

Norwood Public Schools
Norwood, Massachusetts

Coakley Middle School

SCHOOL
IMPROVEMENT
PLAN

2014-2016

Principal: Jackie Mann

Mission Statement: The mission of the Dr. Philip O. Coakley Middle School is to develop global citizens who appreciate learning. In partnership with the Norwood community, we foster social, emotional, and intellectual growth in a safe, inclusive, and academically rigorous environment. We are committed to the core values of respect and responsibility.

SCHOOL DATA

Demographics

Enrollment by Gender

	2011-2012	2012-2013	2013-2014
Male	384	381	380
Female	379	367	332
Total	763	748	712

Enrollment by Race/Ethnicity %

Race	2011-2012	2012-2013	2013-2014
African American	8.5	9.1	11.9
Asian	4.6	5.3	4.1
Hispanic	6.4	7.6	8.7
Native American	N/A	N/A	0.3
White	79.6	77.1	73.6

Selected Populations %

	2011-2012	2012-2013	2013-2014
First Language not English	13.6	13.6	13.9
English Language Learner	2.6	2.9	3.7
Low-income	30.1	27.9	30.6
Retentions	4.2	.4	
Special Education (total)	19.3	15.9	16.9

Average Class Size

	2011-2012	2012-2013	2013-2014
All Grades	20.7	19.8	19.8
	Mobility Rate % Stability		
	2011-2012	2012-2013	2013-2014
All Grades (Aggregate)	94.7	96.8	97.5
ELL	81.8	87.0	94.7
Special Education	90.2	92.5	97.8
Low Income	89.3	94.2	95.0

MCAS

MCAS Test of Spring 2013													
Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP
	School	State	School	State	School	State	School	State	School	State			
Grade 6 ELA	78	67	18	16	60	51	17	23	5	10	226	89.9	57.0
Grade 6 Mathematics	60	61	23	25	37	35	29	24	11	15	227	81.3	37
Grade 7 ELA	84	72	9	12	75	59	14	22	2	7	234	93.3	46.0
Grade 7 Mathematics	50	52	16	19	36	33	34	27	16	21	234	76.0	32.0
Grade 8 ELA	80	78	21	20	58	58	11	15	9	7	235	91.1	56.0
Grade 8 Mathematics	48	55	16	22	32	32	32	25	19	20	234	74.0	39.0
Grade 8 Science/Technology	33	39	2	4	32	35	49	43	18	18	234	69.7	N/A

MCAS Test of Spring 2014													
Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included	CPI	SGP
	School	State	School	State	School	State	School	State	School	State			
Grade 6 ELA	72	68	19	16	53	52	25	23	2	9	250	89.4	52.0
Grade 6 Mathematics	60	60	23	29	37	31	30	25	10	15	253	80.7	41.5
Grade 7 ELA	82	72	12	11	70	61	14	21	4	7	235	93.5	56.0
Grade 7 Mathematics	47	50	14	17	32	33	37	26	16	24	235	72.8	36.5
Grade 8 ELA	89	79	18	14	71	65	8	14	3	8	232	94.9	62.0
Grade 8 Mathematics	63	52	20	19	43	33	26	29	11	19	233	82.0	69.5
Grade 8 Science/Technology	41	42	3	4	38	38	47	41	12	18	233	75.1	N/A

Cumulative Progress and Performance Indices

		2012	2013	2014
School Accountability Level		2	2	2
Accountability Target (75 PPI)	All Students	82	62	76
Accountability Target (75 PPI)	High Needs Students	74	54	64
English Language Arts (CPI)	All Students	92.3	91.4	92.8
	High Needs	83.5	81	85.6
Math (CPI)	All Students	80.4	77.1	79.3
	High Needs	64.9	59.4	65.2
Science (CPI)	All Students	78.7	69.7	76
	High Needs	62.5	54.2	63.8

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PROGRESS REPORT
OF THE
2012-2014 SCHOOL IMPROVEMENT PLAN

PROGRESS REPORT: Please give a status report on each objective that was identified in your 2013-2014 School Improvement Plan. If the objective has been accomplished, please indicate when and how it has benefited the school. If the objective has not been accomplished, please explain why and when you anticipate the objective will be completed.

