

# GOMES

## 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:

Principal:

## Section 1. Set goals aligned to the District Plan:

1. By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in ELA, Math, and Science for grades 6-12
2. BY EOY, the district will see at least 10% of students in the Warning category move into Needs Improvement in ELA and Math
3. By EOY, the district will see at least 10% of students in the Proficient category move into Advanced in 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
<b>MCAS 2.0 Data ~ Grade 3-4-5</b>						
<b>ELA</b>	40%	494	56			
<b>Math</b>	42%	492	57			

	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
<b>STAR Data ~ Grade 2-3-4-5</b>						
<b>ELA</b>	Grade 2 – 16	Grade 2 – 155	33	Grade 2 – 51	Grade 2 – 255	Grade 2 –
	Grade 3 – 11	Grade 3 – 217	38	Grade 3 – 53	Grade 3 – 317	Grade 3 –
	Grade 4 – 13	Grade 4 – 342	37	Grade 4 – 52	Grade 4 – 442	Grade 4 –
	Grade 5 – 12	Grade 5 – 372	36	Grade 5 – 53	Grade 5 – 472	Grade 5 –
<b>Math</b>	Grade 2 – 12	Grade 2 – 369	30	Grade 2 – 53	Grade 2 – 469	Grade 2 –

	Grade 3 – 13	Grade 3 – 446	30	Grade 3 – 52	Grade 3 – 546	Grade 3 –
	Grade 4 – 17	Grade 4 – 551	31	Grade 4 – 49	Grade 4 – 651	Grade 4 –
	Grade 5 – 11	Grade 5 – 556	38	Grade 5 – 53	Grade 5 – 696	Grade 5 –

		BOY 17-18 (Historical)			EOY 17-18 (Goals)		
		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations	
<b>DIBELs Data ~ Grade K-1-2</b>							
<b>DIBELs Composite Score</b>	Grade K – 26 Grade 1 – 27	Grade K – 74 Grade 1 – 73		Grade K – 44 Grade 1 – 44	Grade K – 30 Grade 1 – 29		

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

**Alfred J. Gomes School data points: Including but not limited to**

Student performance data:

- MCAS item analysis
- Envision Math 2.0 assessments
- DIBELs
- English in a Flash data
- Reading Street CCR Weekly/Unit assessments
- Formative assessment: exit tickets and topic assessments
- Lexia reports
- Examples of student work/Looking at student work
- STAR 360
- ACCESS
- Writing CFA

Instructional data:

- Observation data on curriculum and instruction
- Grade level data meetings
- Learning walks with targeted look-fors
- Teacher evaluations
- Feedback to teachers
- Common Planning
- Time notes

Student indicator data:

- Student attendance
- SWISS and PBIS data points
- Disciplinary data
- SPED referrals
- Progress reports
- McKinney/Vento
- RTI data
- Report Cards
- Mobility/transitional students
- Intervention data

- IEPs and 504s
- Building Based support team
- Individual student conferences
- Individual teacher data meetings
- ESL case study learning walks

Teacher data:

- Teacher attendance
- Teacher level of support Tiers
- Pre/post observation conferences
- Individual teacher data meetings
- Panorama
- Teacher evaluations
- Learning walks with targeted focus based on assessment data
- Coaching Plans

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

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MCAS Achievement					
	2017 achievement	2018 achievement	Change	Target	Reason
ELA	488.7	493.2	+4.5	490.7	Exceeded
Math	492.1	492.3	+0.2	493.9	Improved
Science	56.6	68.8	+12.2	59.5	Exceeded

2018 MCAS Growth			
	SGP	Target	Reason
ELA	55.6	50.0	Met
Math	46.5	50.0	Below
ELP	86.9	62.8	Met

ACCESS								
# Students took the ACCESS	First time/ NA	Same Level	Gain +1	Gain +2	Gain +3	Gain +4	Sped/ EL	Exist from ESL
402	97	120	122	35	1	1	53	51

**DIBELS**

	<i>16-17 BOY DIBELs for ELL students:</i>		<i>17-18 BOY DIBELs for ELL students:</i>		<i>18-19 BOY DIBELs for ELL students:</i>	
<b>Grade:</b>	<b># ELL Students total</b>	<b>% in intensive</b>	<b># of ELL Students total</b>	<b>% in intensive</b>	<b># of ELL Students total</b>	<b>% in intensive</b>
Kindergarten	77	68%	47	74%	68	57%
Grade 1	72	54%	89	50%	68	64%

