

Southlawn School Based Plan 2009-2010
District Focus Area: Learning and Achievement

Goal #1: Student performance levels in reading and writing will increase as follows:

Kindergarten, 1st Grade, 2nd Grade, and 3rd Grade writing assessments: 90% of the students will achieve a 3 or 4.

Kindergarten students performing at or above grade level on the Houghton Mifflin Assessment will be 90 %.

Kindergarten students will increase their mean score on the end of year DSA by 20 points.

Grade 1 students performing at or above grade level on the Houghton Mifflin Assessment will be 90%.

Grade 1 students will increase their mean score on the end of year DSA by 20 points.

Grade 2 mean percentile on the TerraNova Reading assessment will increase to 100%ile, with 40% meeting standard and 60% mastery in the fall of grade 3.

Grade 2 mean percentile on the TerraNova Language assessment will increase to 100%ile, with 40% meeting standard and 60% mastery in the fall of grade 3.

Grade 2 students will increase their mean score on the end of year DSA by 18 points.

Grade 3 students scoring a 3 or 4 on the NYS ELA assessment will be 100% with 50% achieving mastery.

Grade 3 mean percentile on the TerraNova Reading assessment will increase to 100%ile, with 40% meeting standard and 60% mastery in the fall of grade 4.

Grade 3 mean percentile on the TerraNova Language assessment will increase to 100%ile, with 40% meeting standard and 60% mastery in the fall of grade 4 .

Grade 3 students will increase their mean score on the end of year DSA by 15 points.

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored /reported?	What is the time frame?
1. Working with the existing database on standardized tests and assessments, the Southlawn School Committee will: a.) Revise benchmarks of students' academic performance standards to serve as goals for the school. b.) Analyze data to identify cognitive strategies for grade level and school-wide initiatives to improve student performance.	1. a.) School Based Planning Team meeting b.) Ongoing team and principal-teacher meetings	1. Standardized tests and assessments	1. Report to School Based Planning Team(SBPT); Southlawn team, principal-teacher meetings, use of grade level class profile and cumulative student progress form	1. Summer 2009, ongoing analysis

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<p>To increase mastery in reading the faculty and staff will:</p> <p>2. Utilize the Houghton-Mifflin reading series continuing to focus on all five components of reading: phonemic awareness, phonics, vocabulary, fluency and comprehension that will include strategic instruction in the comprehension dynamic processes and strategies such as:</p> <ul style="list-style-type: none"> • Word Identification • Synthesize • Activate prior knowledge • Predict/ infer • Clarify/monitor • Evaluate • Make connections • Question • Summarize • Analyze • Self-monitor • Text structure/ features • Discourse • Vocabulary Development • Discovering hidden issues • Developing Justifiable interpretations • Close reading of dense text 	<p>2. All teachers will attend district staff development regarding reading instruction and full implementation of the five components of reading. Teachers will spend time planning reading instruction and reviewing student work at team meetings, Early Release staff development, and collegial grade level planning to monitor effective use of strategies and transfer of past learning to novel situations. Grade level teams will meet to plan for the implementation of resources, share exemplary lessons, and review student progress through reading conference logs, theme assessments, reading response journals, etc.</p> <p>Teachers will utilize reading conferences focusing on targeted goals and specific feedback.