

School Improvement Plan (SIP) Guidelines and Template



Overview

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at your school. Your SIP should outline the work you will do this year to meet the end-of-year student achievement goals outlined in the district's SY18-19 District Plan.

An effective SIP will:

- Be based in data analysis
- Reflect school-specific needs identified through this data analysis and be aligned to the priorities outlined in the AIP
- Be regularly updated throughout the year if student work suggests that progress is not on track

Process

There are 4 steps to the SIP process:

1. **Set goals aligned to the District Plan:** Set student learning goals that meet the final outcomes in the DP.
2. **Use data to determine school-specific strengths and weaknesses:** Analyze data, especially student work, to identify your school's strengths and focus areas for the upcoming school year. Focus on assessing your school's progress related to the objectives in the AIP.
3. **Develop strategies to address focus areas:** Develop strategies and specific action steps you will take to address the reasons students struggle, which you identified in Step 2. Include a small set of quarterly benchmarks to help you assess whether you are on track to meet your end-of-year goals along the way.
4. **Implement and revise throughout the year:** Implement the SIP, and continue to use the plan as a "living" document throughout the year. If student data suggests that a strategy is not working, the SIP should be revised and updated to reflect the actions you will take to ensure students learn. Instructional liaisons will meet with each principal quarterly (in November, February, and April) to conduct a "deep dive" on student performance and progress, and to discuss what mid-course corrections may be required.

Please submit a draft of your SIP to Karen Treadup by Friday, October 5. Feedback on SIPs will be provided by Friday, October 19.

You are encouraged to develop your SIP in collaboration with your staff, such as your School Instructional Leadership Team (SILT). Members of the SILT may include:

- Principal
- Teaching Learning Specialist (if applicable)
- One teacher each from K-2 and 3-5 (elementary schools), or from each content area (secondary schools)
- A special education teacher
- An ELL teacher
- Member of the guidance team

School Improvement Plan

School Year 2018-2019

School: Ashley

Principal: Christine M. Pugliese

Section 1. Set goals aligned to the District Plan:

1. By EOY, at least 80% of students in grades 2-5 will achieve their target or projected score on STAR, whichever is higher, in ELA and Math.
2. By EOY, at least 80% of students in grades K-1 will score "at benchmark" or "above benchmark" on DIBELS.
3. By EOY, at least 80% of students in grades 2-5 will increase their writing scores (on MCAS rubric) by at least 2 points.

		SY17-18 (Historical)			SY18-19 (Goals)		
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 3-4-5							
ELA		43%	496.2	34.9			
Math		40%	495.8	39.8			

		SY17-18 (Historical)			SY18-19 (Goals)		
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 3-4-5							
GR 3	ELA	54%	501.4	N/A			
GR 3	Math	54%	503.8	N/A			
GR 4	ELA	28%	490.4	29.1			
GR 4	Math	22%	486.6	26.3			
GR 5	ELA	49%	497	41.0			
GR 5	Math	46%	497.4	53.9			
GR 5	Science	49%					

		BOY 18-19 (Historical)			EOY 18-19 (Goals)		
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations (goal 80%)	Average Scaled Score	Median SGP
STAR Data ~ Grade 2-3-4-5							
ELA	Grade 2 – 43%	Grade 2 –226		Grade 2- +37%	Grade 2 –394	Grade 2 –	
	Grade 3 – 33%	Grade 3 –305		Grade 3- +47%	Grade 3 –453	Grade 3 –	
	Grade 4 –22%	Grade 4 –438		Grade 4- +58%	Grade 4 –592	Grade 4 –	
	Grade 5 -24%	Grade 5 –444		Grade 5- +56%	Grade 5 –652	Grade 5 –	
Math	Grade 2 –25%	Grade 2 –410		Grade 2- +55%	Grade 2 –561	Grade 2 –	
	Grade 3 – 40%	Grade 3 –507		Grade 3- +40%	Grade 3 –650	Grade 3 –	
	Grade 4 –40%	Grade 4 –594		Grade 4- +40%	Grade 4 –721	Grade 4 –	
	Grade 5 – 22%	Grade 5 – 629		Grade 5- +58%	Grade 5 –744	Grade 5 –	

		BOY 17-18 (Historical)		EOY 17-18 (Goals)	
		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations	% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations
DIBELS Data ~ Grade K-1-2					
DIBELS Composite Score	Grade K –56%	Grade K –44%		Grade K –85%	Grade K –15%
	Grade 1 –54%	Grade 1 –46%		Grade 1 –85%	Grade 1 –15%

Section 2. Use data to determine school-specific strengths and weaknesses

(a) What progress did your school make last year?

2018 Academic Data (MCAS, STAR, DIBELS, etc.): **Indicates area of concern

MCAS Spring 2018

Grade 3 ELA MCAS:

Average SS 502 (499, 506)

Meeting/exceeding 53% (48%, 58%)

Grade 4 ELA MCAS:

Average SS 493 (496, 490)

Meeting/exceeding 31% (46%, 17%)

Grade 5 ELA MCAS:

Average SS 499 (501, 498)

Meeting/exceeding 52% (68%, 39%)

Grade 3 Math:

Average SS 503 (497, 511)

Exceeding/meeting 54% (36%, 62%)

Grade 4 Math:

Overall SS 491 (491, 491)

Substantially separate Average SS 444, meeting/exceeding 0%

Exceeding/meeting 22% (21%, 29%)- This grade was departmentalized; this practice was discontinued for the 2018-19 school year.