**2017-2018 STAR ELA DATA**

<b>Grade level</b>	<b>GE BOY</b>	<b>GE EOY</b>	<b>INCREASE</b>	<b>Median SGP</b>
<b>ELA Grade 2</b>	<b>1.8</b>	<b>2.7</b>	<b>+0.9</b>	<b>29</b>
Scaled score	164	281	+117	
<b>ELA Grade 3</b>	<b>2.3</b>	<b>3.4</b>	<b>+1.1</b>	<b>37</b>
Scaled score	227	367	+140	
<b>ELA Grade 4</b>	<b>2.7</b>	<b>3.7</b>	<b>+1.0</b>	<b>36</b>
Scaled score	279	406	+127	
<b>ELA Grade 5</b>	<b>3.1</b>	<b>5.1</b>	<b>+2.0</b>	
Scaled score	390	568	+178	

**2017-2018 STAR MATH DATA**

<b>Grade level</b>	<b>GE BOY</b>	<b>GE EOY</b>	<b>INCREASE</b>	<b>Median SGP</b>
<b>Math Grade 2</b>	<b>1.7</b>	<b>3.0</b>	<b>+1.3</b>	<b>28</b>
Scaled score	366	502	+136	
<b>Math Grade 3</b>	<b>2.6</b>	<b>3.9</b>	<b>+1.3</b>	<b>30</b>
Scaled score	464	598	+134	
<b>Math Grade 4</b>	<b>3.1</b>	<b>4.7</b>	<b>+1.6</b>	<b>31</b>
Scaled score	518	649	+131	
<b>Math Grade 5</b>	<b>4.3</b>	<b>6.1</b>	<b>+1.9</b>	
Scaled Score	620	735	+115	

**Writing SY 2017-2018 Grades K-2**

<b>Writing to Sources</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Number of Students BOY	9	95	122	32	1
Number of Students MOY	54	114	64	30	3
Number of Students EOY	54	118	61	29	5

**SY 2016-2017 Grades 3-5**

<b>MCAS 2.0 Rubric</b>	<b>4</b>	<b>3</b>	<b>2</b>	<b>1</b>	<b>0</b>
Number of Students BOY	17	70	100	32	1

<b>Number of Students MOY</b>	0	74	114	30	3
<b>Number of Students EOY</b>	56	95	70	29	5

**Attendance and Behavioral Data:**

**2018 MCAS attendance data**

<b>2017 rate</b>	<b>2018 rate</b>	<b>Change</b>	<b>Target</b>	<b>Reason</b>
<b>15.7</b>	<b>14.5</b>	<b>1.2</b>	<b>13.8</b>	<b>Improved</b>

- The 2017 – 2018 school year was the baseline year for utilizing the SWIS program and implementing the office referral form (ORF) system.
- At EOY, Defiance/Insubordination/Non-compliance was the most frequent referral made (50% of all referrals). Physical Aggression (23.44%) was the second most referred behavior.
- At EOY, the classroom was the most frequent location for referrals (46.09%). The gymnasium (13.67%) was the second most referred location.
- At EOY, 12:00 was the most frequent time for referrals. Lunch, recess, and specials for grade 1 was scheduled during this time.
- At EOY, 7 students had 12 or more ORF's (52.07%) of all student referrals.
- Thursday was the most common day for ORF's to be written (27.34%).
- Grade 2 students had the most ORF's (28.91%).
- To support students in the social emotional domain, we have continued to strengthen the PBIS system at Gomes School. The PBIS team will continue to attend tier 1 trainings and coach trainings. During the 2018 – 2019 school year, the team will also begin the Tier 2 academy in order to develop plans for students who require tier 2 supports. The School Adjustment counselors will continue lunch bunches and social skills groups and teach whole group lessons, small groups lessons, and individual sessions utilizing the zones of regulation. The School Adjustment counselors will continue to collaborate with various service providers to develop support plans for students both in school and out of school. Individual behavior plans will continue to be developed and implemented and the process for behavioral consults and data collection will continue. The PBIS team will continue to review and analyze data, share with grade level and specialist teams, and develop plans to support student need based on ORF data collected.

