School Improvement Plan

James Morris School

2018-2019

Contributors

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District Mission Statement:
To Prepare All Students for Learning, Living and Achieving

Learning Expectations:
Community and Civic Responsibility
Collaboration
Communication
Information Literacy Climate
Problem Solving

Core Values:
Love of Learning
Integrity
Friendship and Respect
Educational Excellence

Motto:
Quality, Academics, Pride

Our vision for James Morris School is to be highly regarded for our students' academic growth, and for instilling in students the desire to strive for the intrinsic value, rewards and opportunities that result from quality, professionalism, and pride in one's work. To achieve this vision, we believe in:
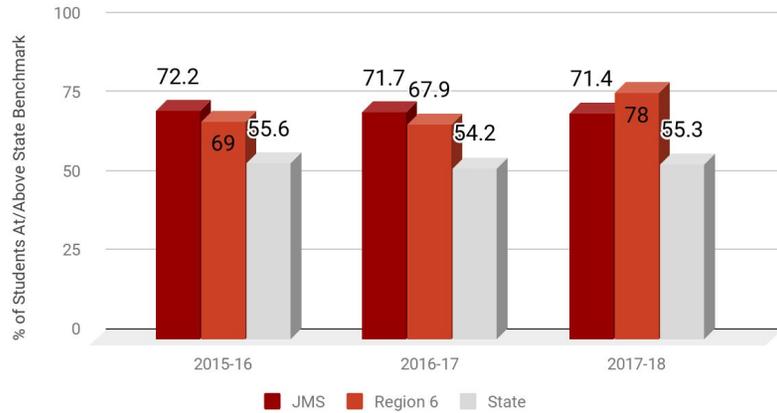
- A culture of academia
- A strong partnership with parents and the community
- A growth-mindset for students and staff
- Research-based practices
- Authentic hands-on learning experiences for all students
- Awareness and understanding of issues related to diversity - social, cultural, and cognitive
- Embedded character education and promotion of strong habits of mind
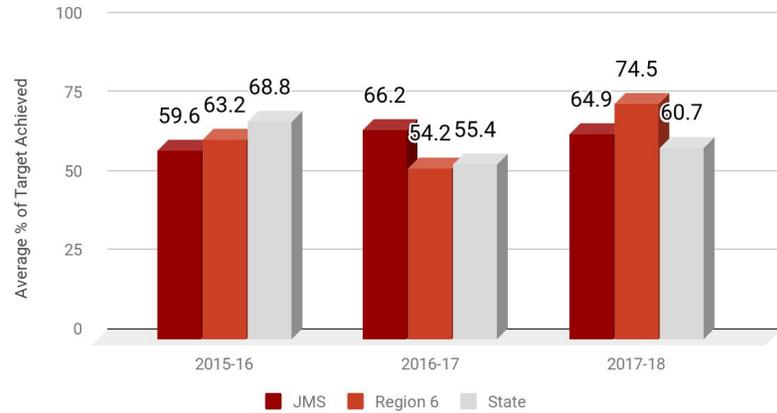
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School Improvement Vision

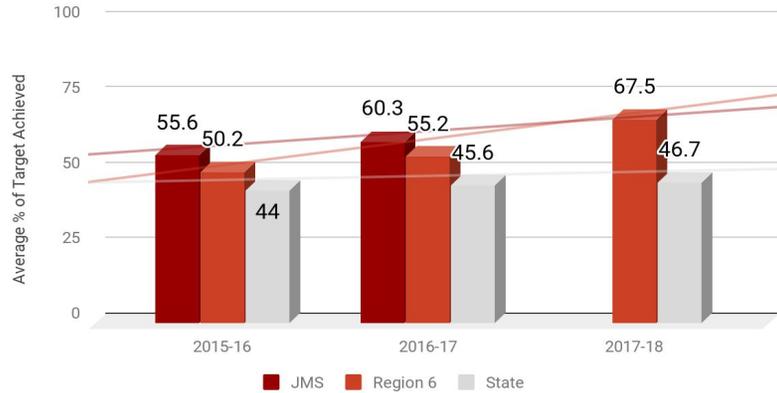|	
Curriculum	*CURRICULUM will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.*
Instruction	*INSTRUCTION will be driven by individual student need.*
Assessment	*Multiple forms of ASSESSMENT (qualitative and quantitative) will be used to measure progress and inform decisions.*
Positive School Climate	*POSITIVE SCHOOL CLIMATE will align with the mission, vision, core values and goals of the school.*

