2016-17
London Towne ES
Region 5
Wiatta Padmore, Principal

End of Year SMARTR Outcome (Literacy – Close the Gap)

By the end of 2016-2017, 64% of SWD and 70% of black students will meet competency in reading as measured by the DRA2 and/or SOL assessments. (Pass rates and/or meet grade-level benchmark.

Strategy 1
We will identify the most struggling (or target students)
Action(s)
1. The balanced literacy approach, guided reading, and teacher/student conferencing will be utilized to meet student needs daily.
2. Pre-assessment data will be used to determine placement of struggling students within Leveled Literacy Intervention or ESOL small groups. (DRA2 and DRA2-WA)
3. Professional development opportunity provided to teachers to meet the needs of struggling readers (Fall 2016).

Strategy 2
We will provide students with structured intervention to meet individual needs.
Action(s)
1. Utilize DRA2 and DRA2-WA data, to determine groups of students needing intervention.
2. Students needing additional intervention will access a double and/or triple dose of instruction including LLI.
3. Provide research-based intervention (Read Well, Language, LLI, etc.) to identified students with special needs and/or who are two years below grade level.

Strategy 3
The school will use a structured identification process for all students at risk of failing or in need of targeted intervention to ensure timely intervention.
Action(s)
1. The Responsive Instruction (RI) core team will refine the referral process and present the revised RI process to grade level teams.
2. The RI core team will develop a procedure for analyzing student data (including but not limited to SOL scores, DRA2, district, and common assessments) in order to identify students in need of targeted intervention and streamline the identification process.
3. The RI core team will utilize the EDSL School Insight tool to support identification of students in need of targeted intervention.

Strategy 4
The school will use a multi-tiered system of support to assign research-based interventions aligned with the individual needs of identified students.
Action(s)
1. The Responsive Instruction (RI) core team will utilize all intervention resources and staff within our building to make appropriate instructional matches of intervention supports for students.
2. For students identified for intervention supports, the referring teacher and the RI core team will establish a specific intervention plan, including a specific learning target and measures, and document this plan within the EDSL School Insight intervention forms.

Strategy 5
The school will use progress monitoring for targeted intervention students to ensure fidelity and effectiveness.
Action(s)
1. Teachers will monitor student progress regularly and utilize progress monitoring quarterly to identify areas of growth for students.
2. Interventionists will use the EDSL School Insight progress monitoring function to document student progress in interventions and share updates with the classroom teacher and RI core team.
3. Collaborative teams will use the EDSL School Insight progress monitoring reports to review overall progress of students identified for Tier 2 and Tier 3 intervention as a component of quarterly data dialogues.

End of Year SMARTR Outcome (Literacy – Raise the Bar)
By end of 2016-2017, 86% of students in grades K-6 will meet competency in reading as measured by the DRA2 and/or SOL assessments.(pass rates and/or meet grade level reading benchmark)

Strategy 1

The school will continue to implement a refined model for unit planning in reading.

Action(s)

1. Grade level teams will utilize the new Language Arts Planning and Pacing Guide (PPG) to drive their instructional decision making and lessons.
2. Grade level teams will analyze pre/post assessments to plan for meaningful learning experiences.
3. Grade level teams will utilize the balanced literacy approach to meet the needs of all students during whole & small group instruction and individual conferencing with students.

Strategy 2

The school will implement a refined model for unit planning in writing.

Action(s)

1. Teachers will participate in ongoing professional learning opportunities to increase knowledge of authentic writing behaviors.
2. Teachers will deepen their understanding of the writing process in order to develop a lens for observing writing behaviors and provide specific instructional feedback.
3. Teachers will implement a daily writing workshop and explicitly teach the writer and writing behaviors/skills.

Strategy 3

The school will use a structured identification process for all students at risk of failing or in need of targeted intervention to ensure timely intervention.

Action(s)

1. The Responsive Instruction (RI) core team will refine the referral process and present the revised RI process to grade level teams.
2. The RI core team will develop a procedure for analyzing student data (including but not limited to SOL scores, DRA2, district, and common assessments) in order to identify students in need of targeted intervention and streamline the identification process.
3. The RI core team will utilize the EDSL School Insight tool to support identification of students in need of targeted intervention.

Strategy 4

The school will use a multi-tiered system of support to assign research-based interventions aligned with the individual needs of identified students.

Action(s)

1. The Responsive Instruction (RI) core team will utilize all intervention resources and staff within our building to make appropriate instructional matches of intervention supports for students.
2. For students identified for intervention supports, the referring teacher with guidance from the RI core team will establish a specific intervention plan, including a specific learning target and measures, and document this plan within the EDSL School Insight intervention forms.

Strategy 5

The school will use progress monitoring for targeted intervention students to ensure fidelity and effectiveness.

Action(s)

1. Teachers will monitor student progress regularly and utilize progress monitoring quarterly to identify areas of growth for students.
2. Interventionists will use the EDSL School Insight progress monitoring function to document student progress in interventions and share updates with the classroom teacher and RI core team.
3. Collaborative teams will use the EDSL School Insight progress monitoring reports to review overall progress of students identified for Tier 2 and Tier 3 intervention as a component of quarterly data dialogues.

End of Year SMARTR Outcome (Mathematics – Close the Gap)

By June 2017, we will increase performance of 68% for SWD in mathematics, as measured by designated assessments (currently KMRA, MRA, PBA, common assessment & Math SOL) to reach a pass rate of 70% or more.