2013-2014 OBJECTIVE	STATUS
Objective 1: Narrowing the MCAS Proficiency Gap in math by moving 5% of the students at each performance level to the next highest performance level:	<p>This benchmark was not achieved, however, with regard to specific actions under this objective the following was accomplished:</p> <ul style="list-style-type: none"> - Faculty was trained in Keys to Literacy - The common writing rubric across content areas was initiated but not completed. - Some PD has occurred in math department – more is needed on engaging all learners. - A math-specific effective RtI Program based upon student data has yet to be initiated. - Some PD has occurred regarding literacy and vocabulary instruction in the content areas but more is needed. - DDMs have been put in place for all content areas. - An additional math class has been created, but it is not leveled or remedial. Students in 6th and 7th grade are offered targeted mathematics instruction based upon grade level need and patterns of performance. - The math department has analyzed MCAS data in order to better inform their instruction.
Objective 2: Improved MCAS scores by moving 5% of students at each performance level up one level in ELA.	<p>This has not been fully accomplished, although there are areas of growth. With regard to specific actions under this goal:</p> <ul style="list-style-type: none"> - ELA Department Chair will begin the analysis of student data to inform instruction. - Title 1 services have been added to support 6th grade. - The work related to the Common Writing Rubric was begun but not completed. and the work is in process. - PLCs have not been created, but will begin this year (2014-2015) during common team time as scheduled by CMS Administration. - Programs have been developed to establish a culture that promotes reading such as the

	<p>student/faculty book club. More work will be done this year such as an implementation of an independent reading program in ELA classrooms.</p>
<p>Objective 3: Improved MCAS scores by moving 5% of students at each performance level up one level in Science/Technology.</p>	<p>For the most part, this benchmark has not been achieved. With regard to specific actions under this objective:</p> <ul style="list-style-type: none"> -There are technology offerings in grades 6-8. -The work of the Common Writing Rubric has yet to have been completed and the work is in process -The Science Department Chair has begun to analyze and share student data with teachers to inform instruction. -PLCs did not take place consistently, but will this year in designated common content area planning time.
<p>Objective 4: Decrease tardiness by 25% and absences by 5%. The data has yet to have been gathered with regard to this objective.</p>	<p>The average days absent at CMS in the 2012- 2013 school year was 7.7. This number increased to 7.9 in the 2013-2014 school year. As a result, this objective was not achieved.</p> <p>With regard to specific actions under this objective:</p> <ul style="list-style-type: none"> - There is a system in place for calling absent and tardy students. - The tardy and attendance policies are disseminated through the handbook and this year will be updated according to the new attendance laws. - There is a breakfast program. - PD has not happened regarding the CRA petitions but will take place this year (2014-2015). - A Truancy Prevention Program has been developed in collaboration with the DCF, Dedham Juvenile Probation and other collateral agencies.

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PRIORITY AREAS
OF THE
2014-2016 SCHOOL IMPROVEMENT PLAN

PRIORITY AREAS: Please outline below the objectives to be targeted for improvement at your school this year. These objectives should be identified by the School Council upon examining data on student performance and achievement and selected as priorities identified by data collected last year showing a concern about the progress of all students.

This statement should be submitted by the Principal to the Superintendent of Schools after extensive consultation and review by the School Council.

PRIORITY AREAS

I. LITERACY

Implementation Objective: See action steps below.

Impact on Student Learning Objective: As a school community, we will implement collaborative learning instructional practice within the Launch-Explore-Summary (L-E-S) lesson structure and informed by student data so that over the 2014 – 2016 timeframe, overall grade level ELA student growth will increase to at least 60% SGP in grades 6 and 7 (high growth rate), and for 8th grade at least maintain its high growth rate and strive to increase student performance to a “very high” growth rate as measured by the PARCC Assessment.*

***DESE be offering guidance on how to quantify “high growth” and “very high growth” as it relates to the PARCC Assessment.**

II. STEAM

Implementation Objective: See action steps below.

Impact on Student Learning Objective (a): As a school community we will implement collaborative learning instructional practice informed by student data so that over the 2014 – 2016 timeframe, overall grade level Math student growth will increase to 50% for “all students” in grades 6 and 7, and for 8th grade at least maintain its high growth rate and strive to increase student performance to a “very high” growth rate as measured by the PARCC Assessment. *

***DESE be offering guidance on how to quantify “high growth” and “very high growth” as it relates to the PARCC Assessment.**

Impact on Student Learning Objective (b): As a school community we will implement collaborative learning instructional practice informed by student data so that over the 2014 – 2016 timeframe, the overall grade level science student CPI will increase to 80 for “all students” as measured by the STE MCAS.