Grade 5 Math:

Average SS 497

Exceeding/meeting 46%

MCAS 2.0

Grade 3 ELA areas of strength were

- Above the district in most (14) multiple choice questions, with only 7 slightly below

Grade 4 ELA areas of strength were

- Slightly above the district in six standards (multiple choice), but no particular trend was apparent

Grade 5 ELA areas of strength were

- Above the district on 4 multiple choice standards

Grade 3 Math areas of strength were

- Above the district on 26 items

Grade 4 Math areas of strength were

- Above the district on 5 questions

Grade 5 Math areas of strength were

- Students performed above the district on 17 of the multiple choice questions; scores were significantly higher than the district in NBT.b.5 and NBT.a.3

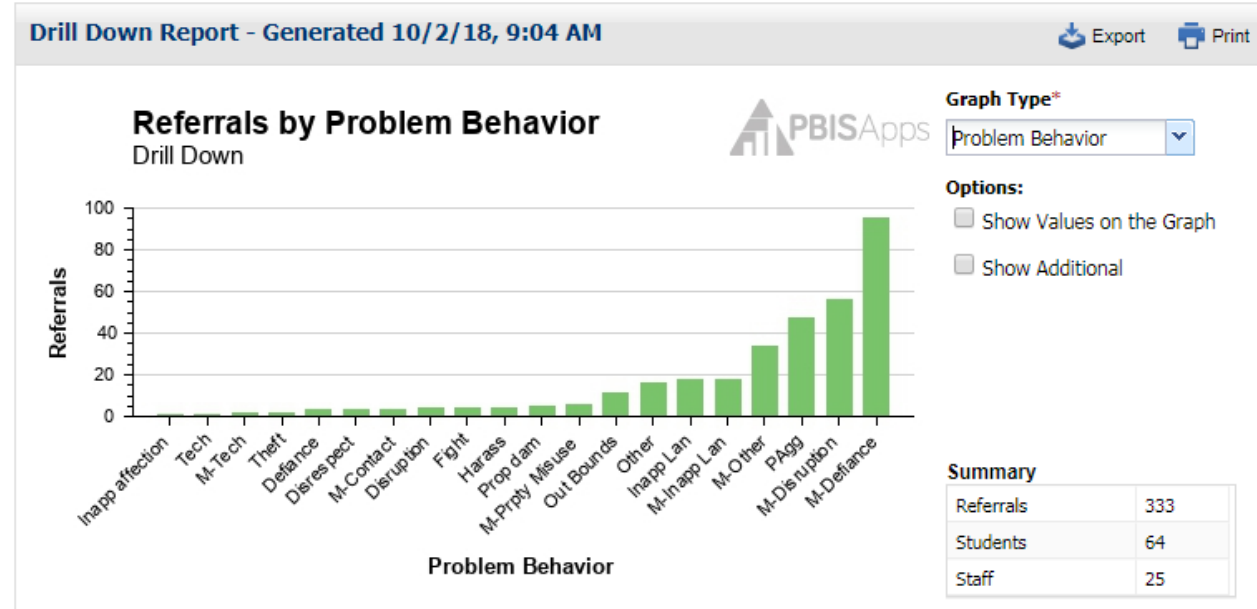
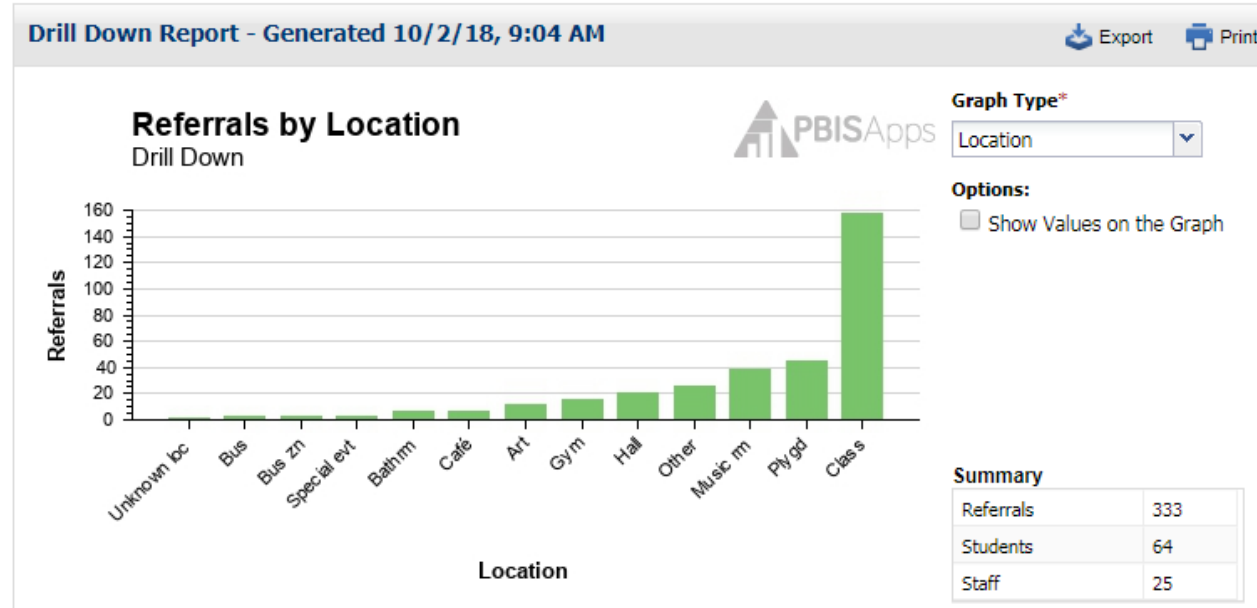
DIBELS DATA:

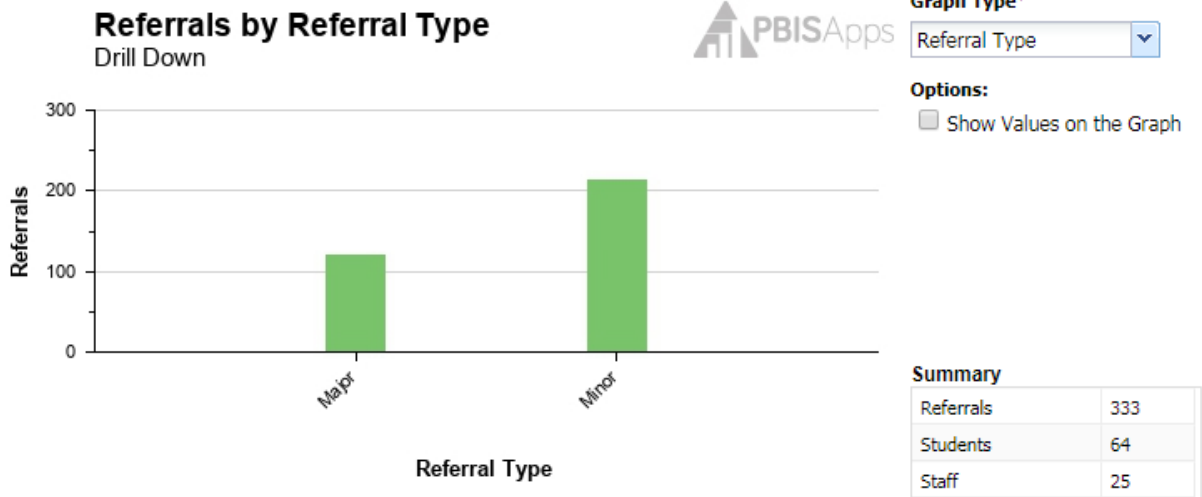
At EOY, 84% of Kindergarten students scored at or above Benchmark according to Composite Scores. This was a slight decrease from 88% last year.

STAR DATA 2017-18

TEST	GRADE	BOY % At or Above	EOY % At or Above	CHANGE
READING	2	34%	31%	-3%
MATH	2	15%	31%	16%
READING	3	31%	44%	13%
MATH	3	28%	58%	30%
READING	4	34%	40%	6%
MATH	4	11%	24%	13%
READING	5	42%	43%	1%
MATH	5	18%	28%	10%

Behavioral Data: See SWIS data below. Ashley was in its first year of PBIS. We successfully implemented a building wide office referral process in order to accurately document behavioral data by location, time of day and type of offense (major/minor). Data was analyzed in order to create matrices for expected behavior across various locations and lesson plans were developed for implementation in year two.





Attendance Data:

During the 2017-18 school year, there were 18 students who met the criteria for “chronic absenteeism” (18 or more absences). The Principal and SAC met monthly with Attendance Officer to strategize. Attendance officer held meetings and/or went to court on several families and provided additional resources to others. Ashley received 0 of 4 possible points for attendance.

Family Engagement Data:

Teachers hosted two academic family nights. The first was focused on Literacy and the second on Math. Attendance was good at both events.

PANORAMA SURVEY RESULTS – FAMILY SECTION

Areas of strength

- School Climate (83% agree), Parent Support (80% agree)

SILT TEAM INPUT - STRENGTHS

- Interventions – although we have limited staff, we did use available staff (building based sub) effectively
- WIN/RTI model showed some gains in some specific standard (i.e. Grade 3 focused on poetry and assessment data showed growth)
- BBST was effective, as determined by fewer students referred to special education, even though it still needs some refinement.
- Our focus on writing resulted in a good jumping off point for this year. Moving away from Reading Street prompts has been beneficial.

(b) What did students struggle with last year? Why? Please consider data by grade level and subject.

Questions to consider include:

- What grades/classrooms are of the most serious concern?
- What does your data suggest are the reasons why students are struggling?

DIBELS:

GRADE ONE: At EOY, 70% of grade one students scored at or above benchmark according to Composite Scores. This was a slight increase from the previous year, but still below the 80% goal.

Interventions and supports were put in place for grade one.

GRADE TWO: At EOY, 81% of grade two students scored at or above Benchmark according to Composite Scores. This was above the 80% goal, but a significant decrease from last year's 94%.

MCAS 2.0

ELA – all grade levels demonstrated a weakness in Open Response writing.

Grade 3 ELA tested areas of weakness:

- Grade 3 was on par with or above the district on most standards

Grade 4 ELA tested areas of weakness:

- Overall grade 4 was below the district on 14 multiple choice questions

Grade 5 ELA tested areas of weakness:

- Below the district in 17 standards

Math Open Response was a weakness across all three grade levels.

Grade 3 Math tested areas of weakness:

- Below the district on 10 items.

Grade 4 Math tested areas of weakness

- Below the district on 31 questions.

Grade 5 Math areas of weakness were

- Student scores fell below the district on 22 multiple choice questions.

PANORAMA SURVEY RESULTS – FAMILY SECTION (decline in favorable ratings)

- Learning Behavior – decrease of 3% to 56% favorable

Independent work on HW; there was a decrease in this area again this year, down to 43%

*Parents have expressed difficulty helping students with HW, especially math HW stating that the math is different from the math they learned. Math parent nights would be beneficial.

Although there was a decrease in favorable rating in School Climate, the overall score is still very favorable.

