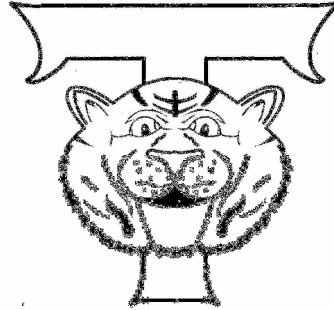


# **James Tansey Focused Improvement Plan 2010-2013**



## **Context:**

**Over the past several years there has been a decline in student growth and achievement at the Tansey School. The school has not made Adequate Yearly Progress (AYP) in English Language Arts in the last four years in relation to the low-income subgroup and in three of the last four years for the aggregate. In addition, the school has not made AYP in math for the last two years for either group. During this time the demographics of the student population has changed. The percentage of students qualifying for free or reduced lunch has more than doubled and the percentage of students with learning disabilities has increased dramatically from 3.3% in FY06 to 13.1% in FY11. As our population has changed, the instructional strategies, materials and resources have not evolved to meet the diverse needs of the students. During the 2009-2010 school year there was a change in leadership as Kristen Farias took over after the former principal retired. In the spring of 2010 the Instructional Leadership Team in consultation with the School Improvement Council developed a new School Improvement Plan (SIP) for the 2010-2011. The intent of this plan was to significantly redesign teaching and learning at Tansey. This plan focused on three areas to improve teaching and learning at the Tansey School: 1. standards-based instructional planning, 2. using data to drive instructional decisions and 3. differentiating instruction to meet the needs of all learners. This Focused Improvement Plan is the work of a Stakeholder Group consisting of parents, teachers, administrators and community members, under the guidance of Dr. Larry Myatt. The stakeholders compiled data from a variety of data sources, reviewed the current school improvement plan, and developed the targeted Focused Improvement Plan to align with and extend the redesign work begun in the 10-11 SIP.**

***Focus 1: There is a significant discrepancy between students' ability to read and comprehend and how they respond in writing to what they've read. This has implications on student work in all content areas, including math and science.***

<b>Data</b>	<b>2010 MCAS</b>	<b>Open Response % Correct</b>	<b>Multiple Choice % Correct</b>		
	Grade 3	38	74		
	Grade 4	36	70		
	Grade 5	40	69		
	<b>2010 District ELA Assessments</b>	<b>Fiction Benchmark Open Response % Correct Nov. 2010</b>	<b>Fiction Benchmark Multiple Choice % Correct Nov. 2010</b>	<b>DIBELS % Low Risk</b>	
	Grade 3	41	66	63	
	Grade 4	55	72	67	
Grade 5	52	75	61		
<b>Causality</b>	<ul style="list-style-type: none"> <li>▪ Not all teachers, parents, and students have a clear understanding of what quality work looks like at each grade level</li> <li>▪ Students have not been held accountable for producing quality work</li> <li>▪ Students have demonstrated difficulty analyzing what an open response question is asking them to do</li> <li>▪ Students have demonstrated difficulty explaining and providing evidence to support their inferences in a written open response format</li> <li>▪ Direct instruction on answering open response questions has not been present at each grade level. The depth of instruction on answering open response has varied widely</li> <li>▪ Teachers have not consistently provided constructive, timely feedback to students to help them improve their written responses</li> <li>▪ Decrease in parent engagement over time may be impacting parents' ability to support children's learning at home</li> <li>▪ Insufficient staff to meet the needs of students at risk and students with disabilities</li> </ul>				
<b>Solutions and Strategies</b>	<p><b>Implementing (strategies/ practices have been implemented and are sustainable):</b></p> <ul style="list-style-type: none"> <li>▪ Teachers will participate in learning walks to develop a common understanding of quality instruction and best practice</li> <li>▪ Workshops are provided for parents on curriculum and instructional practices to aid them in supporting their children's learning</li> <li>▪ Parents are provided with a monthly newsletter, providing them with specific information about the curriculum at each grade level, updates from school council/ stakeholders, and messages from the office</li> <li>▪ Teachers provide data notices to parents with specific information about student performance on literacy benchmarks</li> <li>▪ All teachers K-5 provide regular instruction in responding to text in writing (open response)</li> </ul>				