III. MEETING THE NEEDS OF ALL STUDENTS

Implementation Objective: See action steps below.

Impact on Student Learning Objective: To reduce the gap in CPI between “High Needs” and “Non-High Needs” students by half by improving the performance of high needs students by 2016.

IV. COMMUNITY RELATIONS

Implementation Objective: See action steps below.

Impact on Students Objective: Coakley Middle School will improve its connections with parents/guardians and the community by at least 50% as measured by a parent survey.

V. SOCIAL EMOTIONAL NEEDS

Implementation Objective: See action steps below.

Impact on Students Objective: Coakley Middle School will enhance students’ self-report of safety and connection to the school community by 50% over the 2014 – 2016 timeframe.

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SCHOOL IMPROVEMENT PLAN OF THE PRINCIPAL AND SCHOOL COUNCIL

ACTION PLAN: For each objective listed on the previous page, please describe a plan for improvement. The plan should include a list of activities; who will be involved; and over what time frames the problem will be addressed. A clear, concise explanation of how the improvement sought will be measured should be a part of this plan.

ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
<p>I. GOAL AREA: LITERACY</p> <p>OBJECTIVE:</p> <p>Implementation Objective: See action steps below.</p> <p>Impact on Student Learning Objective: : As a school community we will implement collaborative learning instructional practice within the L-E-S lesson structure, collaborative learning will be informed by student data so that over the 2014 – 2016 timeframe, overall grade level ELA student growth will increase to at</p>			

<p>least 60% SPG in grades 6 and 7 (high growth rate), and for 8th grade at least maintain its high growth rate and strive to increase student performance to a “very high” growth rate as measured by the PARCC Assessment.</p>			
<p>ACTIONS:</p> <ul style="list-style-type: none"> • DATA ANALYSIS: Grade- Level and content area groups will meet to analyze student data and identify its impact on daily instruction in literacy. • UNIVERSAL ASSESSMENT TOOL: Explore the use of a universal assessment tool to monitor students reading progress and ability. • LITERACY ACROSS THE CONTENT AREAS: Keys to Literacy Coaches and Administration will partner to offer workshop on literacy development in the content areas; • UNDERSTANDING AND ADJUSTING INSTRUCTIONAL PRACTICES FOR PARCC: Professional development will be utilized to familiarize faculty with the PARCC assessment and create an action plan for its implication on daily instruction. • PROFESSIONAL DEVELOPMENT ON “LAUNCH, EXPLORE, SUMMARIZE” format to develop classroom instruction that includes standards-based learning objectives achieved through collaborative learning practices to better serve all levels of learners with our instructional practices. 	<p>CMS Administration, Faculty, Department Chairs.</p> <p>Principal, AVP Curriculum and Instruction, English Dept. Chair, Reading Faculty</p> <p>Principal, VP Curriculum and Instruction, Assistant Superintendent</p> <p>Principal, AVP Curriculum and Instruction, English Dept. Chair, Faculty</p> <p>Principal, VP Curriculum and Instruction</p>	<p>1x 6 days ongoing 2014 - 2106 school year</p> <p>2015-2016 school year</p> <p>2014-2015 and 2015-2106 school years</p> <p>10/2014 – 6/2016</p> <p>2014-2015 and 2015-2016 school years</p>	<p>Data analysis graphic organizers; schedule of grade level collaboration meetings.</p> <p>Identification of a universal assessment tool Beginning implementation</p> <p>Professional development lessons and sign-in sheets</p> <p>Application of strategies in classroom as observed in unannounced walk throughs.</p> <p>Professional development materials, and sign-in sheets; action plans, observation of implementation of strategies in classroom.</p> <p>Professional development materials, and sign-in sheets; action plans, observation of implementation of strategies in classroom: By 6/2015 – in 80% of the walk throughs the launch and exploration strategies will be observed; By 6/2016 students will be able to identify each part of the lesson.</p>

