

School Improvement Plan

School Year 2018-2019

School: **Betsey B. Winslow Elementary School**

Principal: **Carolyn Pontes**

Section 1. Set goals aligned to the AIP

1. By MOY, K and 1 students will realize at least a 20% reduction in students Not Meeting Benchmark in grades K and 1 in DIBELS.
2. By EOY, K and 1 students will realize at least a 40% reduction in students Not Meeting Benchmark in grades K and 1 in DIBELS.
3. By MOY 50% of Winslow students will achieve the 66% SGP moderately ambitious STAR Student Goal in both ELA and Math
4. By EOY 80% of Winslow students will reach their projected/targeted STAR Student Goal in both ELA and Math

| | | 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 | 46% | 498.6 | 51.0 | | | | |
| Math | 42% | 495.4 | 49.8 | | | | |

| | | EOY 17-18 (Historical) | | | EOY 18-19 (Goals) | | |
|----------------------------------|---------------|--|-----------------------------|-------------------|--|-----------------------------|-------------------|
| | | % of students Meeting or Exceeding Expectations | Average Scaled Score | Median SGP | % of students Meeting or Exceeding Expectations | Average Scaled Score | Median SGP |
| STAR Data ~ Grade 2-3-4-5 | | | | | | | |
| ELA | Grade 2 – 63% | Grade 2 – | | Grade 2 – | Grade 2 – | Grade 2 – | Grade 2 – |
| | Grade 3 – 35% | Grade 3 – | | Grade 3 – | Grade 3 – | Grade 3 – | Grade 3 – |
| | Grade 4 – 58% | Grade 4 – | | Grade 4 – | Grade 4 – | Grade 4 – | Grade 4 – |
| | Grade 5 - 52% | Grade 5 – | | Grade 5 – | Grade 5 – | Grade 5 – | Grade 5 – |
| Math | Grade 2 – 77% | Grade 2 – | | Grade 2 – | Grade 2 – | Grade 2 – | Grade 2 – |
| | Grade 3 – 42% | Grade 3 – | | Grade 3 – | Grade 3 – | Grade 3 – | Grade 3 – |
| | Grade 4 – 49% | Grade 4 – | | Grade 4 – | Grade 4 – | Grade 4 – | Grade 4 – |
| | Grade 5 - 44% | Grade 5 – | | Grade 5 – | Grade 5 – | Grade 5 – | Grade 5 – |

| | | BOY 17-18 (Historical) | | EOY 18-19 (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 – 70% Grade 1 – 78% | Grade K – 30% Grade 1 – 22% | | Grade K – 85% Grade 1 – 89% | Grade K – 15% Grade 1 – 11% |

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.):

DIBELS:

K: 70% of students met benchmark (+25% increase from BOY)

Grade 1: 68% of students met benchmark (+10% increase from BOY)

Grade 2: 91% of students met benchmark (+9% increase from BOY)

ELA MCAS: EE (Exceeding Expectations) ME (Meeting), PM (Partially Meeting), and NM (Not Meeting)

Grades 4 8% (students) EE, 51% (students) ME, 33% (students) PM, and 8% (students) NM

Grades 3 – 5 outperformed the district and the state significantly on the 2018 Spring ELA MCAS 2.0 test

ELA – Strengths

Grade 3

- R.1.03 –Determine a character’s motivation in a story
- L.3.04 – Determine the meaning of a word in context
- R.2.04 – Determine the meaning of a word in context in the article and in the story

Grade 4

- R.2.04 – Match the descriptive language with the setting
- R.1.01 – Identify key details about a topic in the article
- W.1.01 – Conventions in writing

Grade 5

- R.1.01 – Make an inference about a character using evidence from the passage
- R.1.03 – Identify what is suggested about a character using evidence from the passage, and compare the responses of characters in the passage
- L.1.01 – Conventions in writing

Math MCAS: EE (Exceeding Expectations) ME (Meeting), PM (Partially Meeting), and NM (Not Meeting)

Grade 4 – 2% (Students) EE, 49% (students) ME, 39% (students) PM, and 10% (students) NM

Grade 5 – 5% (Students) EE, 45% (students) ME, 47% (students) PM, and 11% (students) NM

