

#4 Meeting the diverse needs of students 2016-2017

Target: The school will create a learning environment that meets the diverse needs of the children.	Result Statement: students will receive instruction based on his/her individual needs
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<p>Changes in student learning behavior:</p> <p>Students will:</p>	<p>Changing Instruction:</p> <p>Staff will:</p>	<p>Monitoring Progress with Timelines and Adjustments:</p> <p>Progress will be measured by:</p>	<p>Collaboration and Support:</p> <p>Staff will collaborate during:</p>	<p>Resources, School and District:</p> <p>School-wide supports will include:</p>	<p>Evaluating Results/Reporting to Families and Community:</p> <p>Monitoring/evaluating will take place by:</p>
<ul style="list-style-type: none"> • Will actively participate in learning activities that will increase their understanding of content. • Have the opportunity to develop and integrate technology skills that support learning, decision making, collaboratively communicating, and Internet safety. 	<ul style="list-style-type: none"> • Differentiate Instruction • Continue RTI, math intervention blocks, and school wide enrichment opportunities. • Integrate blended learning as an essential tool to enable a foundation of basic skills. • Collaborate to ensure that special education students receive targeted instruction at their level. 	<ul style="list-style-type: none"> • RTI Summary Notes • IEP Progress Notes • Student assessments formative and summative, common assessments in math, reading, and writing • Teacher observation • Sharing data with parents and/or RTI team and principal (PARCC, MAP testing, Math assessments, PALS/DRA's, and writing prompts) 	<ul style="list-style-type: none"> • RTI team meetings • Common Planning Times opportunities increased • Increase collaborative meetings with special education teachers and other support professionals • Data Report Outs • Staff Meetings/PD Sessions 	<ul style="list-style-type: none"> • Resources offered via the Math/ELA Coaches, Gems Net Trainers, the department of education and private agencies such as the Sherlock Center/Autism Project/Behavioral Solutions, Perspectives, Momentum, and The Harrington School • Technology upgrades and Lighthouse classrooms 	<ul style="list-style-type: none"> • Analyzing– MAP, PALS, NECAP, classroom formative/summative assessments • Sharing testing results at school report night, with SIT Team, Program Leader Meetings, Faculty Meetings, DataSharing, and School Committee Meetings • Reportcards and progress reports