

School Improvement Plan

School Year 2018-2019

School: Congdon Elementary School

Principal: Darcie Aungst

School Goals aligned to the District Plan:

1. By EOY, at least 80% of students in grades 2-5 will meet their STAR Target Goal, set to ambitious growth.
2. 100% of students will show growth in DIBELS and STAR, even if they stay within their color band.
3. At least 80% of students will meet grade level expectations in ELA, Math, and Science as measured on DIBELS, DRA, and STAR.
4. Chronic absenteeism will improve by at least 3% - from 12% to 9%.

		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	59%	504.5	64	75%	506	50
Math	73%	510.3	73.8	80%	511.3	50

		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 – 35%	Grade 2 – 215		Grade 2 – 75%	Grade 2 – 352	Grade 2 – 60
	Grade 3 – 24%	Grade 3 – 306		Grade 3 – 65%	Grade 3 – 479	Grade 3 – 60
	Grade 4 – 20%	Grade 4 – 409		Grade 4 – 60%	Grade 4 – 593	Grade 4 – 60
	Grade 5 – 28%	Grade 5 – 536		Grade 5 – 70%	Grade 5 – 693	Grade 5 – 60
Math	Grade 2 – 27%	Grade 2 – 392		Grade 2 – 67%	Grade 2 – 544	Grade 2 – 60
	Grade 3 – 33%	Grade 3 – 551		Grade 3 – 73%	Grade 3 – 636	Grade 3 – 60
	Grade 4 – 35%	Grade 4 – 590		Grade 4 – 75%	Grade 4 – 711	Grade 4 – 60
	Grade 5 – 22%	Grade 5 – 677		Grade 5 – 62%	Grade 5 – 780	Grade 5 – 60

		BOY 18-19 (Historical)			EOY 18-19 (Goals)	
	% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations	
DIBELS Data ~ Grade K-1						
DIBELS Composite Score	Grade K – 42%	Grade K – 58%		Grade K – 80%	Grade K – 20%	
	Grade 1 – 53%	Grade 1 – 47%		Grade 1 – 80%	Grade 1 – 20%	

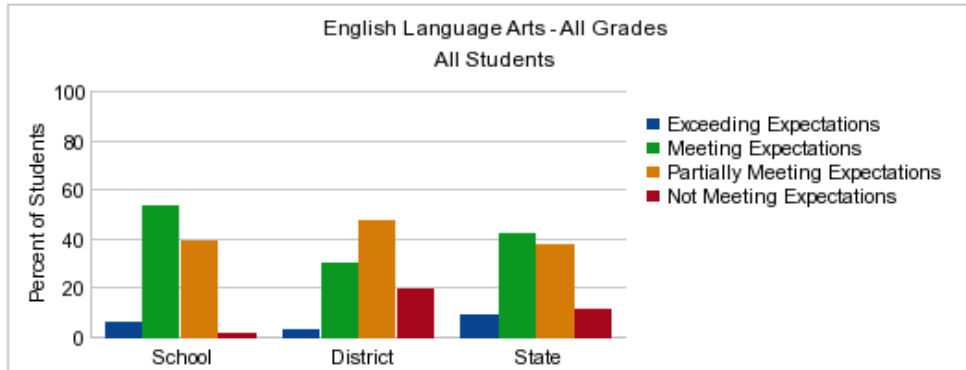
Progress made in 2017-18

2018 Academic Data (MCAS, STAR, DIBELS, etc.):

Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and using data to monitor student progress in attaining proficiency in those standards.

ELA MCAS – Grades 3-5

Congdon met or exceeded all targets in ELA and was named a Massachusetts School of Recognition.



All Students

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	11	6	3	9
Meeting Expectations	92	53	30	42
Partially Meeting Expectations	67	39	47	38
Not Meeting Expectations	2	1	20	11
Total Included	172			

ELA MCAS Data by Subgroups

James B Congdon - Grades 3-8 English Language Arts

James B Congdon

	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Included	Mean SGP	N Included in Mean SGP	Achievement Percentile
All Students	60	6	53	39	1	504.5	172	64.0	105	62
Economic Status										
Economically Disadvantaged	56	5	51	42	2	503.1	132	64.2	77	87
Non-Economically Disadvantaged	72	10	62	28	0	509.2	40	63.6	28	71
Disability Status										
Students w/ Disabilities	25	0	25	72	3	492.0	32		19	62
Non-Disabled	68	8	60	31	1	507.4	140	64.0	86	55
English Language Learner (EL) Status										
EL	54	6	48	43	3	501.2	63	70.3	31	96
Non-EL	63	6	57	37	0	506.4	109	61.4	74	
Race/Ethnicity										
African Amer./Black	43	7	36	57	0	498.3	28		17	78
Amer. Ind. or Alaska Nat.							1			
Hispanic/Latino	61	7	54	37	3	503.5	71	66.2	42	85
Multi-Race, Non-Hisp./Lat.	50	0	50	50	0	504.4	14		7	53
Nat. Haw. or Pacif. Isl.							1			
White	70	7	63	30	0	509.1	57	61.4	39	74
Gender										
Male	49	5	44	50	1	501.4	84	60.1	52	62
Female	70	8	62	28	1	507.4	88	67.9	53	58
Title 1 Status										
Title 1	60	6	53	39	1	504.5	172	64.0	105	91
High Needs Status										
High Needs	55	5	50	43	1	502.6	145	63.6	83	91
Non-High Needs	85	15	70	15	0	514.6	27	65.6	22	75
Former EL Status										
Former EL							3		3	
EL and Former EL Status										
EL and Former EL	53	6	47	44	3	501.3	66	70.2	34	79
Ever EL Status										
Ever EL	53	6	47	44	3	501.3	66	70.2	34	76

Progress Made in 2017-18:

Grade 3 ELA Standards - At or Above the State Average in Most ELA Standards.

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	44	58%	54%	57%	1
Question Type					
Constructed Response	3	48%	41%	38%	10
Essay	14	28%	27%	28%	0
Selected Response	27	74%	69%	74%	1
Domain / Cluster					
Language	9	49%	48%	50%	-1
Conventions of Standard English	6	31%	31%	32%	-1
Vocabulary Acquisition and Use	3	85%	80%	87%	-2
Reading	27	70%	65%	68%	2
Craft and Structure	6	74%	67%	72%	2
Integration of Knowledge and Ideas	7	64%	59%	59%	5
Key Ideas and Details	14	72%	67%	71%	1
Writing	8	26%	24%	25%	1
Text Types and Purposes	8	26%	24%	25%	1

Grade 4 ELA Standards -- Above the State Average in Most ELA Standards.

