

**Fowler School  
Improvement Plan  
Linking Assessment, Teaching, and Learning  
2015-16**

GOALS & OBJECTIVES	STRATEGIES AND ACTION STEPS	RESPONSIBILITY	STATUS
<p>Strengthen literacy instruction and align K-12 ELA Curriculum with the Common Core Frameworks</p>	<p><b>Differentiating Instruction-Tier 1 (Excellent First Teaching)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Utilize data to plan instruction that meet the needs of individual students i.e. Star Assessments, MCAS, DRA, etc.</li> <li>• Professional development will focus on linking assessment, teaching, and learning. i.e. Guided Reading, Daily Five, etc.</li> <li>• <b>Keys to Literacy Training in Content Writing</b></li> </ul> <p><b>Differentiating Instruction-Tier 2 (Flexible Grouping))</b></p> <ul style="list-style-type: none"> <li>• Use data to implement structures to support Tier 2 Instruction (Zone of Proximal Development) <ul style="list-style-type: none"> <li>▪ Grades 4 and 5 daily</li> <li>▪ Grades 6 and 7 (3x weekly)</li> </ul> </li> </ul> <p><b>Curriculum and Assessment</b></p> <ul style="list-style-type: none"> <li>• ELA teachers will collaborate with District teachers to articulate the vertical alignment of ELA curriculum K-12</li> <li>• Utilize professional development time for history and science teachers to discuss and explore the new Common Core Literacy standards.</li> <li>• <b>80 % to 100% of Fowler students will be <u>proficient readers</u> of grade-level material, as evidenced by student reading performance in their Star Assessments and reported on the STAR Growth Report and Student Growth Proficiency Chart</b></li> </ul>	<p><b>Principal Assistant Principal Curriculum Director Literacy Coach Literacy Teachers</b></p>	

<p>Strengthen math instruction and align K-12 Math Curriculum with the Common Core Frameworks</p>	<p><b>Response to Intervention (RTI)- Differentiating Instruction-Tier 1 (Excellent First Teaching)</b></p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• Utilize a variety of models for differentiating instruction ie; flexible grouping model, math workshop, guided math etc.</li> </ul> <p><b>Differentiating Instruction-Tier 2 (small group, targeted instruction)</b></p> <ul style="list-style-type: none"> <li>• Use data to implement structures to support Tier 2 Instruction (Zone of Proximal Development)) <ul style="list-style-type: none"> <li>▪ Grades 4 and 5 daily</li> <li>▪ Grades 6 and 7 (3x weekly)</li> </ul> </li> </ul> <p><b>Curriculum and Assessment</b></p> <ul style="list-style-type: none"> <li>• <b>Initiate Go Math Curriculum in Grades 4-6</b></li> <li>• <b>Provide on-going Go Math Professional Development</b></li> <li>• Establish K-8 Common Core math benchmark assessments</li> <li>• Facilitate vertical Common Core alignment through curriculum articulation.</li> <li>• Math teachers will collaborate with Maynard High School and Green Meadow teachers to articulate the vertical alignment of math curriculum K-12</li> <li>• Support the implementation of a Common Core math resource for special education teachers</li> <li>• <b>80 % to 100% of Fowler students will be <u>proficient mathematicians</u>, as evidenced by student math performance in their Star Assessments and reported on the STAR Growth Report and Student Growth Proficiency Chart</b></li> </ul>	<p><b>Principal Assistant Principal Curriculum Director Math Coach Teachers and Staff</b></p>	
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<p>Build The Capacity of Teacher Leaders and Grade Level Teams</p>	<ul style="list-style-type: none"> <li>● Linking Assessment Teaching and Learning</li> <li>● Lead data training and staff presentations (Data team)</li> <li>● Explore best practices and analyze student data to best meet the needs of all learners</li> <li>● Utilize Common Planning Time Guide</li> <li>● Incorporate Higher Level Thinking, 21st Century Learning and inter-disciplinary topics into all content areas</li> <li>● <b>Develop student learning goal for each grade level that will be evaluated 3 times a year.</b></li> <li>● <b>Utilize Growth Mindset Model with staff and students.</b></li> </ul>	<p><b>Principal Assistant Principal Literacy Coach Math Coach Teacher Leaders Teachers</b></p>	
<p>Strengthen Communication and Relationship with Parents and Families</p>	<ul style="list-style-type: none"> <li>● Utilize and consistently update IPASS, Google Calendar, and teacher websites as a means of sharing student progress</li> <li>● Enhance Fowler Website and Community Board</li> <li>● Send Principal’s Weekly Email, School Newsletter, and regular updates to keep families informed</li> <li>● Provide opportunities for families to be at Fowler:</li> <li>● Parent Breakfasts and Picnic, Back-To-School Nights, Playground Celebration, PTO Meetings, Family Fun Night, Fowler Fair, Parent Conferences</li> <li>● <b>Improvement of the 6<sup>th</sup> and 7<sup>th</sup> grade HW Grid (website)</b></li> <li>● <b>Create Parent Survey to collect data about parent/community support and involvement</b></li> <li>● <b>(Tell Mass Teacher Data)</b> <ul style="list-style-type: none"> <li>○ <b>96.2 % Parents are influential decision makers in Fowler</b></li> <li>○ <b>93.3 % Fowler maintains clear two-way communication with the community</b></li> <li>○ <b>96.7 % Fowler does a good job encouraging parent involvement</b></li> <li>○ <b>91.7 % Parents know what is going on in Fowler</b></li> <li>○ <b>100 % The community we serve is supportive of Fowler</b></li> </ul> </li> </ul>	<p><b>Principal Assistant Principal Teachers and Staff Parents</b></p>	

<p>Explore the meaning of Cultural Proficiency and how we can strengthen the Cultural Proficiency at Fowler.</p> <p><b>Highlights for Year</b></p>	<ul style="list-style-type: none"><li>• <b>Utilize discussions, activities, and meetings to examine our beliefs and behaviors</b></li><li>• <b>Create a Cultural Proficiency committee</b></li><li>• <b>Start the Bridges Program (grade 4) to connect students and senior citizens</b></li><li>• <b>Responsive Classroom (Grades 4-5)</b></li><li>• <b>Advisory (Grades 6-7)</b></li><li>• <b>Staff Professional Development</b></li></ul> <ul style="list-style-type: none"><li>• <b>Cultural Proficiency</b></li><li>• <b>Growth Mindset Model</b></li><li>• <b>Keys to Literacy Training in Content Writing</b></li><li>• <b>Computer Science and Latin course offering</b></li><li>• <b>Measurable Reading and Math goals</b></li><li>• <b>Fowler Playground</b></li></ul>	<p><b>Principal Assistant Principal Teachers and Staff</b></p>	
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