

Achieving Sustained Growth on SBAC **George Hersey Robertson, Coventry CT**

- Adjustments to Curriculum, Instruction and Assessment beginning in 2015
- Curriculum
 - Created a document of all released SBAC question stems, organized by CCS.
 - Integrated these question stems into units for instruction and assessment. For example, if the unit focused on theme, we used those aligned question stems
- Instruction
 - Responsive and timely adjustments
 - Review of IABs on coaching days, and then developed lessons and materials to practice targeted skills of need
 - Changed schedule to allocate for a separate math intervention block. Increased math instructional time from 1 hour to 90 minutes.
 - Math and reading intervention very fluid with students in/out, increased/decreased time weekly
 - Use of only research based programs for intervention (ALEKs, LLI, Just Words, OG, Bridges)
 - Collaboration with grade level team meetings, and with interventionists as needed (30 minutes afterschool 2x/week, 5 “long team times” per year)
 - Small group instruction based on identified targets and data review
 - Use of IABs for instruction: Brief Writes, Language and Vocabulary Usage, Editing, Revision during Writers Workshop
 - Spiral review of skills (esp in math)
 - Progression of CCS and grade level standards explicit to students. “In second grade, you need to....Now in third grade, you will...” as learning targets
 - Increased skill development with technology: Typing Club, iPads to Chromebooks, Google suite, Google forms
- Assessment:
 - Use of IABs as formative assessments to drive instruction
 - Literary, Informational (Classroom teacher)
 - Listening, Research (Classroom teacher and LMS)
 - Math Performance tasks- at least 4 per year
 - Math Numbers Base Ten and Operations/Algebraic Thinking
 - Pre and post assessments with use of released items
 - Assessment Calendar at each school, developed in August/September
 - Analysis of SBAC results drive District Strategic Plan, School Strategic Plan, and creation of specific Improvement plans
- Structures to facilitate this work
 - District commitment to summer curriculum work (1-2 weeks, collaborative)
 - District creation of K-12 Math and ELA coaches to serve as content experts
 - Scheduling of 5-6 coaching days (PD) for each grade level each year
 - Intervention Referral Team held biweekly to review and plan for student needs and supports
 - Data review meetings in September, in addition to goal setting meetings
 - School Strategic Plan team meets over the summer to analyze SBAC results- representation from all grade levels and then plan for areas of focus for school year
 - Whole School Goal and SLOs focused on SBAC achievement