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	44	69%	59%	64%	6
Question Type					
Constructed Response	3	65%	56%	56%	10
Essay	14	58%	47%	49%	9
Selected Response	27	76%	66%	72%	4
Domain / Cluster					
Language	10	69%	60%	64%	5
Conventions of Standard English	7	69%	56%	58%	10
Vocabulary Acquisition and Use	3	70%	70%	77%	-7
Reading	26	75%	65%	70%	5
Craft and Structure	8	74%	67%	72%	2
Integration of Knowledge and Ideas	4	81%	70%	75%	5
Key Ideas and Details	14	75%	63%	67%	7
Writing	8	51%	41%	43%	8
Text Types and Purposes	8	51%	41%	43%	8

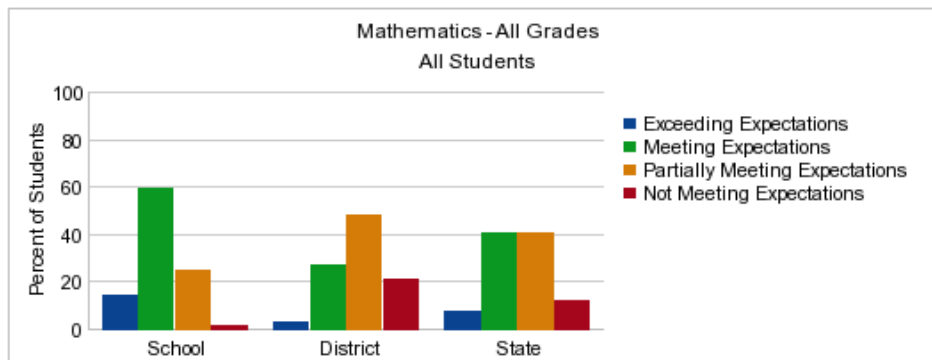
Progress Made in 2017-18:

Grade 5 ELA Standards -- At or Above the State Average in All ELA Standards.

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	48	63%	56%	61%	2
Question Type					
Essay	21	49%	42%	47%	2
Selected Response	27	74%	66%	72%	2
Domain / Cluster					
Language	14	65%	58%	64%	1
Conventions of Standard English	9	56%	49%	55%	1
Vocabulary Acquisition and Use	5	81%	76%	80%	2
Reading	22	73%	64%	70%	2
Craft and Structure	4	67%	56%	62%	5
Integration of Knowledge and Ideas	4	80%	72%	77%	3
Key Ideas and Details	14	72%	64%	71%	1
Writing	12	44%	37%	41%	2
Text Types and Purposes	12	44%	37%	41%	2

Math MCAS – Grades 3-5

Congdon met or exceeded all targets in Math and was named a Massachusetts School of Recognition.



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	24	14	3	7
Meeting Expectations	102	59	27	40
Partially Meeting Expectations	43	25	48	40
Not Meeting Expectations	3	2	21	12
Total Included	172			

Progress Made in 2017-18:**Grade 3 Math Standards - Significantly Above the State Average in All Math Standards.**

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	48	69%	54%	56%	13
Question Type					
Constructed Response	12	67%	45%	48%	19
Short Answer	13	73%	57%	59%	14
Selected Response	23	68%	57%	59%	9
Domain / Cluster					
Geometry	4	66%	57%	57%	9
Reason with shapes and their attributes.	4	66%	57%	57%	9
Measurement and Data	12	68%	50%	52%	16
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	1	38%	23%	25%	13
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	6	71%	52%	51%	20
Represent and interpret data.	3	71%	51%	56%	15
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	2	68%	55%	60%	8
Number and Operations in Base Ten	8	76%	60%	63%	13
Use place value understanding and properties of operations to perform multi-digit arithmetic.	8	76%	60%	63%	13
Number and Operations—Fractions	9	64%	53%	57%	8
Develop understanding of fractions as numbers for fractions with denominators 2, 3, 4, 6, and 8.	9	64%	53%	57%	8
Operations and Algebraic Thinking	15	70%	54%	56%	14
Multiply and divide within 100.	2	88%	70%	70%	17
Represent and solve problems involving multiplication and division.	4	73%	61%	61%	13
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	6	64%	48%	53%	11
Understand properties of multiplication and the relationship between multiplication and division.	3	63%	45%	45%	18

Progress Made in 2017-18:

Grade 4 Math Standards - At or Significantly Above the State Average in All but One Math Standard.

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	54	72%	56%	60%	12
Question Type					
Constructed Response	16	73%	54%	58%	15
Short Answer	11	75%	53%	55%	20
Selected Response	27	71%	59%	64%	7
Domain / Cluster					
Geometry	5	58%	48%	54%	4
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	5	58%	48%	54%	4
Measurement and Data	11	76%	60%	64%	12
Geometric measurement: understand concepts of angle and measure angles.	3	73%	48%	58%	15
Represent and interpret data.	1	46%	43%	46%	0
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	7	81%	68%	69%	12
Number and Operations in Base Ten	10	77%	53%	55%	22
Generalize place value understanding for multi-digit whole numbers less than or equal to 1,000,000.	5	77%	47%	49%	28
Use place value understanding and properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.	5	77%	60%	62%	16
Number and Operations—Fractions	17	74%	59%	62%	11
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	7	78%	63%	63%	15
Extend understanding of fraction equivalence and ordering for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	4	54%	49%	59%	-5
Understand decimal notation for fractions, and compare decimal fractions.	6	81%	61%	64%	18
Operations and Algebraic Thinking	11	69%	55%	60%	9
Gain familiarity with factors and multiples.	2	86%	72%	74%	12
Generate and analyze patterns.	4	49%	38%	45%	4
Use the four operations with whole numbers to solve problems.	5	78%	62%	66%	12

Progress Made in 2017-18:

Grade 5 Math Standards - At or Significantly Above the State Average in All Math Standards.

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	54	69%	50%	54%	15
Question Type					
Constructed Response	16	61%	36%	41%	21
Short Answer	8	70%	49%	53%	17
Selected Response	30	72%	57%	61%	11
Domain / Cluster					
Geometry	6	73%	56%	59%	14
Classify two-dimensional figures into categories based on their properties.	2	63%	42%	40%	23
Graph points on the coordinate plane to solve real-world and mathematical problems.	4	78%	63%	68%	10
Measurement and Data	11	66%	43%	47%	19
Convert like measurement units within a given measurement system	5	62%	28%	33%	29
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5	78%	61%	64%	13
Represent and interpret data.	1	33%	26%	34%	-1
Number and Operations in Base Ten	16	73%	54%	57%	15
Perform operations with multi-digit whole numbers and with decimals to hundredths.	6	76%	61%	64%	12
Understand the place value system.	10	71%	49%	53%	18
Number and Operations—Fractions	13	64%	43%	49%	16
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	10	63%	41%	46%	18
Use equivalent fractions as a strategy to add and subtract fractions.	3	67%	50%	59%	9
Operations and Algebraic Thinking	8	67%	57%	61%	6
Analyze patterns and relationships.	5	64%	52%	58%	7
Write and interpret numerical expressions.	3	72%	65%	67%	5

Progress Made in 2017-18:

Math MCAS Data by Subgroups – at or above the 80th achievement percentile in ALL sub-groups!