ATTENDANCE CONCERNS:

Ashley had 18 students (9.7%) during the 2018-19 school year who were considered “chronically absent” according to DESE. This was a slight increase from 2017-18 which resulted in Ashley receiving zero out of four points in this category. SAC and Attendance Officer have collaborated on a new protocol for this year that will apply to all students with a focus on the cohort of students designated “chronically absent.”

SILT TEAM INPUT – WEAKNESSES

- Students who struggle with math are those who have difficulty reading; therefore, have difficulty “comprehending” math word problems in order to determine operation needed. There are weaknesses in both computation and conceptual understanding.
- Difficulty with comprehension and break down of multi-step math word problems. (Determining the operations needed and what the question was asking)
- Sub Separate struggles with curriculum because current curriculum is at grade level and these students are working below grade level.
- Lower level (K) – they are not coming in as ready for school (less attend preschool) as they used to and there is a wide range of academic abilities.
- Writing a struggle in both conventions and ideas. We need a better writing program.
- Not enough focus on phonics in Pearson in lower grades and as a result some students in grade three and above still weak in phonics.

- Increase in number of students with social/emotional issues which affects behavior, which in turn effects time on learning. Increase in MKV students.

Initiative 1: ELA



Team Members: Christine M. Pugliese, Carolyn Papas, Emily Biehl, Donna McQuade, Marcia Guy, Grace Cabral, Lisa Docca, Mary Francis, Sue Pratt, Lisa Howell

Final Outcomes:

Teacher Practice Goals:

- By EOY, data collected during learning walks and formal observations will demonstrate that teachers are (1) planning lessons tied to rigorous standards-based objectives using 2017 ELA Massachusetts Frameworks and district materials as guides, (2) using formative and summative assessment data to inform instruction, (3) using standards-based rubrics/scoring guides to provide feedback to students and (4) teaching students the components of the writing process across content areas and genres of writing.
- **Measured through:** lesson plans tied to rigorous standards and objectives, feedback from frequent leadership team learning walks, student work samples, student writing samples scored with MCAS rubrics, formative/summative assessments, classroom observations and teacher feedback.

Student Learning Goals:

- By EOY at least 80% of Ashley K-1 students will achieve an “at benchmark” or “above benchmark” composite score on DIBELS.
- By EOY at least 80% of Ashley grade 2-5 students will achieve their individualized target or projected score on STAR, whichever is higher.
- By EOY Ashley grade 3-5 students will realize at least a 40% reduction in students “not meeting” or “partially meeting” on ELA MCAS.
- By EOY Ashley grade 3-5 students will realize at least a 10% increase in students moving from “meeting” to “exceeding” on ELA MCAS.
- By EOY at least 80% of Ashley grade 2-5 students will increase their writing score (using MCAS rubrics/scoring guides) at least 2 points overall.

What this means for teachers: Teachers will make keys shifts in their instruction, while receiving support in the form of targeted PD, observations, learning walk feedback, and improved district curriculum materials:

- 1) Teachers will embed practices in their lesson planning that emphasize conceptual understanding in all parts of their lessons which includes delivering rigorous instruction, assessing student knowledge with rigorous standards, and analyzing student data to make adjustments to instruction and formulate reteach plans.

- Teachers will work with Principal and TLS to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model.
- 2) Teachers will continue to engage students in meaningful work that supports them as developing readers and writers.
 - Teachers will be provided with instructional supports in the form of targeted PD on best practices and weekly data meetings focused on analyzing assessment data and student work.
 - 3) Teachers will be observed during learning walks and presented with targeted ELA feedback.
 - Teachers will focus their instruction on standards based practices as aligned with 2017 Massachusetts Curriculum Frameworks, using district resources as a guide.
 - Use of data and administrative directed time will be utilized to design and implement more complex tasks for students to apply their learning.

What this means for building leadership:

Principal will make several key shifts:

- 1) Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis
- 2) Principal will guide their SILT and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing)
- 3) Principal will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the ELA and district focus.

What this means for TLS:

TLS will continue to participate in professional development targeting the coaching cycle and their role in improving student outcomes

- TLS will participate in learning walks targeting effective literacy instruction
- TLS will monitor and reflect on their own practice, including effectiveness of coaching cycles, through follow up discussion during TLS PD meetings.

Key Milestones:

Nov. 1:

- Core Curriculum and instruction will be adjusted to increase student practice with complex tasks.
- Teachers will continue to use formative and summative assessment data to drive an RTI model (WIN) focused on intervention and enrichment periods that increase student time on standards/skills. MCAS 2.0, STAR, and DIBELS BOY data will be collected and reviewed in order to determine

Feb. 1:








- Continue all initiatives from the beginning of the year.
- Progress Monitor STAR data to identify standards/skills students are ready to learn and use this information to drive core instruction lesson planning.
- STAR and DIBELS MOY Data will be collected and reviewed to create intervention and

May 1:

- Continue all initiatives and Professional Development as needed.
- Analyze DIBELS data to ensure at least 80% of K-1 students are at or above benchmark according to Composite Score.
- Analyze STAR data to ensure that at

