



BELMONT HILLS ELEMENTARY SCHOOL

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Building Learning Plans 2018-2019

Building Learning Plans are school specific plans which are originated at each school in LMSD. They are constructed by building based teams along with support from supervisors and district administrators. Each school develops a learning plan to ensure all students are making progress and achievement gaps are being closed. Each building team analyzes numerous data points in order to form the plans. The plans are reviewed to monitor progress towards the goals and to determine if goals have been met, need to be revised, or need to be completely restructured. There are three parts to all of the learning plans: targeted supports for individual students; district-wide priorities for curricular improvement; and team based actionable goals and measureable objectives. This report will focus on the third part of the learning plan – “team based actionable goals and measureable objectives.”

Data is analyzed at the district level as well as the building level to look for district-wide trends in learning. District level representatives reviewed the State Strength Profiles Report which compares LMSD student performance with students across the Commonwealth for students in grades 4 and 5. Review of local data housed in Performance Tracker allowed for specific review of data in each grade for Reading and Math. Trends in LMSD indicate that students in kindergarten through grade 3 will benefit from instruction in foundational writing skills to support future analysis of complex text. Students in grades 4 and 5 continue to show a need for continued targeted instruction in Text Dependent Analysis. In the area of mathematics, students in grades 4 and 5 will benefit from differentiated instruction in Geometry (Graph points on the coordinate plane to solve real-world and mathematical problems) as well as Fractions (Use equivalent fractions as a strategy to add and subtract fractions).

Belmont Hills staff and administration worked collaboratively to analyze a variety of data sources available. This reflection was used to create our plans. Our teams reviewed local data as well as standardized assessment results in order to form the learning plans. A learning plan was created for each grade level based on specific data collected for that group of students. The kindergarten team is focusing on two goals pertaining to Letter Identification and Letter Sounds and one on reading fluency/comprehension. First grade has identified a need to focus on word study which has a direct impact on both reading and writing. The second grade team is focusing on unpacking and solving word problems. A trend identified by third grade in math indicated that students will benefit from instruction in balanced equations. The ability to understand fractions is critical. Fourth grade has developed a plan to strengthen student understanding of fractions. A recurring theme, as found across LMSD, in grade 5 has been a continued need to develop skills pertaining to Text-Dependent Analysis. All of these building goals are aligned to the trends seen in the district.

Below are the learning plans for each grade level at BHES:

Kindergarten:

Goal Statement 1: By April of 2019, the percentage of students meeting proficiency of uppercase & lowercase letters using the LMSD Literacy Assessment will increase from 65% to 90%.

Goal Statement 2: By June of 2019, the percentage of students identifying 18-26 letter sounds using the LMSD Literacy Assessment will increase from 28% to 80%.

Goal Statement 3: By June 2019, the students will demonstrate at least 2 levels of growth on the Next Step in Guided Reading reading assessment.

1st Grade: By June 2019, students will be able to show mastery of 95% or above in two different word patterns according to Ganske (word sorts and more).

2nd Grade: By June, 2019 the percentage of students who are Proficient or Advanced in problem solving will increase from 72%% to 90% of students as measured by Investigations end-of-unit tests and District math assessment.

3rd Grade: By June 2019, 85% of Belmont Hills 3rd Graders will score Proficient or Advanced (70% or higher) on the final balancing equations assessment.

4th Grade: By June 2019, the percent of students scoring at the Proficient or Advanced level on the fraction portion of Benchmark 3 will increase from 27% to 70%.

5th Grade: By June 2019, the percentage of students that score Proficient or Advanced TDAs will increase from 28% to 75% as measured by district created TDA prompts.

Belmont Hills Learning Plans

2018 - 2019



Overview

Section 1: Achievement Imperative Goal

This section is reserved for individual students who are not meeting expected achievement goals.

Section 2: Districtwide Teaching and Learning Goals

Goals determined by the Curriculum Team, along with systematic Districtwide responses. Building-based teams are expected to consider these goals and systematic responses, compare local data to district-wide needs, then develop action plans for how they will personalize the goal and respond.

Section 3: Action Plans

Action Plans are created. Suspected causation and actionable solutions are detailed that will address the identified issues.