James B Congdon - Grades 3-8 Mathematics

James B Congdon

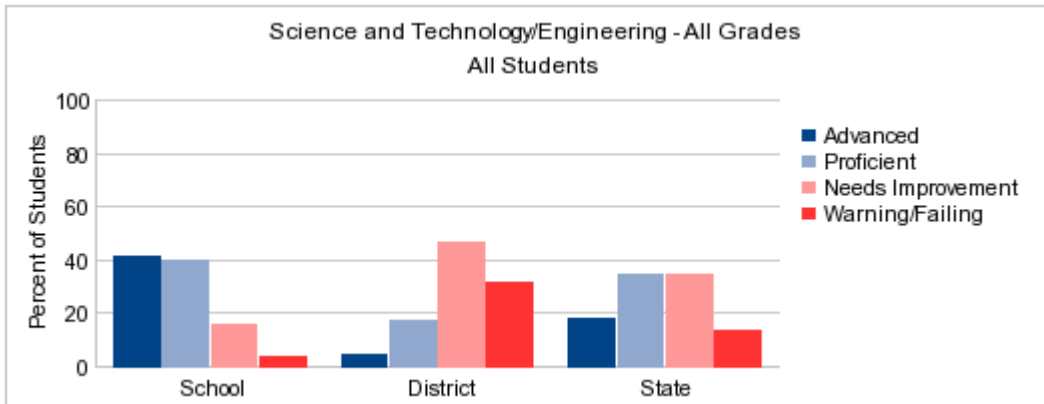
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	% Meeting or Exceeding Expectations	% Exceeding Expectations	% Meeting Expectations	% Partially Meeting Expectations	% Not Meeting Expectations	Average SS	N Included	Mean SGP	N Included in Mean SGP	Achievement Percentile
All Students										
All Students	73	14	59	25	2	510.3	172	73.8	105	88
Economic Status										
Economically Disadvantaged	69	12	57	29	2	508.9	132	70.8	77	98
Non-Economically Disadvantaged	88	20	68	12	0	515.1	40	82.0	28	94
Disability Status										
Students w/ Disabilities	53	9	44	47	0	503.9	32		19	99
Non-Disabled	78	15	63	20	2	511.8	140	73.4	86	82
English Language Learner (EL) Status										
EL	84	14	70	16	0	512.6	63	61.6	31	99
Non-EL	67	14	53	30	3	509.0	109	78.8	74	
Race/Ethnicity										
African Amer./Black	75	11	64	25	0	511.9	28		17	99
Amer. Ind. or Alaska Nat.							1			
Hispanic/Latino	79	11	68	20	1	510.4	71	71.7	42	98
Multi-Race, Non-Hisp./Lat.	57	29	29	43	0	512.0	14		7	80
Nat. Haw. or Pacif. Isl.							1			
White	70	16	54	26	4	509.3	57	76.4	39	85
Gender										
Male	67	14	52	31	2	508.3	84	66.8	52	82
Female	80	14	66	19	1	512.2	88	80.6	53	93
Title 1 Status										
Title 1	73	14	59	25	2	510.3	172	73.8	105	98
High Needs Status										
High Needs	70	13	57	28	2	509.3	145	70.3	83	99
Non-High Needs	89	19	70	11	0	515.8	27	86.8	22	89
Former EL Status										
Former EL							3		3	
EL and Former EL Status										
EL and Former EL	85	14	71	15	0	512.8	66	64.5	34	95
Ever EL Status										
Ever EL	85	14	71	15	0	512.8	66	64.5	34	93

Progress Made in 2017-18:

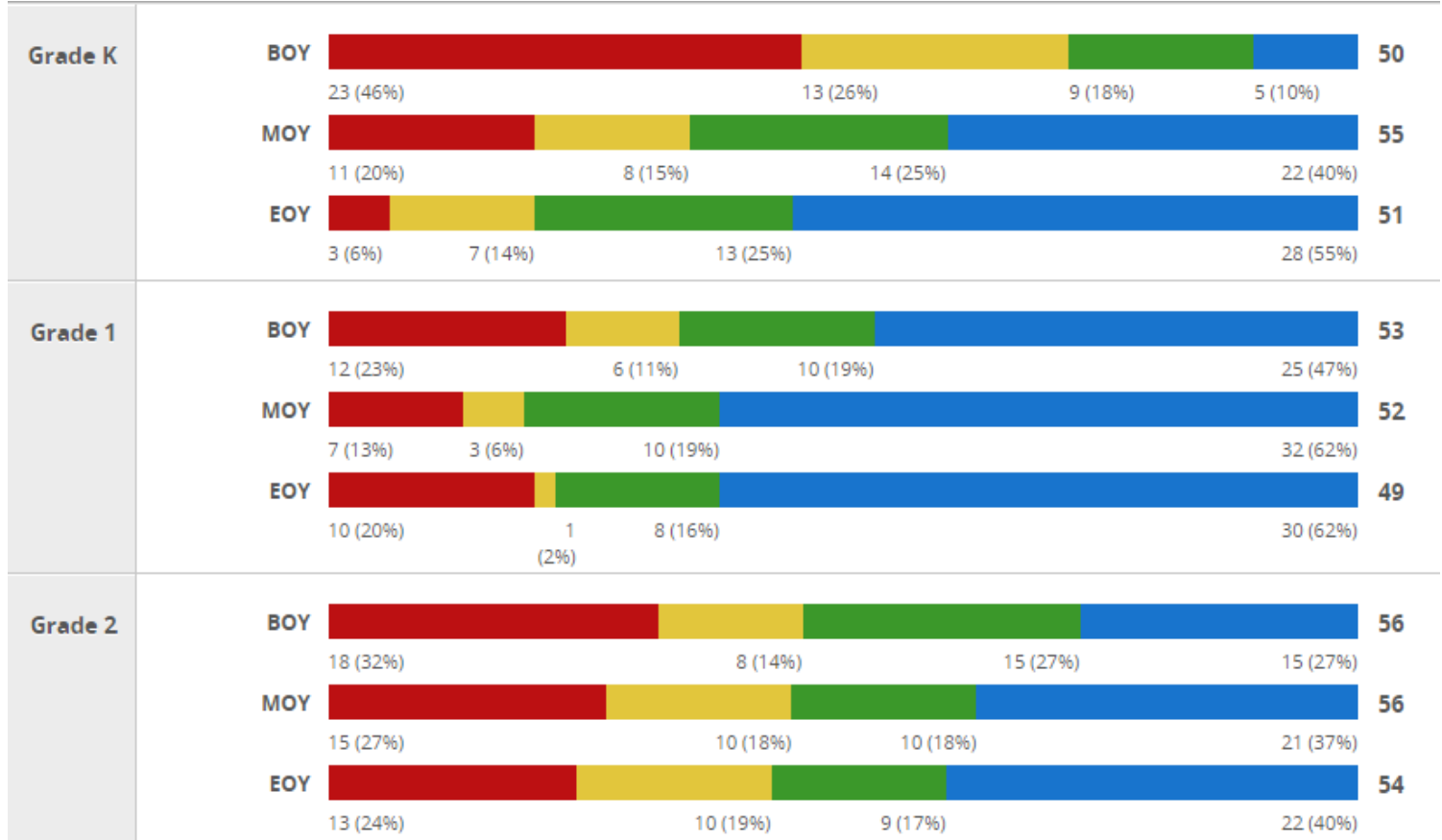
SCIENCE MCAS – Grade 5

As seen in the chart below, **81%** of Congdon 5th graders were proficient or advanced in Science and Technology/Engineering. This academic achievement is part of the reason Congdon was named a Massachusetts School of Recognition.