<p>focus areas for core instruction and interventions.</p> <ul style="list-style-type: none"> ➤ STAR Progress Monitoring data will be utilized to create differentiated student groups and guide instructional planning for interventions and enrichments. ➤ Grades K-2 will supplement Reading Street phonics instruction, with Lexia and other resources, in order to increase pre-reading skills that help students become fluent readers at their grade level. ➤ Teachers will collect baseline writing samples that will be analyzed during grade level meetings in order to drive writing mini lessons and writing focus. 	<p>enrichment classes in addition to core classes that meet the needs of all students.</p> <ul style="list-style-type: none"> ➤ Teachers will collect monthly writing samples that will be analyzed during grade level meetings in order to drive writing mini lessons and writing process focus. 	<p>least 80% of students are meeting or exceeding individualized teacher projected goals.</p> <ul style="list-style-type: none"> ➤ Progress Monitor STAR data to identify standards/skills students are ready to learn and use this information to drive weekly lesson planning. ➤ Continue to develop intervention and enrichment classes based on STAR progress monitoring. ➤ Teachers will collect monthly writing samples that will be analyzed during grade level meetings in order to drive writing mini lessons and writing focus.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
ELA Learning Walks:										
Continue ELA Focused Learning Walks with TLS and Principal and provide staff with feedback.										
Professional Development										
Utilize the “Looking at Student Work Protocol” during grade level admin PD to drive lesson planning, especially with regard to writing.										
Continue to provide PD on use of STAR benchmark and Progress Monitoring data to drive core instruction and create RTI/WIN flexible grouping and focus areas.										
Use administrative directed time to analyze STAR ELA Benchmark Data and to implement more complex tasks for students to apply their learning.										
Provide PD on lessons that require students to complete more complex tasks.										
Curriculum										
Continue writing initiative from 2017-18 with focus on teaching writing as a process using building created writing overview, common graphic organizers, MCAS scoring rubrics and grade level writing checklists.										
During grade K-2 data meetings, discuss resources for reinforcing Phonics instruction beyond what Reading Street offers. Revisit “A Fresh Look at Phonics”										

Initiative 2: Math



Team Members: Christine M. Pugliese, Carolyn Papas, Emily Biehl, Donna McQuade, Marcia Guy, Grace Cabral, Lisa Docca, Mary Francis, Sue Pratt, Lisa Howell

Final Outcomes:

Teacher Practice Goals:

- By EOY, data collected during learning walks and formal observations will demonstrate that teachers are (1) planning lessons tied to rigorous standards-based objectives using 2017 Math Massachusetts Frameworks and district materials as guides, (2) using formative and summative assessment data to inform instruction, and (3) using standards-based rubrics/scoring guides to provide feedback to students.
- **Measured through:** lesson plans tied to rigorous standards and objectives, feedback from frequent leadership team learning walks, student work samples, formative/summative assessments, classroom observations and teacher feedback.

Student Learning Goals:

- By EOY at least 80% of Ashley grade 2-5 students will achieve their individualized target or projected score on STAR, whichever is higher.
- By EOY Ashley grade 3-5 students will realize at least a 40% reduction in students “not meeting” or “partially meeting” on Math MCAS.
- By EOY Ashley grade 3-5 students will realize at least a 10% increase in students moving from “meeting” to “exceeding” on Math MCAS.
- By EOY at least 80% of Ashley grade 2-5 students will increase their writing score (using MCAS rubrics/scoring guides) at least 2 points overall.

What this means for teachers: Teachers will make key shifts in their instruction, while receiving support in the form of targeted PD, observations, learning walk feedback, and improved district curriculum materials:

- 1) Teachers will embed practices in their lesson planning that emphasize conceptual understanding in all parts of their lessons which includes delivering rigorous instruction, assessing student knowledge with rigorous standards, and analyzing student data to make adjustments to instruction and formulate reteach plans.
 - Teachers will work with Principal and TLS to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model.
- 2) Teachers will continue to engage students in meaningful work that supports them as developing mathematical problem solvers.
 - Teachers will be provided with instructional supports in the form of targeted PD on best practices and weekly data meetings focused on analyzing assessment data and student work.
- 3) Teachers will be observed during learning walks and presented with targeted Math feedback.

- Teachers will focus their instruction on standards based practices as aligned with 2017 Massachusetts Curriculum Frameworks, using district resources as a guide.
- Use of data and administrative directed time will be utilized to design and implement more complex tasks for students to apply their learning.

**What this means for building leadership:
Principal will make several keys shifts:**

- 1) Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis
- 2) Principal will guide their SILT and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing)
- 3) Principal will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the Math and district focus.

What this means for TLS:

TLS will continue to participate in professional development targeting the coaching cycle and their role in improving student outcomes

- TLS will form and participate in learning walk teams targeting effective Mathematics instruction
- TLS will monitor and reflect on their own practice, including effectiveness of coaching cycles, through follow up discussion during TLS PD meetings.

Key Milestones:

Nov. 1:

- Teachers are using updated 2017 Math Massachusetts Curriculum Frameworks to increase student proficiency in math.
- Core Curriculum will be adjusted to increase student practice with complex tasks and formative assessment.
- STAR progress monitoring data at all levels will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for students.
- MCAS 2.0 and STAR Data will be collected and reviewed to determine the items and skills that students are ready to learn in math and guide core lesson planning and intervention and enrichment groups/focus areas.
- Teachers are planning and delivering lessons that address both computation skills and

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze STAR data to ensure students are 60% proficient at MOY.
- Progress Monitor STAR data to identify standards/skills students' area ready to learn which will be used to guide core lesson planning and intervention groups/focus areas.
- Teachers continue to plan and deliver lessons that address both computation skills and conceptual learning as evidenced by performance on multi-step word problems on daily math and assessments.

