

School Improvement Plan

School Year **2017-2018**

School: **Thomas R. Rodman Elementary School**

Principal: **Kim M. Marshall**

Section 1. Set goals aligned to the AIP

1. By MOY, K-2 students will realize at least a 20% reduction in students not meeting benchmark in grades K-2 in DIBELS.
2. By EOY, K-2 students will realize at least a 40% reduction in students not meeting benchmark in grades K-2 in DIBELS.
3. By EOY Rodman students will realize at least a 40% reduction in students in Levels 1, 2, and 3. Measured through: STAR and MCAS 2.0 ELA/Math Assessments
4. By EOY Rodman students will see at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5. Measured through: STAR and MCAS 2.0 ELA/Math Assessments
5. By EOY Rodman students will realize at least a 40% reduction in students “Not Proficient” in ELA/Math Measured through: STAR and MCAS 2.0 ELA/Math Assessments
6. By EOY Rodman students will see at least 10% of students in “Warning” move to “Needs Improvement” and at least 10% of students in “Proficient” move to “Advanced” in ELA/Math Measured through: STAR and MCAS 2.0 ELA/Math Assessments

Do not fill in the shaded boxes below.

	SY16-17 (Historical)			SY17-18 (Goals)		
	# of students not Proficient/Advanced	# of students in Warning	# of students in Proficient	# of students not Proficient/Advanced	# of students moving from Warning to Needs Improvement	# of students moving from Proficient to Advanced
ELA	Gr. 2 – 15 Gr. 3 – 6 Gr. 4 – 17 Gr. 5 – 4	Gr. 2 – 3 Gr. 3 – 0 Gr. 4 – 2 Gr. 5 – 1	Gr. 2 – 23 Gr. 3 – 24 Gr. 4 – 28 Gr. 5 – 32	Gr. 2 – 7 Gr. 3 – 3 Gr. 4 – 8 Gr. 5 – 2	Gr. 2 – 2 Gr. 3 – 0 Gr. 4 – 1 Gr. 5 – 1	Gr. 2 – 11 Gr. 3 – 3 Gr. 4 – 5 Gr. 5 – 10
Math	Gr. 2 – 14 Gr. 3 – 0 Gr. 4 – 9 Gr. 5 – 13	Gr. 2 – 3 Gr. 3 – 0 Gr. 4 – 0 Gr. 5 – 0	Gr. 2 – 24 Gr. 3 – 30 Gr. 4 – 28 Gr. 5 – 32	Gr. 2 – 7 Gr. 3 – 0 Gr. 4 – 4 Gr. 5 – 7	Gr. 2 – 2 Gr. 3 – 0 Gr. 4 – 0 Gr. 5 – 0	Gr. 2 – 6 Gr. 3 – 2 Gr. 4 – 7 Gr. 5 – 5

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

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

Rodman Galileo Benchmark/DIBELS
***Comparison* of Level 4's and 5's from BOY, MOY, EOY**
 School Year 2015/2016, and Current School Year 2016/2017

DIBELS 2015/2016				DIBELS 2016/2017			
GRADE	BOY	MOY	EOY	GRADE	BOY	MOY	EOY
K	62%	84%	90%	K	41%	73%	96%
1	62%	84%	87%	1	78%	89%	89%

ELA GALILEO 2015/2016				ELA GALILEO 2016/2017			
GRADE	BOY	MOY	EOY	GRADE	BOY	MOY	EOY
3	49%	56%	62%	3	48%	77%	80%
5	36%	61%	64%	5	39%	58%	89%

MATH GALILEO 2015/2016				MATH GALILEO 2016/2017			
GRADE	BOY	MOY	EOY	GRADE	BOY	MOY	EOY
3	29%	61%	79%	3	58%	90%	100%
4	48%	36%	69%	4	48%	62%	76%
5	27%	67%	89%	5	42%	82%	89%

DIBELS:

K: 96% of students met benchmark (+55% increase from BOY) (+6% increase from EOY 2016)
 Grade 1: 89% of students met benchmark (+11% increase from BOY) (+2% increase from EOY 2016)

ELA MCAS: EE (Exceeding Expectations) ME (Meeting), PM (Partially Meeting), and NM (Not Meeting)
 Grade 3 – 7% (2 students) EE, 59% (17 students) ME, 31% (9 students) PM, and 3% (1 student) NM
 Grade 3 out performed the district and the state on the Spring MCAS 2.0 test, but writing is a priority
Standards: RL1, RL2, & RL3