Science and Technology/Engineering	N Included	% School	% District	% State
Advanced	24	41	5	18
Proficient	23	40	17	34
Needs Improvement	9	16	46	35
Warning/Failing	2	3	32	13
Total Included	58			

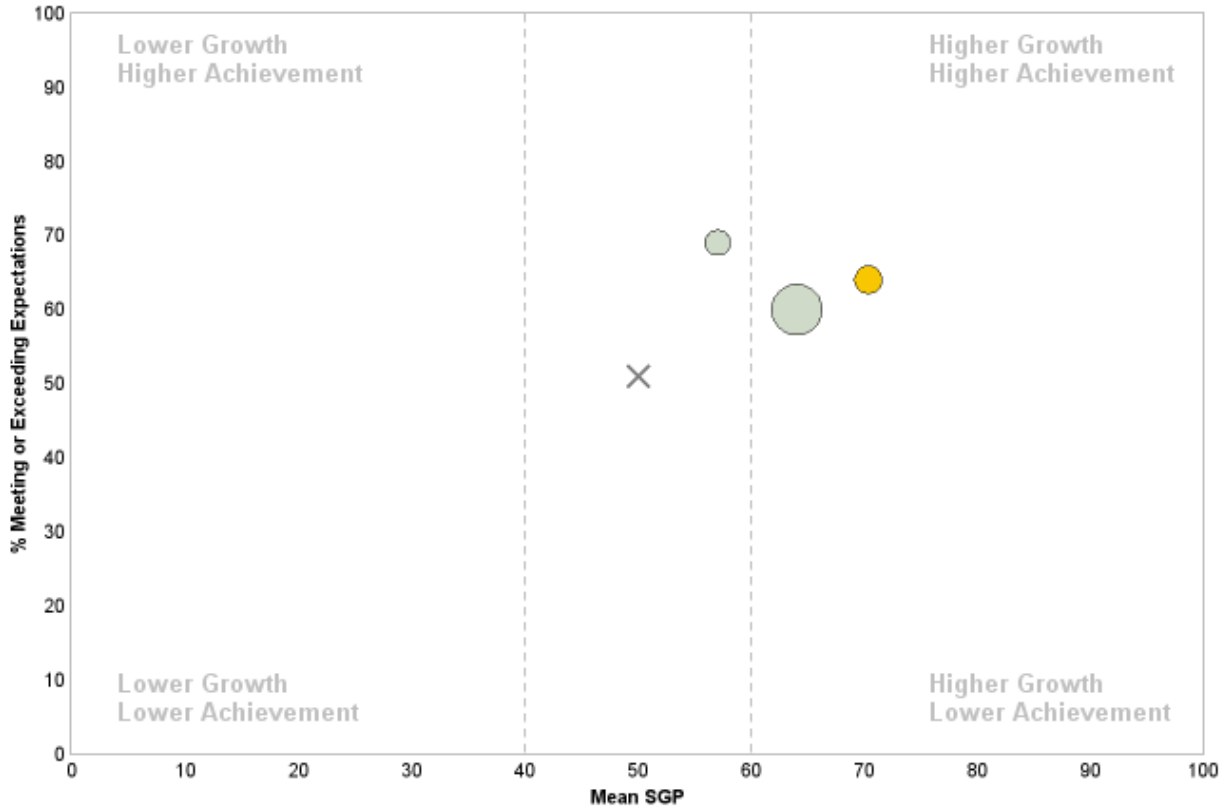
DIBELS 2017-18 – As seen in the chart below, 57% of grade 2, 78% of grade 1, and 80% of Kindergartners were at or above grade level for reading.



Progress Made in 2017-18:

Growth in ELA - Exceeded all growth targets!

* Spring 2018 * New Bedford * Grade
 * English Language Arts * James B Congdon * Grades 3-8

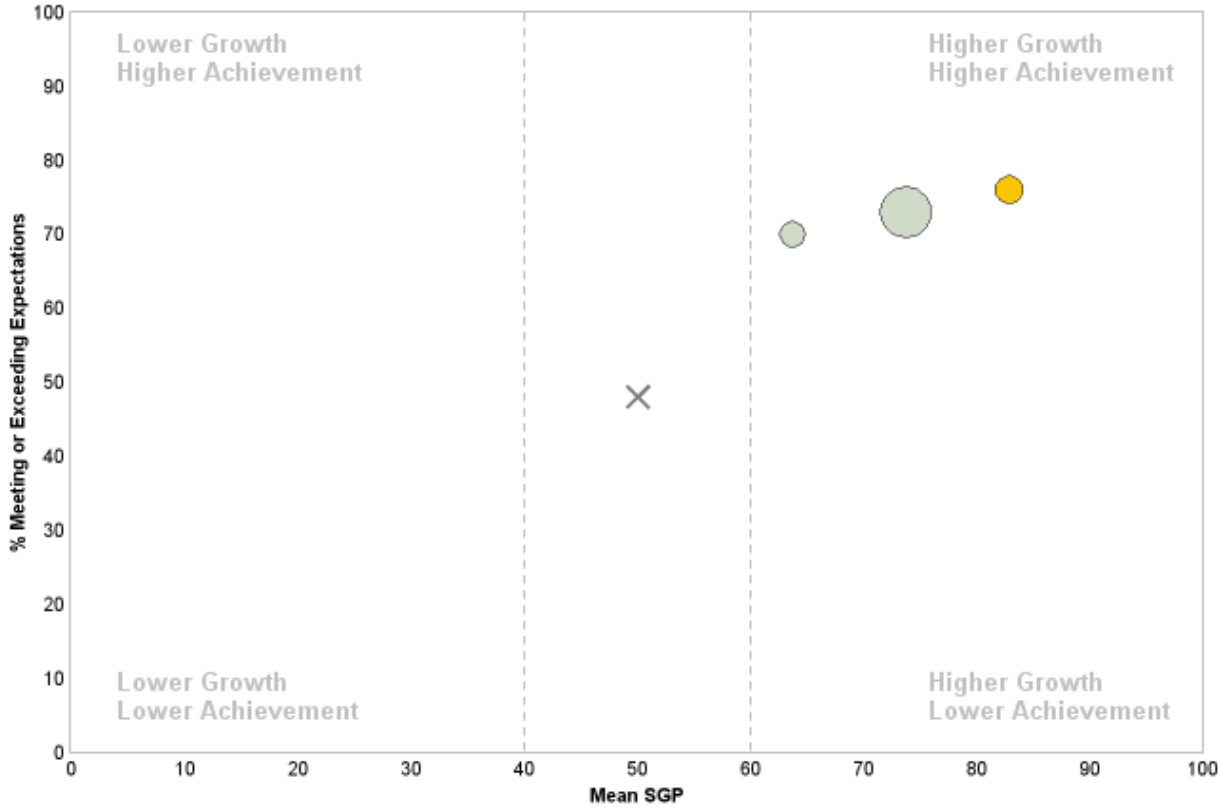


		Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
■	Grade 4	57.1	50	69	54
■	Grade 5	70.4	55	64	58
■	Grades 3-8	64.0	105	60	172

Progress Made in 2017-18:

Growth in Math - Exceeded all growth targets!