**Family engagement data:**

<b>Total families with no contact made</b>	<b>2016-2017</b>	<b>2017-2018</b>	<b>2018-2019 target by EOY</b>
	<b>5 out of 624</b>	<b>3 out of 548</b>	<b>0 out of 553 (as of 10/1/18)</b>

**Highlights**

- On 2018 MCAS The Gomes School Met our Targets: We Exceeded our targets in ELA and Science and made improvemetns towards our target in math. ( see chart above)
- Grades 2-5 met the ELA & Math target to increase grade level equivalency by one grade level, as well as increase the scaled score by 100 points or more BOY to EOY.
- In ELA grades 2-5 BOY GE and SS were higher than SY 16-17 due to teacher collaboration, intentional planning to differentiate and identify specific HOT and SEI strategies, instructional coaching and use of our three best practices (gradual release, small group differentiated instruction and accountable talk), had the highest STAR growth from BOY to EOY.

- 2018 ACCESS data displayed that 159 students out of the 305 ( first time students cannot be included in this) increased their language proficiency by at least one ACCESS level (48% exceeding our 40% target) .
- Overall DIBELs data indicated that the school had its highest proficiency percentage of 73% in EOY dating back to 2012.
- Restructure of the literacy block for grades 3 – 5 to incorporate small group differentiated instruction on a continuous rotation, based on individual needs.
- Across all grade levels students increased their writing proficiency in writing from BOY to EOY
- **Professional development, common planning time (CPT) and professional learning communities:** Due to the Expanded Learning Time Grant, all grades are able to have structured common planning time with the Teaching and Learning Specialist as well as embedded professional development, four times weekly as once a month student early release for teacher PD. Each block is either dedicated to ELA, MATH, parent engagement or data review in order to drive and tailor instruction. Teachers engage in a 2, 4, 6 week data review cycle with administration to review data and student work in order to drive instruction and purposefully plan for differentiation. Teachers receive one 45 min prep per day. Embedded professional development through weekly common planning time, data review meetings, coaching cycles and in house mentoring academy further support teacher instruction. Professional development is offered one time per month targeting our instructional focus and 3 best practices. Furthermore teachers engage in peer observation on an as needed basis with specific targeted “look fors” that will support their instruction.
- **Outside community partners:** We have continued partnerships with our outside partners to support our instructional focus in the areas of comprehension and vocabulary development, and increase parent engagement. Some partners include: Buzzards Bay Writing program, the Lloyd center and Junior Achievement, just to name a few.

**(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?**

**Struggles:**

- Grade 2 demonstrated the lowest median SGP STAR growth in ELA of 30 from BOY to EOY. Grade 2 also ended the year in the 36<sup>th</sup> percentile, demonstrating growth from the 26<sup>th</sup> percentile, however missing the target of the 50<sup>th</sup> percentile.
- Grade 3 demonstrated a median SGP STAR growth in ELA of 47 from BOY to EOY. Grade 3 ended the year in 31<sup>st</sup> percentile, demonstrating growth from the 15<sup>th</sup> percentile, however missing the target of the 50<sup>th</sup> percentile.
- Grade 4 demonstrated a median SGP STAR growth in ELA of 50 from BOY to EOY. Grade 4 ended the year in the 22<sup>nd</sup> percentile, demonstrating growth from the 12<sup>th</sup> percentile, however missing the target of the 50<sup>th</sup> percentile.
- Grade 5 demonstrated a median SGP STAR growth in ELA of 49 from BOY to EOY. Grade 5 ended the year in the 23<sup>rd</sup> percentile, demonstrating growth from the 12<sup>th</sup> percentile, however missing the target of the 50<sup>th</sup> percentile.