</p>	<p>2. Student work and sample lessons including but not limited to the reading response journals, reading conference logs, the Houghton Mifflin theme assessments, synthesis and embedded prompts</p>	<p>2. Student work and theme assessment results shared at SBPT meetings, student progress reviews</p>	<p>2. November 2009 and May 2010</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<ul style="list-style-type: none"> • Continuous integration and application of word study features <p>3. Increasing understanding with the universal themes to enhance comprehension lessons linked to the Houghton-Mifflin reading series.</p>	<p>Teachers will monitor individual student growth and use the gradual release model to move students to independence. Teachers will utilize the resources from Summer ELA Lab including HM Assessments and individual student folders to analyze student data and plan/adjust future instruction. Teachers will continue to place additional emphasis on student's self-monitoring and fluency strategies. Teachers will create opportunities for student discourse to deepen thinking with high level questioning requiring critical thinking in order to synthesize and interpret information through student-self-questioning strategies with additional focus on character traits and vocabulary development.</p> <p>3. Development of essential questions and connections tied to the classroom reading opportunities, reading response journals, and synthesis prompts to enhance comprehension and transfer.</p>	<p>3. Student work that shows evidence of synthesis in student performance on synthesis prompts and reading response journals, HM theme tests</p>	<p>3. Student responses to literature and synthesis prompts shared at team and school based planning.</p>	<p>3. November 2009 and May 2010</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
4. Provide targeted skill instruction through Readers' Workshop based on individual student goals.	4. Use strategic flexible heterogeneous and homogeneous groupings to provide targeted, differentiated instruction in the five components of reading, and writing extensions in guided groups. Develop mini-lessons based on ongoing analysis of student work and conduct conferences to target student needs.	4. Student progress in developing reading strategies as measured by record of mini-lessons and conferences individualized reading assessments, as well as the Integrated Theme Tests and the end-of-the year assessments and reading response journals	4. Teachers to assess student progress approximately once every ten weeks; standardized assessment information provided at the end of the year. Chapter I reviews, student progress reviews, reading conference logs and reading response journals, HM theme tests	4. Ongoing
5. Utilize Reading Response Journals and conference logs as an instructional tool.	5. Create a variety of reading responses including more extended responses that show an increased focus on synthesis, evaluation, justifiable interpretations, identifying hidden issues, Teacher feedback to student and documented on logs is to be descriptive and targeted to individual student needs.	5. Reading Response Journals and conference logs	5. Journals to be shared at SBPT, teacher-principal/supervisor meetings, and Chapter I reviews.	5. November 2009 and May 2010
6. Increase independence and accountability in reading (both informational and narrative text) at home and at school by building in classroom opportunities to incorporate reading and writing done at home.	6. School-wide and district initiatives for recording how independent reading at home will be incorporated and monitored. Create lessons that build upon home opportunities in reading and writing.	6. Creation of grade level vehicles to monitor and document independent reading at home and school	6. Reports at grade level team meetings and principal/supervisor-teacher meetings	6. Ongoing

