2010