Section 2: Districtwide Teaching and Learning Goals

Analysis of assessment data at the District level will help determine topics that are difficult to learn for students across the District. The curriculum team will identify these areas of focus and determine some system-wide actions and explorations that will be taken. Building-level teams will examine their data in relation to district trends to determine if anomalies exist.

2.1.1.	Area of Focus
	<p><i>What is the districtwide teaching and learning priority? What skill(s) is/are identified as a districtwide need? To be provided by the Curriculum Team.</i></p> <p><i>Initial noticings of the PSSA data in the area of ELA (grades 4-5) include... Category 5- Text-Dependent Analysis (TDA) continues to be challenging for students in grades 4 and 5.</i></p> <p><i>Initial noticings in the area of ELA (grades 1-3) include.... Foundational writing skills to support future analysis of complex text.</i></p> <p><i>Initial noticings in the area of Math (grade 5) include... Geometry, specifically graphing on the coordinate plane, which reveals a negative trend from grade 4 to grade 5 as reported in PSSA data. Fractions also require additional emphasis as evidenced in the high-low report and district benchmark assessments.</i></p> <p><i>Initial noticings in the area of Math (grade 3 and 4) include... difficulty with Geometry in grade 3 and struggles with Fractions in grade 4 as evidenced in the PSSA high-low report and district benchmark assessments. These are the same two areas identified as challenges in 5th grade.</i></p> <p>Why is this a priority?</p> <p>ELA (grades 4-5): Text-Dependent Analysis (TDA) requires students to write well and to be able to analyze text.</p> <p>ELA (grades 1-3): A well-written essay is required for Text-Dependent Analysis; students need to be strong writers. Benchmark data indicates that writing skills are not showing consistent growth throughout the year.</p> <p>Math: Mastery of Geometry skills and concepts are critical in making real-world connections. These Geometry skills, concepts, and connections increase in complexity each year through the 8th grade.</p> <p>The ability to apply and understand Fractions is critical. Fractions are a key component of many other complex mathematical topics including ratios, rates, percents, proportions, proportionality, linearity, and slope.</p>

2.1.2.	Baseline Data on Area of Focus
1	<p>ELA: The majority of grade 4 students (302 students 51%) and grade 5 students (343 students or 55%) received a score of 8 out of 16 possible points suggesting their responses did not include sufficient depth of analysis in their essay. 33% of grade 5 students score in the bottom 1/3 of the state when compared to grade-level peers in this category.</p> <p>ELA (grades 1-3) Benchmark data shows growth in writing skills is more pronounced in the first half of the year than in the second half.</p> <p>Math (grades 3 and 5) - Geometry Approximately 1 out of every 4 students score in the bottom 1/3 of the state when compared to grade-level peers in this category. In grade 3, approximately 25% of students achieved scores of Basic or Below Basic on our district benchmark assessments in this category. On the grade 4 PSSA, 50% of our students scored in the top 1/3 of the state, while on grade 5 PSSA, only 40% of our students scored in the top 1/3 of the state.</p> <p>Math (grades 4 and 5) – Fractions On the grade 4 PSSA, 40% of our students scored in the top 1/3 of the state while 25% of our students scored in the bottom 1/3 of the state. On the grade 5 PSSA, 49% of our students scored in the top 1/3 of the state while 21% scored in the bottom 1/3 of the state when compared to grade-level peers in this category.</p>
2	<i>Building-level data related to the districtwide goal to be included here.</i>
2.1.3.	Actions to be taken at the District Level
	<p><i>What will be more deeply explored and what actions will be taken by the curriculum team as a result of these initial noticings? What questions are raised by these initial noticings?</i></p> <p>Action Steps for ELA (grades 4-5) with TDA: Continue the work started with Dr. Lynn Dorfman. Provide more practice samples and specific time for practice in the curriculum. Assure designated writing time so District develops strong writers. Establish scoring alignment for benchmark text-dependent analysis essays.</p> <p>Actions Steps for ELA (grades 1-3): Allot dedicated time for writing. Improve scoring alignment by including opportunities for improved inter-rater reliability. Revise and strengthen curriculum, including implementing updated domain-specific writing.</p> <p>Action Steps for Math (grades 3-5)</p> <ul style="list-style-type: none"> ▪ Implement Investigations 3 and the new Pearson Realize technology platform in 2018-19. ▪ Utilize assign focus (new feature) in DreamBox to provide additional instruction as well as review of this standard. ▪ Reorganize the sequencing of topics to allow for earlier and greater emphasis as well as a spiral review of these identified standards. ▪ Provide additional formative checks throughout the units to inform instruction and guided math groups. ▪ Provide additional high-quality tasks and prompts to support small group instruction or whole group collaborative investigations. ▪ Offer additional professional development opportunities to teachers in these identified areas, including working with consultant Dr. Lisa Lee.