School Performance Summary

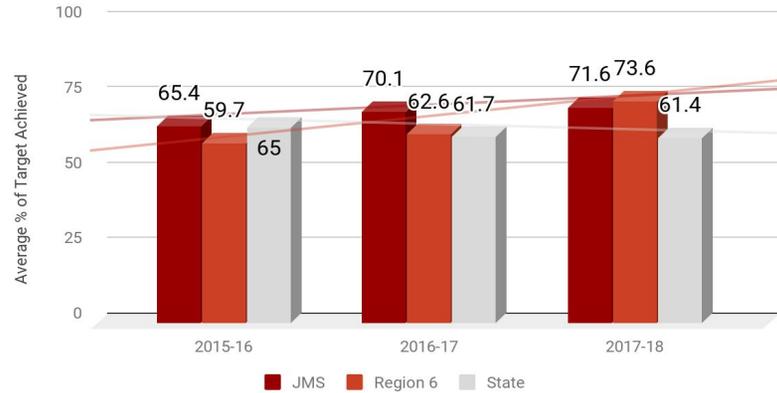**JMS Smarter Balanced ELA Achievement Comparisons**

Year	JMS	Region 6	State
2015-16	72.2	69	55.6
2016-17	71.7	67.9	54.2
2017-18	71.4	78	55.3

% of Students At/Above State Benchmark

JMS Smarter Balanced ELA Growth Comparisons

Year	JMS	Region 6	State
2015-16	59.6	63.2	68.8
2016-17	66.2	54.2	55.4
2017-18	64.9	74.5	60.7

Average % of Target Achieved

JMS Smarter Balanced Math Achievement Comparisons

Year	JMS	Region 6	State
2015-16	55.6	50.2	44
2016-17	60.3	55.2	45.6
2017-18		67.5	46.7

Average % of Target Achieved

JMS Smarter Balanced Math Growth Comparisons

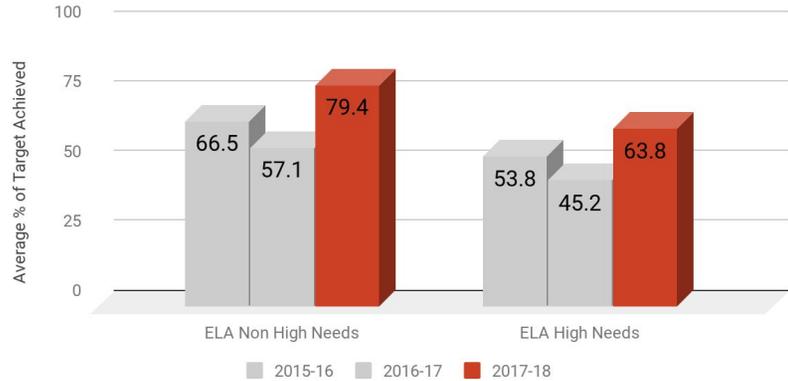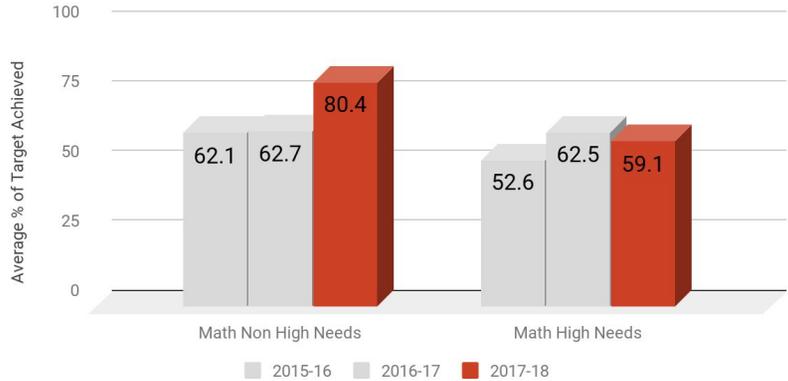| Year	JMS	Region 6	State
2015-16	65.4	59.7	65
2016-17	70.1	62.6	61.7
2017-18	71.6	73.6	61.4