- Our biggest struggles last year for ELA were reading comprehension and vocabulary, specifically the inferencing and context vocabulary skills embedded in Key Ideas and Details and Craft and Structure. It should be noted that one of the reasons for the weakness in these areas is our high level of students learning English and academic vocabulary simultaneously. We are addressing this by continuing to utilize our Reading Specialist intentionally focusing on grade levels 2 – 4. We are also increasing teacher collaboration with a focus on looking at student work and data collection as well as the implementation of the A.C. E. strategy to support comprehension. Further professional development in writing targeted language objectives and ELL strategies to build academic language will be delivered. ELA blocks have been redesigned to engage students in small group differentiated instruction in order to target individual student needs.
- Grade 2 demonstrated the lowest median SGP STAR growth in math of 28 from BOY to EOY. Grade 2 also ended the year in the 49<sup>th</sup> percentile, demonstrating growth from the 30<sup>th</sup> percentile, however missing the target of the 50<sup>th</sup> percentile.
- Grade 3 demonstrated a median SGP STAR growth in math of 30 from BOY to EOY. Grade 3 ended the year in the 52<sup>nd</sup> percentile, demonstrating meeting the target of the 50<sup>th</sup> percentile.
- Grade 4 demonstrated a median SGP STAR growth in in math of 31 from BOY to EOY. This was the highest SGP for ELA. However, Grade 4 ended the year in the 49<sup>th</sup> percentile, demonstrating growth from the 26<sup>th</sup> percentile, missing the target of the 50<sup>th</sup> percentile.
- Grade 5 demonstrated a median SGP STAR growth in math of 31 from BOY to EOY. Grade 5 ended the year in the 49<sup>th</sup> percentile, demonstrating growth from the 27<sup>th</sup> percentile, however missing the target of the 50<sup>th</sup> percentile.
- Although math gains were noted, students are not performing at 80% proficiency. After reviewing last year’s data, we continue to struggle with attaining grade level proficiency. In order to address this, teachers will receive targeted professional development in grade level appropriate strategies that will increase students’ ability to demonstrate flexibility in the computational methods they choose. Teachers will develop language objectives to target specific math vocabulary. They will utilize the C.U.B.E.S strategy to solve multi-step word problems and apply the language of math. We are also increasing teacher collaboration with a focus on looking at student work and data collection. Math blocks have been redesigned to engage students in small group differentiated instruction in order to target individual student needs.
- After reviewing preliminary 2018 MCAS science scores, it is evident that great gains were made. However, science will continue to be a priority. Teachers will incorporate science into service learning projects, as well as continue to integrate science curriculum and district maps into daily instruction. In addition, Grade 5 has an additional STEM block built into the weekly schedule; grades 3 – 5 have the opportunity for an additional science enrichment; 5<sup>th</sup> grade attends Sea Lab; K – 2 teachers will continue to receive science based professional development. Gomes School will also continue partnerships with the Lloyd Center and Whaling Museum.
- A transient student population and excessive absenteeism continue to impact overall proficiency rates. On average, Gomes School enrolls approximately 100 students after October 1<sup>st</sup>. In addition, students with excessive attendance concerns continues to be a struggle. Approximately two thirds of the Gomes School student population are out of district students, not neighborhood students. If students miss the bus, they are unable to get to school. Also, many families leave the country for extended periods of time, which impacts attendance rates. At the end of the 2017 – 2018 school year, 51 students missed 18 days or more of the school year. To combat this, administration in partnership with the school adjustment counselors are reaching out to families after 3 absences to address concerns and



provide supports. In addition, the “attendance team” is collaborating with the district attendance officer in bi-weekly meetings and weekly emails to update and develop plans for students with attendance concerns.

## Initiative 1: ELA



**Team Members:** Ellyn Gallant, Jennifer Messier, Melissa Scanlon, Alexis Magoni, Irma Valerius, Christine Delano, Melissa Gonsalves, Kathleen Pimental

### Final Outcomes:

#### Instructional Staff Practice Goals:

- By EOY, data collected during OI, Principal and TLS learning walks will demonstrate that teachers at the Alfred J. Gomes Elementary School are (1) planning lessons tied to rigorous objectives using ELA curriculum and Reading Street materials as guided by the Units of Study (including the newly added revisions), (2) using assessment data to inform instruction, and (3) using the Writing Reference Guide (including newly added revisions) (4) WIDA can do descriptors.
- By 2018-2019 EOY, the Alfred J Gomes Elementary school will implement a district-wide SEI Program Cycle Review Process and will create a targeted ESL Action Plan to support academic achievement, English language development, and socio-emotional needs of all English Learners.
- Staff will create and utilize Language Objective to increase the understanding a usage of various language functions and forms.
- Measured through: Review of learning plans, observations, individual teacher data conferences, Common Planning Time notes and learning walks with specific look fors:
  - The Gradual Release Model:  
The purpose of this instructional model is the release of responsibility from teacher to student through the components of “I Do”, “We Do”, “You Do” in order to build student capacity, ownership and application of skills that will allow them to spend sustained time on complex rigorous tasks.
  - Accountable talk:  
The purpose of this instructional practice is to enhance vocabulary in order to develop rigorous oral and written language skills as well as increase student discourse and engagement using academic language.
  - Small group differentiated instruction:  
The purpose of this instructional practice is for teachers to utilize data analysis in order to plan instructional practices that allow the curriculum to be appropriately accessible and rigorous, thus meeting individual

student academic needs to accelerate growth and achievement.