Section 3: Action Plan

List in this section the plan for reporting on addressing topics that may or may not be related to the Districtwide curricular goals.

Building Learning Plan

SUBJECT AREA/GRADE: Kindergarten

SCHOOL: BELMONT HILLS ELEMENTARY SCHOOL

3.1.1. Problem Statement

SMART GOAL STATEMENT:

Goal Statement 1: By April of 2019, the percentage of students meeting proficiency of uppercase & lowercase letters using the LMSD Literacy Assessment will increase from **65% to 90%**.

Goal Statement 2: By June of 2019, the percentage of students identifying 18-26 letter sounds using the LMSD Literacy Assessment will increase from **28% to 80%**.

Goal Statement 3: By June 2019, the students will demonstrate at least **2 levels of growth** on the Next Step in Guided Reading reading assessment.

3.1.2. Data

- Letter / sound assessments (District Assessment – Next Step in Guided Reading Pre-A Reading Assessment)
- Ganske DSA
- Alphabet tracing
- Teacher observation
- Picture sort
- Next Steps in Guided Reading Leveled Reading

Targets:

Uppercase Letters & Lowercase Letters:

-Below Basic: 1-25

-Basic: 25-39

-Proficient: 40-51

-Advanced: 52

Letter Sounds:

-Proficient: 18-26

Guided Reading Level:

-Proficient: C/D

-Advanced: E+

3.1.3. Suspected Cause/s

- Has the student been in a preschool setting prior to coming to kindergarten?
- If so, are students more prepared from certain pre-schools? Curriculum?
- If not, was the student exposed to letters and/or pre-reading skills at home?
- Does the student have any disabilities that make it more difficult for the student to learn?
- Do students confuse certain letters? Do they reverse certain letters? Is there a trend?

3.1.4. Action Plan

	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	Letter tracing with teacher directive Students who recognize less than 40 letters on the Next Step in Guided Reading Pre A Letter Assessment (out of 52) will be included in the focus group	Increased letter identification	Liz Folgia Kirsten Lawson Amy Heinerichs, Deb Strickland, reading buddies	4x/week Oct. 2018 through May 2019	
2	Letter review through tactile exposure (Alpha Friend card review, tracing sand paper letters, wikki sticks, shaving cream, paint bags)	Meet the sensory and fine motor needs of all students – help with motor memory.	Liz Folgia Kirsten Lawson Amy Heinerichs, Deb Strickland, Peggy Gardner	3x/week Oct. 2018 through May 2019	
3	Jan Richardson’s guided reading plans/groups	Jan Richardson pre-A lesson plan. Students will advance 2 reading levels.	Liz Folgia Kirsten Lawson Amy Heinerichs	5x/week Oct. 2018 through May 2019	

4	iPad apps (letter naming and sorting)	ABC Alphabet, Writing Wizard. Increased letter identification.	Liz Folgia Kirsten Lawson	2x/week Oct. 2018 through May 2019	
5	PLC Meetings to evaluate strategies, and make necessary adjustments	Flexible grouping of students, more specific interventions for students through differentiation	Liz Folgia Kirsten Lawson Amy Heinerichs, Deb Strickland, Molly Joufflas	2x/month Oct. 2018 through May 2019	
6	Reading specialist push-in	Specific interventions for students through with targeted instruction and differentiation	Amy Heinerichs Title 1 teacher	2-3x/week Oct. 2018 through May 2019 <small>(per Amy Heinerich's schedule)</small>	
7	Guided Reading Groups	Specific learning objectives for students through with targeted instruction and differentiation	Liz Folgia Kirsten Lawson Amy Heinerichs	2-3x/week Oct. 2018 through May 2019	