Math – Strengths

Grade 3

- 3.OA.A.03 – Solve a word problem involving division of two whole numbers
- 3.G.A.02 – Create a fraction model for a unit fraction by determining the number of parts needed and how many parts should be shaded

- 3MD.B.03 – Solve a one-step “how many more” problem using a given bar graph
- Grade 4
- 4.MD.A.02 – Solve a word problem involving amounts of money written in dollars and cents
 - 4.NF.B.04 – Determine the product of a whole number and a unit fraction
 - 4.NBT.B.04 – Given 1 3-digit addend and the 4 digit sum determine the missing addend
- Grade 5
- 5.OA.A.01 – Evaluate a numerical expression that contains parenthesis
 - 5.MD.C.05 – Find the volume of a right rectangular prism given the length, width, and height
 - 5.G.A.02 – Select the place on a coordinate plane that represent a given ordered pair

Family Engagement Data: We were able to meet 100% of our parents in the 2017-2018 school year through PTO events, school events, and Open House, and parent teacher conferences.

(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?

Attendance Data: 7.5% of students absent and target was to reach 3.8%

Family Survey: Supportive Relationships: Winslow 46%

ELA – Weaknesses

Grade 3

- W.1.03, W.1.02, and L.1.01 – Idea Development and Conventions across the board were extremely low with an average of 19.75% for all 4 essays and short responses dealing with text features and writing narratives

Grade 4

- R.2.05 – Compare how the author of each text uses structural elements to communicate meaning.
- R.1.03 – Describe a character’s feelings and choose evidence from the passage to support the description

Grade 5

- R.1.02 – Analyze how events affect a character
- R1.01 – Describe an individuals feelings and choose evidence that best supports the description
- W.1.02 – Write an essay explaining information gathered from multiple passages. Use details from the passages as evidence


Math – Weaknesses

Grade 3

- 3.NF.A.03 – Write a comparison of two given unti fractions
- 3.NF.A.03 – From a given set of fractions, determine the fraction that is not equivalent to the other fractions
- 3.MD.D.08 – Determine the length of one rectangle given its width and the fact that ir has

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| <p>Grade 4</p> <ul style="list-style-type: none"> - 4.NBT.A.01 – Determine how many times the value of a digit in one number is compared to the value of the digit in another number - 4.MD.B.04 – Find the difference between two values from a line plot with fraction, mixed number, and whole number values - 4.OA.A.02 – Divide to solve a word problem involving a multiplicative comparison <p>Grade 5</p> <ul style="list-style-type: none"> - 5.MD.A.01 – Convert distances in the metric system and solve multi-step, real-world problems using conversion - 5.MD.A.01 – Convert from yards to feet - 5.G.B.03 – Determine attributes of an equilateral triangle <ul style="list-style-type: none"> • Student growth declined significantly • Although average SGP for Math was 46%, we are down from last year | <p>the same perimeter as a second rectangle that is labeled with its length and width</p> |
| <p>Science – Grade 5 was below the district and the state in 33/42 standards which = 78% of them. All standards need immediate attention and Science will be enforced in all grade levels to ensure it is being taught consistently.</p> | |

Initiative 1: ELA



Team Members: Principal, TLS, Teachers, and Special Education Instructor

Final Outcomes:
Teacher Practice Goals:

- ❖ By EOY the TLS and staff will regularly and effectively collaborate and implement ongoing data cycles to get to the crux of formative assessment through conferencing, continual feedback, and checking for understanding.

Student Learning Goals:

- By MOY, K and 1 students will realize at least a 20% reduction in students Not Meeting Benchmark in grades K and 1 in DIBELS.
- By EOY, K and 1 students will realize at least a 40% reduction in students Not Meeting Benchmark in grades K and 1 in DIBELS.
- By EOY 80% Rodman students will reach their projected STAR Student Goal in Ela and Math

What this means for teachers:

- ❖ Plan for learning using the Curriculum Units of Study and in house writing assessments
- ❖ Plan lessons tied to rigorous objectives utilizing data by conferencing, re-teaching, utilizing all Winslow’s resources to inform instruction, and setting high expectations to challenge all students
- ❖ Embed practices that emphasize conceptual understanding in all parts of our lessons in ELA with a continued emphasis on writing

What this means for building leadership:

- ❖ Principal will provide feedback that emphasizes the connection between planning, instruction, and assessment and student work analysis.