Average % of Target Achieved

Fall 2018 Baseline STAR Data
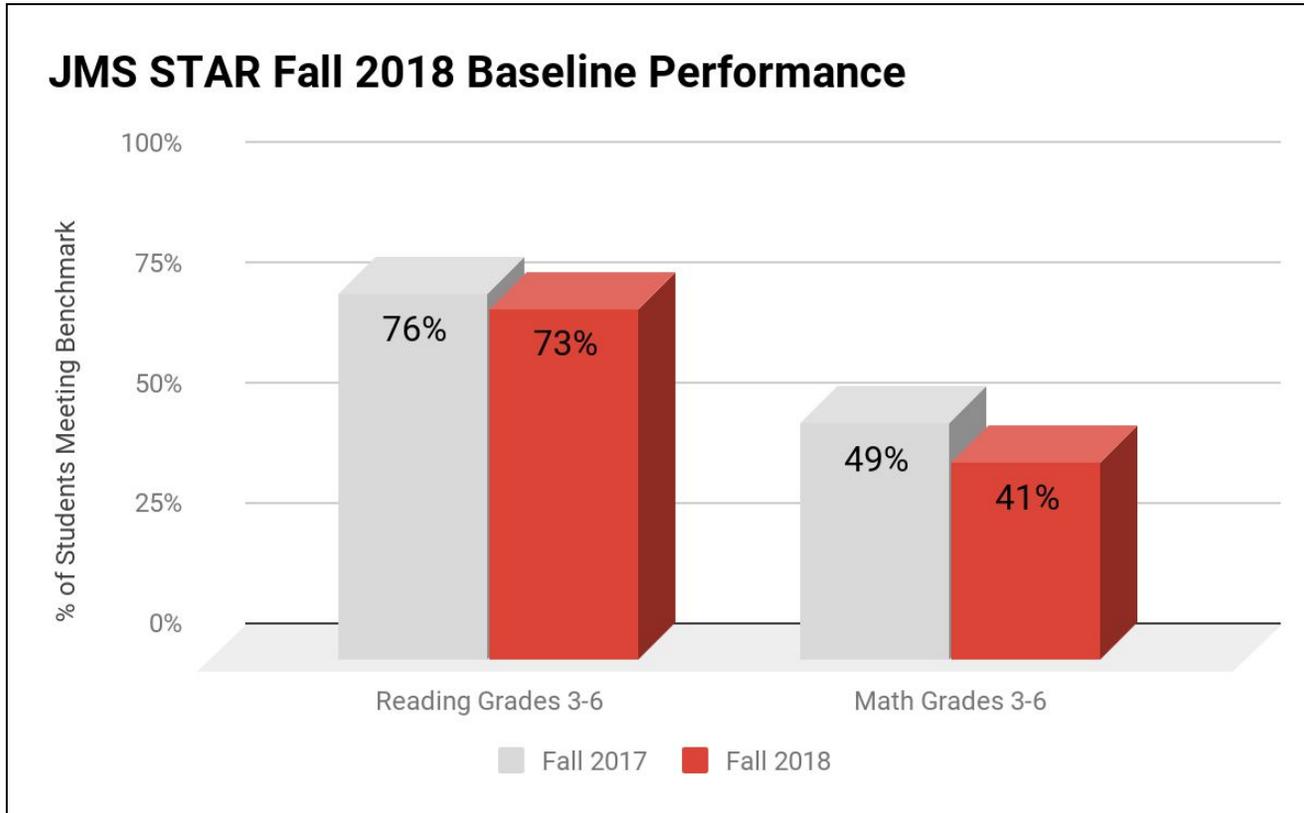
Relevant District Level Data

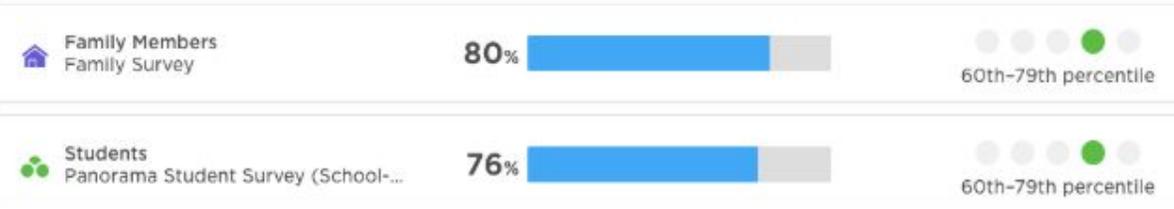**Region 6 Smarter Balanced ELA 3 Year Trends by Subgroup Smarter Balanced Growth**