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<p>To increase mastery in writing the faculty and staff will:</p> <p>7. Implement district writing schedule in Writers' Workshop and offer writing opportunities that extend beyond the writing schedule.</p>	<p>7. Establish rituals and routines. Develop/revise variety of prompts requiring critical thinking and create mini-lessons based on ongoing analysis of individual student needs. Utilize professional, teacher and student models and exemplars.</p>	<p>7. Sample lessons and student work found in student sourcebooks, reading response journals, and working writing folder pieces. Record of mini-lessons and conference logs.</p>	<p>7. Student writing samples and record of mini-lessons shared at team, principal/supervisor-teacher meetings and School Based Planning Team.</p>	<p>7. January 2010</p>
<p>8. Utilize district rubric to increase understanding of the attributes of quality writing and to provide targeted/specific feedback to students.</p>	<p>8. Distribute and utilize a district rubric to all staff and students emphasizing mastery level. Give students multiple opportunities to self-assess using the district rubric. Utilize professional, teacher, and student models in instruction with a focus on the mechanics rubric in addition to the content rubric.</p>	<p>8. Examples of student use and understanding of rubric language, conference logs</p>	<p>8. Reports to School Based Planning Team and principal/supervisor-teacher meetings.</p>	<p>8. January and June 2010</p>
<p>9. All students will receive direct writing instruction as defined by the district's writing outcomes. Increased emphasis on:</p>	<p>9. All teachers will attend district staff development regarding writing instruction/writing outcomes. Grade level and Early release</p>	<p>9. Teachers will collect samples of student work in each genre, along with the appropriate rubric score analysis, student work in</p>	<p>9. Reviews of student work will be done at Early Release day sessions, principal/teacher meetings and shared at SBPT meetings.</p>	<p>9. January and June 2010</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<ul style="list-style-type: none"> • Text-based details • Incorporating hidden issues • Synthesizing multiple texts • restating questions • general/gist statement • establishing and maintaining a controlling idea • relevant details • insightful interpretation • voice • making connections • insightful conclusions that extend beyond the task • organization • transitions • elaboration • planning • use of context clues • vocabulary development • character traits as they relate to theme <p>10. Utilize student sourcebook and conference logs as an instructional tool.</p>	<p>Release time will be spent planning writing instruction and reviewing student work to show evidence of students thinking critically and responding to rigorous tasks and transferring writing skills to work beyond the writing schedule. Resources from the summer ELA lab will be utilized including individual student folders. Use of professional, teacher, and student models to enhance instruction.</p> <p>10. Create a variety of writing responses focusing on application of mini-lessons, have-a-go, ideas for writing and applications to discovery drafts.</p> <p>Allow for multiple writing opportunities in each genre Teacher feedback to be descriptive and targeted to individual student needs.</p>	<p>reader’s response journals, sourcebooks, social studies writing folder (grade 3), conference logs</p> <p>10. Student sourcebook entries and conference logs</p>	<p>10. Sourcebooks and conference logs to be shared at school based planning, teacher-principal/supervisor, and Chapter I reviews, student progress reviews</p>	<p>10. January and June 2010</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<p>11. Utilize all aspects of conferencing: feedback, compliment, teaching point, next steps, and incorporating the use of models to improve student writing proficiency.</p>	<p>11. Teachers will continue to improve quality of teacher to student conferencing and record keeping.</p>	<p>11. Conference logs and student work</p>	<p>11. Student writing samples and record of conferences shared at team, principal/supervisor-teacher meetings and School Based Planning Team</p>	<p>11. January and June 2010; Ongoing</p>
<p>12. Increase student understanding of word study strategies through the use of structural analysis, development of generalizations, and independent application of the features in reading and writing.</p>	<p>12. Collegial planning at team and grade level meetings. Teachers will have students identify word study features in their writing and reading. Teachers will require students to look for patterns and develop generalizations in order to enhance transfer of features into student's reading and writing. Teachers will increase explicit instruction related to the connection between decoding and vocabulary development and writing and development of generalizations</p>	<p>12. Reading inventories, word study profiles, and writing samples</p> <p>Lessons, instructional materials and resulting student work that shows independent application of word study features in both reading and writing</p>	<p>12. Reports at team, SBPT and principal/supervisor-teacher discussions</p>	<p>12. October 2009; Ongoing</p>
<p>13. Emphasize the integration and transfer of the ELA standards and thinking that reflects inquiry with the science and social studies outcomes in order to deepen understanding.</p>	<p>13. Grade level team planning, ongoing collegial discussions and staff development opportunities Exposure to writing experiences that build understanding of science and social studies concepts</p>	<p>13. Examination of student work in science and social studies</p>	<p>13. Reports at team, SBPT and principal/supervisor-teacher discussions and sharing of student work</p>	<p>13. March 2010</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<p>14. The Southlawn staff will continue to increase repertoires of successful instructional practices in order to meet the needs of diverse learners in the classroom.</p>	<p>14. Teachers will continually review student performance data and target instruction to meet the needs of individual students. Teachers will plan and deliver lessons that include differentiation of instruction to meet the needs of all learners.</p>	<p>14. Differentiated lessons, student work and conference logs</p>	<p>14. Student progress will be monitored through PPS, Chapter I reviews, and principal/supervisor - teacher discussions, student progress reviews</p>	<p>14. Ongoing</p>
<p>15. Increased use of purposeful heterogeneous and homogenous groupings during differentiated writing instruction.</p>	<p>15. Teachers will create and revise groupings based on continuous data to aid students in developing writing skills.</p> <p>Reviews will occur throughout the year to monitor student progress in class and in Chapter services and teachers will communicate this progress with students' parents.</p>	<p>15. Conference logs, reading response journals, sourcebooks, checkpoint data</p> <p>Extended learning profiles, Chapter 1 student profiles and ongoing diagnostic analysis</p>	<p>15. Student progress will be monitored through PPS, Chapter I reviews, and principal/supervisor - teacher discussions, student progress reviews</p> <p>Changes to Chapter schedules based on increase in student independence and performance</p> <p>Letters to parents informing of progress</p>	<p>15. Ongoing</p>