- Develop an Individualized English Learner (EL) Learning Plan based on each student's academic, socio-emotional, and English language development needs.
  - Measured through: ACCESS data, MCAS data, STAR data, DIBELS data, school interventions, English in a Flash data as well as written logs from adjustment counselors, Content Area Teachers (CAT), and Parent Support Specialists.
- Utilize the NBPS ESL curriculum map that reflects PK-12 EL models (Push-in, pull-out, SLIFE, Newcomers, groups of student by proficiency level, etc.).
  - Measured through: Written curriculum map, ESL Curriculum Units, and ESL learning plans.

**Student Learning Goals:**

- By EOY the A.J. Gomes School will expect to see at least a 40% reduction in students “Not Proficient” and a 10% increase in students “Advanced” in Reading and ELA for Grades K-5 in STAR and DIBELS.
  - Measured through: STAR, MCAS 2.0 ELA Assessment and DIBELS
- By EOY the A. J. Gomes School will expect to see at least 10% of students in “Warning” move to “Needs Improvement” and at least 10% of students in “Proficient” move to “Advanced” in ELA
  - Measured through: STAR and MCAS 2.0 ELA Assessment and DIBELS
- By EOY the A.J. Gomes School will expect at least a 40% reduction in students in Access Levels 1, 2, and 3.
- By EOY the A.J. Gomes School will see at least 10% of students in Level 1 move into EL Level 2 or 3 and at least 10% of students in Level 4 move into Level 5.0
  - Measured through: STAR and MCAS 2.0 ELA assessments and ACCESS
- By EOY 80% of identified EL students at the A.J. Gomes School will increase at least one English proficiency level; as well as exit 10% of EL students from ESL instructional services.
  - Measured through: ACCESS testing results.
- By EOY the A.J. Gomes School will expect to see at least 10% of EL students in “Warning” move to “Needs Improvement” in ELA.
  - Measured through: ELA MCAS results.

**What this means for instructional staff :**

Teachers will make four keys shifts in their instruction, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:

- 1.) Teachers will strive for deeper connections between planning with the district curriculum (Units of Study and Writing Reference Guides) by delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data to make adjustments to instruction, formulating re-teaching plans and making adjustments to instruction based upon student outcomes.
  - Teachers will be provided with instructional supports in the form of the Units of Study, Writing Reference Guides, and targeted PD.
- 2.) Teachers will continue to shift the “heavy lifting” to students through the gradual release model (“I do,” “we do,” you do”).
  - Teachers will work with Administration and the TLS to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model.

3.) Teachers will have Professional Development opportunities throughout the school year that are aligned to the Alfred J Gomes Professional Development Plan to support ELA instructional practices.

- Teachers will focus on implementing new practices and strategies such as service learning, EL strategies to support levels 1-5 to improve instruction and analyzing data in order to impact student achievement.
- Teachers will plan their instruction while reflecting on the 2017 Reading Comprehension and Language Massachusetts Frameworks.

4) Teachers will plan their writing instruction at CPT to align with the Curriculum Units of Study and the Writing Reference Guides reflecting the 2017 Massachusetts Frameworks.

- Teachers will focus their instruction on standards based practices as aligned in the Units of Study and Writing Reference Guides.
- Common Planning Time will be utilized to look at student work and data in order to: calibrate rubric scoring against the Writing to Sources for k-2 and the MCAS 2.0 rubric for grades 3-5 as well as to develop targeted growth producing feedback that allows students to apply their learning.
- Teachers will utilize strategies that support all learners including but not limited to Cut and Grow, sentence frames, word banks, differentiated graphic organizers, RAFT, 7 step vocabulary and think-alouds.

5) Teachers in the Dual Language Immersion Program will:

- Attend weekly planning meetings.
- Implement a rigorous curriculum through a 50/50 model.
- Create individual student data portfolios to track student progress in both English and Spanish Language acquisition.
- Create a home to school learning connection to support family engagement.

6) Content Area Teachers (CAT) and ESL teachers will be expected to strive for deeper connections between their content curriculum by focusing on literacy and English language development while utilizing SEI strategies and academic vocabulary to increase student's English language proficiency and academic achievement.