- ❖ Principal will guide their SILTs and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre).
- ❖ 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.
- ❖ Principal will participate in tiered ELA support with in-building TLS
- ❖ Principal will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction.
- ❖ Principal will meet with teachers every Thursday during data meetings weeks to monitor student data.

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:

- ELA Units of Study, including the new Writing Guide.
- Ongoing Writing PD and looking at student work weekly.
- BOY ELA STAR will be administered and data will be analyzed.
- RTI model will be revised
- DIBELS will be administered and data will be analyzed.
- MCAS 2.0 data will be reviewed and analyzed.
- STAR progress Monitoring data will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for students.

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Ongoing Writing PD and looking at student work weekly..
- Progress Monitor STAR data to identify standards/skills students' area ready to learn.
- Create intervention and acceleration groups (RTI) based on progress monitoring and MOY STAR data to meet the needs of all students.
- MOY STAR, and DIBELS Data will be collected and analyzed to provide the skills students are ready to learn.


May 1:

- Continue all initiatives from the beginning of the year.
- Ongoing Writing PD and looking at student work weekly..
- Progress Monitor STAR data to identify standards/skills students' area ready to learn.
- Adjust intervention and acceleration groups (RTI) based on progress monitoring and MOY STAR data to meet the needs of all students.
- Continue to review and analyze STAR ELA progress monitoring data.

| Roadmap | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Activity | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| Deliver 4 PD's per month pertaining to the data collaboration cycle and examining student work | | | | | | | | | | |
| Teachers will plan utilizing the Curriculum Units of Study/Writing Guide in conjunction with the Massachusetts Curriculum Frameworks to ensure priority standards being taught are connected to planning for learning, instruction, student engagement, and high expectations with the main focus on writing | | | | | | | | | | |
| Based on classroom observations, provide timely growth producing feedback with a focus on examining student work, progress monitoring strategies, RTI groups, and the utilization of the | | | | | | | | | | |

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| data collaboration cycle | | | | | |
| To ensure students are being provided with rigorous high-level tasks, collect and review student work samples during administrative planning time and measure progress by following the Data Collaboration Cycle along with Student Portfolio Tracking, RTI Folders, and Student Data Binders to determine mastery | | | | | |
| BOY ELA STAR will be administered and data will be analyzed | | | | | |
| MOY ELA STAR will be administered and data will be analyzed | | | | | |
| EOY ELA STAR data will be analyzed by grade level teams, TLS and principal | | | | | |
| Goals will be set for each student and revised after progress monitoring testing | | | | | |
| ELA data wall will be created and updated throughout testing from BOY/MOY/EOY | | | | | |

Initiative 2: Math



Team Members: Principal, TLS, Teachers, and Special Education Instructor

Final Outcomes:

Teacher Practice Goals:

- ❖ By EOY the TLS and staff will regularly and effectively collaborate and implement ongoing data cycles to get to the crux of formative assessment through conferencing and formative assessment check-ins

Student Learning Goals:

- By EOY 80% Rodman students will reach their projected STAR Student Goal in Math

What this means for teachers:

- ❖ Plan lessons tied to rigorous objectives utilizing data by conferencing, re-teaching, utilizing all Rodman’s resources to inform instruction, and setting high expectations to challenge all students
- Embed practices that emphasize conceptual understanding in all parts of our lessons in Math.

What this means for building leadership:

- ❖ Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. Principal will also support teachers in developing intervention plans based on data.
- ❖ Principal will have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.
- ❖ Principal will meet with teachers weekly during data meetings on Thursday.