* * *
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		Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
■	Grade 4	63.7	50	70	54
■	Grade 5	82.9	55	76	58
■	Grades 3-8	73.8	105	73	172

Progress Made in 2017-18:

ACCESS: 151 English Learners (ELs) took the ACCESS in 2017-18

- 47% of Congdon's ELs moved up one full level on the 2018 ACCESS.
- 17% of Congdon's ELs moved up two or more full levels on the 2018 ACCESS.

2017-18 Social/Emotional Learning:

- Second Step implemented weekly in 100% of Kindergarten classrooms
- Mindfulness programs in Grades 1, 2, 3, and 4 provided by the School Adjustment Counselor, Health Educator, and classroom teachers.
- Weekly Comprehensive Health Education with Units in Social and Emotional Wellness
- Continued Playworks Recess Programming resulted in 27 additional classroom hours previously lost to conflict resolution, office calls, and trips to the nurse
- Trauma Sensitive School Pilot Program
- PBIS training and implementation

Behavioral Data:

- January of 2018 was the first time Congdon utilized SWIS as a behavioral data information system. 2018 will be a baseline for future behavioral data.
- 2017-18 was the first year of formal PBIS training for Congdon Elementary School.

Family Engagement Data:

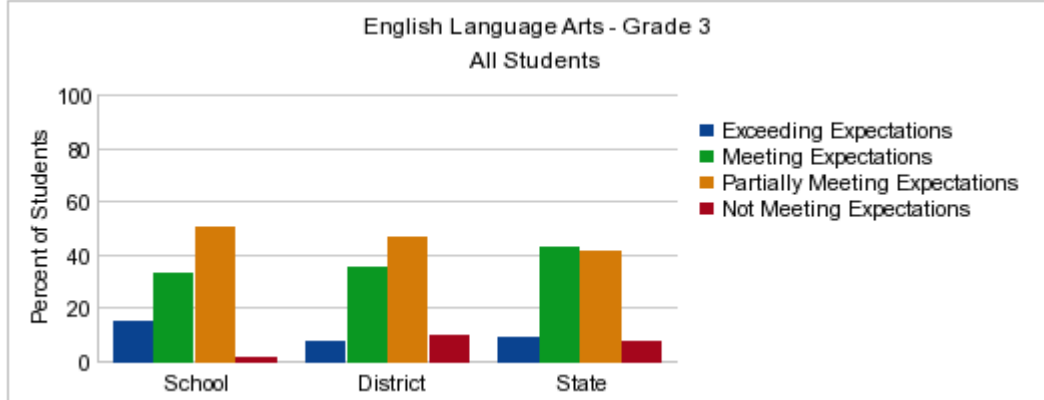
- BOY, MOY, and EOY Open Houses brought 89% of Congdon families into the school
- Individual Parent Partnership Meetings held weekly for struggling students

Areas for Growth in 2018-19

Areas of Growth Summary - Though significant gains were made in all grades in the areas of ELA, Math, and Science on both MCAS and STAR, Grade 3 had pockets of Standards below the state average in ELA. Congdon was named a School of Recognition for high growth and meeting targets but needs to work to improve achievement and attendance.

GRADE 3 MCAS – ELA:

3rd grade had a higher percentage of students in exceeding expectations but lower than the state averages in meeting expectations. We have made tremendous strides in ELA and will continue to work to increase the number of students in meeting and exceeding grade 3 expectations.



English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	9	15	8	9
Meeting Expectations	20	33	35	43
Partially Meeting Expectations	30	50	47	41
Not Meeting Expectations	1	2	10	7
Total Included	60			

Grade 3 ELA Areas of Growth – Writing Essays as well as Language: Conventions and Vocabulary Acquisition and Use

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	44	58%	54%	57%	1
Question Type					
Constructed Response	3	48%	41%	38%	10
Essay	14	28%	27%	28%	0
Selected Response	27	74%	69%	74%	1
Domain / Cluster					
Language	9	49%	48%	50%	-1
Conventions of Standard English	6	31%	31%	32%	-1
Vocabulary Acquisition and Use	3	85%	80%	87%	-2
Reading	27	70%	65%	68%	2
Craft and Structure	6	74%	67%	72%	2
Integration of Knowledge and Ideas	7	64%	59%	59%	5
Key Ideas and Details	14	72%	67%	71%	1
Writing	8	26%	24%	25%	1
Text Types and Purposes	8	26%	24%	25%	1

Areas for Growth in 2018-19

Grade 4 ELA Area of Growth – Vocabulary Acquisition and Use

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	44	69%	59%	64%	6
Question Type					
Constructed Response	3	65%	56%	56%	10
Essay	14	58%	47%	49%	9
Selected Response	27	76%	66%	72%	4
Domain / Cluster					
Language	10	69%	60%	64%	5
Conventions of Standard English	7	69%	56%	58%	10
Vocabulary Acquisition and Use	3	70%	70%	77%	-7
Reading	26	75%	65%	70%	5
Craft and Structure	8	74%	67%	72%	2
Integration of Knowledge and Ideas	4	81%	70%	75%	5
Key Ideas and Details	14	75%	63%	67%	7
Writing	8	51%	41%	43%	8
Text Types and Purposes	8	51%	41%	43%	8

ACCESS

- 28% of Congdon's ELs remained at the same proficiency level after the 2018 ACCESS testing.
- 8% of Congdon's ELs dropped one level on the 2018 ACCESS test.

Attendance Data:

- Attendance was the only area in which Congdon did not meet or exceed its State Targets during the 2017-18 school year.
- 12.2% of Congdon students exhibit chronic absenteeism as defined by DESE (10% or more school days missed.)

Initiative 1: ELA



Team Members: Principal, Assistant Principal, TLS, Reading Specialist, Classroom Teachers, ESL Teachers, and Special Education Tutors

Final Outcomes

Teacher Practice Goals:

100% of teachers will plan for and incorporate the following:

- Deeper levels of Accountable Talk every lesson, every day - extending into student-led HOT questions
- SEI, Reading Street, & other Evidence-Based Vocabulary Acquisition and Use strategies (Frayer Models, Word Walls, Word Work)
- Explicit instruction on determining the meaning of unfamiliar words using context clues and word structure.
- Explicit instruction on finding and citing evidence to support conclusions drawn by students.
- Individual student goal setting including a system of conferencing with students around reading and writing utilizing data from DRAs, DIBELS, STAR, IPI, and Pearson.