Average % of Target Achieved

ELA Non High Needs: 66.5, 57.1, 79.4

ELA High Needs: 53.8, 45.2, 63.8

■ 2015-16 ■ 2016-17 ■ 2017-18

Region 6 Smarter Balanced Math 3 Year Trends by Subgroup Smarter Balanced Growth

Average % of Target Achieved

Math Non High Needs: 62.1, 62.7, 80.4

Math High Needs: 52.6, 62.5, 59.1

■ 2015-16 ■ 2016-17 ■ 2017-18

Stakeholder Feedback

School Climate

🏠 **Family Members**
Family Survey

80%

60th–79th percentile

👥 **Students**
Panorama Student Survey (School-…

76%

60th–79th percentile

Family Engagement

🏠 **Family Members**
Family Survey

25%

60th–79th percentile

Learning Behaviors

🏠 **Family Members**
Family Survey

58%

40th–59th percentile

School Belonging

👥 **Students**
Panorama Student Survey (School-…

73%

80th–99th percentile

School Engagement

👥 **Students**
Panorama Student Survey (School-…

53%

40th–59th percentile

School Fit

🏠 **Family Members**
Family Survey

67%

40th–59th percentile
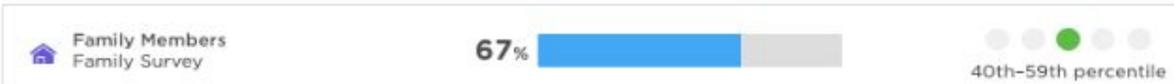
School Rigorous Expectations

👥 **Students**
Panorama Student Survey (School-…

79%

60th–79th percentile

Needs Assessment

Quantitative Evidence of Areas for Focus

Curriculum
- Smarter Balanced Assessment (SBA)
  - 65% of students in Gr.4-6 met their SBA GROWTH goal for ELA (47% in 2017)
  - 72% of students in Gr.4-6 met their SBA GROWTH goal for Math (63% in 2017)

Instruction
- STUDENTS (from 2018 survey):
  - How excited are you about going to your classes? .. 53%
  - How interested are you in your classes? … 58%
  - In your classes, how excited are you to participate? … 60%
  - How focused are you on the activities in your classes? .. 64%
  - How often do your teachers take time to make sure you understand the material? … 70%
  - Overall, how high are your teachers' expectations of you? … 70%
- TEACHERS (from 2018 survey):
  - How knowledgeable are you regarding where to find resources for working with students who have unique learning needs? … 59%

Assessment
- No growth in the percentage of students REACHING GOAL on the Smarter Balanced Assessment (from 2017-2018).

Climate
- STUDENTS (from 2018 survey):
  - At your school, how much does the behavior of other students hurt or help your learning? … 44%

Climate (continued)

- PARENTS (from 2018 survey):
  - How motivating are the classroom lessons at your child's school? … 70%
  - To what extent do you think that children enjoy going to your child's school? … 74%
- FACULTY & STAFF (from 2018 survey):
  - When the school makes important decisions, how much input do staff have? … 25%
  - When the school makes important decisions, how much input do teachers have? … 53%
  - How much trust exists between school leaders and faculty? … 53%
  - How positive is the tone that school leaders set for the culture of the school? … 59%
  - For your school leaders, how important is teacher satisfaction? … 65%
  - At your school, how motivating do you find working with the leadership team? … 65%

  Parent Engagement (25% positive overall)
  - How often do you meet in person with teachers at your child's school? … 9%
  - How involved have you been with a parent group(s) at your child's school? … 17%
  - In the past year, how often have you visited your child's school? … 35%

Qualitative <u>Evidence</u> of Areas for Focus

Curriculum
- Gaps between written curriculum and implemented curriculum, e.g. higher-order reading, writing and math skills

Instruction
- Need for raised expectations in middle and upper grades, as evidenced by engagement and students' performance on rigorous standards-based assessments
- *Per Students*: Increase opportunities for movement during the day
- *Per Students*: More fun math activities
- Per Parents (quotes)
  - *Most classroom experiences over the years have been wonderful.*
  - *All teachers are great, but some may need to change grades at this point to refresh.*
  - *Curriculum Night was very informative. It was a great opportunity for parents/ guardians to get a clear understanding of what to expect during the school year both in your child's classroom and from the school as a whole.*

Assessment
- Need for more consistent and staggered SBA-like learning experiences throughout the school year

Climate
- Students' academic-stamina, attention to detail, work completion, growth mindset
- *Per Students* (quotes, paraphrasing from interviews of students):
  - Re. Survey Question: *At your school, how much does the behavior of other students hurt or help your learning?*
    - *Teachers sometimes don't notice.*
    - *It's usually the same students.*
  - Re. Survey Question: *How excited are you about going to your classes?*
    - *Reading: We would like more choice of topics of interest*
    - *Writing: We don't write fiction much in the older grades. I miss it.*
    - *Math: I like making posters to show my thinking and presenting them*
  - Re. Survey Question: *How often are people disrespectful to others at your school?*
    - Recess: Maybe the teachers could have the kids who misbehave stand against the wall for five minutes without talking.