Building Learning Plan

SUBJECT AREA/GRADE: 1

SCHOOL: BELMONT HILLS ELEMENTARY SCHOOL

Section 3: Action Plan

3.1.1. Problem Statement					
<i>What problem are you hoping to solve?</i>					
SMART GOAL STATEMENT: By June 2019, students will grow 2 word patterns with a mastery of 95% or above according to Ganske (Word Sorts and More).					
3.1.2. Data					
<i>What data provide insight on the problem?</i> Students show reading growth through levels but the writing doesn't always grow simultaneously. Based on district assessments (conventions), in-class writing prompts and work, students continue to misspell words that they are reading in texts and don't transfer the information across the curricula setting. Students are very hesitant to stretch words to spell and take that risk. Teaching the students word patterns and practicing daily would benefit their reading, writing, and overall sense of success in literacy. We will use the Ganske spelling test as a baseline for fall, winter, and spring. Students will work towards 5/5 in each stage category. Teachers begin instruction at 4/5 and below. <i>What is your fall baseline data? Insert here.</i>					
3.1.3. Suspected Cause/s					
<i>What is the most likely cause?</i> Spelling is often taught in a rote memorization format. Students don't have full lessons on patterns and particulars in spelling and word patterns. Giving them the concrete lesson, the pattern, and oddball can help them decode, write, and understand the patterns presented in words.					
3.1.4. Action Plan					
	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	Create flexible groups Specific and intentional teaching per flex group	Weekly spelling assessment. 1 point for pattern 2 points for correct word spelling.	First grade team	Ongoing (all year) Ex: 5x/wk for 30 min	

2	Use PLC time to collaboratively create weekly word pattern assessments for progress monitoring	Students who have mastered the skill will move on, this will also show us who needs more time/support	First grade team	Every Friday (or Thursday given a day off)	
3	Create larger assessment for students transitioning to a new stage	There are 4 stages in the word pattern knowledge. When students have mastered one stage, there will be a larger assessment to see what's been retained and confirm there are no wholes.	First grade team	When needed Students will be given this assessment following the Ganske spelling test in winter/spring Be more specific	
4	Design, prepare and implement activities, lessons, and small group instruction for all word sorts to help students learn, practice, and apply word sort pattern practice into their daily routines. Differentiated WIN lessons. Instruct students on how to use words from word sorts in sentences. Directly correct misspellings on words/patterns	Students move through word sorts and begin to show transfer of word patterns from WIN, into reading, into writing.	First grade team	Weekly transfer practice will be 5x a week for 15minutes a session	
5	Writing excerpt	Did the student transfer taught word patterns? Take a writing sample and specifically check.	First grade team	1x weekly examples: writing journal, dictated sentence in spelling test, sentences in response to word pattern for the week.	
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Building Learning Plan

SUBJECT AREA/GRADE: 2

SCHOOL: BELMONT HILLS ELEMENTARY SCHOOL

Section 3: Action Plan

3.1.1. Problem Statement					
<p>SMART GOAL STATEMENT:</p> <p>Goal Statement: By June 2019, the percentage of students Proficient or Advanced in Time and Money will increase from % to % of students as measured by District Math Assessment.</p>					
3.1.2. Data					
<p>Teacher created assessment...Common Formative Assessment for Progress Monitoring</p> <p>We used a unit 1 Quiz, from Investigations.</p> <p>We looked at past data from Benchmarks.</p> <p>We used data collected from math inventories.</p>					
3.1.3. Suspected Cause/s					
<p><u>Common trends include:</u></p> <ul style="list-style-type: none"> *We have traditionally found children need a significant amount of remediation in basic money concepts. *Many of the basic money skills were not directly taught in 1st grade. *Money is not used a currency as frequently as it once was. *Money concepts are developmentally difficult for some. 					
3.1.4. Action Plan					
	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)

