

BROOKS

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: Elizabeth Carter Brooks Elementary School

Principal: Jennifer Medeiros

SILT Team:

Stacy Sullivan-Teaching & Learning Specialist

Ann Yeomans-Reading Specialist

Sara Williams-School Adjustment Counselor

Jessica Amaral-Grade K Teacher

Kelly Keaton-Grade 2 Teacher

Kim Calheta-Grade 4 Teacher

Lorena Costa-Special Education Teacher

ESL-TBD

Section 1. Set goals aligned to the District Plan:

1. By EOY, E.C. Brooks will see at least a 40% reduction in the number of students Not Meeting/Exceeding Grade Level Expectations in ELA and MATH for grades K-5 using STAR and DIBELS Assessments.
2. By EOY, E.C. Brooks will see at least 10% of students who are Not Meeting Grade Level Expectations move to Partially Meeting Expectations or Meeting Expectations in ELA and MATH using STAR and DIBELS Assessments.
3. By EOY, E.C. Brooks will see at least 10% of students Meeting Grade Level Expectations move to Exceeding Grade Level Expectations in ELA and MATH using STAR and DIBELS Assessments.
4. 80% of students will meet or exceed their individual scaled score target in STAR 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	Grade 3-60%	Grade 3-500.3	Grade 3-N/A	*****	*****	*****	
	Grade 4-32%	Grade 4-495.2	Grade 4-45.1				
	Grade 5-60%	Grade 5-499.4	Grade 5-52				
Math	Grade 3-44%	Grade 3-503	Grade 3-N/A	*****	*****	*****	
	Grade 4-55%	Grade 4-500	Grade 4-56.2				
	Grade 5-64%	Grade 5-502.4	Grade 50.2				

		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	Average Scaled Score	Median SGP
STAR Data ~ Grade 2-3-4-5							
ELA	Grade 2 – 27 Grade 3 – 13 Grade 4 – 15 Grade 5 - 8	Grade 2 –252 Grade 3 –324 Grade 4 –478 Grade 5 –562		Grade 2 – 37 Grade 3 – 23 Grade 4 – 25 Grade 5 – 18	Grade 2a–261 Grade 2b-279 Grade 3a–325 Grade 3b-314 Grade 4a–462 Grade 4b-462 Grade 5a–530 Grade 5b-515	Grade 2a–40 Grade 2b-49 Grade 3a-50 Grade 3b–44 Grade 4 a–38 Grade b-57 Grade 5a–52 Grade 5b-20	
Math	Grade 2 – 27 Grade 3 – 18 Grade 4 – 19 Grade 5 - 9	Grade 2 –433 Grade 3 –533 Grade 4 –633 Grade 5 –684		Grade 2 – 37 Grade 3 – 26 Grade 4 – 28 Grade 5 – 19	Grade 2a–450 Grade 2b-444 Grade 3a–560 Grade 3b-530 Grade 4a–631 Grade 4b-632 Grade 5a–716 Grade 5b-683	Grade 2a–34 Grade 2b-66 Grade 3a–70 Grade 3b-48 Grade 4a–36 Grade 4b-39 Grade 5a–68 Grade 5b-21	

		BOY 17-18 (Historical)		EOY 17-18 (Goals)	
		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations (Red & Yellow)	% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations (Red & Yellow)
DIBELS Data ~ Grade K-1-2					
DIBELS Composite Score	Grade K – 30 Grade 1 – 30	Grade K – 26 Grade 1 – 14		Grade K – 41 Grade 1 – 36	Grade K –15 Grade 1 – 8

Analysis:

ELA-In accordance with our goal of moving at least 40% of students into Proficiency, we will need to move 10 students in Grade 2, 10 students in Grade 3, 10 students in Grade 4, and 10 students in Grade 5 from Not Meeting and Partially Meeting Grade level expectations on the end of year ELA STAR Assessment. There will be a reduction of 10% of the students not meeting grade level expectations on the EOY STAR assessment, resulting in moving 0 students in Grade 2, 1 student in Grade 3, 1 student in Grade 4, and 1 student in Grade 5. There will be an increase of 10% of students who scored Proficient at BOY to Exceeding at the EOY STAR Assessment, resulting in moving 3 students in Grade 2, 2 students in Grade 3, 2 students in Grade 4, and 1 student in

Grade 5. 80% of students in each classroom will meet or exceed their scaled score target in Star.

MATH-In accordance with our goal of moving at least 40% of students into Proficiency, we will need to move 10 students in Grade 2, 8 students in Grade 3, 9 students in Grade 4, and 10 students in Grade 5 from Not meeting and Partially Meeting Grade Level expectations on the end of year Math STAR Assessment. There will be a reduction of 10% of the students not meeting grade level expectations on the EOY MATH assessment, resulting in moving 1 student in Grade 2, 1 student in Grade 3, 1 student in Grade 4, 1 student in Grade 5. There will be an increase of 10% of students who scored Proficient at BOY to Exceeding at the EOY STAR assessment, resulting in moving 3 students in Grade 2, 2 students in Grade 3, 2 students in Grade 4, 1 student in Grade 5. 80% of students in each classroom will meet or exceed their scaled score target in Star.

DIBELS-In accordance with our goal of moving at least 40% of students into Proficiency, we will need to move 11 students in Kindergarten and 6 students in Grade 1 from the Intensive and Strategic levels on the end of the year DIBELS Assessment. While the number of the students scoring in the Intensive Category (Not Meeting Grade Level expectations) will be reduced by 10% by EOY, resulting in moving 2 students in K and 1 in Grade 1. 10% of students scoring Proficient at beginning of the year will score in the High Core Category by EOY, resulting in moving & adding an additional 1 in Grade K to the High Core Category and moving an additional 1 in Grade 1 to the High Core Category.

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

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

2018 MCAS 2.0 Data: ELA

According to the data from the Spring 2018 MCAS Assessment Accountability Report, E.C. Brooks met 83% of their targets, scoring in the 46 percentile for Accountability. E.C. Brooks ranks in the 38th Achievement Percentile for ELA. When further disaggregated, 60% of Grade 3 students met or exceeded their expectations, 32% of Grade 4 students met or exceeded their expectations, and 60% of Grade 5 students met or exceeded their expectations. When analyzing the data deeper, Grade 3/Class 1 only had 42% of the students meeting or exceeding their expectations on the MCAS Assessment while Grade 3/Class 2 had 74% of the class meeting or exceeding their expectations. Grade 4/Class 1 had 38% of the class meeting or exceeding their expectations while Grade 4/Class 2 only had 25% of the class meeting or exceeding expectations. Grade 5/Class 1 had 62% of the class meeting or exceeding expectations and Grade 5/Class 2 had 57% of students meeting or exceeding expectations.

ELA EOY STAR DATA:

According to the 2017-2018 Academic School Year, 23% (9 students) in Grade 2 scored proficient at BOY as measured by Star ELA compared to 31% (12 students) at EOY, an increase of 8% (3 students).

According to the 2017-2018 Academic School Year, 28% (13 students) in Grade 3 scored proficient at BOY as measured by Star ELA compared to 33% (15 students) at EOY, an increase of 5% (2 students).