Student Learning Goals:

- By EOY, Congdon will see at least 80% of students performing at Grade Level on STAR and DIBELS.
- By EOY, 80% of Congdon students will reach their STAR Target Goal set at ambitious growth.
- By EOY, 100% of students will show growth on STAR, DIBELS, and DRA even if they stay within their color band.

What this means for teachers:

- Teachers should continue to tie their lessons to rigorous vocabulary and language acquisition objectives, emphasize conceptual and contextual understanding, and use data cycles to continuously monitor and adjust their instruction.
- Teachers should use data from DIBELS, STAR, Reading Street, and DRAs to create and implement differentiated, rigorous, small-group literacy activities.
- Teachers should analyze data and student work in TCT, grade level meetings, and admin. directed time in order to design effective unit and lesson plans.

What this means for building leadership:

- The Principal and Assistant Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. They will also support teachers in developing intervention plans that are data driven.
- Learning Walks and Observations will focus on the use/evidence of School-Wide Evidence-Based Instructional Practices including Accountable Talk, Reading Street Vocabulary Acquisition Strategies, Frayer Models, explicit instruction around determining the meaning of an unknown word, and individual student conferencing regarding reading, writing, and goal-setting.
- Lesson Plans will be collected and reviewed to ensure planning is occurring including Congdon's School-Wide Evidence-Based Instructional Practices (SWEBIPs)
- Administrators will provide time for vertical and grade level data analysis and planning.

Key Milestones:

Nov. 1:

- Accountable Talk, SEI, RS, & other evidence-based vocabulary acquisition strategies are evident in at least 80 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.
- TCT Notes submitted weekly will show evidence of ELA collaboration
- Lesson plans will be submitted weekly by 100% of teachers
- BOY
- 1 round of Progress Monitoring
- DRAs
- Informal Phonics Inventory K-2

Feb. 1:

- Accountable Talk, SEI, RS, & other evidence-based vocabulary acquisition strategies are evident in at least 100 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.
- A system of individual student goal-setting and conferencing is seen in at least 75% of classrooms.
- MOY Data shows 60 SGP
- Progress Monitoring
- DRA Quick Checks
- Informal Phonics Inventory K-2

May 1:

- Accountable Talk, SEI, RS, & other evidence-based vocabulary acquisition strategies are evident in at least 100 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.
- A system of individual student goal-setting and conferencing is seen in 100% of classrooms.
- EOY Data shows 80 SGP
- DRAs show 80% at grade level
- Informal Phonics Inventory K-2

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
ELA Learning Walks & Observations:										
ELA Focused Learning Walks with TLS, Reading Specialist, AP, and Principal	→									
Consistent observation of ELA instruction & planning utilizing DESE's Teacher Rubric	→									
Professional Development:										
Continue to refine and utilize the <i>Looking at Student Work Protocol</i> during Admin Directed time.	→									
Review of Congdon School-Wide Evidence-Based Instructional Practices (SWEBIPs) such as Accountable Talk & Vocabulary Acquisition and Use Strategies	→									
Teaching context clues & word structure for determining the meaning of unfamiliar words including SEI Strategies	→									
RTI Model/Differentiated Instruction in ELA, Reading Street Centers, Individual Conferencing & Goal-Setting for Reading & Writing	→									
Focused work will be done with TLS to build capacity in content knowledge instructional practice, coaching methods, and data and analysis	→									
Curriculum:										
Writing to support the Writing Reference Guide – including conferencing	→									
Elementary ELA Curriculum Units of Study and Reference Guides aligned to 2017 Massachusetts Curriculum Frameworks	→									
Phonics: Reading Street for K-2	→									
SEI & ESL Strategies incorporated into ELA lesson plans	→									
Daily use of English in a Flash for all Level 1 & 2 ELs	→									
Explicit instruction in determining the meaning of unknown words using context clues and word structure.	→									
Data:										
Use administrative directed time to analyze data in order to design and implement more complex tasks for students.	→									
Norm the grading of writing CFAs utilizing Reading Street & MCAS rubrics	→									
MCAS 2.0 Data Collection, Review, & Planning	→									
Collect & Analyze STAR ELA BOY, MOY, and EOY	→									
Collect & Analyze DIBELS BOY, MOY, and EOY	→									
Analyze Data and Trends monthly during vertical grade level committee meetings	→									

Initiative 2: Math



Team Members: Principal, Assistant Principal, TLS, Reading Specialist, Classroom Teachers, ESL Teachers, and Special Education Tutors

Final Outcomes:

Teacher Practice Goals

100% of teachers will plan for and incorporate the following:

- Deeper level Accountable Talk every lesson, every day – extending into student-led HOT questions
- KNSA (Keys to Literacy strategy for solving Math word problems)
- Xtramath.org
- Individual student goal setting, including a system of conferencing with students around their Math progress.
- Daily, standards-based, spiral review work utilizing CommonCore for Today supplemental material and teacher created materials.

Student Learning Goals

- By EOY, Congdon will see 80% of students achieving at grade level for Math.
- BY EOY, Congdon will see 80% of students in grades 2-5 reach their STAR Math Target set using the ambitious growth criteria.
- By EOY, 100% of Congdon students will show growth on STAR even if they stay within their color band.

What this means for teachers:

- Elementary teachers should continue to tie their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- Teachers will be provided with and follow the NBPS Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.

What this means for building leadership:

- Principals will be expected to provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis.
- They will also support teachers in developing intervention plans based on data.
- Principals will have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.
- Data Driven Grade Level Meetings utilizing the Looking at Student Work Protocol
- Administration will provide time for vertical and grade-level data analysis and planning.

Key Milestones

Nov. 1:

- Accountable Talk, xtramath.org, and KNSA strategies are evident in at least 80 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.
 - TCT Notes submitted weekly will show evidence of Math collaboration
 - Lesson plans will be submitted weekly by 100% of teachers
- BOY and one progress monitoring will be given on STAR

Feb. 1:

- Accountable Talk, xtramath.org, and KNSA are evident in at least 100 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.
- A system of individual student goal-setting and conferencing is seen in at least 75% of classrooms.
- MOY & PM Data shows 60 SGP
- Looking at Student Work Protocol will be in place during weekly grade level meetings with administration

May 1:

- Accountable Talk, xtramath.org, and KNSA are evident in at least 100 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.
- A system of individual student goal-setting and conferencing is seen in at least 100% of classrooms.
- EOY Data shows 80 SGP