- Per Parents (quotes, paraphrasing):
  - *When I think of JMS, I think of the mission of JMS as stated on the homepage of the JMS website. I believe that JMS is committed to academic growth, there always seems to be an attempt to have a strong partnership with parents and the community*
  - *I enjoy the fact that our teacher has not overlooked the basic lessons of kindness and friendship. These are very important things to learn at a young age.*

- Parent Feedback regarding **Communication**
  - *I love the social media presence on Instagram this year. I started using Twitter to stay in touch as well. I used to really enjoy the weekly e-blasts, but the news is still e-mailed weekly and that is fine.*
  - *More lead-time for school events would be appreciated, especially those in which family members are invited.*
  - *Many parents in the community use Facebook; JMS should continue using it more.*
  - *A combination of paper flyers AND multiple postings on social media is likely what is needed to reach all parents.*

Focus Area Initiatives

One core initiative for each priority that will drive our improvement efforts. Each initiative should:

- *Be research-based*
- *Directly/indirectly impact student achievement*
- *Be high leverage*

Curriculum
- JMS educators will help all students meet district expectations for mastery and growth through the use of mathematics and ELA **curricula** BY
  - Identifying priority standards for each grade-level
  - Pacing and planning accordingly
  - Focusing on mastery of skills in sequence along the progressions
  - Utilizing checklists and assessments to measure progress
  - Continuously reviewing data, reflecting collaboratively, and adjusting our approach as necessary

Instruction
- JMS educators will help all students meet district expectations for mastery and growth through the use of Mathematics and English Language Arts (ELA) **instruction** BY
  - Further developing their effective use of Success Criteria for students
  - Utilizing the a "workshop" model of instruction to encourage students' communication, complex thinking and problem solving, and vocabulary
  - Informally surveying their students about what is working in the classroom and what is not
  - Providing students with increased opportunities for rigorous, multifaceted learning tasks and assessments.

Assessment
- JMS educators will help all students meet district expectations for mastery and growth through the use of Mathematics and English Language Arts (ELA) **assessment** BY
  - Planning and administering rigorous standards-based assessments throughout the year (*SmarterBalanced* Interim Assessments, grades 3-6)
  - Reflecting upon their learning on an ongoing basis
  - Tracking and documenting their own growth and areas of need

- ○ Fostering a growth-mindset
- ○ Preparing for the rigors of standards-based assessments of grade-level expectations
- Teachers will actively analyze student achievement data in collaboration with their colleagues and administrators on a regular basis, including
  - ○ Data-review meetings
  - ○ PLC meetings
- **High Stakes Assessment Participation**: JMS will have a 95%-or-greater student participation rate in high stakes assessment for the 2018-19 school year.

Climate
- JMS staff will help students maximize their learning opportunities, academic production, and preparation for future challenges BY
  - ○ Implementing a whole-school common understanding of expectations - behavioral, professional, social, and academic
  - ○ Practicing habits of a growth mindset
  - ○ Emphasizing and celebrating independent reading
  - ○ Inviting the community to be active participants in our school culture.

School Improvement Goals and Action Plans

Curriculum

VISION
Curriculum will be regularly analyzed, adjusted and strengthened to align with the rigor of Connecticut State Standards across all content areas.

GOAL
● *Teachers and administrators will identify gaps and overlaps between local curricula and the expectations within the state standards.*

STRATEGIES
● *Driven by regular data reviews by teachers, coaches, and administration, JMS will supplement, refine, and align existing math curriculum to address gaps in whole-district student performance data.*
● *With rollout support of an internal Implementation Team and the STEM Coordinator, teachers will fully implement the NGSS curriculum.*

Implementer	Action(s)	Resources Needed	Assessment Method(s)
Administration	Realign grades 4 and 5 teacher to be content-specific for math and reading	Collaboration time with and between grade 4 and 5 teachers	Schedules created to reflect alignment (DONE)
	Ongoing: Cross reference and analyze (a) pre-assessment and formative student performance data with ● (b) stated curriculum and pacing, and ● (c) observations of the level of fidelity of actually-delivered curriculum and actual pacing	● Student-data files ● SIT files ● STAR reports ● SBA reports ● Curriculum pacing guides	Notes and analysis documentation (ONGOING)

	in the classroom to ensure the all of the above are aligned and in support of each other.	● State standards ● Time for walkthrough observations and targeted, constructive feedback for teachers	
	Pursue and support the piloting of *DreamBox*, and online math program for students and teachers.	$300 for 2-month trial; $2,600 for a year's subscription.	Students' and teachers' usage and growth reports ==(Ongoing)==
	Support teachers' requests for needs-based curricular resources, professional memberships, and professional development opportunities, e.g. - Curriculum writing hours and release time - *Next Generation Science Standards* (NGSS) workshops - *Open-Up* resources - *Ford's Theatr*e project - *Bridges* implementation and PD - *DreamBox* implementation and PD - Classroom library materials - Annual conference on dyslexia	Professional development budget	Evidence of use of time and money allocated for needs-based curricular resources and professional development ==(See PD Calendar and scheduled building-based PD sessions)==
Teachers	Review math curriculum with grade level partners to ensure that all of the content that is taught will be aligned to the standards and remove any unnecessary/repetitive lessons.		Lesson plans and long-term plans ==(Ongoing)==