Math MCAS: EE (Exceeding Expectations) ME (Meeting), PM (Partially Meeting), and NM (Not Meeting)
 Grade 3 – 34% (10 students) EE, 41% (12 students) ME, 17% (5 students) PM, and 7% (2 students) NM
 Grade 4 – 11% (4 Students) EE, 42% (15 students) ME, 42% (15 students) PM, and 6% (2 students) NM
 Grade 5 - 9% (3 Students) EE, 41% (14 students) ME, 35% (12 students) PM, and 15% (5 students) NM

Standards:

- Grade 3** - NF1, MD1, 2, & 3, NBT 1, OA1 & 4
- Grade 4** - NBT 1 & 2, NF 1, 2, & 3
- Grade 5** – NBT 1 & 2 NF 1& 2, G1, OA 1 & 2

Rodman school scored top in the district and 4th in the region for our math scores

ELA Galileo:

Grade 3: 80% of students scored a level 4 or 5 in the EOY ELA Galileo assessment.

Grade 5: 89% of students scored a level 4 or 5 in the EOY ELA Galileo assessment.

Math Galileo:

Grade 3: 100% of students scored a level 4 or 5 in the EOY Math Galileo assessment

Grade 4: 76% of students scored a level 4 or 5 in the EOY Math Galileo assessment

Grade 5: 89% of students scored a level 4 or 5 in the EOY Math Galileo assessment

Preliminary MCAS Writing:

Grade 3: average writing – 48% compared to 40% for the district and 43% for the state

Family survey:

School Climate: Rodman 86% NBPS 83%

Parent Support: Rodman 84% NBPS 80%

School Fit: Rodman 78% NBPS 74%

Social and Emotional Learning:

Part time SAC

Mindfulness implemented in all but 3 of Rodman classrooms

(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?

Rodman Galileo Benchmark/DIBELS

***Comparison* of Level 4's and 5's from BOY, MOY, EOY**

School Year 2015/2016, and Current School Year 2016/2017

DIBELS 2015/2016

GRADE	BOY	MOY	EOY	GRADE	BOY	MOY	EOY
2	83%	86%	77%	2	76%	79%	76%

DIBELS 2016/2017

ELA GALILEO 2015/2016

GRADE	BOY	MOY	EOY	GRADE	BOY	MOY	EOY
2	60%	63%	65%	2	45%	58%	60%
4	50%	48%	40%	4	41%	35%	54%

ELA GALILEO 2016/2017

MATH GALILEO 2015/2016

GRADE	BOY	MOY	EOY	GRADE	BOY	MOY	EOY
2	53%	83%	77%	2	52%	68%	63%

MATH GALILEO 2016/2017

DIBELS:

Grade 2: 76% of students met benchmark (Scores are completely flat from BOY and down 1% from EOY 2016)

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

Grade 4 – 0% (0 Students) EE, 28% (10 students) ME, 58% (21 students) PM, and 14% (5 students) NM

Grade 5 - 0% (0 Students) EE, 29% (10 students) ME, 56% (19 students) PM, and 15% (5 students) NM

- Although Grade 4 had +9 growth from PARCC 2016 to MCAS 2.0 2017, our meeting expectations and exceeding expectations are well below the district and state collectively.
- Grade 5 had -21.5 decrease of growth from PARCC 2016 to MCAS 2.0 2017, our meeting expectations and exceeding expectations are below the state.

Weak Standards across the grade levels

W.2, W.3 are the writing with conventions standards all grade levels need to focus on

RL1, 2, 3, & 6 and Language 4

- Determine what the speaker is mainly doing in the poem
- Identify the main idea of a portion of an article
- Identify a description of a character and supporting evidence from the passage
- Identify the main idea
- Inferencing
- Create a summary of the story by dragging events into the correct order
- Determine the speakers point of view based on lines from the poem
- Identify context clues

ELA Galileo:

Grade 2: 60% of students scored a level 4 or 5 in the EOY ELA Galileo assessment. (Down 5% from EOY 2016)

Grade 4: 54% of students scored a level 4 or 5 in the EOY ELA Galileo assessment. (Up from EOY last year, but still the lowest in the building)

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

Grade 4 – 11% (4 Students) EE, 42% (15 students) ME, 42% (15 students) PM, and 6% (2 students) NM

Grade 5 - 9% (3 Students) EE, 41% (14 students) ME, 35% (12 students) PM, and 15% (5 students) NM

- Grade 4 had 0% growth from PARCC 2016 to MCAS 2.0 2017, even though we scored and ranked higher than the district and state collectively.
- Grade 5 had -12.5 decrease of growth from PARCC 2016 to MCAS 2.0 2017, even though we scored and ranked higher than the district and state collectively.