According to the 2017-2018 Academic School Year, 39% (16 students) in Grade 4 scored proficient at BOY measured by Star ELA compared to 43% (18 students) at EOY, an increase of 4% (2 students).

According to the 2017-2018 Academic School Year, 45% (19 students) in Grade 5 scored proficient at BOY measured by STAR ELA compared to 45% (19 students) at EOY, resulting in zero % increase.

DIBELS EOY

According to the 2017-2018 Academic School Year, 70% (32 students) in Grade K scored at Core or High Core at BOY measured by the DIBELS assessment compared to 87% (40 students) at EOY, an increase of 17% (8 students).

According to the 2017-2018 Academic School Year, 68% (34 students) in Grade 1 scored at Core or High Core at BOY measured by the DIBELS assessment compared to 79% (41 students) at EOY, an increase of 11% (7 students); 2 students were added to Grade 2 scores from BOY to EOY.

According to the 2017-2018 Academic School Year, 77% (30 students) in Grade 2 scored at Core or High Core at BOY measured by the DIBELS assessment compared to 81% (30 students) at EOY, resulting in no change, however there were 3 less students from BOY to EOY.

2018 MCAS 2.0 Data: MATH

According to the data from the Spring 2018 MCAS Assessment Accountability Report, E.C. Brooks met 83% of their targets, scoring in the 46 percentile for Accountability. E.C. Brooks ranks in the 56th Achievement Percentile for MATH. When further disaggregated, 44% of Grade 3 students met or exceeded their expectations, 55% of Grade 4 students met or exceeded their expectations, and 64% of Grade 5 students met or exceeded their expectations. When analyzing the data deeper, Grade 3/Class 1 only had 21% of the students meeting or exceeding their expectations on the MCAS Assessment while Grade 3/Class 2 had 65% of the class meeting or exceeding their expectations. Grade 4/Class 1 had 67% of the class meeting or exceeding their expectations while Grade 4/Class 2 only had 45% of the class meeting or exceeding expectations. Grade 5/Class 1 had 71% of the class meeting or exceeding expectations

and Grade 5/Class 2 had 57% of students meeting or exceeding expectations.

MATH EOY STAR DATA:

According to the 2017-2018 Academic School Year, 28% (9 students) in Grade 2 scored proficient at BOY as measured by STAR MATH compared to 45% (17 students) at EOY, an increase of 17% (8 students).

According to the 2017-2018 Academic School Year, 43% (20 students) in Grade 3 scored proficient at BOY as measured by STAR MATH compared to 66% (30 students) at EOY, an increase of 23% (10 student).

According to the 2017-2018 Academic School Year, 29% (12 students) in Grade 4 scored proficient at BOY as measured by STAR MATH compared to 58% (24 students) at EOY, an increase of 29% (12 students).

According to the 2017-2018 Academic School Year, 33% (14 students) in Grade 5 scored proficient at BOY as measured by STAR MATH compared to 55% (23 students) at EOY, an increase of 22% (9 students).

Behavioral Data:

Throughout the duration of the 2017-2018 school year, 39 conduct cards were issued in Kindergarten through Grade 5. Eight students were suspended, 4 students were issued a 2 day suspension, while 4 students were issued a 1 day suspension. Additionally, one student was referred to youth court for behavioral issues. Starting in December of 2017 through June of 2018, there were a total of 130 Office Referrals, with Grade 2 having the most with 66 Office Referrals.

Attendance Data:

According to the 2017-2108 Attendance Data, we had a total of 302 absences for the year for Grades PreK-5. The best attendance rate was in grade Pre-K with 36 absences all year. The grade level with the most students absent was Grade 1 with 52 absences all year. There were 71 students who had perfect attendance for the school year. 27 students were absent 18 or more days in 2017-2108. Our 2017 attendance rate according to the MCAS Accountability Report was 8.7% in 2017 and 9.9% in 2018, having a decrease of 1.2%. Our target was 7.4% overall, in which we did not meet that target.

Panorama Survey Data:

According to the Spring 2018 survey conducted, 195 families, 125 students and 8 staff member responded. 86% of families think the NBPS is improving.

96% of E.C. Brooks families feel welcomed at the school, 91% feel comfortable sharing concerns with the E.C. administration and 89% feel that the climate at Brooks is conducive to learning.

Only 58% of families responded favorably to questions focused on parent engagement. 80% of families feel they are an important part of improving the school, yet only 42% indicate they had visited the school and only 12% indicate they have helped out at the school even though 83% stated that the staff invites them to school events.

60% of the students responded favorably to the questions focused on Supportive Relationships. 83% of students stated that teachers listen to them carefully when something is on their minds, however only 44% of students think that teachers are interested in learning about them outside of the school environment.

(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?

According to the Spring 2018 MCAS data, these were the areas of concern for each grade level.

Grade 3 areas of concern-ELA:

- RL3.3-Analyze a character's actions in the story
- RL3.3-Determine a character's motivation in the story
- RI3.1-Use evidence to demonstrate understanding of the passage
- L3.4-Determine the meaning of a word in context
- W3.4-Write a narrative describing what might happen next in the story.
- W3.4-Write an essay that explains how the author uses text features to help the reader understand the topic. Use information from the passage as evidence.

Grade 3 areas of concern-Math:

- Operations & Algebraic Thinking-Identify the time given on an analog clock using a digital clock
- Measurement & Data-Interpret a line plot with data in whole numbers and mixed numbers
- Operations & Algebraic Thinking-Solve a two-step word problem using multiplication and addition
- Constructed Responses

Grade 4 areas of concern-ELA:

- RL4.3-Describe a character's feelings and choose evidence from the passage to support the description.
- RL4.3-Describe a character in the passage based on the character's words and actions
- RI4.1-Write a paragraph that explains the author's feelings about a topic, using important details from the article.
- RI4.8-Identify a point an author makes and evidence from the article used to support it
- W4.4-Write an essay that explains the central idea of the article; use information from the article to support your explanation

Grade 4 areas of concern-MATH:

- Measurement and Data-Determine an angle measure given the measures of two adjacent angles and the sum of all three angle measures.
- Number and Operations-Fractions-Write an addition expression that is equivalent to a given fraction
- Constructed Responses

Grade 5 areas of concern-ELA:

- RI5.9-Integrate information from multiple passages to determine which additional resource would be useful for further research on a topic.
- RL5.9-Determine what is revealed about characters from multiple passages using evidence from each passage.

- RL5.2-Analyze how a character feels and choose the evidence that best supports that feeling
- RL5.5-Identify the mood created by the author and choose evidence from the passage that best supports the mood

Grade 5 areas of concern-MATH:

- Measurement and Data Constructed Responses
- Operations & Algebraic Thinking Constructed Responses
- Number and Operations-Fractions Constructed Responses
- Number and Operations in Base Ten Constructed Responses

When analyzing the 2018 Spring MCAS Assessment for E.C. Brooks, Grade 3 (who are now Grade 4) have the lowest percentage of students who met or exceeded grade level expectations in Math. Grade 5 had the lowest percentage of students meeting or exceeding grade level expectations in ELA.

Writing across all academic areas (ELA and Mathematics) is a concern across all grade levels. Data shows that students are struggling with constructing written responses to questions related to the prompt that involve embedding key ideas and details from the story to support their answer. Students are also struggling with constructing a written explanation that describes their thinking and reasoning skills at a deeper level.