Southlawn School Based Plan 2009-2010

District Focus Area: Learning and Achievement

Goal #2: *Student performance levels in mathematics will increase as follows:*
Kindergarten Math Assessment: the average student score will be 93%
1st Grade Math Assessment: the average student score will be 93%
2nd Grade Math Assessment: the average student score will be 97%
Grade 2 mean percentile on the TerraNova Math assessment will increase to 100%ile with 40% meeting standard and 60% mastery
Grade 3 students scoring a 3 or 4 on the NYS Math assessment will be 100% with 65% achieving mastery
Grade 3 mean percentile on the TerraNova Math assessment will increase to 100%ile with 35% meeting standard and 65% mastery

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<p>1. Working with the existing database on standardized tests and assessments, the Southlawn School Committee will:</p> <p>a.) Revise benchmarks of students' academic performance standards to serve as goals for the school</p> <p>b.) Analyze data to identify cognitive strategies for grade level and school-wide initiatives and use assessment guided instruction to improve student performance.</p>	<p>1.</p> <p>a.) Summer School Based Planning Team meeting</p> <p>b.) Ongoing team and principal-teacher meetings</p> <p>Teachers will utilize resources from summer Math Lab</p>	<p>1. Standardized tests and assessments</p>	<p>1. Report to Southlawn Team, School Based Planning Team; principal-teacher meetings</p>	<p>1. Summer 2009; ongoing</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<p>2. Students will continue to be engaged in discovering and applying appropriate problem solving strategies to novel situations.</p> <p>3. Students will communicate their mathematical reasoning through discourse and in concise writing.</p> <p>4. Teachers will continue to utilize MTB as a primary resource in order to reach the state standard and all district math outcomes.</p>	<p>2. Teachers will utilize Team Meetings, Early Release time and Grade Level Meetings to review student work and share instructional strategies related to selecting an appropriate strategy, checking for the reasonableness of an answer, having students independently create visuals, create diagrams, and solving multi-step problems, utilizing questioning to deepen understanding. Teachers will continue to utilize math writing journals, DPP's and the common assessments to allow students to display understanding in multiple ways.</p> <p>3. Teachers will utilize Early Release time, Grade Level and Team Meetings to assess student work, share instructional strategies, vocabulary and develop lessons.</p> <p>4. Teachers will continue to share best practices using MTB and supplemental lessons that correlate with the</p>	<p>2. Problem solving strategies and student work that demonstrates application of multiple strategies</p> <p>3. Samples of student work Gather and share student exemplars</p> <p>4. Sample lessons and student work</p>	<p>2. Results will be shared at SBPT and Team meetings.</p> <p>3. Results shared at SBPT and Team meetings.</p> <p>4. Lessons and student performance will be shared at Team and SBPTmeetings.</p>	<p>2. December 2009 and April 2010</p> <p>3. December 2009 and April 2010</p> <p>4. December 2009 and April 2010, ongoing.</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<p>5. Teachers will continue to use best instructional practices by incorporating comprehension outcomes with state indicators related to the process strands.</p>	<p>district math outcomes. K-3 teachers will analyze current scope and sequence to ensure alignment with state indicators</p> <p>5. Implement instructional strategies shared in past staff development opportunities to promote transfer of understanding. Continue to share instructional practices at building and district meetings.</p>	<p>5. Lessons and student work</p>	<p>5. Work will be reviewed at meetings periodically throughout the year.</p>	<p>5. December 2009 and April 2010, ongoing.</p>
<p>6. Parents will increase understanding of district math outcomes and how to support math learning at home.</p>	<p>6. Teachers will utilize monthly newsletters to update parents of classroom mathematics instruction.</p> <p>Teachers will present information on math outcomes and how to support homework at Parent Night.</p>	<p>6. MTB parent letters, parent Night handouts related to math instruction</p>	<p>6. Parents on School Base Team will provide feedback</p>	<p>6. April 2010, ongoing</p>
<p>7. Emphasize the integration of the science, social studies and comprehension outcomes with the math outcomes.</p>	<p>7. Teachers will plan and implement cross-curricular connections.</p>	<p>7. Sample integrated lessons and student work</p>	<p>7. Results will be shared at SBPT and team meetings.</p>	<p>7. March 2010, ongoing.</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<p>8. The Southlawn staff will continue to increase our repertoire of successful instructional practices utilizing the analysis of pre and post assessments to inform instructional next steps and differentiation of lessons in order to meet the needs of diverse learners in the classroom.</p> <p>9. The Southlawn staff will focus on the implementation of district math outcomes, with particular attention paid to the concepts such as:</p> <ul style="list-style-type: none"> • Estimation • Understanding the question/key words • Algebra (inequalities) • Place value (including odd and even) • Geometry (vocabulary) • Number Sense/Money • Measurement: including time and conversions • Area and Perimeter • Probability • Identify & extend patterns 	<p>8. Teachers will continually review student performance data and target instruction to meet the needs of individual students. Teachers will plan, deliver lessons and provide descriptive feedback to meet the needs of all learners.</p> <p>9. Teachers will incorporate the accompanying concepts/processes into a variety of meaningful contexts.</p> <p>Teachers will monitor individual student growth and use the gradual release model to move students to independence.</p> <p>Teachers will require students to develop mathematical summaries that extend students to make real world connections and to address the “so what?” questions within their problem solving process.</p>	<p>8. Differentiated lessons and student work</p> <p>9. Student work and ongoing assessment results</p>	<p>8. Student progress will be monitored through PPS, chapter 1 reviews, and supervisor/teacher discussions.</p> <p>9. Results will be shared at School Based Planning team and Southlawn team meetings.</p>	<p>8. December 2009 and April 2010, ongoing.</p> <p>9. December 2009 and April 2010, ongoing</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
10. Emphasize the use of specific math vocabulary in oral and written explanations.	10. Teach and display specific vocabulary and have students apply vocabulary in verbal and written communication both to familiar and novel situations.	10. Student work and ongoing assessment results.	10. Work will be reviewed at meetings periodically throughout the year.	10. Ongoing