- ESL teachers, in collaboration with CAT teachers and all school support staff, will develop Individualized Learning Plan for each of our "targeted" English Learners based on student's data (i.e. ACCESS, MCAS, STAR, DIBELS, etc.). This EL student plan will be written based on each student's academic, socio-emotional, English language development and literacy needs. It will be also linked with information regarding students' cultural background and life experiences.
- CAT teachers with EL students in their classroom "must" continue to use SEI strategies and Can Do Descriptors to continue to plan instruction based on the ACCESS & MCAS data. SEI & ESL teachers will differentiate their lessons and provide individualized opportunities for learning and interventions needed in ELA, Math, and Science.

### **What this means for building leadership:**

1.) Administration will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis.

2.) Administration will guide their SILTs and CPTs in collecting and making meaningful use of data (Reading Street, Envision, DIBELS, DRA, STAR, MCAS 2.0, and Writing CFA by genre).

3.) Administration will work with teachers to identify a specific instructional focus and to develop school-based PD and support systems that align with the ELA and district focus.

- Service Learning
- ELL strategies to support levels 1-5
- Trauma informed learning strategies

4.) Administration will have clear expectations surrounding the ELA Curriculum which will be used to focus teacher planning for learning and to deepen student learning in order to apply skills and knowledge.

- Individual Data Defense meetings will be held with teachers every 2, 4 or 6 weeks (depending on teacher tier) in order to monitor individual student data, identify trends, factors and underlying causes for lack of growth as well as develop instructional next steps.

5.) Principals will lead CAT & ESL teachers, TLS, Student Adjustment Counselors, Parent Support Specialists in working together to write an ESL Action Plan, aligned to the Alfred J Gomes SIP, to support Individualized EL Learning Plans. Based on the ACCESS and MCAS test results teachers will drive their instruction and will use the data to increase the use of SEI strategies, focused language objectives and academic language in every lesson.

- Principals must emphasize to teachers that they need to promote classroom interaction by engaging students to produce more oral language, reading and writing. Principals should increase data-driven times where TLS, content teachers, and ESL teachers could have common planning or collaboration meetings to correlate standards and curriculum units. In addition, Principals are responsible to do 4-6 week check-ins (ESL Learning Walk, meeting with grade level teams, etc.) to monitor Individual EL Learning Plans progress.

**What this means for our TLS:**

The TLS will participate in year-long professional development targeting the coaching cycle and their role in improving student outcomes.

- The TLS will form and participate in learning walk teams targeting the implementation of the Curriculum Units of Study and the Writing Reference Guide.
- Then TLS will send out CPT notes to staff within 24 hours of any CPT including the targeted MO and LO for the upcoming weekly plans.
- The TLS will create and deliver mini PD sessions during CPT and monthly PD (within the year-long TLS PD) building her capacity as an instructional leader.
- The TLS will monitor and reflect on her own practices through the use of a reflection journal and discussions during monthly PD meetings.
- The TLS will facilitate CPT meetings with content teachers and ESL teachers to have collaborative meetings that correlate standards and curriculum units.

**Key Milestones**

Nov. 1:

- 2017 ELA Massachusetts Curriculum Frameworks for language, speaking, listening, reading, writing and reading foundation skills will be reviewed in order to implement any instructional shifts in CAT classrooms and interventions to increase student growth and proficiency based 2018-2019

Feb. 1:

- Continue all initiatives from BOY.
- Analyze STAR and DIBELS data to ensure that all students are demonstrating at least 50% proficiency at MOY.
- Progress monitor STAR, DIBELS and formative assessment data during data CPTs to identify

May 1:

- Continue all initiatives and PD as needed.
- Analyze STAR and DIBELS data to ensure that all students are demonstrating at least 80% proficiency at EOY.
- Continue to progress monitor STAR, DIBELS


