

Focus Areas for 2019-20 :

These are the areas in which The Caton School (P.S. 249) will focus their efforts:

- Students** will select their goals using their data, hierarchy of possible goals, checklists, analysis of their errors and success criteria. They will reflect on their progress over time, explain what strategies they are using. (Goal-Setting .68)
- Students** will accurately track their progress toward achieving goals & success criteria by using one universal system to make decisions alongside their teacher about their next steps so that they own their learning and understand the assessment process. (.52 Self-Regulation)
- Students** are able to explain the teaching point/goals in their own words by connecting it back to the lesson and to their own work. They must always be able to answer the four key questions: **What am I learning today? What strategies am I using? Why am I learning this? How will I know that I have learned it?** (Teacher Clarity .75)
- Teachers** will set up data & goal-setting conferences with students to accelerate learning and instruction for students based on checks for understanding (formative assessment) strategies (e.g. exit slips, common formative assessments, interim-assessments, student work, benchmarking data, monitor student progress and make in-lesson adjustments/small group decisions).
- Teachers** will strengthen core instruction by incorporating daily Close Reading (2-5), promoting series books and exposing students to culturally diverse and narrative nonfiction books through Book of the Month to strengthen our lifelong readers and writers.
- Teachers** and **students** will ask students probing questions, such as, (Why did you say that? Prove it. What else could be another answer? Explain the evidence that supports your answer.)
- Teachers** will know every student well (racial, cultural and linguistic identities) by using data to advance student learning and improving teacher-student relationships.
- Teachers** will teach for transference by incorporating same skills & strategies into reading, writing, listening and speaking skills in all curriculum areas. (Transference .86)
- Leaders** will interpret effect sizes with teachers and become knowledgeable about strategies that have high yield effect sizes and can influence classroom instruction.
- Leaders** will reinforce key messages to staff through feedback during their visits to classrooms.
- Leaders** will monitor feedback implementation by asking students what kind of feedback they have received from teachers that day and by sharing how they are achieving success criteria in their data binders and/or notebooks. (Feedback .70)
- Leaders** will lead and progress monitor the Six Exceptional Systems for continuous school improvement.