Southlawn School Based Plan 2008-2009

District Focus Area: Culture and Climate

Goal #3: *To support student growth academically, socially and emotionally by developing a school culture that encourages positive relationships, collaboration, reflection, and fosters a “community of learners.”*

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/reported?	What is the time frame?
1. The Southlawn STARS Program will focus on promoting student learning behaviors and positive social interactions.	1. Monthly character education themes will be created and presented. Community meetings will be held in each classroom to reinforce character themes and assemblies will reinforce STARS goals.	1. “STARS” student/class recognition, processing forms, discipline referrals, bi-weekly classroom goals	1. Student reflections, teacher discussions, team meetings, newsletters and reports to Southlawn team and SBPT	1. February and June 2009, ongoing
2. The Southlawn staff will create, further develop and implement lesson plans for community meetings to promote transfer of social skills.	2. Collaboration during Summer School Based Meetings, Team Meetings, and Early Release	2. The lesson plans, monthly charts, banners, processing forms, discipline referrals, teacher/student feedback	2. Student reflections, teacher discussions, team meetings and reports to Southlawn team and SBPT	2. Ongoing
3. The Southlawn staff will continue to work with the PTSA to support and coordinate cultural arts events.	3. Principal, team leader and PTSA representative meetings, student attendance at showcase for input on choosing programs	3. Teacher evaluations of programs	3. PTSA reports at SBPT meetings	3. Ongoing

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
4. Southlawn staff will increase parent understanding and involvement in support of student growth.	4. Parent Orientation, Newsletters, Principal Coffees, Open House, and Student Handbooks.	4. Event attendance records and parent/teacher feedback	4. PTSA report at SBPT meetings	4. Ongoing
5. Southlawn programs will be supported and monitored.	5. Continue counseling conflict resolution program , Celebration of Creativity, Rock n Read, Pizza Mondays/Subs Wednesday, PTSA family events, Lunchtime Listeners, and Dr. Seuss Day	5. Student reflection on program, attendance and community feedback	5. Teacher feedback and PTSA reports	5. Ongoing
6. Student involvement in supporting and reflecting on school culture.	6. Make monthly banners, plan and participate in community meetings, 3rd grade leaders	6. Feedback from classroom community meetings, classroom chart and processing forms	6. Monthly SBPT meetings and team meetings	6. Ongoing
7. Analyze student needs based on their emotional and social well being to have a positive impact on student's performance in the classroom.	7. Expand teacher repertoire to enhance understanding and ability to work with a diverse population of learners with academic, social, and behavioral needs in order to help them be successful.	7. Teacher feedback	7. Early Release day meetings	7. Ongoing

Southlawn School Based Plan 2008-2009

District Focus Area: Transitions

Goal #4: *Increasing numbers of students will meet the expectations of district learning outcomes and NYS standards as a result of ongoing professional development by the staff*