<p>on BOY data.</p> <ul style="list-style-type: none"> <li>➤ Teachers will fully implement the ELA Curriculum Units of Study and Reference Guides aligned to the 2017 ELA standards and CPT notes.</li> <li>➤ EL Strategies incorporated into all aspects of ELA instruction including but not limited to Cut and Grow, sentence frames, word banks, differentiated graphic organizers, RAFT, 7 step vocabulary and think-alouds .</li> <li>➤ Analyze MCAS 2.0, BOY STAR and DIBELS benchmark and formative assessment data during data CPT to identify trends to develop instructional next steps.</li> <li>➤ Individual teacher data defense meetings will be held every 2, 4 or 6 weeks depending on teacher tier to monitor individual student data, identifying trends, factors and underlying causes for lack of growth as well as developing instructional next steps.</li> <li>➤ Use of CPT time to analyze data and to implement more complex tasks for students to apply their learning.</li> <li>➤ Weekly SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement.</li> <li>➤ Teachers will receive Professional Development on service learning . Teachers will develop and implement, the first of two, 21<sup>st</sup> Century service learning planning forms after review from Administration, TLS and 21<sup>st</sup> century grant facilitator.</li> <li>➤ An RTI model will be</li> </ul>	<p>trends in order to develop instructional next steps that will increase student proficiency.</p> <ul style="list-style-type: none"> <li>➤ Continue the use of the RTI model in 6 week cycles to increase student proficiency. The use of formative and summative assessments will be utilized to modify groups as necessary.</li> <li>➤ The RTI team will meet weekly including a 3 week check in with the ESL and Special Education staff and Readign Specialist to determine the effectiveness of the intervention and develop instructional next steps to further deepen student progress.</li> <li>➤ Continue to use English in a Flash with all level 1 and 2 ELL students daily for 15 minutes during Gomes Schools 2 hour uninterrupted literacy block to progress monitor and to develop individual student learning plans.</li> <li>➤ Continue to provide staff with service learning PD. Teachers will develop and implement, their second of three, 21<sup>st</sup> Century PBL planning forms after review from Administration and TLS.</li> <li>➤ Continuation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement.</li> </ul>	<p>and formative assessment data during Data CPTs to identify trends to develop instructional next steps that will increase student proficiency.</p> <ul style="list-style-type: none"> <li>➤ Continue the use of the RTI model in 6 week cycles to increase student proficiency. The use of formative and summative assessments will be utilized to modify groups as necessary.</li> <li>➤ The RTI team will meet weekly including a 3 week check in with the ESL and Special Education staff and and Readign Specialist to determine the effectiveness of the intervention and develop instructional next steps to further deepen student progress.</li> <li>➤ Continue to use English in a Flash with all level 1 and 2 ELL students daily for 15 minutes during Gomes Schools' 2 hour uninterrupted literacy block to progress monitor and to develop individual student learning plans.</li> <li>➤ Continue to provide staff with service learning PD. Teachers will develop and implement, their final of three, 21<sup>st</sup> Century service learning planning forms after review from Administration, 21<sup>st</sup> century grant</li> </ul>
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<p>implemented in 6 weeks cycles to increase student proficiency. The use of formative and summative assessments will be utilized.</p> <ul style="list-style-type: none"> <li>➤ The RTI team will meet weekly including a 3 week check in with the ESL and Special Education staff and and Readign Specialist to determine the effectiveness of the intervention and develop instructional next steps to further deepen student progress.</li> <li>➤ English in a Flash will be implemented with all level 1 and 2 ELL students daily for 15 minutes during Gomes Schools' 2 hour uninterrupted literacy block.</li> <li>➤ Teachers will receive Professional Development on the following: Service learning, EL strategies , and trauma informed instruction.</li> </ul>	<ul style="list-style-type: none"> <li>➤ Dual Language immersion program teachers and staff will review the effectiveness of the program through the analysis of student growth and proficiency data.</li> </ul>	<p>facilitator and TLS.</p> <ul style="list-style-type: none"> <li>➤ Continuation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement.</li> <li>➤ Dual Language immersion program teachers and staff will review the effectiveness of the program through the analysis of student growth and proficiency data.</li> </ul>
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<b>Initiative 1 Roadmap: ELA</b>										
<b>Activity</b>	<b>Aug</b>	<b>Sep</b>	<b>Oct</b>	<b>Nov</b>	<b>Dec</b>	<b>Jan</b>	<b>Feb</b>	<b>Mar</b>	<b>Apr</b>	<b>May</b>
<b>ELA Learning Walks:</b>										
Continue ELA Focused Learning Walks with building administration and TLS.										
Document Learning Walk observations and data.										
Conduct weekly ESL Learning Walks to identify “ELs at risk” and to develop and Individualized EL Learning Plan for each student based on social emotional, language, and academic EL needs.										
<b>Professional Development:</b>										
EL Strategies to support levels 1-5.										
21 <sup>st</sup> Century - Service Learning Projects										
Trauma informed instructional strategies										
<b>Curriculum:</b>										
EL Strategies incorporated into all ELA instruction to support language development.										
Planned writing units that incorporate daily mini-lessons, small group differentiated instruction and the use of teacher/peer conferences that supports the shifts in 2017 frameworks.										
Use of Data CPT to analyze data and implement more complex tasks for students to apply their learning.										
Development and implementation of 21 <sup>st</sup> Century Service learning plan 1.										
Implementation of 21 <sup>st</sup> Century service learning plan 2.										
RTI model implemented in 6 week cycles to close individual student academic gaps.										
<b>DATA:</b>										
MCAS 2.0 data collection and										