<ul style="list-style-type: none"> TARGETED INSTRUCTION FOR READING AND ENGLISH LANGUAGE DEVELOPMENT : Creation of a data-driven ELL and Reading support program that allows for purposeful groupings of students based on need to allow for targeted instruction. 	VP Curriculum and Instruction, ELL Teachers, ELL and Title I Program Director. Reading Support and Title I teachers	9/2014 and 8/2015-9/2015	Student data and groupings, schedule for ELL Instruction, Progress notes for ELL and Reading Students.
ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
<p>II. GOAL AREA: STEAM</p> <p>OBJECTIVE:</p> <p>Implementation Objective: See action steps below.</p> <p>Impact on Student Learning Objective (a): As a school community we will implement collaborative learning instructional practice informed by student data so that over the 2014 – 2016 timeframe, overall grade level Math student growth will increase to 50% for “all students” in grades 6 and 7 (high growth rates), and for 8th grade at least maintain its high growth rate and strive to increase student performance to a “very high” growth rate as measured by the PARCC Assessment.</p> <p>Impact on Student Learning Objective (b): As a school community we will implement collaborative learning instructional practice informed by student data so that over the 2014 – 2016 timeframe, the overall grade level science student CPI will increase to 80 for “all students” as measured by the Science, Technology and Engineering MCAS.</p> <p>ACTIONS:</p> <ul style="list-style-type: none"> GRADE LEVEL AND CONTENT AREA MEETINGS: Creation of grade level and content area meetings every cycle to analyze student data, reflect upon common expectations for best practices in collaborative learning. DATA ANALYSIS: Grade level and content analysis of student data such as MCAS and DDMs to inform instruction and find patterns of performance. 	<p>VP for Curriculum and Instruction, Principal, Math and Science Dept. Chairs, Faculty</p> <p>VP for Curriculum and Instruction, Principal, Math and Science Dept. Chairs, Faculty</p>	<p>1x 6 days ongoing 2014 - 2106 school year</p> <p>Ongoing during grade level content meetings 2014-2015 and 2015-2016 school years</p>	<p>Schedule of Meetings; Professional development notes from meeting.</p> <p>Student data analysis from meetings.</p>

<ul style="list-style-type: none"> • UNIVERSAL SCREENING TOOL: Explore the use of a universal screening tool for progress-monitoring and assessment of students to inform targeted intervention. 	Principal, VP for Curriculum and Instruction, Math Chair, Math Faculty	2015- 2016 school year	Selection of screening tool and student data from implementation of tool.
<ul style="list-style-type: none"> • RTI: Create time within the schedule to offer data-driven targeted interventions for students in math with math teachers and or coach. 	Principal, VPs, Future Needs Committee	11/2014 – 6/2015 9/2015 – 6/2016	Schedule with RtI block, Professional development for use of RtI block.
<ul style="list-style-type: none"> • MATH CURRICULUM: Convene vertical alignment meeting to better align the 5-6 and 8-9 math curriculum after the new curriculum is selected and implemented 	Principal, VP for Curriculum and Instruction, Math Dept. Chair, Elementary Math Chair	Spring/Summer 2016	Vertical alignment, and grade level benchmarks.
<ul style="list-style-type: none"> • MATH CURRICULUM: Select a new math program for 6-8 that supports differentiation, collaborative learning and links to the Common Core including Standards for Mathematical Practice. 	Math Dept. Chair, VP for Curriculum and Instruction, Principal	2014-2015 school year	Purchase and pilot of math curriculum.
<ul style="list-style-type: none"> • COLLABORATIVE LEARNING IN MATH AND SCIENCE: Implement Professional Development in collaborative learning practices in math that better meet the needs of all students. 	Principal, VP for Curriculum and Instruction, Math and Science Dept, Chairs	2014-2015 school year	Professional development materials, and sign-in sheets; action plans, observation of implementation of strategies in classroom.
<ul style="list-style-type: none"> • UNDERSTANDING AND ADJUSTING INSTRUCTIONAL PRACTICES TO PARCC: Conduct professional development to familiarize all faculty with PARCC, identify its implication on daily instructional practices in all content areas. 	Principal, VP for Curriculum and Instruction, Dept. Chairs	10/2014 – 6/2016	Professional development materials, and sign-in sheets; action plans, observation of implementation of strategies in classroom.

ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
<p>III. GOAL AREA: MEETING NEEDS OF ALL STUDENTS</p> <p>OBJECTIVE:</p> <p>Implementation Objective: See action steps below.</p> <p>Impact on Student Learning Objective: To reduce the gap in CPI between “High Needs” and “Non-High Needs” students by half by improving the performance of high needs students by 2016.</p> <p>ACTIONS:</p> <ul style="list-style-type: none"> • SPECIAL EDUCATION COMMITTEE: creation of a committee to examine the current special education delivery model and make recommendations as to change that can impact its effectiveness, including use of academic support and inclusion numbers. • Collaborate with NHS on improving the transition for special education students from grades 8-9 by inviting 9th grade special educators to transition meetings. • Professional Development on the collaborative instructional practices and differentiated instruction under the Launch, Explore, Summary Model. • Professional Development and development of resources on technology integration to better meet the needs of all students. • Professional development for special education teachers in the instruction of math. • Offer professional development on the 	Principal, VP for Curriculum and Instruction, SPED Dept. Chair, Director of Student Services, CMS Faculty	10/2014 – 2/2015	Meeting Minutes, SWOT Analysis, Resource Analysis and Recommendations of the Committee.
	Principal, Special Education Dept. Chair, Special Education Faculty	11/14 -6/16	IEP Service Delivery Grids, Meeting Notes.
	Principal, VP for Curriculum and Instruction	2014 – 2015 and 2015 – 2016 school years	Professional development materials, and sign-in sheets; action plans, observation of implementation of strategies in classroom.
	Principal, Director of Technology, Technology Integration Specialist	2014 – 2015 school year	Observation of Application of technology integration strategies in classroom walk throughs.
	Principal, Director of Student Services, Math Chair, VP for Curriculum and Instruction, Assistant Superintendent	2014 – 2015 and 2015- 2016 school years	Professional Development sign-in and observation of application of strategies in academic support classrooms.
	Principal, Director of Student Services	2015- 2016 school years	Professional Development sign-in and

<p>inclusion co-teaching model.</p> <ul style="list-style-type: none"> • Create a more effective, research-based ELL service delivery model reflective of student data. • Convene a “Future Needs Committee” to develop a school-wide schedule based upon meeting the needs of all students. • Implementation of a data-driven Student Support Team Process to recommend RtI interventions 	<p>VP for Curriculum and Instruction, ELL Program Director, ELL Faculty</p> <p>Principal, VPs, CMS Faculty</p> <p>Principal, VPs, Guidance, CMS Faculty</p>	<p>9/2014 and 8/2015-9/2015</p> <p>11/2014 – 5/2015</p> <p>10/2014 – 6/2106</p>	<p>observation of application of strategies in inclusion classrooms.</p> <p>Classroom observations of ELL small group and inclusion support.</p> <p>Faculty survey, meetings notes and recommendations of the committee.</p> <p>Student Tracking Data from SST Process regarding improvement of struggling student performance based upon RtI interventions.</p>
ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
<p>IV. GOAL AREA: COMMUNITY RELATIONS</p> <p>OBJECTIVE:</p> <p>Implementation Objective: See action steps below.</p> <p>Impact on Students Objective: Coakley Middle School will improve its connections with parents/guardians and the community by at least 50% as measured by a parent survey.</p> <p>ACTIONS:</p> <ul style="list-style-type: none"> • WEB SITES: Support faculty through professional development in the creation of classroom web sites as a resource for students and parents in homework and content area extension activities, and classroom expectations. • WEEKLY UPDATES: Use of weekly parent bulletins posted on the web site and emailed home to strengthen the home-school 	<p>Principal, Director of Technology, Technology Integration Specialists</p> <p>Principal</p>	<p>2014 – 2015 school year</p> <p>Weekly beginning 9/3/14</p>	<p>90% use of teacher web sites for homework, and 75% for resources.</p> <p>Weekly updates every Friday for the school years 2014-2015 and 2015 – 2016 school years.</p>