	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	Pretest all students using teacher created assessment.	Used to get a baseline of skills .	Second grade teachers, LS teacher and Math support teacher	We will develop the pretest and administer by October 12, 2018.	
2	Score and graphically represent our pretest data.	After scoring, students will be homogeneously grouped according to their ability level.	Second grade teachers, LS teacher and Math support teacher	The pretest should be scored and represented by October 19, 2018	
3	Create homogeneous WIN groups based on pretest data collected. What strategies will be implemented during this time? Describe instructional practices. Focus skills: - identify coins and give their values - use the “count on” strategy, under a dollar - count groups of coins, under a dollar when given a group of mixed coins - show 4 ways to make that amount, under a dollar when given an amount of money - make change when given an item to purchase and an amount of money	The students will be grouped according to their area of need. They will have an opportunity to work with peers at their level with their group’s teacher.	Second grade teachers, LS teacher and Math support teacher	Groups will be determined and teachers assigned to a specific group of students by October 26, 2018. Approximate start date is October 29, 2018.	
4	Students will receive 5 weeks of differentiated instruction. After that time, the students will be progress monitored and groups will be adjusted accordingly. Skills	That the students will make progress within their areas of need.	Second grade teachers, LS teacher and Math support teacher	From October 29 th through November 30 th 1x/wk for 30 min.	

	<p>and strategies for 5 weeks of differentiated instruction. Ex: Guided Math</p> <p>Focus skills:</p> <ul style="list-style-type: none"> - identify coins and give their values - use the “count on” strategy, under a dollar - count groups of coins, under a dollar when given a group of mixed coins - show 4 ways to make that amount, under a dollar when given an amount of money - make change when given an item to purchase and an amount of money 				
5	<p>The process will be continued with targeted instruction in small groups. Assessment / progress monitoring will continue throughout the year as needed. List strategies</p>	<p>That the students will continue to make progress.</p>	<p>Second grade teachers, LS teacher and Math support teacher</p>	<p>Throughout the remaining year. Keep listing out your cycle timelines similar to above.</p> <p>1x/wk for 30 min.</p>	
...	<p>*We plan to utilize the book, “Guided Math in Action: Building Each Student’s Mathematical Proficiency with Small-group Instruction” by Dr. Nicki Newton.</p> <p>*Ms. Monteleone will share many of the strategies and ideas learned at a Guided Math Workshop given by Melissa Rareside last May, 2018.</p>	<p>*This book has been helpful in our past attempts at Guided Math.</p> <p>*Will use the structure, warm-ups and components of the guided math workshop shown in detail.</p>	<p>Second grade teachers, LS teacher and Math support teacher</p>	<p>Will be used throughout the year as needed for support.</p>	

Building Learning Plan

SUBJECT AREA/GRADE: 4

SCHOOL: BELMONT HILLS ELEMENTARY SCHOOL

Section 3: Action Plan

3.1.1. Problem Statement					
<p>SMART GOAL STATEMENT: By June 2019, the percent of students scoring at the Proficient or Advanced level on balance equations will increase from % to 85 % according to the Balancing Equations Pretest.</p>					
3.1.2. Data					
<p>The insight to our problem was found through our 3rd Grade Math Inventory assessment.</p> <p>On PSSAs last year, BH third graders scored 72% Proficient or Advanced, while the District score was 80%</p> <p>Targets: 85% of Belmont Hills 3rd Graders will score Proficient or Advanced (70% or higher) on the final balancing equations assessment</p>					
3.1.3. Suspected Cause/s					
<p>The cause of this problem lies in the students' lack of vocabulary and lack of conceptual understanding of algebraic expressions. Students do not have a deeper conceptual understanding from 2nd grade of what mathematical symbols mean, particularly the (=) sign. Example: = means "is the same as." The curriculum does not provide enough exposure to this concept as is. This requires supplemented instruction and practice.</p>					
3.1.4. Action Plan					
	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	Scores of 3 rd Grade Math Inventory		3rd Grade Teachers with support of Learning Support Teachers	Pre-test given on 10/4/18	

2	A “Algebra” Days – 10 Minute of Math Instruction with Algebraic Equations & Vocab. Teachers will use supplemental resources (workbooks, worksheet practice, whiteboard problems, resources on LM shared folder). Teachers will collaborate on “C Day” each week to discuss lessons and strategies.	Increased Test Scores in January and June/ Informal Assessment Each Week	3 rd Grade Team	Each A Day until January 10 minutes at the beginning of the math block	
3	Mid-Year Balancing Equation Assessment	60% of Class Achieves Proficiency	3 rd Grade Team	January	
4	Continue of Algebra “A” Days TBD After looking at assessment scores, teachers will need to adjust lessons/activities to meet the needs of the class	Increased Test Scores in June/ Informal Assessment Each Week	3 rd Grade Team	Each A Day until June (rotate/differentiate if necessary) 10 minutes at the beginning of the math block	
5	Final Assessment Balancing Equations	85% of class achieves proficiency	3 rd Grade Team	June	