	Work with administration to make sure pacing is appropriate for grade levels and to develop long term planning to ensure that all content is covered by the end of the school year.		Meeting notes and calendar adjustments ==(Ongoing curriculum-pacing adjustments, when necessary, shared with principal)==
	Discuss ways to incorporate data and measurement throughout the year.		Staff meeting, PLC, and one-on-one meeting notes ==(Ongoing)==
	Collaborate with grade level partners to roll out NGSS units.		NGSS slideshows created ==and shared at scheduled PD sessions (Ongoing)==
STEM Coordinator	**Summer 2018**: ● Launched the NGSS Implementation Team to roll out science units during PD; meet with team as needed during roll out process **Ongoing**: ● Grade 2 and 5 Grade Level Meetings: Meet to roll out each unit (meet 5 times) to dive into curriculum and content as well as make any necessary curricular revisions ● *Bridges* Intervention Rollout grades K-6 ● Open up/Illustrative mathematics training for special education teachers in grade 6		Summer Math Passport-completed in summer of 2018; ready to be relaunched by summer of 2019 ==Ongoing==-Grade-level meeting notes ==Completed-Bridges Intervention Program Rolled out to teachers October 2018; follow-up meetings occurred with teachers==

			as needed in order to determine which students would benefit from resource as well as develop entry points for students Illustrative Math PD for special education teachers in grade 6 continues with monthly unit rollouts

Instruction

VISION: *Instruction will be driven by data analysis and thoughtful long-term planning.*	

GOALS:
- *Teachers will use data and data-driven analysis to plan and deliver instruction focused on the individual literacy and numeracy needs of each student.*
- *Teachers will work with administration to engage in long-term planning based on standards, available time and resources, and student-specific needs.*

STRATEGIES:
- *Through a variety of settings and methods, teachers and administration will engage in ongoing student-data analysis and subsequent planning to address students' educational needs and priorities.*
- *Teachers and administration will use long-term-mapping to prioritize and plan instruction and pacing.*

Implementer	Action(s)	Resources Needed	Assessment Method(s)
Administrator	Align grades 2 and 3 teachers' and grades 4 and 5 teachers' Flex period to be content-specific (math and reading)		Schedules created to reflect alignment (Done; adjustments made as necessary on ongoing basis)
	Align speech and language teacher's Flex period to address grades K and 1 students' literacy needs.		Schedules created to reflect alignment (Done; adjustments made as necessary on ongoing basis)
	August 2018: Inform staff of this year's focus on deepening our understanding and application of data analysis.	Staff meeting time scheduled	Staff meeting slideshow developed and presented (Done)

	Create student-data summaries for ease of analysis.	Tide database site; EdSight database site	Summary spreadsheets created <mark>(Done; adjusting as new data is collected on ongoing basis)</mark>
	Share with staff plan for new "Flex" block for interventions.		Summer letter to staff; staff meeting slideshow <mark>(Done)</mark>
Administrator	**September 2018:** Communicate to teachers the expectations for our first data-review one-on-one meeting		Sep 20, 2:26 PM email to staff <mark>(Done)</mark>
Administrator	**September - October 2018:** Hold initial one-on-one data-review meetings with each teacher.	Meeting time	Notes from meetings <mark>(Done)</mark>
	October 2018: Meet with superintendent, director of special services, and director of curriculum and assessment to review SBA data and preview goals for this year.	Meeting time	Notes from meetings <mark>(Done)</mark>
	Set student specific growth and performance goals, based on recent data and past performance.	Meeting times	Student-specific goals documented <mark>(SIT goals written and updated on ongoing basis, as needed)</mark>
	Set and share Flex-period groupings based on student data and related academic priorities.		Flex-period student lists created (Sep 30, 9:17 PM email to staff) <mark>(Done, and adjusted throughout fall)</mark>
	Meet with individual classroom teachers to look at calendar and sketch a long-term plan for instruction based on student needs,	Meeting times	Long-term-planning draft created for each classroom teacher <mark>(Ongoing)</mark>