Moving forward, grade level teams will collaborate to unpack grade level writing standards to determine the skills/concepts necessary for students to be successful in a particular genre. Teachers will use this information to plan mini lessons which will become part of a 30 min daily writing block in ELA. Students will also be given the opportunity to set writing goals and be provided constructive feedback in order to meet the criteria for success for that genre.

After analyzing the STAR ELA data for 2017-2018 school year, there was an average of 4% growth in proficiency from BOY to EOY. The minimal growth in proficiency in ELA for Grades 2-5 demonstrates a lack of individualized instruction to meet the needs of all students. Daily Response to Intervention groups based on students individual needs will assist in closing the gaps of specific skills/concepts that need to be retaught in ELA and Mathematics. Common graphic organizers and academic language across all grade levels will assist in students developing their written responses.

In contrast, there was a 23% increase in STAR MATH from BOY to EOY for the 2017-2018 school year. During that time, teachers began implementing daily Exit Tickets with immediate feedback and pulling small groups based on those formative assessments. This immediate feedback and intervention groupings based on data may have resulted in a higher level of growth in Math than ELA. Moving forward, teachers will continue to administer formative assessments and group students by need, while delivering instruction based on demonstrated weaknesses.

Initiative 1: ELA



Team Members:

Principal, TLS, Reading Specialist, SILT Members

Final Outcomes:

- Data from STAR and DIBELS Assessment will indicate a 40% reduction in the number of students not meeting grade level standards on EOY as compared to BOY.
- There will be a 10% reduction of students not meeting grade level expectations in STAR ELA and DIBELS from BOY to EOY
- There will be an increase of 10% of students who exceed grade level expectations in STAR ELA and DIBELS from BOY to EOY.
- 80% of students will meet or exceed their individual scaled score target in ELA STAR.

Teacher Practice Goals:

By EOY, data collected will demonstrate that teachers at E.C. Brooks are:

- Planning lessons tied to rigorous objectives using ELA Massachusetts Curriculum Standards & Reading Street Materials as guided by the Units of Study
- Using assessment data to inform instruction and create individualized small groups based on specific needs
- Using formative assessments to guide instruction and make adjustments as necessary
- Embedding writing into all content areas in order for students to explain their thinking and reasoning and be able to effectively construct a written response to a question

Measured through: Learning Walks, announced/unannounced observations/lesson plan review

Student Learning Goals:

- By EOY, there will be a 40% reduction in the number of students not “Proficient” or “Exceeding” grade level expectations in Reading on STAR for Grades 2-5 and DIBELS for Grades K & 1.
- By EOY, there will be a 10% decrease in the number of students who are in the “Not Meeting” or “Intensive” performance level on STAR for Grades 2-5 & DIBELS for Grades K & 1.
- By EOY, there will be a 10% increase in the number of students who are in the “Exceeding” or the “High Core” Categories on STAR for Grades 2-5 and DIBELS for Grades K & 1.
- By EOY, 80% of students will meet or exceed their individual scaled score target

Measured through: STAR ELA, ELA MCAS, & DIBELS Assessments

What this means for teachers:

- E.C. Brooks teachers will strive for deeper connections between planning with the district Units of Study and aligning it to the Massachusetts Curriculum Frameworks, delivering high quality instruction, assessing student knowledge with rigorous concepts/skills, analyzing student data to make adjustments to instruction, formulating re-teaching plans, utilizing small group instruction

based on individualized needs, and reflecting upon their practice to make adjustments to their instruction based upon student outcomes.

- Develop formative assessments around the primary focus areas of Main Idea, Summarizing, and Close Reading using STAR, Reading Street, Envisions, Readwords, DRA's, Exit Tickets, etc.
- E.C. Brooks teachers will continue to shift the heavy lifting to students using the gradual release model through their learning plan, while allowing students to grapple with solving problems collaboratively and independently.
- E.C. Brooks teachers will implement a Response to Intervention Block in order to meet the individualized needs of students based on data collected through formative assessments, benchmarks, and progress monitoring assessments.
- E.C. Brooks teachers will participate in Looking at Student Work Protocols to improve Writing Instruction, create Mini-lessons as needed to improve student performance, choose a graphic organizer that best fits the genre being addressed, and create criteria for success anchor charts in order for students to understand what is expected of them
- Create and Administer CFA's in order to analyze student work samples.
- E.C. Brooks teachers will model the thinking process of the School-Wide Read Aloud to identify Main Idea, Summarizing, and Close Read Strategies.
- E. C. Brooks teachers will have continued Professional Development opportunities, aligned to the district and the school's focused literacy goals throughout the school year.
- E.C. Brooks teachers will be observed frequently and be presented with targeted ELA feedback which will improve student achievement and academic success.

What this means for building leadership:

- E.C. Brooks Leadership Team will provide feedback that emphasizes the connection between planning, instruction, assessment, and student work analysis to create small group instruction opportunities.
- E.C. Brooks Leadership Team will guide their SILTs and Grade Level Teams in collecting and making meaningful use of data to inform instruction.
- E.C. Brooks Leadership Team will develop a school-wide data wall for Grades K-5 teachers to have data driven conversations throughout the year.
- E.C. Brooks Leadership Team will work with teachers to identify a specific instructional focus and develop school-based Professional Development and support systems that align with the focus.
- E.C. Brooks Leadership Team will identify at-risk students through data analysis of multiple data points and then develop action plan to implement for particular students.

- E.C. Brooks Leadership Team will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction. Develop and deliver well-targeted PD to address the support teacher concerns for specific instructional focus.

Key Milestones:

Nov. 1:

- Individual student data binders will be maintained to measure progress towards goals.
- DRA Assessment completed for all students in order to identify instructional reading level
- Star and DIBELS BOY assessment analyzed. Priority standards/key focus areas identified.
- DIBELS and STAR Progress Monitoring assessments to build student motivation and develop goal-setting for students
- RTI groups established at each grade level. Flexible groups formulated based on data.
- Data Cycles of assess, analyze, reteach, assess completed for priority standards identified.
- Providing teachers with feedback on lesson plans
- Observation completed on each teacher
- PD provided in various ELA topics (Narrative and informational writing, formative assessments, goal setting, data walls, LASW protocol).
- LASW-at least one cycle completed for narrative writing.
- ELL strategies incorporated into ELA lessons in all classrooms
- MCAS data analyzed for trends, strengths, and areas of concern

Feb. 1:

- Individual student data binders will be maintained to measure progress towards goals.
- DRA assessments for students who are not meeting grade level expectations/IEP students and EL students
- STAR and DIBELS MOY assessment analyzed. Priority standards/key focus areas identified.
- DIBELS and STAR Progress Monitoring assessments to build student motivation and check the progress of goals that were set
- RTI established at each grade level. Flexible groups formulated based on data from MOY
- Data cycles of assess, analyze, reteach, assess completed for priority standards identified.
- Providing teachers with feedback on lesson plans.
- An additional observation completed on each teacher.
- LASW-at least one cycle completed for Argumentative Writing
- ELL strategies embedded into all instructional practices

May 1:

- Individual student data binders will be maintained to measure progress towards EOY goals.
- DRA assessments completed for all students
- STAR and DIBELS EOY assessment will be completed and then analyzed by the end of the school year.
- DIBELS and STAR Progress Monitoring assessments to check the progress towards end of year goals that were set.
- RTI groups implemented at each grade level. Flexible groups formulated based on data from formative assessments.
- Data cycles of assess, analyze, reteach, assess completed for priority standards identified.
- Providing teachers with feedback on lesson plans.
- An additional observation completed on each teacher
- LASW-at least one cycle completed for Informational Writing
- ELL strategies embedded into all instructional practices

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Professional Development-Break down of Writing Standards and create mini lessons, anchor charts, criteria for success charts.	→									
Use STAR and DIBELS Benchmarks, progress monitoring and Weekly Balanced Literacy Tests to monitor student progress in ELA	→									
Utilize DIBELS to progress monitor letter/sound recognition, phonemic awareness, and oral reading fluency	→									
Maintaining Data Walls and Utilize Data Binders for students to set goals and track their own progress on Balanced Literacy Tests, STAR, and DIBELS	→									
DRA Assessments		→				→				→
Create flexible groupings based on data to target individual student needs. Progress monitors and adjust groups as needed.										
Incorporate SEI strategies into daily instruction for reading and writing	→									
Focus on monthly writing prompt during Looking at Student Writing to determine strengths, areas of concern, and trends. Plan/Adjust instruction based upon data.	→									
Establish a collaboration cycle to present data on specific standards, look at student work, and discuss best practices/suggestions for improvement	→									
School Wide Read and Author Study Initiative-1 for each trimester		→			→			→		
Focus on quality feedback given to students from teacher	→									
Integration of formative assessments/exit tickets distributed across all content areas	→									
Complete minimum of 1 ELA focused observation per trimester per teacher		→			→			→		
SWAT Team Intervention for specific areas of need								→		

Initiative 2: Math



Team Members:

Principal , TLS, SILT Members

Final Outcomes:

- Data from STAR Assessment will indicate a 40% reduction in the number of students not meeting grade level standards on EOY as compared to BOY.
- There will be a 10% reduction of students not meeting grade level expectations in STAR MATH from BOY to EOY
- There will be an increase of 10% of students who exceed grade level expectations in STAR MATH from BOY to EOY.
- 80% of students will meet or exceed their individual scaled score target in MATH STAR.

Teacher Practice Goals

By EOY, data collected will demonstrate that teachers at E.C. Brooks are:

- Planning lessons tied to rigorous objectives using Mathematical Massachusetts Curriculum Standards and enVisions materials to guide their instruction.
- Embed practices that emphasize conceptual understanding in all parts of their lesson.
- Using assessment data, checks for understanding, and formative assessments (exit tickets) to guide instruction and make necessary adjustments, as well as form small groups based on student need.
- Embedding writing into all content areas, especially creating Open Response Questions as MATH CFA's and assigning Higher Order Thinking Questions that allow students to explain their thinking and reasoning skills.

Measured through: Learning Walks, announced/unannounced observations/lesson plan review

Student Learning Goals

- By EOY, there will be a 40% reduction in the number of students not “Proficient” or “Exceeding” grade level expectations in Math on STAR for grades 2-5.
- By EOY, there will be a 10% decrease in the number of students who are in the “Not Meeting” or “Intensive” performance level on STAR for Grades 2-5
- By EOY, there will be a 10% increase in the number of students who are in the “Exceeding” category on STAR for Grades 2-5.
- By EOY, 80% of students will meet or exceed their individual scaled score target

Measured through: STAR MATH, Math MCAS

What this means for teachers:

- E.C. Brooks teachers should continue to tie their lessons to rigorous objectives, emphasizing on conceptual understanding, and using data cycles to continuously monitor and adjust their instruction.
- E.C. Brooks teachers will create exit tickets with rubrics to assess standards using multiple approaches of understanding the concept/skills being addressed.
- E.C. Brooks staff will create word lists and examples of math vocabulary throughout the standards.
- E.C. Brooks Staff will allow students to productively grapple when solving problems in order to have strong academic discussions using the terminology and ideas/concepts learned.

- E.C. Brooks Staff will embed writing into all content areas that allow for written explanations and reasoning of thoughts and ideas.

What this means for building leadership:

- E.C. Brooks leadership will be expected to provide feedback and emphasize the connection between planning, instruction, assessment, and work analysis.
- E.C. Brooks Leadership Team will develop a school-wide data wall for Grades K-5 teachers to have data driven conversations throughout the year.
- E.C. Brooks leadership will support teachers in developing intervention plans based on data and enrichment activities that challenge students who show readiness.
- E.C. Brooks leadership will administer Math CFA's using a KNSAe Graphic Organizer in order for students to practice their mathematical written responses.
- E.C. Brooks leadership team will provide staff with Professional Development as necessary to target Mathematical best practices.

Key Milestones:

Nov. 1:

- Individual student data binders will be maintained to measure progress towards goals.
- STAR BOY assessment analyzed. Priority standards/key focus areas identified.
- STAR Progress Monitoring assessments to build student motivation and develop goal-setting for students
- Data Cycles of assess, analyze, reteach, assess completed for priority standards identified.
- Providing teachers with feedback on lesson plans
- One Math focused observation completed on each teacher
- Offer Professional Development on conceptual mathematical opportunities
- Use administrative periods to analyze data and to implement more complex tasks for students to apply their learning
- Utilize formative assessment/exit tickets to develop RTI groups
- CFA's distributed and LASW samples utilizing a KNSAe

Feb. 1:

- Individual student data binders are maintained to measure progress towards goals
- STAR MOY assessment analyzed. Priority standards/key focus areas identified.
- STAR Progress Monitoring assessments to build student motivation and develop goal-setting for students
- Data Cycles of assess, analyze, reteach, assess completed for priority standards identified.
- Providing teachers with feedback on lesson plans
- Continue to offer PD on conceptual mathematical opportunities
- Use administrative periods to analyze data and to implement more complex tasks for students to apply their learning.
- Utilize formative assessments/exit tickets to develop RTI groups.
- CFA's distributed and

May 1:

- Individual student data binders will be maintained to measure progress towards EOY goals.
- STAR EOY assessment will be completed and then analyzed by the end of the school year.
- STAR Progress Monitoring assessments to check the progress towards end of year goals that were set
- Data Cycles of assess, analyze, reteach, assess completed for priority standards identified.
- Providing teachers with feedback on lesson plans
- An additional observation completed on each teacher.
- Utilize formative assessments/exit tickets to develop RTI groups
- CFA's distributed and LASW samples utilizing the KNSAe