May 1:

- Continue all initiatives from the beginning of the year.
- Analyze STAR data to ensure students are 80% proficient at EOY.
- Progress Monitor STAR data to identify standards/skills students' area ready to learn which will be used to guide core lesson planning and intervention groups/focus areas.
- Teachers continue to plan and deliver lessons that address both computation skills and conceptual learning as evidenced by performance on multi-step word problems on daily math and assessments.

conceptual learning as evidenced by performance on multi-step word problems on daily math and assessments.		
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<u>Math Learning Walks:</u>										
Continue Math Focused Learning Walks in all buildings with TLS and Principal and provide targeted feedback to teachers or incorporate findings into future PD.										
<u>Professional Development</u>										
Continue to refine and utilize the "Looking at Student Work Protocol" with a focus on examining student work on multi-step word problems.										
Use administrative directed time to analyze data and create lessons that provide students with more complex tasks for students to apply their learning.										
Use administrative directed time to analyze data (STAR, enVisions) and determine focus of interventions and enrichments in math.										
<u>Curriculum</u>										
Provide frequent practice on multi-step word problems and use these assessments to drive future lessons.										

Initiative 3: Student Support Systems (SEL, SPED, ESL)



Team Members: Christine M. Pugliese, Carolyn Papas, Emily Biehl, Donna McQuade, Marcia Guy, Grace Cabral, Lisa Docca, Mary Francis, Sue Pratt, Lisa Howell

Final Outcome:

- By EOY, data will show that Zones of Regulation, trauma sensitive practices and PBIS strategies are being implemented when providing students with behavioral and emotional supports and interventions.
- **Measured through:** Data (SWIS) will show a decrease in the number major and minor behavioral incidents thus increasing student time on learning.
- By EOY, data will show that our attendance protocol has increased the attendance rate of the cohort of students identified through historical attendance data as “chronically absent” (18 or more days in one school year).
- **Measured through:** Weekly and monthly Aspen attendance reports monitored by SAC.

Teacher Practice Goals:

- The goal is for teachers to utilize morning meetings to teach social/behavioral expectations and concepts in the same manner as core curriculum subject areas with the goal of improving classroom culture.
- Teachers and counselors will collect student work samples that highlight and illustrate numerous learning activities that reflect a variety of tools such as sensory supports, calming techniques, and thinking strategies.
- School staff will utilize Zones of Regulation methodology and Trauma Informed Practices to help build the skills that are necessary for students to meet PBIS expectations. The goal is for staff to support and implement positive behavioral supports through the PBIS system, Trauma Sensitive practices and Zones of Regulation to benefit and impact all students and staff through building common language, strategies, and expectations that work toward supporting and building a strong school culture.
- The PBIS team will periodically analyze SWIS data to assess areas of strength and weakness. Periodically, the team will review their findings with staff during professional development in order to determine next steps.

Student Learning Goals:

- Students will utilize The Zones of Regulation strategies in order to increase self-regulation.
- Students will be able to use The Zones of Regulation to visually and verbally self-identify how they are functioning in the moment given their emotions and state of alertness.
- Students should be able to identify and utilize positive behavioral and social strategies in

order to reduce problem behaviors, and improve student engagement and academic performance.

What this means for teachers:

PBIS team members should regularly review SWIS data and collaborate with staff in order to examine the effectiveness of school based PBIS initiatives to positively impact their students at all tiers. Teachers should be promoting positive expectations for student behaviors through explicit teaching of SEL strategies.

Teachers and school teams are essential interventionists on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include using PBIS strategies, Zones of Regulation techniques and Trauma Informed Practices to teach positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and enhance students' learning environments.

What this means for building leadership:

Principal will periodically schedule professional development time for PBIS team at Ashley School to continue their focus on positively impacting school climate and decreasing barriers to student success in the classroom. Equal emphasis should be placed on educators sharing Ashley School's positives efforts with parents, families, and the greater school community.

The principal will work staff to implement a consistent set of expectations for meeting student behavior and social emotional needs. Taking into account the current stage of implementation of Zones and Regulation and other SEL initiatives, the principal will support the work of building-based support teams and continue to introduce and support SEL strategies into professional development. The Principal should work with SAC to develop periodic PD opportunities for staff regarding specific SEL areas of focus.

The principal should meet regularly with PBIS team during staff meetings, PLC time and professional development time to analyze PBIS data through a variety of lens (location, time of day, type of behavior) and other data points to drive professional development, programmatic changes and other student supports.

Key Milestones:

Nov. 1:

- Ashley, a cohort 3 school, will continue to send a team to PBIS training in order to refine current PBIS initiatives.
- Ashley School Adjustment Counselor, in collaboration with school staff, will identify students with known risk factors. School Adjustment Counselor and teachers will follow these students through the BBST process in order to collaborate on appropriate social/emotional/behavioral interventions.
- Ashley School Adjustment Counselor will collaborate with

Feb. 1:



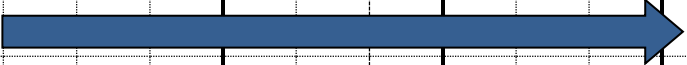



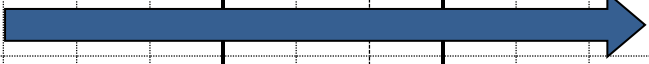



- Ashley will use SWIS as a measure of its ongoing PBIS positive impact and climate building.
- PBIS team has met at least two times and has led PD during admin directed periods at least 2 times.
- School Adjustment Counselor will be monitoring tier 2 and tier 3 students to determine effectiveness of current plans and determine next steps.
- Ashley School Adjustment Counselor

May 1:

- Ashley has reached 70% total fidelity implementation meaning that Ashley School launched and used PBIS with fidelity as their Tier 1 core building support.
- Ashley has implemented and is sharing SWIS at admin directed meetings.
- School Adjustment Counselor will be monitoring tier 2 and tier 3 students to determine effectiveness of current plans and