Strategy 1
Teams will incorporate authentic learning experiences into each unit in order to meet students' needs.
Action(s)
1. Teams will continue to collaborate biweekly and incorporate the Guided Math format into each unit/daily lesson including using one of the three workshop models (whole-small-whole, one task: teacher rotates and facilitates, small group with stations or task) when planning from specific pacing guide units.
2. Continue to incorporate number talks and math reflection during the math black and incorporate additional ways to practice/develop math communication skills such as giving presentations, partner paraphrasing/pair share, etc.
3. Teams will utilize suggestions and resources found in the planning and pacing guide to support struggling students.
4. Teams will incorporate additional opportunities to practice prerequisite skills through a variety of learning experiences included but not limited to project-based learning activities and math games.

Strategy 2
Teams will consistently plan and provide interventions.
Action(s)
1. Teams will continue to collaborate biweekly and incorporate the Guided Math format into each unit/daily lesson including using one of the three workshop models (whole-small-whole, one task: teacher rotates and facilitates, small group with stations or task) when planning from specific pacing guide units and will discuss appropriate tier instruction lesson ideas/strategies.
2. Teachers will co-plan and/or co-teach with Special Education, Math Resource and EL teachers.
3. Identify and strengthen students' prerequisite skills needed to support new concepts

Strategy 3
The school will use a structured identification process for all students at risk of failing or in need of targeted intervention to ensure timely intervention.
Action(s)
1. The Responsive Instruction (RI) core team will refine the referral process and present the revised RI process to grade level teams.
2. The RI core team will develop a procedure for analyzing student data (including but not limited to SOL scores, MRA, district, and common assessments) in order to identify students in need of targeted intervention and streamline the identification process.
3. The RI core team will utilize the EDSL School Insight tool to support identification of students in need of targeted intervention.

Strategy 4
The school will use a multi-tiered system of support to assign research-based interventions aligned with the individual needs of identified students.
Action(s)
1. The Responsive Instruction (RI) core team will utilize all intervention resources and staff within our building to make appropriate instructional matches of intervention supports for students.
2. For students identified for intervention supports, the referring teacher with guidance from the RI core team will establish a specific intervention plan, including a specific learning target and measures, and document this plan within the EDSL School Insight intervention forms.

Strategy 5
The school will use progress monitoring for targeted intervention students to ensure fidelity and effectiveness.
Action(s)
1. Teachers will monitor student progress regularly and utilize progress monitoring quarterly to identify areas of growth for students.
2. Interventionists will use the EDSL School Insight progress monitoring function to document student progress in interventions and share updates with the classroom teacher and RI core team.
3. Collaborative teams will use the EDSL School Insight progress monitoring reports to review overall progress of students identified for Tier 2 and Tier 3 intervention as a component of quarterly data dialogues.

End of Year SMARTR Outcome (Mathematics – Raise the Bar)
By June, 2017, 90% of students in grades K-6 will pass designated assessments (KMRA, MRA, and Math SOL) meeting all end of year competencies.

Strategy 1

Teams will incorporate authentic learning experiences into each unit in order to meet students' needs.

Action(s)
1. Incorporate innovative methods of instruction such as project based learning, stations with real world connections, hands-on opportunities, and technology connections.
2. Teams will continue to collaborate biweekly and incorporate the Guided Math format into each unit/daily lesson including using one of the three workshop models (whole-small-whole, one task: teacher rotates and facilitates, small group with stations or task) when planning for specific pacing guide units.
3. Continue to incorporate number talks and math reflection during the math block and incorporate additional ways to practice/develop math communication skills such as giving presentations, partner paraphrasing/pair share, etc.
4. Professional Development will include implementing the Guided Math format during the math block and the use of Project-Based Learning (PBL) in math.

Strategy 2

Teams will strengthen students' number sense.

Action(s)
1. Utilize pre-assessments such as: CGI work samples, interviews, mental strategies, subitizing, number talks, and sharing to inform instructional decisions.
2. Plan continuous student practice such as: stations, Number Talks, subitizing, calendar, daily relatable problem-solving tasks, student-created goals and intervention groups.

Strategy 3

Teams will strengthen students' problem solving skills.

Action(s)
1. Utilize pre-assessments to target prerequisite understanding of new material and/or understanding of new concepts.
2. Be aware of students' strategies and help them discover more efficient strategies.
3. Record students' strategies using anchor charts, math journals and/or on a dedicated math strategy wall and demonstrate how students can use as a tool.

Strategy 4

The school will use a structured identification process for all students at risk of failing or in need of targeted intervention to ensure timely intervention.

Action(s)
1. The Responsive Instruction (RI) core team will refine the referral process and present the revised RI process to grade level teams.
2. The RI core team will develop a procedure for analyzing student data (including but not limited to SOL scores, MRA, district, and common assessments) in order to identify students in need of targeted intervention and streamline the identification process.
3. The RI core team will utilize the EDSL School Insight tool to support identification of students in need of targeted intervention.

Strategy 5

The school will use a multi-tiered system of support to assign research-based interventions aligned with the individual needs of identified students.

Action(s)
1. The Responsive Instruction (RI) core team will utilize all intervention resources and staff within our building to make appropriate instructional matches of intervention supports for students.
2. For students identified for intervention supports, the referring teacher with guidance from the RI core team will establish a specific intervention plan, including a specific learning target and measures, and document this plan within the EDSL School Insight intervention forms.

Strategy 6

The school will use progress monitoring for targeted intervention students to ensure fidelity and effectiveness.

Action(s)
1. Teachers will monitor student progress regularly and utilize progress monitoring quarterly to identify areas of growth for students.
2. Interventionists will use the EDSL School Insight progress monitoring function to document student progress in interventions and share updates with the classroom teacher and RI core team.
3. Collaborative teams will use the EDSL School Insight progress monitoring reports to review overall progress of students identified for tier 2 and tier 3 intervention as a component of quarterly data dialogues.