Grade 4 4G1, 2, and 3 – MD 1 & 3

- Lines of symmetry
- Perpendicular lines
- Angles
- Two-dimensional figures
- Determine metric units by size and determine the measure of unknown angles

Grade 5 MD 1, 2, & 3

- Convert metric units to standard units

- Solve real world problems presented on the line plot
- Volume

Grade 5 NF1 & 2

- Estimating fractions and multiplying fractions

Math Galileo:

Grade 2: 63% of students scored a level 4 or 5 in the EOY Math Galileo assessment (Down 14% from EOY 2016)

Preliminary MCAS Writing:

Grade 4: average writing – 44% compared to 48% for the district and 53% for the state

Grade 5: average writing – 44% compared to 43% for the district and 53% for the state

Family survey:

Barriers to Engagement: Rodman 53% NBPS 57%

Community Survey Items: Rodman 75% NBPS 78%

Decrease in last year's Grade 3 to Grade 4 this year in the percentage of students scoring Level 4 and 5 decreasing 8 percentage points from 62% in Grade 3 last year to 54% in Grade 4 this year.

Lack of Level 5 student performance in grades 2, 4, and 5 in ELA.

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 and formative assessment check-ins

Student Learning Goals:

- ❖ By EOY Rodman students will realize at least a 40% reduction in students in Levels 1, 2, and 3. Measured through: STAR and MCAS 2.0 ELA Assessments
- ❖ By EOY Rodman students will see at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5. Measured through: STAR and MCAS 2.0 ELA Assessments
- ❖ By EOY Rodman students will realize at least a 40% reduction in students “Not Proficient” in ELA/Math Measured through: STAR and MCAS 2.0 ELA Assessments
- ❖ By EOY Rodman students will see at least 10% of students in “Warning” move to “Needs Improvement” and at least 10% of students in “Proficient” move to “Advanced” in ELA/Math Measured through: STAR and MCAS 2.0 ELA Assessments

What this means for teachers:

- ❖ Plan for learning using the Curriculum Units of Study and Writing Guides
- ❖ 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 ELA

What this means for building leadership:

- ❖ Principal will provide feedback that emphasizes the connection between planning, instruction, 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:

- New ELA Units of Study,

Feb. 1:

- Continue all initiatives from

May 1:

- Continue all initiatives

<p>including the new Writing Guide.</p> <ul style="list-style-type: none"> ➤ Ongoing Writing PD. ➤ 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. 	<p>the beginning of the year.</p> <ul style="list-style-type: none"> ➤ Ongoing Writing PD. ➤ 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. 	<p>from the beginning of the year.</p> <ul style="list-style-type: none"> ➤ Ongoing Writing PD. ➤ 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.
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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 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										
Teachers and students will set goals and note them in their data binders										
40%/10% goals will be set										

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 Rodman students will realize at least a 40% reduction in students in Levels 1, 2, and 3. Measured through: STAR and MCAS 2.0 Math Assessments
- ❖ By EOY Rodman students will see at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5. Measured through: STAR and MCAS 2.0 Math Assessments
- ❖ By EOY Rodman students will realize at least a 40% reduction in students “Not Proficient” in ELA/Math Measured through: STAR and MCAS 2.0 Math Assessments
- ❖ By EOY Rodman students will see at least 10% of students in “Warning” move to “Needs Improvement” and at least 10% of students in “Proficient” move to “Advanced” in ELA/Math Measured through: STAR and MCAS 2.0 Math Assessments

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 every 5 weeks to monitor student data.

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

Nov. 1:

- Conduct Math focused observations and learning walks
- Provide teachers with the Elementary Curriculum Maps and Scope and Sequences aligned to the 2017 Math standards and review
- Review and analyze MCAS 2.0 math data

Feb. 1:

- 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

May 1:

- Continue to review and analyze enVisiosn Topic Assessment data, ixl re-teach interventions, and evidence of conferencing
- Ensure Instruction is differentiated, planning

<ul style="list-style-type: none"> ➤ Review and STAR Math BOY data ➤ Review and analyze enVisiosn Topic Assessment data ➤ Differentiate Instruction will be planned and implementd utilizing ixl interventions and supports, Pearson on-line supports, and RTI interventions ➤ Review and analyze the STAR Math progress monitoring data 	<p style="text-align: center;">analyze STAR Math progress monitoring data</p>	<p>for learning is embeded, and ixl interventions, Pearson on-line supports, and RTI interventions are sustained</p>
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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, on-line IXL, Math Fluency, 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 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										
Teachers and students will set goals and note them in their data binders										
40%/10% goals will be set										

Initiative 3: SEL (Social Emotional Learning)



Team Members: All Rodman Staff

Final Outcomes:

- ❖ By EOY, the Rodman School will have evidence implementation of PBIS system and Social Thinking Curriculum.