<p>organizer analyzed to determine next steps and reteach opportunities regarding higher order thinking and reasoning skills</p> <ul style="list-style-type: none"> ➤ MCAS data analyzed for trends, strengths, and areas of concern. 	<p>LASW samples utilizing the KNSAe organizer analyzed to determine next steps and reteach opportunities regarding higher order thinking and reasoning skills</p> <ul style="list-style-type: none"> ➤ One additional Math focused observation completed on each teacher 	<p>organizer to explain higher order thinking and reasoning skills in order to determine next steps and reteach opportunities.</p> <ul style="list-style-type: none"> ➤ Continue to analyze data and implement more complex tasks for students to apply their learning at a deeper level.
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Professional Development on conceptual Math opportunities	➤									
Use STAR Math Benchmarks, Progress Monitoring, and Performance Assessments to monitor student progress in Math	➤									
Maintaining Data Walls and Utilize Data Binders for students to set goals and track their own progress on Topic Assessments, Performance Assessments, and STAR	➤									
Create flexible groupings based on data to target individual student needs. Progress monitor and adjust groups as needed.	➤									
Utilize graphic organizers such as the KNSAe when problem solving in order to explain thinking and reasoning skills	➤									
Incorporate manipulatives, mental math strategies, and daily math minute drills to improve number sense and computation skills	➤									
Complete minimum of 1 Math focused observation per trimester per teacher			➤		➤			➤		
Incorporate writing across all content areas including Math	➤									
Integration of formative assessments/exit tickets distributed that focus on quality feedback given to students	➤									
Establish a collaboration cycle to present data on specific standards, look at student work and discuss best practices/suggestions for improvement and complex tasks for students to apply their thinking.	➤									

SWAT Team Intervention for specific areas of need	
Distribute CFA's and LASW samples to analyze students higher order thinking/processing skills and determine next steps	

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



Team Members: Principal, TLS, Reading Specialist, SAC, Psychologist, Special Education Team, PBIS Team

Final Outcomes:

By EOY:

- There will be evidence of the implementation of an RTI model embedded into daily routines in order to meet individualized student needs
- There will be evidence of the implementation of a PBIS system and Zones of Regulations curriculum embedded into daily classroom routines and school-wide protocol in order to promote a positive school culture.
- Data will show that students who were referred to the BBST process showed improvement in overall academic, behavioral, and/or social/emotional functioning.
- An SEI Review Cycle Action Plan will support academic achievement, English Language Development, and socio-emotional needs of all EL's will be developed.
- There will be evidence of the implementation of a Responsive Classroom Approach embedded into daily classroom routines in order to build positive relationships between staff and students.

Teacher Practice Goals

- E.C. Brooks teachers will distribute formative assessments in order to check for student understanding and plan small group instruction accordingly based upon individualized needs.
- E.C. Brooks teachers will provide accommodations and modifications to specific students based upon individual needs stated on IEPs.
- E.C. Brooks teachers will support and implement positive behavioral supports through the school-wide PBIS system and collect data to analyze effectiveness of PBIS System will be ongoing and reviewed.
- E.C. Brooks teachers will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.
- E.C. Brooks teachers will embed a Morning Meeting Routine and a Closing Circle Activity in order to foster positive relationships within their classrooms.
- E.C. Brooks teachers will use a systematic office/discipline referral procedure in order to hold students accountable for their actions and issue appropriate consequences as needed
- E.C. Brooks counselor will develop lessons that enable students to explore and recognize their internal emotions, sensory needs, and thinking patterns in each zone, when shifting from one zone to another, and then self-regulate within zones.
- E.C. Brooks teachers and counselors will explore ideas on how to support

students effectively across environments.

- E.C. Brooks teachers will provide students who are brought through the BBST process with interventions to promote an increase in student achievement and decrease in student behaviors
- E.C. Brooks teachers, along with the ESL teacher will develop an Individualized Learning Plan that meets the needs of EL's development and academic achievement.

Student Learning Goals

- Student problematic behaviors will decrease which will improve student engagement and academic performance
- Students will be able to use the Zones of Regulation to visualize and self-identify how they are functioning given their emotions and state of alertness
- Students will participate in recommended interventions as identified by the BBST team/Data Team/SEI Team.
- Students will increase at least one English proficiency level by the end of the year.

What this means for teachers:

- Teachers will utilize formative assessments throughout their instruction in order to document student understanding and plan small group instruction and reteach plans as necessary
- General education teachers will collaborate with Special Education teachers in order to connect what's happening in the classroom to pull-out services.
- Teachers will embed a Morning Meeting Routine in order to build positive relationships within their classrooms as well as embed a Closing Circle activity at the end of the day that allows students to reflect on their day.
- Teachers and building teams (BBST, PBIS, and SEI) will establish positive expectations for student behaviors, and strategies to promote positive academic behaviors, which maximize learning time and enhance students' learning environments
- The PBIS team will work to establish positive student support systems and analyze data to drive school based action plans, professional development, and system analysis.
- School adjustment counselor will provide teachers training in the Zones of Regulation and Social Thinking methodology
- General education, special education, and related service staff will work with the BBST team to provide appropriate interventions prior to referral to Special Education. These interventions will be consistently implemented; data will be collected and reviewed at specified intervals.
- General education teachers and ESL teacher will strive for deeper connections between their content curriculum focusing on Literacy and English Language Development utilizing SEI strategies and academic vocabulary to increase students English Language proficiency and academic achievement.

What this means for building leadership:

- E.C. Brooks PBIS team 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 behaviors that impact time on learning.
- E.C. Brooks PBIS team will work with staff to develop a consistent set of expectations for meeting student behavior and social emotional needs.
- Building administration will work with school adjustment counselor to develop monthly Professional Development opportunities for staff regarding sepcfic

targeted areas.

- E.C. Brooks leadership will model positive and consistent expectations and build a common language and vision amongst staff for cultural changes as it pertains to Zones of Regulations.
- E.C. Brooks Leadership will participate in the BBST process and monitor interventions being provided to ensure that all interventions are being implemented
- E.C. Brooks PBIS team will emphasize to teachers that they need to promote classroom interactions be engaging students in a Morning Meeting Routine and Closing Circle to produce more oral speaking and language skills.
- E.C. Brooks Leadership Team will meet monthly with the Special Education Teacher to discuss any modifications/accomodations that need to be implemented and monitor student progress
- E.C. Brooks Leadership Team is responsible to do 4-6 week check in to monitor and check progress of SEI Review Cycle Plans learning

Key Milestones:

Nov. 1:

- PBIS team has attended PBIS trainings and continue to develop our school-wide model
- PBIS team has distributed lesson plans to teachers to help with reviewing school-wide expectations in all areas of the building aligning to the matrix developed last year
- SAC and Teachers will implement Zones of Regulation curriculum
- Implementation of a Morning Meeting and Closing Circle in order to create a positive atmosphere while being aligned to grade level speaking and listening skills.
- SAC will provide Tier 2 interventions/strategies to assist students with managing their emotions/behaviors
- Develop Crisis Prevention Intervention School-Based Team
- Office Referral Forms (Minor and Major) are completed when a misbehavior takes place. An appropriate consequence is given, and a self-reflection piece is embedded into the conversation
- Professional Development