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| <p>Key Milestones (to be monitored at elementary, middle and high school levels):</p> <p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> ➤ Conduct Math focused observations and learning walks ➤ Provide teachers with the Elementary Curriculum Maps and Scope and Sequences aligned to the 2018 Math standards and review ➤ Review and analyze MCAS 2.0 math data ➤ Review and STAR Math BOY data ➤ Review and analyze enVision Topic Assessment data ➤ Differentiate Instruction will be planned and implemented utilizing ixl interventions and supports, Pearson on-line supports, and RTI interventions ➤ Review and analyze the STAR Math progress monitoring data | <p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> ➤ Conduct Math focused observations and learning walks ➤ Continue to review and analyze enVisiosn Topic Assessment data, ixl re-teach interventions, and evidence of conferencing ➤ Continue to review and analyze STAR Math progress monitoring data | <p><u>May 1:</u></p> <ul style="list-style-type: none"> ➤ Continue to review and analyze enVisiosn Topic Assessment data, ixl re-teach interventions, and evidence of conferencing ➤ Ensure Instruction is differentiated, planning for learning is embedded, and ixl interventions, Pearson on-line supports, and RTI interventions are sustained |
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| Roadmap | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Activity | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| Provide classroom support for Grades K – 5 to ensure conceptual knowledge of content is tracked through the data collaboration cycle, monitoring student work, and RTI interventions are in place by standard. | | | | | | | | | | |
| Use the enVisionmath materials to plan for learning that will bring students to mastery of specific skills and standards including the structure of whole group and small group interventions directly aligned to Common Core and District Curriculum Maps | | | | | | | | | | |
| Utilize on-line Practice Buddy, Khan Academy, Math Fluency, Math extensions, Manipulatives, exit tickets, and portfolio Intervention sheets to attain mastery of grade level standards | | | | | | | | | | |
| Assign appropriate interventions to students based on need. Work with sped teacher, paraprofessional, BBST teams to execute interventions. | | | | | | | | | | |
| Develop enrichment activities that will challenge advanced students, targeting higher order | | | | | | | | | | |

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| thinking skills | | | | | |
| Gradual release model will be used for math instruction. | | | | | |
| BOY Math STAR will be administered and data will be analyzed | | | | | |
| MOY Math STAR will be administered and data will be analyzed | | | | | |
| EOY Math STAR data will be analyzed by grade level teams, TLS and principal | | | | | |
| Goals will be set for each student and revised after progress monitoring testing | | | | | |
| Math data wall will be created and updated throughout testing from BOY/MOY/EOY | | | | | |

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



Objective: Mediate the reward/consequence systems in place through PAWS Team.

Team Members: Winslow PBIS Team

Final Outcomes:

- ❖ By EOY, the Winslow School will have completed year 2 of DESE's PBIS training.
- ❖ By EOY, the School Adjustment Counselor will implement the Social Thinking Curriculum in 2 high needs classrooms as well as meet with small groups of students from the remaining classrooms.
- ❖ By EOY, Winslow students decrease absenteeism and tardies by 50%

Teacher Practice Goals

- ❖ The goal is for teachers to support and implement positive behavioral supports through the PBIS system to benefit and impact all student, staff, and school culture.
- ❖ Through PBIS and Social Thinking Curriculum the Winslow School will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.
- ❖ Teachers will be able to apply strategies and methodology learned from PBIS Academy and resources to support students to demonstrate socially appropriate behavior.
- ❖ Monthly perfect attendance announced and celebrated at monthly PBIS assemble
- ❖ The classroom with the highest attendance will receive a trophy monthly and the classroom will be rewarded.

Student Learning Goals

- ❖ Students benefit from schools that have positive, predictable, safe, and consistent practices for supporting positive social emotional development and growth.
- ❖ A system for student support regarding positive behavioral development reduces problem behaviors, improves student engagement and academic performance through consistent practices and focused on continued acknowledgment and support of students' social emotional skill sets.
- ❖ Students will be excited to come to school in order to win the attendance rewards that are presented monthly.

What this means for teachers:

- ❖ Teacher's essential interventionists on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include 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.
- ❖ Through the formation and the establishment of PBIS implementation teams and the Social Thinking Curriculum, will help establish a positive student support system and looking at safe and supportive school data to drive continued school based action plans, professional development, and systems analysis.
- ❖ Staff will improve relationships with their students by taking an active role in their interests and character traits.
- ❖ Attendance/tardiness incentives will encourage students to be on time and in school so that they may participate in rewards provided to their peers.