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Math Learning Walks, Observations & Committees:										
Math Focused Learning Walks with TLS, AP & Principal		→								
Consistent observation of Math instruction & planning utilizing DESE's Teacher Rubric		→								
Vertical Team Meetings to analyze data, trends, and align math teaching strategies.		→								
SILT Meetings 2x/month (representation from every grade level, Special Education, ESL, and Specialists + TLS, AP, & Principal)		→								
Analyze data and trends during monthly vertical grade level committee meetings						→				
Voluntary peer observation and lesson studies							→			
Professional Development:										
Continue to refine and utilize the <i>Looking at Student Work Protocol</i> during admin directed time						→				
Review Congdon's Math SWEBIPs – Conceptual Math, xtramath.org, & KNSA for teachers		→								
Math RtI/Differentiation/Math Centers – including individual student conferencing and goal-setting for Math.						→				
Build capacity of new TLS in content knowledge, instructional practice, coaching methods, and data and analysis.		→								
Data Analysis:										
Analyze Elementary enVisions Topic Tests and Performance Based Assessments			→							
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning						→				
MCAS 2.0 Data Collection	→									
Collect STAR Math BOY, MOY, and EOY			→							
Curriculum:										
Implementation fidelity incorporating all components of enVisions 2.0		→								
Daily Use of xtramath.org for all grades (K starting in January)		→								
Keys to Literacy – KNSA (close reading & annotation strategy for solving word problems)		→								
Consistent Use of Daily Common Core Review Sheets for Spiral Review (Teacher Resource Books)		→								

Initiative 3: SEL (Social Emotional Learning)



Team Members: Principal, Assistant Principal, TLS, SAC, Reading Specialist, Classroom Teachers, ESL Teachers, and Special Education Tutors

Final Outcomes:

Teacher & Counselor Practice Goals:

100% of teachers will plan for and incorporate the following:

- *PBIS strategies for Tier 1 & 2 behaviors*
- *Zones of Regulation strategies*
- *Trauma Sensitive Schools best practices*
- *Individual student goal setting, including a system of conferencing with students around their social, emotional, & behavioral progress.*

Student Learning Goals:

- *There will be a 40% decrease in student behavioral office referrals*
- *At least 80% of students will be able to regulate emotions by utilizing Zones of Regulation, Mindfulness, and Second Step strategies*
- *There will be a 25% increase in positive links on the PBIS chain as compared to last year*
- *Chronic absenteeism will be reduced by at least 3%.*

What this means for teachers:

- The school adjustment counselor, health educator, & classroom teachers will teach social & behavioral expectations using the PBIS/RtI model.
- Teachers & the counselor will learn & implement Social Thinking strategies & The Zones of Regulation framework
- Counselors & the health educator will develop lessons using Social Thinking
- Counselors and teachers will utilize Zones of Regulation and Social Thinking methodology to help build the skills that are necessary for students to meet PBIS expectations.

What this means for building leadership:

- Principal will work with staff to develop a consistent set of expectations for meeting student behavior and social emotional needs.
- Principals will model positive and consistent expectations and build a common language and vision among staff for cultural change as it pertains to utilizing Zones of Regulation and Social Thinking methodology as a vehicle for teaching students the skills needed to meet PBIS expectations.
- Principal will serve as the head coach for PBIS trainings and meetings.
- Principal, AP, and TLS will conduct learning walks to look for SEL strategies including PBIS, Social Thinking, Zones of Regulation, & Trauma Sensitive Schools.

Key Milestones

Nov. 1:

- At least 60% of staff will exhibit PBIS strategies for Tier 1 & 2 behaviors.
- Staff will receive training in order to incorporate or reinforce Zones of Regulations and Social Thinking strategies or concepts.

Feb. 1:

- At least 80% of staff will exhibit PBIS strategies for Tier 1 & 2 behaviors.
- At least 75% of staff will incorporate or reinforce Zones of Regulations and Social Thinking strategies or concepts.
- Staff will receive training in Trauma Sensitive practices.

May 1:

- 100% of staff will exhibit PBIS strategies for Tier 1 & 2 behaviors.
- 100% of staff will incorporate or reinforce Zones of Regulations and Social Thinking strategies or concepts.
- 100% of staff will follow Trauma Sensitive practices.

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Learning Walks & Observations:										
Principal, SAC, TLS, & AP will conduct learning walks to look for SEL best practices		→	→	→	→	→	→	→	→	→
Principal & AP will observe Standard 2 – Teaching All Students (rituals and routines)			→	→	→	→	→	→	→	→
Climate and Operational Leadership Team – PBIS & Trauma Sensitive Sub-Committees	→	→	→	→	→	→	→	→	→	→
Professional Development:										
PBIS – coaches trainings		→	→	→	→	→	→	→	→	→
PBIS – team trainings	→	→	→	→	→	→	→	→	→	→
PBIS – building wide-trainings			→	→	→	→	→	→	→	→
Trauma Sensitive Schools Training – Whole Staff	→	→	→	→	→	→	→	→	→	→
Social Thinking and Zones of Regulation – Principal, SAC, &		→	→	→	→	→	→	→	→	→
Curriculum:										
Social Thinking & Zones of Regulations			→	→	→	→	→	→	→	→
Life Skills in Health Classes Grades 3-5		→	→	→	→					
SAC will teach Second Step in Kindergarten		→	→	→	→	→	→	→	→	→
SAC and teachers will teach and implement mindfulness in grade 1		→	→	→	→	→	→	→	→	→
Data Analysis:										
SWIS-training and implementation						→	→	→	→	→
Office Referral Checks – Quarterly			→	→	→	→	→	→	→	→
Attendance Monitoring	→	→	→	→	→	→	→	→	→	→

Initiative 4: Parent and Community Outreach



Team Members: Principal, Assistant Principal, SAC, TLS, Reading Specialist, Classroom Teachers, ESL Teachers, and Special Education Tutors

Final Outcomes:

Teacher Practice Goals

- 100% of teachers will increase their two-way family communication.

Student Learning Goals

- 100% of students will have at least one family member attend a school meeting or event
- Chronic Absenteeism will be reduced by at least 3%.

What this means for teachers:

- Teachers should actively reach out to families in order to build relationships around their child’s learning.
- Teacher will create a welcoming classroom for families and students with consistent and regular two-way lines of communication.
- Staff will participate in a campaign to make positive phone calls home as part of PBIS.
- Staff will collaborate with our community partners.

What this means for building leadership:

- The Principal and AP will evaluate and encourage staff to increase two-way communication with families.
- The Principal, AP, and SAC will hold individual parent meetings regarding attendance.
- The Principal and AP will set evaluation SMART goals around attendance.