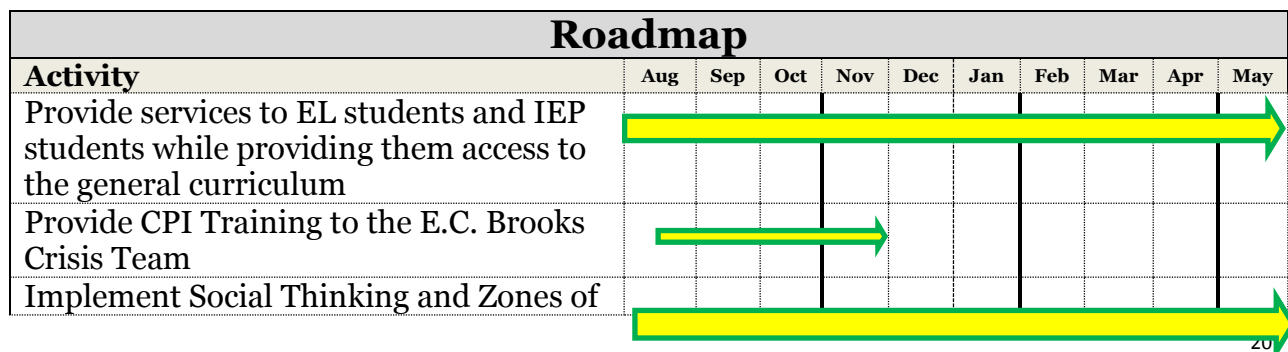
Feb. 1:

- Professional Development given to staff on strategies and interventions to implement in their classrooms that support Social Emotional Learning.
- Staff holds students accountable to the school-wide expectations in all areas of the building according to the matrix developed last year
- SAC and Teachers continue to implement Zones of Regulation curriculum and check in with students periodically throughout the day
- Continue implementing a Morning Meeting and Closing Circle in order to create a positive atmosphere while aligning it to grade level speaking and language standards
- SAC will provide Professional Development to Staff relating to Social Emotional Learning and

May 1:

- Behavioral incidents such as conduct cards and suspensions have decreased
- Tier 2 and 3 students demonstrates social emotional and behavioral growth
- The number of special education referrals and retentions have decreased from previous year and examined to create goals for next year
- Review of ACCESS test indicates increase of proficiency levels of EL students
- Response to Intervention groups are monitored and groups are altered according to the specific needs of the students
- Paw of the Week is identified according to students who demonstrates the month's ROAR behavior
- Student of the Month Ceremony is held

<p>regarding the BBST process has been provided for teachers</p> <ul style="list-style-type: none"> ➤ BBST has met to discuss and determine academic and/or behavioral supports for at-risk students. ➤ ESL Teacher and SEI Review Team has identified students to monitor and prioritize student's need based on academic and language data results. The team will conduct learning walks and monitor students on a 4-6 week basis. ➤ Response to Intervention groups are formed to meet the individual needs of all students while toning in all skills/concepts that need reteaching. ➤ Monthly themes are developed around the school-wide "ROAR" acronym for student expectations. "Paw of the Week" is identified according to students who demonstrate the month's ROAR behavior ➤ Student of the Month Ceremony is held monthly which celebrates students who exhibited the appropriate ROAR behaviors for the month 	<p>supports the students in the classrooms</p> <ul style="list-style-type: none"> ➤ Students will show an increase in positive behaviors and a decrease in office referrals ➤ BBST has determined appropriate supports for students resulting in a decreased number of special education referrals ➤ SEI Review Team will conduct learning walks and will show progress of "targeted" students ➤ Response to Intervention groups are monitored and groups are altered according to the specific needs of the students ➤ Paw of the Week is identified according to students who demonstrates the month's ROAR behavior ➤ Student of the Month Ceremony is held monthly which celebrates students who exhibited the appropriate ROAR behaviors for the month 	<p>monthly which celebrates students who exhibited the appropriate ROAR behaviors for the month</p>
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Regulation curriculum in Pre-K-5 classrooms									
Participate in the “Breakfast in the Classroom” Program	→								
Participate in a daily Morning Meeting and Closing Circle Routine	→								
Develop a behavioral system that focuses on positive behaviors (PBIS)	→								
Staff will distribute PAW Coins frequently when students exhibit ROAR behaviors	→								
Paw of the Week	→								
Monthly Student of the Month Ceremony based around ROAR expectations	→								
Ongoing collection of Office Referral Data	→								
Follow the BBST protocol to provide interventions and supports for students who are struggling									
SEI Team meets weekly to monitor EL students progress and provide teachers with supports for the classroom									

Initiative 4: Parent and Community Engagement



Team Members:

Principal, TLS, Reading Specialist, SAC, Spec. Ed Facilitator, School Psychologist, SILT Members

Final Outcomes:

By EOY,

- E.C. Brooks will have evidence of diversified parent and family engagement activities
- E.C. Brooks will maintain updated wepages, calendars, and general communication with the school’s community
- E.C. Brooks will assess survey data and develop an action plan on how to address the needs identified through the survey
- E.C. Brooks will improve the Student Attendance in decreasing the number of students that are absent, dismissed, and tardy in order to reflect additional time on learning.

Teacher Practice Goals

- E.C. Brooks teachers will support and positively impact family engagement within their classrooms and within the school to create a more welcoming, supportive, and inclusive environment where parents can be active participants within their child’s academic lives.

Student Learning Goals

- Increased family engagement, and diversifying the family engagement activities will create an atmosphere in which students, parents, and the school are aligned and working together to support students full academic potential.
- Students will attend school on a daily basis, on time and reading to learn from 8:15-2:30.

What this means for teachers:

E.C. Brooks teachers will be able to maintain appropriate system of communication between home and school that provides evidence of academic and social/emotional supports.

- By actively keeping track and documenting the families and parents they engage with regarding their students
- By creating a welcoming, classroom and keeping an open lines of communication with parents.
- By focusing on the importance of building student relationships with the goal of making students feel connected to them as individual teachers and the school as a whole.
- By leveraging the relationships with students to accelerate student learning

What this means for building leadership:

- E.C. Brooks leadership team will work to actively involved parents and the community in the school.
- E.C. Brooks leadership and family engagement team will play an essential role in looking at and evaluating the effectiveness of their ongoing family engagement initiatives and make the necessary adjustments to increase family involvement.
- E.C. Brooks leadership team will keep their school’s communication up to date.
- E.C. Brooks leadership team will reach out to families when students are absent, tardy, dismissed, etc.

Key Milestones

Nov. 1:

- Meet & Greet Ice Cream Social Back to School Night
- Brochure introducing the PBIS Zones of Regulation in all classrooms and teaching the “What” of the school PBIS Core Values of Responsible, Open-Mindedness, Acting Safely, and Respectful
- Develop a Family Engagement Team

Feb. 1:

- Reinforcing PBIS Core Values (Home to School Connection)
- Family Engagement Team has offered 2 parent engagement activities
- School Website Updates
- Family Math Night
- Monthly PBIS

May 1:

- Reinforcing PBIS core values
- Family Engagement Team has offered 4 parent engagement activities
- Survey window closes and an initial review of the data/findings will take place
- School Website

