

Overview

- Forty days of structured instructional focus
- Working systems of interventions
- Targeted standards
- Mobilized staff

English / Language Arts	Math / Science
Data Chats with students (10 min). Template to include: • Previous state score; growth • Testing goal • Diagnostic level • Strategies to assist toward goals Practice & reteach (45 min) • Reading passages that mirror SBA ◦ Summative assessment blueprint ◦ Digital library ◦ Interim assessment blocks • Literary and informational text ◦ Central ideas ◦ Reasoning & evidence ◦ Key details ◦ Word meanings ◦ Analysis within / across texts ◦ Text structures & features ◦ Language use • Writing (practice narrative, informational / explanatory; opinion; ensure students identify and write to correct prompt) ◦ organization/purpose; evidence / elaboration; conventions; conventions • Listen / interpret • Research: interpret & integrate information; analyze information / sources; use evidence Continue rotations in ELA block • i-Ready • Guided reading • Standards-based skills focus Differentiation • Small-group / push in / pull out • Lunch bunch • Schedule centralized support staff for interventions	Data Chats with students (10 min). Template to include: • Previous state score; growth • Testing goal • Diagnostic level • Strategies to assist toward goals Practice & reteach (45 min) • Math items that mirror SBA ◦ Digital library ◦ Interim assessment blocks ▪ Conceptual understanding ▪ Problem solving and application ▪ Computational & procedural fluency • Daily standards-based practice problems ◦ Operations & algebraic thinking ◦ Numbers & operations ◦ Measurement & data ◦ Geometry Continue rotations in math block • i-Ready • small group intensive • Standards-based skills focus Differentiation • Small-group / push in / pull out • Lunch bunch • Schedule centralized support staff for interventions Science • WCAS training tests • Item specs & analysis
Instructional supports: • Sharpen focus and structures for extended day in ELA & math; use i-Ready diagnostic and other data sources to organize / reorganize groups; communicate with parents • CACCL-designed formative assessments • Coaches and administrators review item specs and testing protocols with teachers • Sharpen attendance incentives; plan assemblies; parent communication • Test-taking strategies review	