	standards, and academic goals.		
	Schedule STEM Coordinator to present to staff about math vocabulary and homework	Time on Robin Moore's schedule	All available classroom and SpEd teachers attended on 10/9/18 <mark>(Done; Ongoing; See dates under STEM Coordinator actions)</mark>
Administrator	**Ongoing:** Schedule and facilitated one-on-one data-review meetings with individual teachers.	Meeting times	Teacher-meeting notes <mark>(Ongoing)</mark>
	Confirm expectations to teachers, regarding data analysis and related meetings		Emails; meeting notes
	Provide ongoing feedback to teachers, individually and as a group, about data analysis and how to strengthen our data analysis and subsequent diagnostic planning and instruction.		Teacher-meeting notes; staff-meeting slideshows
	Regularly check in with teachers regarding pacing in all content areas, vis a vis districtwide curriculum guides and our teacher-specific long-term-planning maps.		Teacher-meeting notes; Google Calendar of curricular landmarks <mark>(Done; Adjusted as needed on ongoing basis)</mark>
Classroom Teachers	Collect daily formative assessments to drive instruction/small group.		Formative assessments shared with PLC and administration
	Use FLEX time and workshop model to meet with small groups (individualized instruction).		SIT notes
	Work with administers to develop long term		Long-term plans drafted

	planning and instructional goals.	Meeting time with administrator	
Special Education and Mental Health Teachers	School Psychologist: conduct weekly Flex group for grades 3-4 focused on executive skills	Meeting schedule to avoid Flex time slot	SIT data on classroom performance
STEM Coordinator	Instructional coaching in the area of mathematics and science as needed	Meeting times	Coaching and collaboration notes
	Collaboration and planning with teachers as needed		Notes from participation in SIT process and data meetings
	Support SIT process as needed.		==Revised SIT Planning forms to reflect how goals align to grade level expectations==
	Support data meetings as needed		
	Support implementation and data review of IABS in math and science		Full implementation of math IABs in grades 3-5. ==Met with principal to determine a plan for how to prioritize experiences with IABS for students to better align with the major works of the grade level and curriculum roll out of units.== Science IABs rolled out on calendar to teachers to implement as ready; ==Rolled out at faculty meeting in January 2019.== IAB data to show who used science IABS this school year.
	Roll out *Bridges* Intervention progress monitoring tool	*Bridges* Intervention Kits	

			SIT notes

Assessment

VISION: Multiple forms of assessment (qualitative and quantitative) will be used to measure progress and inform decisions.	

GOALS:
- *Students will gain greater exposure to and and experience with **rigorous standards-based assessments** and be better prepared for rigorous assessments (e.g. Smarter Balanced Assessment SBA), as measured by the frequency and number of such opportunities this school year versus the prior year.*

STRATEGY
- *Teachers will, on an ongoing basis, collect both quantitative and qualitative measures of student performance.*

Implementer	Action(s)	Resources Needed	Assessment Method(s)
Teachers	Teachers will include in their long-term planning ongoing opportunities for students to work with SBA sample items in all ELA and Math strands and with all question types.	https://neac.tide.airast.org/Common/DashBoard	Teachers' plans (calendar and weekly plans); SBA interim assessments
	Teachers will implement their long-term plan, thereby ensuring that students have more opportunities for standards-based assessments this school year than they did last school year		Walkthrough observation of practices in action
	Meet in PLCs to reflect on assessment results and instructional practices that will positively affect student progress.	PLC meeting time	PLC notes; Students' performance results on respective assessments

	2018-2019 Academic Year: ● SPECIALS: Tracking class behaviors: Active listening and engagement: Golden Awards ● ART: Teach, model, and facilitate TAB centers: Choice-based learning ● ART: Art Shows: CT Pieces for Peace (Warren Public Library), student art shows	● Blog communication: Teaching for Artistic Behaviors (TAB), TAG, and upcoming events ● TAB Center Chart (Where are students now?) ● Supplies for After School Enrichment	● Monthly Golden Award: Golden Paintbrush (4 pt. system) coming into the room quietly, lining up quietly, engagement - participation, and following directions ● Studio Assistant Tickets ● Higher Order Thinking (HOT) Tickets
Administrator	**Ongoing**: Review and document effectiveness of implementation	Ongoing meetings times with teachers; Time in classrooms	Access to teachers' long-term plans; Walkthrough feedback notes with teachers

Positive School Climate

VISION
James Morris School's climate will align with the mission, vision, core values and goals of the school.