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 Rodman School will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.

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.

What this means for teachers:

- ❖ Teachers 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.

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:

- Rodaman School PBIS team will be established and will attend Regional PBIS Training.
- Rodaman School PBIS team will develop a school wide behavior

Feb. 1:










- Rodman School PBIS team will demonstrate effective use of initial PBIS strategies.
- At least 50% of PBIS action





May 1:

- Fidelity in the use of PBIS strategies will develop a positive, supportive and safe school climate.

<p>metric with clear expectations.</p> <ul style="list-style-type: none"> ➤ Social Thinking and Zones of Regulation individual and small group instruction will begin. 	<p>plan will be in place (i.e. school climate survey, Tier 1 interventions, office referral, data collection tool).</p> <ul style="list-style-type: none"> ➤ Targeted grade levels will be introduced with Social Thinking and Zones of Regulation key concepts and common language. 	<ul style="list-style-type: none"> ➤ Rodaman 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.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Rodman School PBIS team will be established and will attend Regional PBIS Training. Following PBIS trainings, team will share resources with all faculty members, students and families:										
Faculty will meet to determine/establish PBIS team.										
PBIS coach will attend 3 days of PBIS training and team will attend 6 days of PBIS training (September, January, June).										
PD on PBIS resources will be scheduled. PBIS team will meet monthly. Faculty will be provided updates monthly and as needed.										
Rodman School PBIS team will develop and implement PBIS action plan and behavioral expectation Matrix:										
PBIS team will formalize action plan and begin implementation.										
PBIS team will complete 1 st readiness inventory.										
Rodman school will begin implementing a school wide behavior reinforcement system utilizing "Rock Star" tickets, and Student of the Month as a means of acknowledging students who are following Rodman "Rock Star" Expectations.										
PBIS team will develop a systematic office/discipline referral procedure, to include a referral form. This will include a distinction between "minor" and "major" offenses, what they look like, and how they are to be addressed.										
PBIS team will develop a method/strategy to monitor ongoing effectiveness of school-wide behavior supports and interventions, including staff's perceptions of efficacy.										
Develop lesson plans/activities utilizing the Zones of Regulation and Social Thinking curriculum:										
SAC will attend monthly PD regarding Social Thinking overview the implementation of Social Thinking and Zones of Regulation curriculum and common language.										

<p>Support team will provide PD opportunities for all staff regarding specific targeted Social Thinking concepts.</p>	
<p>SAC and support team will identify target needs and establish small group Social Thinking/Zones of Regulation lessons and skill development for target populations.</p>	
<p>Targeted grade levels will have been introduced with Social Thinking and Zones of Regulation key concepts and common language.</p>	
<p>Support team will analyze data from behavior plans, Social Thinking rubrics, and student discipline referrals to ensure that Social Thinking and Zones of Regulation are being implemented with fidelity and are effective in increasing social and emotional behavioral growth.</p>	

Initiative 4: Parent and Community Outreach



Team Members: Rodman School Staff & PTO

Final Outcomes:

By EOY, the Rodman school will have evidence of diversified parent and family engagement activities. As a result, each topic description in the family survey will have increased by at least 10%.

Teacher Practice Goals:

- ❖ Engage parents/families in both academic and non-academic activities throughout the school year.
- ❖ Support and positively impact family engagement within their classrooms and within the Rodman School to create a more welcoming, supportive, and inclusive environment where parents can be active participants within their children’s academic lives.
- ❖ In accordance with the educator evaluation system parent/family engagement and the use of cultural relevant practices and methodology are an expectation, and an area for constant growth for all educators, and schools.

Student Learning Goals:

- ❖ Students benefits from increased family engagement, and diversifying the family engagement activities is creating an atmosphere in which parents and the Rodman School are aligned and working together to support students full academic potential.

Parent/Family Goals:

- ❖ All parents/families will feel a stronger home/school connection.

What this means for teachers:

- ❖ 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.

What this means for building leadership:

- ❖ 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.