What this means for building leadership:

- ❖ Principal will play an essential role in looking at and evaluating the effectiveness of the ongoing positive supportive systems and working towards the decrease of at-risk discipline metrics that impact time on learning. Emphasis should also be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community.

Key Milestones (to be monitored at elementary, middle and high school levels):

Nov. 1:

- Winslow School PBIS team will continue through year 2 of training and implementing strategies for student success in all areas including social and emotional strategies.
- Winslow School PBIS team will continue with incentives and strategies that have been put into place to decrease the number of office referrals and provide more opportunities for students to feel safe and adjusted.
- Social Thinking and Zones of Regulation individual and small group instruction will continue with an emphasis on trauma sensitive strategies.
- Attendance/tardiness incentives have recently been determined and will be implemented immediately.

Feb. 1:

- Winslow School PBIS team and staff will demonstrate school wide effective use of initial PBIS strategies and model them for students.
- At least 75% of PBIS action plan will be in place (i.e. school climate survey, Tier 1 interventions, office referral, data collection tool).
- Targeted grade levels that have not yet been so will be introduced with Social Thinking and Zones of Regulation key concepts and common language .
- Attendance/tardiness will be analyzed to determine that incentives are working.

May 1:

- Fidelity in the use of PBIS strategies will develop a positive, supportive and safe school climate.
- Winslow School will have embedded Social Thinking methodology and language and have introduced six Social Thinking Concepts
- Tier 2 and Tier 3 students will demonstrate social and emotional behavioral growth
- Winslow school will see a 40% decrease in absenteeism and tardiness.

| Roadmap | | | | | | | | | | |
|--|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Activity | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| Winslow School PBIS team will continue to attend Regional PBIS Training. Following PBIS trainings, team will share resources with all faculty members, students and families: | | | | | | | | | | |
| Faculty will do a book study on the strategies used to help trauma sensitive children learn | | | | | | | | | | |
| Panorma Survey * Meet with parents/staff to review survey. Informational Meeting for parents to discuss question types and clarify any and all misconceptions. | | | | | | | | | | |
| PD on PBIS resources will be scheduled. PBIS team will continue to meet monthly. Faculty will be provided updates monthly and as needed and staff will prepare to enter year 3 strategies | | | | | | | | | | |
| Winslow School PBIS team will continue to implement PBIS action plan and behavioral expectation Matrix: | | | | | | | | | | |
| Assembly for Student of the Month | | | | | | | | | | |
| Winslow school will continue implementing a school wide behavior reinforcement system utilizing "Gotcha tickets", and Student of the Month as a means of acknowledging students who are following Winslow Expectations. | | | | | | | | | | |
| PBIS team will monitor systematic office/discipline referral procedure and referral form using data numbers. This will include a distinction between "minor" and "major" offenses, what they look like, and how they are to be addressed to ensure that it is effective. | | | | | | | | | | |
| PBIS team will develop a method/strategy to monitor ongoing effectiveness of school-wide behavior supports and interventions, including staff's perceptions of efficacy. | | | | | | | | | | |
| SAC will attend monthly PD regarding Social Thinking overview the implementation of Social Thinking and Zones of Regulation curriculum and common language. | | | | | | | | | | |
| Support team will provide PD opportunities for all staff regarding specific targeted Social Thinking concepts. | | | | | | | | | | |
| SAC and support team will identify target needs and establish small group Social Thinking/Zones of Regulation lessons and skill development for target populations. | | | | | | | | | | |

