

Fowler School Improvement Plan 2014-2015

GOALS & OBJECTIVES	STRATEGIES AND ACTION STEPS	RESPONSIBILITY	STATUS
<p>Linking Assessment, Teaching, and Learning</p>	<ul style="list-style-type: none"> • Create Professional Development calendar for teachers to collect, analyze and respond to data • Grade 4 and 5 Structures for Reading and Math <ul style="list-style-type: none"> ▪ 90 Minutes of each subject ▪ Implement Core Instruction and Zone of Proximal Development ▪ Create “Star Class” for blended learning 1 time weekly (Reflex Math, Headsprouts, Lexia, Go Math, Raz Kids) • Grade 5 Team Structure <ul style="list-style-type: none"> ▪ Team teaching model will support focused lessons, inter-disciplinary units, flexible grouping, and transition into middle school • Grade 6 and 7 Structure for Math <ul style="list-style-type: none"> ▪ Utilize data to form math groups designed to best meet the needs of the students • Grades 4 through 7 ELA: Expand and utilize DRA Assessment and Leveled Library to identify reading levels and appropriate reading books for students 	<p>Principal Assistant Principal Curriculum Director Literacy Coach Math Coach Teachers and Staff</p>	

<p>Strengthen literacy instruction and align K-12 ELA Curriculum with the Common Core Frameworks</p>	<p>Differentiating Instruction-Tier 1 (Excellent First Teaching)</p> <ul style="list-style-type: none"> • Provide coaching and professional development to teachers focused on differentiating reading and writing instruction in the classroom to best meet the needs of all students. Linking assessment teaching and learning. • Utilize data to plan instruction that meet the needs of individual students i.e. Star Assessments, MCAS, DRA, etc. • Expand Leveled Library to include resources that support content area subjects. • Professional development will focus on linking assessment, teaching, and learning. i.e. Guided Reading, Daily Five, etc. <p>Differentiating Instruction-Tier 2 (Flexible Grouping))</p> <ul style="list-style-type: none"> • Use data to implement structures to support Tier 2 Instruction (Zone of Proximal Development) <ul style="list-style-type: none"> ▪ Grades 4 and 5 daily ▪ Grades 6 and 7 (3x weekly) <p>Curriculum</p> <ul style="list-style-type: none"> • Teachers will utilize CPT and professional development time to collaborate on the ELA Common Core Units and revise units as needed. • ELA teachers will collaborate with Maynard High School and Green Meadow teachers to articulate the vertical alignment of ELA curriculum K-12 • Utilize professional development time for history and science teachers to discuss and explore the new Common Core Literacy standards. • Identify and increase Common Core resources 	<p>Principal Assistant Principal Curriculum Director Literacy Coach Literacy Teachers</p>	
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<p>Strengthen math instruction and align K-12 Math Curriculum with the Common Core Frameworks</p>	<p>Response to Intervention (RTI)- Differentiating Instruction-Tier 1 (Excellent First Teaching)</p> <ul style="list-style-type: none"> • Provide coaching and professional development to teachers focused on differentiating math instruction in the classroom to best meet the needs of all students. Link assessment, teaching and learning. • Utilize a variety of models for differentiating instruction ie; flexible grouping model, math workshop, guided math etc. <p>Differentiating Instruction-Tier 2 (small group, targeted instruction)</p> <ul style="list-style-type: none"> • Use data to implement structures to support Tier 2 Instruction (Zone of Proximal Development) <ul style="list-style-type: none"> ▪ Grades 4 and 5 daily ▪ Grades 6 and 7 (3x weekly) <p>Curriculum</p> <ul style="list-style-type: none"> • Reflect and support Envisions Math Program (4-5) • Establish K-8 Common Core math benchmark assessments • Facilitate vertical Common Core alignment through curriculum articulation. • Math teachers will collaborate with Maynard High School and Green Meadow teachers to articulate the vertical alignment of math curriculum K-12 • Identify and increase Common Core resources • Support the implementation of a Common Core math resource for special education teachers 	<p>Principal Assistant Principal Curriculum Director Math Coach Teachers and Staff</p>	
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<p>Build The Capacity of Teacher Leaders and Grade Level Teams</p>	<p>Linking Assessment Teaching and Learning</p> <ul style="list-style-type: none"> • Lead data training and staff presentations (Data team) • Explore best practices and analyze student data to best meet the needs of all learners • Utilize Common Planning Time Guide • Incorporate Higher Level Thinking, 21st Century Learning and inter-disciplinary topics into all content areas <p>Structures to Support the Use of Data</p> <ul style="list-style-type: none"> • Establish a Critical Friends Group at Fowler to carry out on-going, facilitated conversations to deeply examine student work and data to inform instruction and increase student achievement. • Establish team cultures that reflect accountability 	<p>Principal Assistant Principal Literacy Coach Math Coach Teacher Leaders Teachers</p>	
<p>Strengthen Communication and Relationship with Parents and Families</p>	<ul style="list-style-type: none"> • Utilize and consistently update IPASS, Google Calendar, and teacher websites as a means of sharing student progress • Enhance Fowler Website and Community Board • Send Principal’s Weekly Email, School Newsletter, and regular updates to keep families informed • Provide opportunities for families to be at Fowler: <ul style="list-style-type: none"> ○ Parent Breakfasts and Picnic, Back-To-School Nights, PTO Meetings, Family Fun Night, Fowler Fair, Parent Conferences • Create Parent Survey to collect data about parent/community support and involvement • (Tell Mass Teacher Data) <ul style="list-style-type: none"> ○ 96.2 % Parents are influential decision makers in Fowler ○ 93.3 % Fowler maintains clear two-way communication with the community ○ 96.7 % Fowler does a good job encouraging parent involvement ○ 91.7 % Parents know what is going on in Fowler ○ 100 % The community we serve is supportive of Fowler 	<p>Principal Assistant Principal Teachers and Staff Parents</p>	