<ul style="list-style-type: none"> ➤ School Website Updated Weekly ➤ Family Literacy Night ➤ Monthly PTA Meetings & Events ➤ Monthly PBIS Newsletter ➤ Monthly Calendar of Events ➤ Open House ➤ Monthly PBIS-PAWS Student of the Month Ceremonies w/families ➤ Parent/Teacher Communication ➤ Umass Tutors-Community Outreach to assist in ELA ➤ Fostering Grandparent Program-Community Outreach ➤ CHIPS Program-District Outreach 	<p style="text-align: center;">Newletters</p> <ul style="list-style-type: none"> ➤ Monthly Calendar of Events ➤ Monthly PTA Meetings & Events ➤ Monthly PBIS-PAWS Student of the Month Ceremonies w/families ➤ Parent/Teacher Conferences ➤ Umass Tutors-Community Outreach to assist in ELA ➤ Fostering Grandparent Program-Community Outreach ➤ CHIPS Program-District Outreach 	<p style="text-align: center;">Updates</p> <ul style="list-style-type: none"> ➤ PBIS Family Night ➤ Color Run ➤ Parent/Teacher Communication ➤ Montly PBIS-PAWS Student of the Month Ceremonies w/families ➤ Umass Tutors-Community Outreach to assist in ELA ➤ Fostering Grandparent Program-Community Outreach ➤ CHIPS Program-District Outreach
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Meet & Greet Back to School Ice Cream Social	→									
Establish a school-wide Family Engagement Team	→									
Distribute weekly evaluations to students in Grades K-5	→									
Brooks Open House	→									
Utilize the district messaging system to relay information to families through an automated phone message.	→									
PAWS Student of the Month Ceremony	→									
Monthly Attendance Ceremony recognizes classroom with the best attendance	→									
Chips Outreach Program	→									
Develop a monthly newsletter/calendar with school events	→									
Family Brochure regarding school-wide expectations	→									
Ongoing update of E.C. Brooks School Webpage	→									
Parent Reports of Dibels/Star/Mcas sent home after benchmarks and progress monitoring reports occasionally	→									
Schedule montly family oriented events through the PTA such as Trunk or Treat, Movie Night, etc.	→									
St. Mary's Church-Community Outreach (Thanksgiving, Christmas, Easter)				→	→				→	
Christmas Wishes-Community Outreach (Thanksgiving & Christmas)				→	→					
Parent/Teacher Conferences						→				
Family Literacy Night				→						
Family Math Night						→				
Umass Dartmouth students will be assigned as tutors to classrooms to provide positive role models for Brooks students	→									
Fostering Grandparent Program	→									
Participate in Panorama Survey								→		

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 changes in teacher practice related to this focus
Standards-Based Lesson Planning (Delivery of Targeted Instruction & Assessment)	<p>Teachers: Teachers will plan using Massachusetts Standards, Units of Study and Data Analysis to develop rigorous lessons in which the learning plan involves activities that will guide students towards meeting grade level expectations. Assessment will occur before, during, and after instruction to gauge students level of mastery of specific standards being addressed.</p> <p>Students: Students will have a clear understanding of the objective and how they will demonstrate understanding. They will grapple with</p>	Teachers currently plan utilizing Massachusetts Standards and Reading Street and Envisions Math resources. Teachers are using exit tickets in Math as a daily formative assessment.	Teachers will plan with a focused priority standard in mind. A focused student learning plan will guide students to mastery of the standard with appropriate levels of support to meet students needs. Teachers will include a formative assessment measure before, during, and after each lesson. They will use this data to differentiate instruction.

	higher order thinking questions and apply the skills learned through elaborating their problem solving skills.		
Writing Across all Content Areas	<p>Teachers: Teachers will unpack grade level standards for each genre of writing and develop a criteria for success which they will share with students. Teachers will utilize a Writing workshop model to deliver instruction to students during a daily 30 minute Writing Block.</p> <p>Students: Students will apply genre-specific writing mini-lessons to a writing piece. They will use a Criteria for Success checklist to determine areas of strength and weakness, revise and edit their writing, and develop individual writing goals.</p>	Teachers are looking at student work samples to determine immediate next step instruction.	Teachers will meet with their grade level to unpack writing standards to identify skills/concepts needed for mastery and will develop mini-lessons accordingly. Teachers will develop criteria checklists based upon genre specific rubrics while calliberating the scoring guide for consistency across grade levels. Common academic language will be used across all grade level and expectations from grade to grade will be determined in order to build on student's writing skills from year to year.
	Teachers: Teachers will	Teachers are administering	Teachers will plan differentiated small

<p style="text-align: center;">RTI</p>	<p>analyze multiple data points and formative assessments in order to check for student understanding and identify skills/concepts that need reteaching. Teachers will formulate flexible groupings in order to meet their needs of specific students.</p> <p><u>Students:</u> Students will engage in activities at their instructional level in order to practice skills/concepts that have not been mastered. Students will participate in guided reading activities that will assist in identifying the main idea, summarizing, and developing strategies for close reading questions using graphic organizers.</p>	<p>formative assessments/exit tickets on a regular basis.</p>	<p>group instruction with a focus on priority standards that need to be retaught in order for students to apply the skills learned. Implementing an RTI block provides the opportunity to close the academic gaps that students have.</p>
	<p><u>Teachers:</u> Teachers will implement a school-wide tiered behavior system while focusing on the</p>	<p>Incorporating a Morning Meeting and Closing Circle in order to build relationships and build upon</p>	<p>School-wide understanding of the tiered behavioral system and what constitutes a tier 3 behavior</p>

<p style="text-align: center;">Social Emotional Learning</p>	<p>positive student behaviors. Teachers will develop a consistent behavior consequence system to teach students appropriate behavior in a learning environment.</p> <p>Students: Students will develop an understanding of consequences and how they relate to their choice of actions. They will engage in a self-reflection time when displaying inappropriate behaviors. They will make positive choices and holding themselves accountable for their behaviors.</p>	<p>student's speaking and listening skills.</p>	<p>intervention. Teachers will develop their techniques and strategies to use with students in order to deescalate certain circumstances.</p>
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(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:	Standards-Based Lesson Planning (Delivery of Targeted Instruction & Assessment)		
Instructional strategies:	Data Analysis Formative Assessments Immediate Quality Feedback Student Work Samples Higher Order Thinking tasks and questioning	Approximate dates:	Administrative Periods/Data Meetings
Meeting	Learning objectives for teachers	Support needed	
Sept. 6 th & Oct. 4 th	Student Data Binders/Data Walls & Goal Setting	Principal, TLS, Reading Specialist	
Oct. 2 nd & Oct. 3 rd	Analysis of MCAS 2.0 Data in order to identify strengths and areas of concern to focus on	Principal, TLS	
Oct. 10 th	Formative Assessments/Exit Tickets	Principal, TLS	
Oct. 25 th	LASW samples-Application of Student Learning utilizing the KNSAe graphic organizer to assist in explaining their thinking and reasoning skills	Principal, TLS	
Week of Oct. 22 nd , Dec 2 nd , Jan 14 th , Mar 4 th	STAR Progress Monitoring for ELA and Math and analysis of data	Principal, TLS, Reading Specialist	
Weekly during Thursday Data Meetings	Data Meetings to analyze appropriate data in order to make instructional decisions as necessary	Principal, TLS, Reading Specialist	
Sept 25 th , Oct 23 rd , Nov 27 th , Dec 18 th , Jan 22 nd , Feb 26 th Mar 26 th Apr 23 rd , May 28 th	School Instructional Leadership Team meets to collaborate on developing formative assessments	Principal, TLS, SILT	
Nov. 7 th	Productive Grappling	Principal, TLS	
Dec 4 th	Application of Student Learning through Rigorous Instruction that targets specific areas	Principal, TLS	
Jan 23 rd	Application of Student Learning through Rigorous Instruction that targets specific areas	Principal, TLS	
Feb 5 th	Application of Student Learning through Rigorous Instruction that targets specific areas	Principal, TLS	
Mar 12 th	Application of Student Learning through Rigorous Instruction that targets specific areas	Principal, TLS	
April 24 th	Application of Student Learning through Rigorous Instruction that targets specific areas	Principal, TLS	
May 14 th	Application of Student Learning through Rigorous Instruction that targets specific areas	Principal, TLS	