Key Milestones

Nov. 1:

- Teachers will provide evidence of positive phone calls to families during admin directed times.
- Family Engagement Committee is created and meeting at least once per month
- At least 2 family events have been planned & held (Open House, Kindergarten Orientation, Trunk or Treat)
- Individual Parent Partnership Meetings with Struggling Students

Feb. 1:

- Attendance for Open Houses and other after school events will be analyzed in order to create a list of families who need to be contacted.
- At least 2 family events have been planned & held (Mid-Year Open House, Holiday Hope, Coffee Chats)
- Individual Parent Partnership Meetings with Struggling Students

May 1:

- 100% of staff will provide documentation of regular two-way communication with families.
- At least 2 family events have been planned & held (EOY Stepping UP Open House, Field Day, Spring Fling, Moving on Up Ceremony for K and 5)
- Individual Parent Partnership Meetings with Struggling Students

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Committees:										
Family Engagement Committee	→									
Climate & Operational Leadership Team	→									
Events:										
BOY Open House		→								
MOY Open House – Literacy & Math Home Help						→				
EOY Open House – next grade level expectations and preparations										→
Satellite Open House – North End & West End				→						
Positive Phone Calls Home Campaign		→								
Remind App or Class DoJo Pilots		→								
Individual Attendance Meetings		→								
Various After School Events – Hallowed Halls, Literacy Night, Math Night, Spaghetti Supper			→							
Community Partners & Programs:										
Continue Partnership with CCBC	→									
Continue Partnership with Child & Family	→									
After School Art Works Program			→							
Casa de Saudade Library		→								

Section 4. Develop a targeted PD plan to support SIP

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

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
Improve Math Fluency	Xtramath.org will be implemented for all students in every class to strengthen students' basic math facts/computational skills as recommended in the Common Core. Teacher and students will also utilize the envisions 2.0 Daily Common Core Review.	Most teachers incorporated xtramath.org as a computational skills practice and have communicated a desire to keep it building wide to help improve computation skills/basic math facts. Students and families are now familiar with the program and many report using it at home.	100% of teachers will dedicate 10 minutes per day to implement xtramath.org in order to improve basic math facts and computational math fluency. This will be evidenced by lesson plans, xtramath.org reports, and classroom observations.
Improve Vocabulary Acquisition, Use, and Application	The Frayer Model, 7-Step, RS, and Accountable Talk vocabulary strategies will be used in every classroom. All teachers will build capacity and efficacy in teaching students how to determine the meaning of unfamiliar words through context clues, morphology, and other strategies. Students will be able to articulate and utilize these strategies across content areas including unified arts classes.	Returning teachers are currently using the RS vocabulary amazing words, 7-Steps, Frayer Model, and Accountable Talk. There are several new teachers who need beginning level PD in these areas while returning teachers have indicated a need for deeper PD in the same areas. Close reading as a strategy is being used in some classes.	Every teacher in the building will implement focused vocabulary acquisition and use instructional practices including The Frayer Model, 7-Steps & other SEI strategies, RS, Context Clues, and Accountable Talk. Students will know and be able to use context clues and other strategies to help with their language acquisition. These practices will be evident in lesson plans and in classroom observations.
Improve solving for word problems	Every student in every class will use KNSA as a strategy to closely read and annotate word problems and other multi-step questions.	Teachers understand the need for an evidence-based instructional school-wide practice to help our student annotate word and multi-step problems.	Every teacher in every classroom will model, post, and check for the KNSA annotation strategy. This will be evident in lesson plans and classroom observations
Improve school climate and culture – maintain & expand upon Congdon’s PBIS model	There will be a school-wide code of conduct, a matrix of expectations for all areas of the school, positive incentives, and active supervision throughout the building.	Teachers have begun implementing the Code of Conduct into their classrooms with posters and instruction. Congdon has established a PBIS sub-committee under the Climate and Operational Leadership dedicated to the continued implementation and expansion of PBIS best practices.	Teachers will use positive reinforcement and incentives to create safe and supportive learning environments for all students. Teachers and other staff will incorporate family engagement in order to increase Congdon’s culture and climate.

Focus Area 1:	Math – Conceptual Understanding - Solving Word Problems and Improving Math Fluency		
Instructional strategies:	Annotation/KNSA Xtramath.org Math Fluency/Computation Skills Practice	Approximate dates:	October - December
Meeting	Learning objectives for teachers	Support needed	
September PD Sessions 4 & 5	Introduce the AIP, SIP, and the focus areas. Present data showing the need for school-wide instructional practices around vocabulary acquisition. Teachers will be able to articulate the school goals and focus areas from the 2017-18 SIP.		
October PD Session 1	TWBAT understand and implement xtramath.org geared toward improving students' automaticity of basic math facts/computational skills (math fluency/numeracy.) & understand KNSA. TWBAT understand the purpose and need for annotation and begin examining KNSA.	TLS Math PD Team	
November PD Session 1-5	TWBAT implement the enVisions 2.0 Math curriculum with fidelity, differentiating based on student work and assessments, and understand the importance of teaching math conceptually. TWBAT progress monitor math fluency on xtramath.org as well as students' mastery of grade level math standards on STAR.	TLS Math PD Team	
October 27	Progress Monitoring for STAR	Chromebooks All Content Teachers	
October SILT	Analyze BOY & Final MCAS data and help design next steps.	SILT Reports from STAR, MCAS, & Pearson	
January and February SILT	Analyze MOY data and help design next steps.	Reports from STAR	

Focus area 2:	ELA – Vocabulary Acquisition, Use, and Application		
Instructional strategy:	Frayer Model, 7-Steps, Context Clues, Write-Arounds, RS, and Accountable Talk Vocabulary Acquisition & Use strategies.	Approximate dates:	December - February
Meeting	Learning objectives for teachers		Support needed
December PD session 1 & 2	TWBAT implement the Frayer Model, 7 Steps, and RS vocabulary acquisition strategies.		PD Planning Team, ESL Teachers, TLS
December PD session 3	TWBAT utilize the 7-Step Method for vocabulary acquisition and implement Write-Arounds for vocabulary use.		
December PD session 4	TWBAT effectively implement Reading Street vocabulary strategies with EL students in mind.		
Nov. SILT meeting	Analyze data from STAR BOY, Final MCAS, and RS involving vocabulary acquisition and use.		
Dec. PD session 5	TWBAT understand the purpose and methodology of Accountable Talk. TWBAT implement Accountable Talk.		

Focus area 3:	Improve school climate and culture by establishing a school-wide and classroom PBIS model that incorporates trauma sensitive, social thinking, and zones of regulation strategies.		
Instructional strategies:	Active supervision, positive talk 2:1, gotchas & incentives, interventions, trauma-informed instruction, Social Thinking, and Zones of Regulation	Approximate dates:	January-March
Meeting	Learning objectives for teachers		Support needed
January Full Day PD	TWBAT understand concepts around trauma informed instruction and behavioral interventions.		DESE Safe Schools Trainers
January COLT	TWBAT create a safe and supportive learning environment for all students including LBGTQ students. Design an incentive program and determine gotcha look-fors. Create lesson plans		PTO Business Office – Student Activities Account
January PD Session 3	TWBAT incorporate a 4 to 1 positive ratio when redirecting students.		
January PD Session 4	TWBAT actively supervise instruction and behavior in the classroom and hallways utilizing the PBIS active supervision model.		
January PD Session 5	TWBAT understand and implement tier 2 and tier 3 interventions.		