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| <p>Parent/Teacher/Family Goals:</p> <ul style="list-style-type: none"> ❖ All parents/families will feel a stronger home/school connection. <p>Measured by: Improved ratings on Panorama survey Spring 2019</p> | | |
| <p>What this means for teachers:</p> <ul style="list-style-type: none"> ❖ Teachers are essential and on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and keep students within their learning environments. Teachers should actively keep track and document families and parents they engage with regarding their students and ways to continually create a welcoming classroom and lines of communication with their parents. ❖ Maintain constant contact with families via Remind , Class Dojo, or student agendas ❖ Keep a log of contact with parents ❖ Work with grade level peers for Celebrations of Learning | | |
| <p>What this means for building leadership:</p> <ul style="list-style-type: none"> ❖ Principals and family engagement teams will play an essential role in looking at and evaluating the effectiveness of their ongoing family engagement initiatives. They will determine ways to diversify their level of engagement and looking at data. Emphasis will also be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community, as well as sharing out progress and necessary mid-course corrections. ❖ Facilitate, monitor, and support initiative | | |
| <p>Key Milestones (to be monitored at elementary, middle and high school levels):</p> <p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> ➤ Introduction of PBIS Zones of Regulation. ➤ Teaching the “what” of the school PBIS Core Values of “Responsible, Respectful, and Ready to Learn”. ➤ Academic Math Night ➤ Academic ELA Night ➤ PTA Meetings ➤ PBIS Family Night ➤ Holiday Fair Night ➤ Indoor Movie Night ➤ Parent/Teacher Conferences | <p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> ➤ Reinforcing PBIS core values ➤ PBIS SEL curriculum ➤ Academic Math Night 2 ➤ Academic ELA Night 2 ➤ PTA Meetings ➤ Skating at Carosel ➤ Friends Day Dance ➤ Parent/Teacher Conferences ➤ Celebration of Learning ➤ Assemblys with families | <p><u>May 1:</u></p> <ul style="list-style-type: none"> ➤ Reinforcing PBIS core values ➤ PTA Meetings ➤ Cultural Night ➤ Movie Night ➤ Skating Party ➤ Ice Cream Social ➤ Outdoor Movie Night ➤ Parent/Teacher Conferences <p>Celebrations of Learning</p> |

| Roadmap | | | | | | | | | | |
|---|-----|-----|-----|-----|-----|-----|-----|-----|-----|-----|
| Activity | Aug | Sep | Oct | Nov | Dec | Jan | Feb | Mar | Apr | May |
| Family Engagement efforts: | | | | | | | | | | |
| Create a Family and Community Engagement Team | | | | | | | | | | |
| Schedule monthly meetings for team to meet throughout school year | | | | | | | | | | |
| Share family survey data with staff | | | | | | | | | | |
| Plan a fall family engagement activity with a pre and/or post family component | | | | | | | | | | |
| Plan 2 winter family engagement activities with pre and/or post family components | | | | | | | | | | |
| Plan a spring family engagement activity with a pre and/or post family component | | | | | | | | | | |
| Send thank notes to families who participated in the family engagement activities | | | | | | | | | | |
| Send surveys to families who participated in the family engagement activities requesting feedback | | | | | | | | | | |
| Conduct Open House | | | | | | | | | | |
| PTO efforts: | | | | | | | | | | |
| Solicit parents to sign up for PTO during Open house | | | | | | | | | | |
| Conduct 1st PTO meeting | | | | | | | | | | |
| Schedule and conduct Monthly PTO meetings | | | | | | | | | | |
| Other engagement efforts: | | | | | | | | | | |

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 and students) | Current strengths in teacher practice related to this focus | Desired changes in teacher practice related to this focus |
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| Build students capacity to access complex text in ELA by increasing poetry content and writing in grades K-5 utilizing conferencing strategies and student accountability | Teachers will plan utilizing the Curriculum Units of Study/Writing Guide in conjunction with the Massachusetts Curriculum Frameworks to ensure priority standards being taught are connected to planning, instruction, and student learning | Data Collaboration Cycle has been presented and is being utilized Students have been tiered according to EOY data, MCAS 2.0, STAR, and BOY Baseline Testing Staff is fine-tuning planning for learning by implementing poetry mini-lessons | Teachers will have a deeper connection between planning with the Units of Study/Writing Guide in conjunction with the Massachusetts Curriculum Frameworks Grade level embedded data cycles are completely weekly during administrative planning time |