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<p><b>Solutions and Strategies (continued)</b></p>	<p><b>Initiating (in early stage of implementation):</b></p> <ul style="list-style-type: none"> <li>▪ After-school programs are provided for academic support and enrichment</li> <li>▪ Students will study exemplars in order to identify and understand the characteristics of quality work</li> <li>▪ Students will participate in evaluating their work and monitoring their progress over time</li> <li>▪ Provide targeted, data driven, small group instruction to meet the unique needs of all students</li> <li>▪ Utilize formative assessment to plan and adjust instruction to meet the needs of all learners</li> <li>▪ Teachers will use a variety of strategies to increase student learning including differentiation of both instruction and student task</li> <li>▪ Teachers will support and guide students to produce high quality work by providing them with targeted feedback and multiple opportunities to make improvements to their work</li> <li>▪ Students will hold themselves accountable for producing high quality work by utilizing teachers' feedback to improve their work</li> </ul> <p><b>Developing (not yet implemented):</b></p> <ul style="list-style-type: none"> <li>▪ A study group of teachers, coaches, and administrators will compile a collection exit standards at each grade level</li> <li>▪ Teachers will participate in professional development on formative assessment and providing feedback to improve student performance</li> <li>▪ Additional support staff will be hired to provided targeted tier 3 intervention to students at-risk</li> </ul>
<p><b>Benchmarks</b></p>	<ul style="list-style-type: none"> <li>▪ Increased proficiency in benchmark results</li> <li>▪ Administrative walk throughs and written feedback</li> <li>▪ Lesson plan collection and review</li> <li>▪ Increased proficiency on ELA and Math MCAS</li> <li>▪ Tutoring pre/post assessments</li> <li>▪ Completed exit standard documents</li> <li>▪ Agenda and sign in sheets from parent workshops</li> <li>▪ Copies of Tansey Times</li> <li>▪ Open Response folders and progress monitoring with student reflections</li> <li>▪ Multiple drafts of student work to demonstrate evidence of improved quality</li> </ul>
<p><b>Resources Needed</b></p>	<ul style="list-style-type: none"> <li>▪ Funds for teacher study group to develop exit criteria documents</li> <li>▪ Reading Interventionist</li> <li>▪ Increase from 1.5 to 2 Full Time SPED teachers</li> <li>▪ Funding for part time Parent/ Community Outreach Coordinator</li> <li>▪ FT Technology specialist to support student learning (job description to be developed)</li> <li>▪ Funding for additional K-1 para-professional</li> <li>▪ Funding for afterschool programs</li> </ul>

***Focus 2: There is a discrepancy between the professional training Tansey teachers have participated in and their practice.***

<p><b>Data</b></p>	<p><b>Results from a December 2010 Professional Development Survey</b> reveal that Tansey teachers have participated in a significant number of professional development offerings.</p> <ul style="list-style-type: none"> <li>▪ 79% of teachers participated in professional development on Differentiated Instruction</li> <li>▪ 93% of teachers participated in training on Readers’ and Writers’ workshop</li> <li>▪ 79% of teachers participated in Guided Reading training</li> <li>▪ 64% of teachers participated in professional development on DMI (Developing Mathematical Ideas)</li> </ul> <p><b>Anecdotal notes from administrative walk-throughs</b> based on the Characteristics of Standards Based Teaching and Learning (see attached) reflect inconsistency in practice.</p> <ul style="list-style-type: none"> <li>▪ Classroom instruction reveals minimal evidence of Differentiated Instruction</li> <li>▪ Teachers’ depth of content knowledge is not always evident throughout lesson presentation. Their content knowledge covers a broad range from <i>no evidence</i> to <i>sustaining</i></li> <li>▪ Low level questions and tasks far outnumber questions and tasks that require students to engage in a process of application, analysis, synthesis, and evaluation</li> </ul> <p><b>Collection of Teachers’ Weekly Lesson Plans</b></p> <ul style="list-style-type: none"> <li>▪ Although there has been substantial professional development to build expertise in standards based lesson planning there is minimal evidence that teachers are applying this practice</li> <li>▪ Minimal evidence of targeted Differentiated Instruction (despite 79% participation in professional development in Differentiated Instruction)</li> </ul> <p><b>Results from a December 2010 Collaborative Culture Survey:</b></p> <ul style="list-style-type: none"> <li>▪ 73% of teachers report that they do not regularly work in teacher teams to develop rubrics for assessing student work</li> <li>▪ 73% of teachers report that it is not regular practice to observe each others’ classrooms and have follow up conversations to improve student learning, pedagogical practices and assessments</li> </ul>
<p><b>Causality</b></p>	<ul style="list-style-type: none"> <li>▪ Insufficient opportunities for a range of collaborative activities focused on student work and expectations of quality</li> <li>▪ Constructive feedback about their instructional practices has not consistently been provided to teachers</li> <li>▪ Teachers have not consistently been held accountable for implementation of instructional strategies provided in professional development</li> <li>▪ Teachers do not consistently utilize or implement strategies to differentiate instruction to meet the needs of all learners</li> <li>▪ Not all teachers demonstrate an understanding of the connection between the concepts taught and practical application</li> <li>▪ Some professional development workshops have been provided in isolation without job-embedded follow-up to support implementation</li> </ul>