<p>connection.</p> <ul style="list-style-type: none"> • COMMUNITY : Create more opportunities for Coakley Students to connect to their greater community through service project and service learning. • PARENT MEETINGS/CONFERENCES Explore different parent conference models and survey parents and faculty as to the effectiveness of existing model • EXPECTATIONS AROUND COMMUNICATION: Collaborate with the faculty and School Council on developing expectations around home/school communication such as return of emails, requests for meetings and updating of grades on the parent portal. • PARENT PORTAL: Offers training and/or guidance to parents on how to access online grading for their students. • Continue to update CMS Web Site to include information about grade level classes including exploratory classes. 	<p>Principal, VPs, CMS Faculty</p> <p>Principal, VPs</p> <p>Principal, Superintendent, CMS Faculty Representatives</p> <p>Principal, Director of Technology, Technology Integration Specialists</p> <p>Principal</p>	<p>2014- 2015 and 2015-2106 school years</p> <p>11/2014 And 2015-2016 school year</p> <p>2014- 2015 school year</p> <p>2014- 2015 school year and 9/2015</p> <p>2014-2015</p>	<p>Publication of service learning projects in local papers and weekly updates.</p> <p>Results of parent feedback survey. Format adjustment in the 2015-2016 school year if needed to meet parent and teacher needs.</p> <p>Updated language and expectations in CMS Handbooks. Publication of expectations on web site.</p> <p>Information posted on web site; training sessions at PTO Meetings and Open House.</p> <p>CMS Web Site</p>
ACTIVITY	WHO	TIME FRAME	MEASURED OUTCOME
<p>V. GOAL AREA: SOCIAL EMOTIONAL NEEDS</p> <p>Objective:</p> <p>Implementation Objective: See action steps below.</p> <p>Impact on Students Objective: Coakley Middle School will enhance students' self-report of safety and connection to the school community by 50% over the 2014 – 2016 timeframe.</p> <p>Actions:</p> <ul style="list-style-type: none"> • POSITIVE BEHAVIORAL INTERVENTION 	<p>VP for Discipline, Principal</p>	<p>2014-2015 and 2015 – 2016</p>	<p>Revised Discipline Guide for Parents</p>

<p>SYSTEM: Create a form of a PBIS to positively impact school climate and student behaviors and reduce discipline referrals;</p> <ul style="list-style-type: none"> • Create an attendance/tardy system that reduces absences and tardies by offering family support and student contracts; • Develop a case management group to establish emergency intervention protocols and track and support students in crisis; • Develop formal transition plans for students moving from 5th to 6th and 8th to 9th including sharing of information of students and orientation of students and parents through information sessions, school visits, faculty meetings and a system for sharing student data to use in classroom and team configurations. 	VP for Discipline, Guidance Staff, Principal, Nurse	school years 10/2014 and ongoing for 2014-2015	Data on discipline referrals Attendance Support Plan and contracts; updates regarding new plan in the handbook; Image Plus Notes
	Principal, VP for Discipline, Guidance, School Adjustment Counselor, Nurse	Beginning 9/2014 and 1 x 6 days for 2014 – 2016	Case management notes and recommended interventions.
	Principal, Guidance Staff, VP for Discipline.	10/2014 – 9/2105	Transition plan. Google Form and spreadsheet for sharing of student information; Agenda and notice of student orientations.

PROJECTED PROFESSIONAL DEVELOPMENT and DATA MEETINGS 2014-2015	
September	<ul style="list-style-type: none"> • Professional Learning Community Expectations • Teacher Evaluations • Introduction: Launch, Explore, Summarize: L-E-S
October	<ul style="list-style-type: none"> • Collaborative Learning with L-E-S • Establishing Norms • PARCC • Teacher Evaluation Goal Setting • MCAS DATA Analysis •
November	<ul style="list-style-type: none"> • PARCC • Collaborative Learning with L-E-S- Exploration • Using “Think Aloud” to Model Higher Level Thinking with L-E-S • Using Questioning to Promote Higher Level Thinking with L-E-S
December	<ul style="list-style-type: none"> • Launch: Learning Objectives and Language Objectives • Using “Think Aloud” to Model Higher Level Thinking with L-E-S • Using Questioning to Promote Higher Level Thinking with L-E-S
January	<ul style="list-style-type: none"> • Technology Integration • Using Questioning to Promote Higher Level Thinking with L-E-S • Curriculum & Instruction Adjustments Related to PARCC
February	<ul style="list-style-type: none"> • Beginning Strategies for Differentiation with L-E-S • Curriculum & Instruction Adjustments Related to PARCC
March	<ul style="list-style-type: none"> • Transitions 5-6 and 8-9 • Student Placement and Groupings – Scheduling for 2015-2016 • Beginning Strategies for Differentiation with L-E-S
April	<ul style="list-style-type: none"> • Student Placement and Groupings – Scheduling for 2015-2016 • Curriculum & Instruction Adjustments Related to PARCC
May	<ul style="list-style-type: none"> • Curriculum & Instruction Adjustments Related to PARCC • Student Placement and Groupings – Scheduling for 2015-2016
June	<ul style="list-style-type: none"> • Student Placement and Groupings – Scheduling for 2015-2016

- Follow-up for DDMs will be added to the above schedule in collaboration with NHS Department Heads.