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| | | STAR Progress monitoring as well as interventions in Reading Street and ixl is in place | Tiered students reviewed weekly and adjusted according to mastery of standards |
| Build student capacity to attain conceptual knowledge and understanding of core level math standards utilizing the data collaboration cycle | Teachers will plan utilizing the Curriculum Units of Study/Writing Guide in conjunction with the Massachusetts Curriculum Frameworks to ensure priority standards being taught are connected to planning, instruction, and student learning | Data Collaboration Cycle has been presented and is being utilized Students have been tiered according to EOY data, MCAS 2.0, STAR, and BOY Baseline Testing | Teachers will tie their lessons to rigorous objectives, emphasize conceptual understanding, and use the data collaboration cycle to continuously monitor and adjust their instruction Tiered students reviewed weekly and adjusted according to mastery of standards |
| PBIS | PBIS will be implemented throughout the Rodman School. | Some aspects of PBIS are being implemented, but more specific strategies still need to be developed. | There will be common behaviors and expectations throughout the school; thus decreasing behavior difficulties and increasing a positive culture. |

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

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| Focus area 1: | ELA | | |
| Instructional strategies: | Build students capacity to access complex text in ELA by increasing poetry content and writing in grades K-5 utilizing conferencing strategies and student accountability | Approximate dates: | September 2018 – June 2019 |
| Meeting | Learning objectives for teachers | | Support needed |
| 9/11/18 | <ul style="list-style-type: none"> Analyze Preliminary MCAS 2.0 Data, EOY STAR, BOY STAR, and DIBELS and look for standards not being met at grade levels to see if there are trends or gaps | | Principal/SILT Members/TLS/ESL |
| 9/19/18 | <ul style="list-style-type: none"> Staff will understand the writing curriculum and how the units of study and curriculum frameworks have changed | | |
| 10/24/18 | <ul style="list-style-type: none"> Developing writing rubric anchor chart (Tier 2 and Tier 3) | | |

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| 10/24/18 | <ul style="list-style-type: none"> Track STAR Target Goals | Principal/Teachers/TLS/ESL |
| 11/6/18 | <ul style="list-style-type: none"> Writing/Reading/Math PD Examine common writing prompt scores for reasons why we scored so poorly and reinforce the reasons why the principal and SILT are collecting and analyzing writing weekly | Principal/Teachers/TLS |
| 11/13/18 | <ul style="list-style-type: none"> Examine writing and score vertically which enables grades previous grades and upcoming grades to view what each grade is doing Discrepancies should be glaring Reinforce accountability and high expectations | Principal/Teachers/TLS |
| 11/14/18 | <ul style="list-style-type: none"> Examine writing and score vertically which enables grades previous grades and upcoming grades to view what each grade is doing Discrepancies should be glaring Reinforce accountability and high expectations | Principal/SILT Members/TLS |
| 12/4/18 | <ul style="list-style-type: none"> Examine weekly writing to sources writing and score vertically which enables grades previous grades and upcoming grades to view what each grade is doing Reinforce accountability and high expectations | Principal/SILT Members/TLS |
| 12/5/18 | <ul style="list-style-type: none"> Examine weekly writing to sources writing and score vertically which enables grades previous grades and upcoming grades to view what each grade is doing Reinforce accountability and high expectations | Principal/SILT Members/TLS |
| 12/11/18 | <ul style="list-style-type: none"> Examine weekly writing to sources writing and score vertically which enables grades previous grades and upcoming grades to view what each grade is doing Reinforce accountability and high expectations | Principal/SILT Members/TLS |
| 12/12/18 | <ul style="list-style-type: none"> Examine weekly writing to sources writing and score vertically which enables grades previous grades and upcoming grades to view what each grade is doing Reinforce accountability and high expectations | Principal/SILT Members/TLS |
| 2/26/19 | <p>When, Where and How to Reteach?</p> <ul style="list-style-type: none"> Teachers will discuss/plan multiple ways/times to reteach concepts taught during the week. Principal will emphasize the importance of reteaching the CCSS concepts and how reteaching will reflect in our MCAS 2.0 results Utilize ELL/SPED/partner teacher during morning planning to create intervention groups (ex: some students can switch classes during small group time) | Principal/Teachers/TLS/ESL |
| 3/5/19 | <ul style="list-style-type: none"> Staff will present student growth examples from targeted tiered students and RTI strategies they provided during PD and Administrative Planning time What are we doing well? What do we still need to | Principal/Teachers/TLS/ESL |