<p>Health teacher to incorporate Zones of Regulation lessons into health curriculum.</p> <ul style="list-style-type: none"> ➤ Ashley School Adjustment Counselor and Health teacher will keep teachers up to date on progress through Zones Curriculum. ➤ Ashley School Adjustment Counselor will collaborate with district attendance officer on a plan to monitor attendance weekly to create a school based response to attendance concerns before attendance officer intervenes. 	<p>will continue to collaborate with district attendance officer on a plan to monitor attendance weekly to create a school based response to attendance concerns before attendance officer intervenes. (measured by comparison to last year attendance rate/percentage of attendance)</p>	<p>determine next steps.</p> <ul style="list-style-type: none"> ➤ Ashley School Adjustment Counselor will continue to collaborate with district attendance officer on a plan to monitor attendance weekly to create a school based response to attendance concerns before attendance officer intervenes. (measured by comparison to last year attendance rate/percentage of attendance)
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Ashley will have completed and implemented their PBIS action plan with 70% total fidelity by EOY. Additionally, Ashley will have seen a decrease in behavioral incidents and suspensions. Ashley will be actively planning and analyzing data.										
Ashley staff will have created and/or adapted an existing PBIS Matrix.										
Ashley staff will have formalized their Matrix and are implementing their action plan.										
Ashley staff will have rolled out their PBIS implementation plan and used TFI to make revisions to action plan, by May 1 st .										
Ashley will have shown a decrease in behavioral indicators regarding at-risk markers.										
Ashley School has implemented and is sharing SWIS during Admin PD sessions.										
SWIS full training for New- Cohort 3 schools by January 31 st										
SWIS installed and up and running at New-Cohort 3 schools.										
PBIS Cohort 3 schools have shared out SWIS data at 2 admin directed meetings this year.										
School Adjustment Counselor implements Social Thinking and Zones of Regulation with target populations.										
School Adjustment Counselor identifies two small groups of students at two grade levels to pilot Social Thinking and Zone of Regulation.										
School Adjustment Counselor presents Social Thinking and Zones of Regulation key concepts and common language to grade levels of targeted populations.										
School Adjustment Counselor will analyze attendance data weekly and respond with the following: 5 unexcused results in phone call, 7 unexcused is a letter and 10 unexcused is involvement of attendance officer. Excused absences will be monitored on a case by case basis.										

Initiative 4: Parent and Community Engagement



Team Members: Christine M. Pugliese, Carolyn Papas, Emily Biehl, Donna McQuade, Marcia Guy, Grace Cabral, Lisa Docca, Mary Francis, Sue Pratt, Lisa Howell

Final Outcomes:

- By EOY, Ashley will provide evidence of diversified parent and family engagement activities delivered throughout the year. Differing levels of academic and non-academic supports that families may need to aid the building and support of the “school ~ home partnership” will be provided.
- **Measured through:** FEG team will track parent and family engagement.
 - School can identify that at least 70% of Ashley families attended at least 1 district or school sponsored event throughout the school year.
 - School can identify students and families provided additional supports through outside agencies.
 - School will use family survey results to drive FEC initiatives based on self-identified family needs.

Teacher Practice Goals:

- Teachers will support and positively impact family engagement within Ashley School and within their classrooms in order to create a more welcoming, supportive, and inclusive environment where parents can be active participants in their children’s academic lives.
- Teachers will work with leadership and SAC to identify families in need of additional supports.
- Teachers will help create and deliver family engagement activities throughout the year.

Student Learning Goals:

- Students will reach their full academic potential as a result of tiered family engagement activities and supports that create an atmosphere in which parents and schools are aligned and working together to support them. Students will achieve better grades, higher test scores and higher attendance rates.

What this means for teachers:

- Teachers should create a welcoming classroom and maintain effective lines of communication with parents.
- Teachers and school teams should have positive expectations for student behaviors as well as strategies that promote positive academic behaviors.
- Teachers should actively keep track and document parent and family engagement regarding their students.

What this means for building leadership:

- The Principal will regularly collaborate with the FEG team in order to examine and evaluate the effectiveness of ongoing family engagement initiatives. The team will determine ways to diversify their level of engagement, in order to address all tiers, by looking at family engagement data across various populations.

<p>Key Milestones:</p> <p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> ➤ Identify a Family Engagement Team (FEG) at Ashley and schedule regular meetings. ➤ Principal meets with FEG team regarding the expectations, and data collection expectations for the year regarding this initiative. ➤ FEG team uses data from Panorama Survey and Open House parent survey in order to determine “survey action items”. ➤ FEG team shares information on family engagement activities that have occurred to date – using district form. ➤ Principal and FEG team regularly share family engagement data with whole school through PD, newsletters, emails and weekly FYI for staff. ➤ FEG team member(s) will communicate and collaborate with PATHS (PTO) monthly in order to coordinate family engagement activities. 	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> ➤ FEG team continues to meet at regular intervals. ➤ FEG team shares information on FEG activities that have occurred up to FEB 1st using district form ➤ FEG team will have provided 2 PD opportunities to staff. ➤ Ashley will have completed 50% of the family engagement plans by Feb 1st. ➤ FEG team will continue to communicate and collaborate with PATHS (PTO) monthly in order to coordinate family engagement activities. 	<p><u>May 1:</u></p> <ul style="list-style-type: none"> ➤ FEG team continues to meet at regular intervals. ➤ FEG team shares information on FEG activities that have occurred up to May 1st using district form. ➤ FEG team will continue to communicate and collaborate with PATHS (PTO) monthly in order to coordinate family engagement activities. ➤ Ashley will have completed at least 75% of the school Family Engagement plans for 18-19 school year.
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<i>FEG team shares information on FEG activities that have occurred up to May 1st using district form.</i>										
Ashley has identified Family Engagement Team members.	→									
Principal has met with FEG team regarding the expectations, and data collection expectations for the year regarding this initiative.	→									
2 professional development/PLC opportunities have occurred to further Family Engagement initiatives.	→									
Principal and FEG team have shared information on their FEG activities that have occurred up to BOY and reported out using district forms.	→									
Principal and FEG team have shared information on their FEG activities that have occurred up to MOY and reported out using district forms.	→									
Principal and FEG team have shared information on their FEG activities that have occurred up to EOY and reported out using district forms.	→									
Principal and FEG team will communicate and collaborate with PATHS (PTO) monthly about family engagement activities.	→									
<i>School principals have turned in their School – Family Engagement Plan road maps for the following year that their S-FEG teams have supported with their current year data.</i>										
Family engagement plans have been completed by each school that also identifies space for “survey action items”.	→									
Ashley will have completed 50% of their family engagement plans by Feb 1 st .	→									
School Family Engagement team has met at least 4 times this year, and created a school year 18-19 road map for next year’s FEG activities.	→									
Ashley has completed at least 75% their school Family Engagement plans for 17-18 school year.	→									