Building Learning Plan

SUBJECT AREA/GRADE: 5

SCHOOL: BELMONT HILLS ELEMENTARY SCHOOL

Section 3: Action Plan

3.1.1. Problem Statement					
<p><i>What problem are you hoping to solve?</i></p> <p>SMART GOAL STATEMENT: <i>By June 2019, the percent of students scoring Proficient or Advanced on multi-step/multi-operation word problems will increase from ___ to 75% as measured by district math benchmarks.</i></p>					
3.1.2. Data					
<p><i>What data provide insight on the problem?</i></p> <p>Benchmark Assessments</p> <p>Unit tests</p> <p>Teacher created materials</p> <p>PSSA results – be specific</p>					
3.1.3. Suspected Cause/s					
<p><i>What is the most likely cause?</i></p> <p>Lack of understanding of multi-step and multi-operation word problems.</p> <p>Keep thinking about what is hard to teach and what is hard for students to learn with multi-step/multi-operation word problems. What foundational skills are needed? What misconceptions do students have? Are there gaps in our curriculum of what is taught in 4th grade to prepare for 5th grade?</p>					
3.1.4. Action Plan					
	Action Steps	Expected Outcomes	Person/s Responsible	Timeline	Results ("Post" Data)
	<i>Provide concise descriptions of the actions that teams will take at the local level in response to the Districtwide Teaching and Learning Goal. Providing baseline data that supports the need for taking action.</i>	<i>Explain how you will know if the approach has been effective. Describe the measurable, observable outcomes that are expected.</i>	<i>List team or person/s responsible for this action.</i>	<i>Provide dates for key events associated with this approach.</i>	<i>After implementation, reflect on the outcomes. Describe successes, challenges, and outcome data.</i>
1	<i>Pre-test teacher created</i>	50% proficiency?	5th grade team Math Specialist	October 2018	

			Learning Support?		
2	Remediate during WIN Differentiated WIN time instruction to target needs	Formative assessments, exit tickets	5 th grade team Math Specialist Learning Support?	For ex: 5x/wk for 30 min	
3	Post-test	Comparison of Pre-test and Post-test Data	5 th grade team	October 2018 – June 2019	N/A as of the completion of this document
4	PD on problem solving;				
5	PLC Meetings to evaluate strategies, and make necessary adjustments				
...	iReady differentiated practice? What other resources or practices do you plan to use? Materials from Investigations?				

Appendix A

“Focused Support” Student Search Protocol

Purpose: To systematically identify students for whom we need to redesign our supports to be more personalized and student-centered.

Participants: Building-based teams

Overview: Teams of educators work together to complete the student search process to develop a list of students that, based on pre-determined criteria, are candidates for focused support. Teams will determine which students are designated as high-priority cases and develop a “Focused Support Plan” for each identified student.

Procedures:

1. **Open the Focused Support Student Search Tool and save the file locally,**
2. Using the established criteria, examine each dataset of interest and identify students who meet each criterion. Add their name to the search list and enter the data with which they qualified for the list.
3. After all datasets have been scanned and the names and associated data of students have been entered, examine the tallies and determine the level of support needed by each student on the list (intensive, medium, limited).
4. Examine the list and determine if there are any patterns that could be incorporated into the Building Level Plan in Section 3: Problems of Practice.
5. Develop a Focused Support Plan for each of the students listed for whom the team has designated as needing intensive support.
6. Complete Section 1 of the Building Learning Plan.
7. Review progress on the Focused Support Plans periodically and adjust as necessary.
8. At the end of the year, reflect on the outcome of the Focused Support Plans for each student, and document the outcomes on the Building Level Plans and individual Focus Support Plans.
9. Determine what supports could be recommended for the summer and fall of the next academic year.