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<p><b>Solutions and Strategies</b></p>	<p><b>Implementing (strategies/ practices have been implemented and are sustainable):</b></p> <ul style="list-style-type: none"> <li>▪ All teachers have prep periods with their grade level colleagues to allow for collaboration opportunities</li> <li>▪ All teachers participate in common planning once a week with a pre-determined agenda, facilitated by building administrators or coaches (focus on developing common assessments, review of student data, LASW, lesson planning in alignment with standards and curriculum maps, etc)</li> <li>▪ All teachers will participate in Learning Walks to develop common understanding of quality instruction and best practice</li> </ul> <p><b>Initiating (in early stage of implementation):</b></p> <ul style="list-style-type: none"> <li>▪ Collaborative coaching model will be implemented in reading and mathematics- coaches will model lessons, plan with teachers, and observe lessons, providing targeted feedback</li> <li>▪ Support teachers through coaching, common planning and curriculum meetings in using a backward design process to plan targeted, focused instruction and high level instructional tasks</li> <li>▪ Develop and implement LASW (Looking at Student Work) protocols to assist teachers in developing and utilizing formative and benchmark assessment data to guide and adjust their instruction</li> <li>▪ Teachers will utilize formative assessment to plan and adjust instruction to meet the needs of all learners</li> <li>▪ Teachers will use a variety of strategies, including differentiation of both instruction and task</li> </ul> <p><b>Developing (not yet implemented):</b></p> <ul style="list-style-type: none"> <li>▪ A plan with differentiated professional development opportunities will be created to meet the diverse professional needs of teachers</li> <li>▪ Provide professional development opportunities designed to increase teachers’ ability to target instruction through small, flexible groups</li> <li>▪ Provide professional development in using data to differentiate instruction and student tasks</li> <li>▪ Beginning, middle, and end of year off site staff retreats to provide the opportunity for goal setting, progress updates, and midcourse corrections</li> </ul>
<p><b>Benchmarks</b></p>	<ul style="list-style-type: none"> <li>▪ Master schedule allows for both Common Planning Time (CPT) and common preparation periods for grade level teams.</li> <li>▪ Agendas and minutes from CPT</li> <li>▪ Differentiated PD plan</li> <li>▪ Collaborative coaching schedule</li> <li>▪ Administrative observations / walk-throughs</li> <li>▪ Debrief with coaches</li> <li>▪ Minutes and agendas from curriculum meetings</li> <li>▪ Lesson plan collection and review</li> <li>▪ Learning walk schedule, summary of practices and reflections</li> <li>▪ Annotated lesson plans- showing changes in practices based on student need</li> <li>▪ Data binders/gap folders</li> </ul>

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<b>Resources Needed</b>	Increase from .5 to 1 FTE math coach Early release days to allow for staff professional development Funding for PD providers Funding for staff retreats Technology audit
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