Section 4. Develop a targeted PD plan to support SIP

(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?

Focus area	What exemplary practice will look like after PD (describe for teachers <u>and</u> students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
PBIS	<p>Teachers will use PBIS language, strategies and matrices in common areas (café, hallways, playground) with fidelity.</p> <p>Students will demonstrate an increase in expected behaviors and a decrease in unexpected behaviors that disrupt learning and safety.</p>	<p>Teachers have committed to teaching social/emotional lessons/strategies during morning meetings. Grade levels collaborate on areas of focus based on needs of the grade.</p>	<p>All staff will adhere to PBIS strategies with fidelity in common areas of the school such as café, hallways and playground in order to increase expected behaviors and decrease unexpected behaviors. Once successful with these practices in common areas, PBIS strategies will be incorporated into classroom structures.</p>
Writing	<p>Teachers will deliver writing lessons that demonstrate a clear understanding of what exemplary writing looks like according to MCAS rubrics. They will collaborate with colleagues as they assess student writing in order to achieve a consensus on student scores.</p>	<p>Teachers introduced the “I need to” statement (sets purpose for writing) last year. They have begun looking at Reading Street writing resources and other resources in order to find prompts more appropriate for developing strong open response writers.</p>	<p>Teachers will provide scaffolded writing practice to students according to the student’s level of proficiency at each step of the writing process (I need to statement, graphic organizer, first draft...)</p>
Trauma Sensitive Schools	<p>Teachers will use Trauma Sensitive Strategies in order to respond to students having difficulty with self-regulation. Students will demonstrate an increase in expected behaviors and a decrease in unexpected behaviors that disrupt learning and safety.</p>	<p>Teachers have already participated in Professional Development on theory behind Trauma Sensitive practices. In response, most classrooms have adopted calming center/reflection areas for student self-regulation.</p>	<p>Teachers will develop the skills to recognize trauma in students and provide appropriate responses with scaffolded support from SAC and administration.</p>

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.

Focus area 1: Writing		
Instructional strategies:	Teachers will provide scaffolded writing practice to students according to the student’s level of proficiency at each step of the writing process (I need to statement, graphic organizer, first draft...)	Approximate dates: September-June
Meeting	Learning objectives for teachers	Support needed
*Thursday grade level meetings	Examine student writing monthly after “cold reads/writes”; come to consensus on grading; create mini lessons	
September 19, 2018	*For all after school one hour PD sessions throughout the year, staff will examine student writing across grade levels (K-5) in order to create vertical alignment on expectations, language and grading.	
November 28, 2018		
February 6, 2019		
March 6, 2019		
April 3, 2019		
May 8, 2019		

Focus area 2: Trauma Sensitive Schools		
Instructional strategies:	Use of Trauma Sensitive practices to increase expected behaviors and reduce unexpected behaviors that interfere with learning. Tracking SWIS data and SAC referral data to determine effectiveness of Trauma Sensitive Strategies.	Approximate dates: November - January
Meeting	Learning objectives for teachers	Support needed
November 7, 2018	Deciding where to start	
November 14, 2018	Brainstorming Actions	
November 20, 2018	Using the flexible framework to develop action plan	
December 5, 2018	Using the flexible framework to organize action steps	
December 12, 2018	Looking at the action plan through the trauma lens	
December 19, 2018		
January 2, 2019	Planning for assessment of action plan	

January 9, 2019	Sharing the action plan with whole school	
January 16, 2019	Assess effectiveness; determine next steps	

Focus area 3:	PBIS		
Instructional strategies:	Use of PBIS strategies/lessons/matrices to increase expected behaviors and reduce unexpected behaviors that interfere with learning. Tracking SWIS data to determine effectiveness of PBIS.	Approximate dates:	September - June
Meeting	Learning objectives for teachers		Support needed
September 2018	PBIS team provides professional development on matrices. Teachers provided with lesson plans to deliver during morning meeting.		Support from Wendy Miranda and/or Jariel as needed.
October session	PBIS team shares information from PBIS training with staff		
November PD session	PBIS team collects and reflects on SWIS data; introduces additional lesson plans to staff		
December PD session			
January PD session	PBIS team collects and reflects on SWIS data		
February PD session	PBIS team collects and reflects on SWIS data		
March PD session	PBIS team shares information from PBIS training with staff		
April PD session	Teachers reflect on PBIS data to determine effectiveness of system to date and make adjustments to practice as needed		
May PD session	PBIS team collects and reflects on SWIS data		
June PD session	PBIS team and teachers examine PBIS data and determine next steps for 2019-20 school year.		