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<p>1. New Teachers will be provided support so that their students maintain/exceed performance goals.</p> <p>2. Students and parents will be supported during transition times of pre-school to Kindergarten, Kindergarten to Grade One and Grade Three to Four and as new entrants to the district.</p>	<p>1. Veteran teachers will mentor new teachers throughout the school year; new teachers will be encouraged to participate in new teacher training; principal will support new teachers through formal/informal meetings and the supervision process.</p> <p>2. Counselor will prepare and share Separation Anxiety Handout and Transitions materials as resource.</p> <p>New Entrant conferences/ reviews</p>	<p>1. Schedule of meetings and student performance data.</p> <p>2. Agendas, lesson plans, parent/student feedback, mailings to parents</p>	<p>1. Reviews of student performance and assessment/monitoring of student class work.</p> <p>2. Teacher/Principal/ Counselor will report effectiveness at SBP meetings</p>	<p>1. On-going</p> <p>2. Fall and on-going</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
	<p>Kindergarten Orientation/ Visitation</p> <p>Introductions during the start of the year assemblies</p> <p>Student visits to classrooms at the next grade level</p> <p>Grade level to grade level meetings</p> <p>Counselor lessons on change</p> <p>Teacher letters to students prior to opening of school each year</p> <p>3rd grade visit to Rogers School</p> <p>Transition Meetings</p> <p>Open House in September</p> <p>Third Grade End of the Year Ceremony</p> <p>End-of-Year Moving Up Assembly</p>			

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<p>3. Participation in on-going staff development specifically related to implementation of comprehension outcomes reading/spelling, writing, language skills, and new science outcomes.</p>	<p>3 Attendance at building, district and out-of-district staff development to gain expertise in instructional techniques to implement readers and writers workshop and the application of instructional strategies associated with these two structures.</p> <p>Attendance at building, district and out-of-district staff development to gain further expertise in planning and ongoing refinement of the <i>Houghton-Mifflin</i> reading program, ELA embedded prompts, Reading/Writing Workshop, and full implementation of the comprehension outcomes. Teachers will utilize formal and informal collegial interaction (including work with teachers on special assignment) to increase expertise in implementing instruction toward district reading/spelling, writing, and language monitoring student progress.</p>	<p>3. Information from staff development</p> <p>Information from staff development; collegial planning informally and on Early Release Days</p> <p>Examples of student work and means of monitoring progress</p>	<p>3. Information sharing at Faculty Meetings</p> <p>Information sharing at SBP, Faculty meetings and report results of instructional strategies on student performance</p> <p>At subsequent meetings teachers will report results of instructional strategies on student performance and provide examples of student work</p>	<p>3. Fall & Spring</p> <p>On-going</p> <p>On-going</p>

What needs to be done?	How will we accomplish it?	What types of data will be collected?	How will the results be monitored/ reported?	What is the time frame?
<p>4. Paraprofessionals will increase instructional expertise</p>	<p>Teachers may utilize visitation days to visit classrooms of grade level colleagues and cross grade level colleagues.</p>	<p>Documentation from sharing sessions</p>	<p>Information sharing at SBP</p>	<p>Following visitations</p>
	<p>Participation on district ad hoc committees related to instruction.</p>	<p>Reports from meetings</p>	<p>Information sharing at SBP</p>	<p>On-going</p>
	<p>4. Principal will present sessions as necessary to TAs focusing on classroom regarding push-in and pull-out strategies, staying on schedule and communication with the teacher. Time will be granted to TAs to attend T/LC staff development offerings related to their assignments and delivered by the TLC director and the District Supervisor for Literacy.</p>	<p>4. Documentation/ hand-outs from meetings</p> <p>Documentation/hand-outs from meetings Observation of strategies implemented</p>	<p>4. Teachers will report effectiveness at SBP meeting and/or faculty meetings</p> <p>Reporting at Faculty or SBP meetings</p>	<p>4. As needed</p> <p>On-going</p>
	<p>TA's will receive ongoing training specific to their assignments, including bus and lunch monitors to ensure smooth and safe transitions before, during and after school and to maximize student achievement throughout the year.</p>	<p>Documentation/hand-outs from meetings Observation of strategies implemented</p>	<p>Reporting at Faculty or SBP meetings</p>	<p>On-going</p>