GOALS
● *Students' overall positive-response rate to "School Engagement" will increase from 53% to at least 65% from 2018 to 2019.* ● *Families' overall positive-response rate to "Family Engagement" will increase from 25% to at least 50% from 2018 to 2019.*

STRATEGY
Regularly teach, practice, and recognize positive school behaviors, high expectations for personal growth, etiquette, and social interactions in the classroom and all school settings ("Be respectful to everyone; Know what is expected of you in all settings; Be responsible for your own actions."

Implementer	Action(s)	Resources Needed	Assessment Method(s)
Administrator	**Summer, 2018:** Analyze Panorama survey questions and responses. Meet with administration team to brainstorm action steps to improve results		School Improvement Plan action steps (Done)
	October 2018 - Schedule STEM Coordinator to present to staff about parent communication for math units/content	Time on Robin Moore's schedule	All available classroom and SpEd teachers attended on 10/9/18 (Done)
	Ongoing: Communicate expectations to all students	● Platforms for online	● JMS Instagram page created and

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	and family members	communication ● Morning-meeting time in each classroom; ● Lunch with small groups of students; ● School climate meetings; ● Principal's Coffee meetings; ● Time to write communications to families; ● Time to create and post expectations throughout the school	==used daily to post images / messages from school (Done; Ongoing)== ● Social media posts; ● Class meetings held; ● Displays posted throughout the school; ● Families' attendance at principal's meetings; Calendar of meetings; Notes from meetings; Copies of written communications ● =="Be a Warrior" initiative introduced to staff, parents and students (Done)==
	Support staff with both positive reinforcements and consequences for student behaviors		
	Collaborate with specials teachers to draft "What Would a Warrior Do?" initiative for upper-elementary behavioral expectations	Time with specials teachers	
	Preview with families the issues addressed within the survey, and discuss what the questions mean and how JMS attempts to address those issues	Time with families	Initiative presented to superintendent in fall of 2018 ==(Done)==
	Ongoing check-ins with parents and guardians		"Coffee with the Principal" meetings ==(Done; Ongoing)==; Safe-School Climate meetings

			● 10/11/2018 informal email survey to families <mark>(Done)</mark> ● 10/14/2018 Coffee with Principal to review 2018 survey results and to discuss improving school-home communication <mark>(Done)</mark> ● 1/23/18 Coffee with Principal to preview survey questions
School Psychologist	● Serve as Student Council Advisor, and encourage student leaders to participate in school engagement initiatives ● Participation in School Climate and School Safety committees ● Facilitate *Second Step* lessons in each classroom, and communicate weekly with parents via Home Links ● Facilitate positive social interactions at lunch at recess ● Encourage positive school engagement through school-wide initiatives, including Start With Hello week (Sept 24-29), Bullying Prevention Month (Oct), and Kindness Month (Feb) ● Participation in Student Intervention Teams regarding behavioral concerns	● Administration support for programs and time in schedule to implement them	● SIT data ● Parent surveys ● Student surveys ● Serve as Student Council Advisor, and encourage student leaders to participate in school engagement
Teachers	● Post on websites JMS's three-expectations image.		Image visible on teachers' webpages

● Discuss with students the questions/topics that appear on the survey, and help them to understand what the questions mean.	Morning meeting times dedicated	These discussions mapped on teachers' long-term planning map
● Teach/Model Whole Body Listening ● Using visuals, model appropriate circle time behavior on the rug ● Reinforcement for rug behaviors ● Teach, model, and facilitate students' practice of desired behaviors ● Track on/off task behavior ● Adjust focus areas based on tracked data ● Introduce and use SLANT for active engagement: "Sit up, Listen, Ask and answer questions, Nod your head, Track the speaker" ● Facilitate end of day discussion about behavior and setting a goal for the next day ● Teach and use nonverbal signals to communicate with students ● Build appropriate social skills (use words to request break or state feelings; take 5 breathing) ● Build self-calming strategies to increase self-regulation behavior	● Behavior Sticker Chart ● Stickers ● Whole Body Listening rubric ● Visual cues ● Teacher created progress chart ● Incentive system ● Visual cues/reminders ● Administrator observation of students ● Individual student recording sheet ● Students need access to Google Calendar ● Model hw assignments, done by teacher as a model, posted on hw for nightly reference.	● Graph on chart paper the number of teacher interventions ● Tallies of off-task behaviors ● Graphed trends ● Tally marks tracking disruptive (off task) behavior with incentives (iPad choice time) to decrease the interruptions, therefore increasing on task behavior ● Students reflect each day to create a goal for the following day. ● Individual student behavior record, as needed. ● Tracking-the-speaker tallies ● Students' weekly reflections on their poster and set goals for the next week. ● Tally chart for quality homework ● Tally Sheet earning Monthly Golden ___ Awards (Specials)