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| | work on? | |
| 3/7/19 | <ul style="list-style-type: none"> Staff will present student growth examples from targeted tiered students and RTI strategies they provided during PD and Administrative Planning time Data binders will be examined along with examining student work and RTI mini-lessons which will be shared to build upon for the next school year What are we doing well? What do we still need to work on? | Principal/Teachers/TLS/ESL |

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| Focus area 2: | Math | | |
| Instructional strategies: | Sustain student capacity to attain conceptual knowledge and understanding of core level math standards utilizing the data collaboration cycle | September 2017 – June 2018 | September 2018 – June 2019 |
| Meeting | Learning objectives for teachers | Support needed | |
| 9/12/18 | <ul style="list-style-type: none"> PD Session 1, 2, 3, & 4 – During Administrative Planning Time Implementation of the Data Collaboration Cycle to examine student work and plan RTI mini-lesson for interventions based on standards not being met based on Preliminary MCAS 2.0 Scores Implementation of the Student Data Portfolios work and plan RTI mini-lessons | Principal/Teachers/TLS/ESL | |
| 9/18/18 | <ul style="list-style-type: none"> Implementation of the Data Collaboration Cycle to examine student work and plan RTI mini-lessons | Principal/Teachers/TLS/ESL | |
| 9/26/18 | <ul style="list-style-type: none"> Grade level data analysis teams completed and interventions in collaboration with student portfolios in place and being utilized | Principal/Teachers/TLS/ESL | |
| 11/27/18 | <ul style="list-style-type: none"> Implementation of the Data Collaboration Cycle to examine student work and plan RTI mini-lessons/Report Card Input | Principal/SILT Members/TLS/ESL | |
| 12/4/18 | <ul style="list-style-type: none"> Staff will examine student scores on MOY assessments, to determine priority standards, and which students need RTI. If time allows we will create mini-lessons Implementation of the Data Collaboration Cycle to examine student work and plan RTI mini-lessons | Principal/Teachers/TLS/ESL | |
| 1/9/19 | <ul style="list-style-type: none"> Examine student work. Each teacher will bring a piece of student work from Math, ELA, and Writing during Administrative Planning Time or PD. Staff will be aligned vertically to compare grade level expectations and ensure students are prepared for the next grade | Principal/Teachers/TLS/ESL | |
| 3/12/19 | <ul style="list-style-type: none"> Staff will present student growth examples from targeted tiered students and RTI strategies they provided during PD and Administrative Planning | Principal/Teachers/TLS/ESL | |

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| | time <ul style="list-style-type: none"> • 20 examples of the Data Collaboration Cycle to examine student work and RTI mini-lessons will be shared to build upon for the next school year | |
| 5/8/19 | <ul style="list-style-type: none"> • Staff will present success stories of targeted tiered students and how monitoring and RTI's provided improved student growth from BOY - EOY | Principal/Teachers/TLS/ESL |

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| Focus area 3: | Improve the overall social emotional well-being of our students by continuing to build from our school-wide PBIS systems and procedures. | | |
| Instructional strategies: | Zones of Regulation implementation along with Social Thinking Curriculum | Approximate dates: | September 2018 – April 2019 |
| Meeting | Learning objectives for teachers | Support needed | |
| ongoing | Continue utilizing our “Gotcha” tickets to reinforcing behavioral expectations throughout the school day. | All staff | |
| October 31, 2018 | Develop lesson plans/activities utilizing the Zones of Regulation and Social Thinking curriculum. | Adjustment Counselor | |
| January 2, 2019 | Fine-Tune and continue implementing a school wide behavior reinforcement system utilizing positive incentives that have already been put into place. | Adjustment Counselor Principal PBIS Team | |
| ongoing | Provide feedback to classroom teachers for how to utilize school-wide expectations and practices within their individual classrooms | Adjustment Counselor | |
| ongoing | Develop strategies to integrate family- and community-based activities into the school calendar year | Principal PTO | |
| April 30, 2019 | Develop method/strategy to monitor ongoing effectiveness of school-wide behavior supports and interventions, including staff’s perceptions of efficacy | Adjustment Counselor Principal PBIS Team | |