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

Nov. 1:

- Create a Family and Community

Feb. 1:

- Offered at least 1 tier 2 and 1 tier 2 engagement

May 1:

- Complete family

<p>Engagement Team</p> <ul style="list-style-type: none"> ➤ Share family survey data ➤ Open House ➤ Offer at least one engagement activity at school (can be academic or non-academic) ➤ Send thank you notes to all family who participated in the family engagement activity ➤ Send a survey to request feedback to all families who attended the family engagement activity ➤ Family and Community Engagement Team has met at least 2 times ➤ At least 2 PTO meetings ➤ Begin tracking family engagement data 	<p>activities at school</p> <ul style="list-style-type: none"> ➤ Send thank you notes to all family who participated in the family engagement activities ➤ Send a survey to request feedback to all families who attended the family engagement activities ➤ Family and Community Engagement Team has met at least a total of 4 times ➤ Continue to track family engagement data 	<p>engagement data</p> <ul style="list-style-type: none"> ➤ Offered a total of 4 engagement activities at school ➤ Send thank you notes to all family who participated in the family engagement activity ➤ Send a survey to request feedback to all families who attended the family engagement activity
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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:										
Track family engagement data	→	→	→	→	→	→	→	→	→	→

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
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 STAR Progress monitoring as well as interventions in Reading Street and ixl is in place	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 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.

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 2017 – June 2018
Meeting	Learning objectives for teachers	Support needed
9/13/17	<ul style="list-style-type: none"> Analyze Preliminary MCAS 2.0 Data, EOY Galileo, 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
9/20/17	<ul style="list-style-type: none"> Staff will understand the writing curriculum and how the units of study and curriculum frameworks have changed 	
10/24/17	<ul style="list-style-type: none"> Locate/Understand Poetry Lessons in Reading Street along with various Response to Intervention (RTI) materials available for struggling students (Tier 2 and Tier 3) 	
10/25/17	<ul style="list-style-type: none"> Launch Student Data Binders 	Principal/Teachers/TLS/ESL
11/8/17	<ul style="list-style-type: none"> MCAS Writing PD Examine Grade 4 writing, score with rubric, look 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
11/14/17	<ul style="list-style-type: none"> Examine CFA 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
11/15/17	<ul style="list-style-type: none"> Examine CFA 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
12/5/17	<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 Check student data binders for continuous student 	Principal/SILT Members/TLS

	goal setting	
12/6/17	<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 Check student data binders for continuous student goal setting 	Principal/SILT Members/TLS
12/12/17	<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 Check student data binders for continuous student goal setting 	Principal/SILT Members/TLS
12/13/17	<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 Check student data binders for continuous student goal setting 	Principal/SILT Members/TLS
2/27/18	<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 emphasis 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) Tracking reteach results in Data Binders to ensure student ownership 	Principal/Teachers/TLS/ESL
3/6/18	<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
3/7/18	<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 	Principal/Teachers/TLS/ESL

	<ul style="list-style-type: none"> • 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? 	
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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 2017 – June 2018
Meeting	Learning objectives for teachers	Support needed	
9/12/17	<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	
9/19/17	<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	
9/26/17	<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	
11/24/17	<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	
12/5/17	<ul style="list-style-type: none"> • SILT Analyze Student Galileo/DIBELS Data to see if we met the learning goal of student reduction of 25% in students scoring Levels 1, 2, and 3. We will see at least 10% of students in Level 1 move into Level 2 or 3, and at least 10% of students in Level 4 move into Level 5 on Galileo and DIBELS MOY assessments • 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	
1/10/18	<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 	Principal/Teachers/TLS/ESL	

	expectations and ensure students are prepared for the next grade	
3/14/18	<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 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 	Principal/Teachers/TLS/ESL
5/8/18	<ul style="list-style-type: none"> Analyze Student STAR/DIBELS Data to see if we met the learning goal of student reduction of 40% in students scoring Levels 1, 2, and 3. We will see at least 10% of students in Level 1 move into Level 2 or 3, and at least 10% of students in Level 4 move into Level 5 on Galileo and DIBELS EOY assessments 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

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 2017 – April 2018
Meeting	Learning objectives for teachers		Support needed
ongoing	Continue utilizing a our Rodman “Rock Star” Yellow tickets to reinforcing behavioral expectations throughout the school day.		All staff
October 31, 2017	Develop lesson plans/activities utilizing the Zones of Regulation and Social Thinking curriculum.		Adjustment Counselor
January 2, 2017	Fine-Tune and continue implementing a school wide behavior reinforcement system utilizing our yellow tickets as means of acknowledging students who are following the Rodman “Rock Star” expectations. Students will then add their tickets to the class bucket and one student will win a basket monthly from each classroom.		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, 2018	Develop method/strategy to monitor ongoing		Adjustment

	effectiveness of school-wide behavior supports and interventions, including staff's perceptions of efficacy	Counselor Principal PBIS Team
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