Focus area 2:	Writing		
Instructional	Unpacking Writing Standards	Approximate dates:	Administrative Periods,

strategies:		Data Meetings
Creating Mini-Lessons Develop anchor charts Develop criteria for success charts LASW samples		
Meeting	Learning objectives for teachers	Meeting
Sept. 12 th	Components of Writing	Principal, TLS
Sept. 18 th & 19 th	Teachers will unpack Unit 1 Standard and create mini lessons based upon the skills needed to master the standard. Teachers will develop genre specific anchor charts and criteria for success expectations while calliberating the rubric	Principal, TLS
Sept. 27 th	LASW Protocol-Identifying students to monitor throughout the year (High, Medium, Low)	Principal, TLS
Oct. 18 th	LASW samples from Unit 1-teachers will identify skills/concepts that will need to be addressed when the genre spirals	Principal, TLS
Oct 16 th & 17 th	Teachers will unpack Unit 2 Standard and create mini lessons based upon the skills needed to master the standard. Teachers will develop genre specific anchor charts and criteria for success expectations while calliberating the rubric	Principal, TLS
Nov 20 th & 21 st	LASW (Beginning of Unit) samples in order for teachers to analyze the concepts and skills that need to be retaught during the Unit.	Principal, TLS
Dec 11 th & 12 th	LASW (End of Unit) –to analyze if the skills identified were mastered, if not, teachers will identify the skills/concepts that will need to be addressed when the genre spirals	Principal, TLS
Dec. 4 th & Dec. 5 th	Teachers will unpack Unit 3 Standard and create mini lessons based upon the skills needed to master the standard. Teachers will develop genre specific anchor charts and criteria for success expectations while calliberating the rubric	Principal, TLS
Jan 29 th & Jan 30 th	LASW (Beginning of Unit) samples in order for teachers to analyze the concepts and skills that need to be retaught during the Unit.	Principal, TLS
Feb 28 th	LASW (End of Unit) –to analyze if the skills identified were mastered, if not, teachers will identify the skills/concepts that will need to be addressed when the genre spirals	Principal, TLS
Feb. 12 th & Feb 13 th	Teachers will unpack Unit 4 Standard and create mini lessons based upon the skills needed to master the standard. Teachers will develop genre specific anchor charts and criteria for success expectations while calliberating the rubric	Principal, TLS
Mar 19 th & Mar 20 th	LASW (Beginning of Unit) samples in order for	Principal, TLS

	teachers to analyze the concepts and skills that need to be retaught during the Unit.	
April 25 th	LASW (End of Unit) –to analyze if the skills identified were mastered, if not, teachers will identify the skills/concepts that will need to be addressed when the genre spirals	Principal, TLS
April 30 th & May 1 st	Teachers will unpack Unit 5 Standard and create mini lessons based upon the skills needed to master the standard. Teachers will develop genre specific anchor charts and criteria for success expectations while calliberating the rubric	Principal, TLS
May 21 st & May 22 nd	LASW (Beginning of Unit) samples in order for teachers to analyze the concepts and skills that need to be retaught during the Unit.	Principal, TLS
June 11 th & 12 th	LASW (End of Unit) –to analyze if the skills identified were mastered, if not, teachers will identify the skills/concepts that will need to be addressed when the genre spirals	Principal, TLS

Focus area 3: Response to Intervention			
Instructional strategies:	Analysis of Data	Approximate dates:	Admin Periods/Data
	Formative Assessments/Exit Tickets		Meetings/Building Based Professional Development
	Differentiated Activities		
Meeting	Learning objectives for teachers		Support needed
Sept. 13 th , Sept. 20 th	ELA & Math Data Analysis after District Benchmarks. RTI Groups formulated from identified priority standards based on individual student need		Principal, TLS, Reading Specialist
Jan 24 th & Jan 31 st			
May 27 th & June 3 rd			
Nov 6 th	Response to Intervention Professional Development (Full-Day)		Principal, TLS, Reading Specialist
Oct. 11 th , Nov 29 th , Feb, 14 th , Apr 4 th	Data Meetings to analyze progress monitoring checklists that teachers are keeping in order to document progress being made through small group instruction. After analyzing data to identify common trends, develop an action plan to put in place, and adjust student groups accordingly		Principal, TLS, Reading Specialist
Nov 1 st & Nov 8 th	ELA and Math STAR Progress Monitoring every 6 weeks to analyze progress made toward intended outcomes		Principal, TLS, Reading Specialist
Dec 13 th & Dec 20 th			
Mar 7 th & Mar 14 th			

Focus area 4: Social Emotional Learning
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Instructional strategies:	PBIS Zones of Regulation Morning Meeting/Closing Circle BBST SEI Review Team	Approximate dates:	Administrative Periods/Data Meetings/PBIS Team Meetings
Meeting	Learning objectives for teachers	Support needed	
Aug 28 th & Aug 29 th	School specific goals and behavioral expectations, teacher and staff responsibilities, strategies for acknowledgement, procedures for handling infractions of behavioral expectations and specific routines to follow as part of creating our positive school culture where Brooks Bobcats ROAR	Principal, SAC, School Psych, TLS	
Aug 28 th & Sept. 11 th	Morning Meeting and Closing Circle Protocol Reviewed with staff and ways to embed in classrooms	Principal, SAC, School Psych, TLS	
Sept. 26 th , Oct. 31 st , Nov 28 th , Dec 19 th , Jan 23 rd , Feb, 27 th , Mar 27 th , April 24 th , May 29 th	Update Staff on Data from SWISS regarding office referrals (common areas in the building, common behaviors, most difficult grade level)	Principal, SAC, School Psych, TLS	
Aug. 28 th	Overview of Zones shared with teachers. Teachers implement a Zones of Regulation chart in their classrooms in order for SAC to monitor student's feelings/emotions. Students learn to self-regulate behaviors.	Principal, SAC, School Psych, TLS	
Oct. 24 th	BBST Protocol to Staff	Principal, SAC, School Psych, TLS	
Nov. 13 th & Nov 14 th	PBIS Planning-develop strategies to manage behaviors	Principal, SAC, School Psych, TLS	
Dec. 5 th	Social Emotional Learning Techniques to use with student behaviors	Principal, SAC, School Psych, TLS	
Jan 28 th , Feb 6 th , Mar 6 th , April 3 rd , May 8 th	Develop a growth mindset for Social Emotional Learning and a sensitivity for individual student need	Principal, SAC, School Psych, TLS	
Mondays weekly throughout the year	SEI Review Team monitors EL students who have been identified as needing additional supports. Team conducts observations and develops an action plan for students	Principal, SAC, School Psych, TLS	