review									
Collect and analyze STAR ELA BOY, MOY and EOY	→				→			→	
Collect and analyze DIBELS BOY, MOY and EOY	→				→			→	
Review ACCESS reports by grade level and analyze to determine where EL students are making progress vs. EL student's needs.	→							→	
Writing CFA data collection: Narrative, Opinion/Argumentative and Research Simulation	→								
Implementation of the SEI program cycle review and development of EL Individualized Learning Plans through weekly EL case studies.	→								
Individual teacher data defense meetings will be held 2, 4 or 6 weeks depending on teacher tier to monitor	→								
Dual Language immersion program teachers and staff will review the effectiveness of the program through the analysis of student growth and proficiency data.	→								

## Initiative 2: Math



**Team Members:** Ellyn Gallant, Jennifer Messier, Melissa Scanlon, Caroline Bell, Lisa Viera-Griffin, Suzanna Oliveira and Stacey Nunes, Elizabeth Mota

**Final Outcomes:**

**Instructional Staff Practice Goals**

- By EOY, data collected during OI, Principal and TLS learning walks will demonstrate that teachers at the Alfred J. Gomes Elementary School are (1) planning math lessons tied to rigorous objectives using the math curriculum map and Envisions curriculum components as guided by the 2017 Massachusetts Frameworks, (2) using assessment and progress monitoring data to inform instruction (3) embedding practices that emphasize conceptual understanding in all parts of their lessons.
- By 2017-2018 EOY, the Alfred J Gomes Elementary school will implement a district-wide SEI Program Cycle Review Process and will create a targeted ESL Action Plan to support academic achievement, English language development, and socio-emotional



needs of all English Learners.

- Measured through: Review of learning plans, observations, individual teacher data conferences, Common Planning Time notes and learning walks with specific look fors:
  - The Gradual Release Model:  
The release of responsibility from teacher to student through the components of “I Do”, “We Do”, “You Do” in order to build student capacity, ownership and application of skills that will allow them to spend sustained time on complex rigorous tasks.
  - Accountable talk:  
To enhance vocabulary development, oral and written language skills as well as to increase student discourse and engagement using academic language.
  - Small group differentiated instruction:  
Through the use of data analysis teachers will plan instructional practices that allow the curriculum to be appropriately accessible and rigorous by meeting individual student academic needs in order to accelerate growth and achievement.
- Develop an Individualized English Learner (EL) Learning Plan based on each students’ academic, socio-emotional, and English language development needs.
  - Measured through: ACCESS data, MCAS data, STAR data, school interventions, English in a Flash data, written logs from adjustment counselors, Content Area Teachers (CAT), and Parent Support Specialists
- Utilize the NBPS ESL curriculum map that reflects PK-12 EL models (push-in, pull-out, SLIFE, newcomers, groups of student by proficiency level, etc.)
  - Measured through: written curriculum map, ESL curriculum units, and ESL learning plans

### **Student Learning Goals**

- By EOY, the A.J. Gomes School will realize at least a 40% reduction in students in Levels 1, 2, and 3.
- By EOY, the A.J. Gomes School will see at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5.0  
Measured through: STAR and MCAS 2.0 Math assessments
- By EOY, 80% of identified EL students at the A.J. Gomes School will increase by at least one ACCESS level.
- By EOY, 70% of identified EL students at the A.J. Gomes School will increase at least one English proficiency level; as well as exit 10% of EL students from ESL instructional services.
  - Measured through: ACCESS testing results
- By EOY, the A.J. Gomes School will see at least 10% of EL students in “Warning” move to “Needs Improvement” in Math
  - Measured through: Math MCAS 2.0 results

**What this means for instructional staff:**

- 1.) Teachers will tie their lessons to rigorous objectives, emphasize computational fluency and conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- 2.) Teachers will make key shifts in their practice using the cycle of effective instruction, while receiving support in the form of targeted PD at CPT and feedback from observations.
- 3.) Teachers will be provided with Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- 4.) Use of data at CPT time will be utilized to look at student work to calibrate rubric scoring and growth producing feedback in order to implement more complex tasks for students to apply their learning.
- 5.) Teachers will continue to shift the “heavy lifting” to students through the gradual release model (“I do,” “we do,” you do”). Teachers will work with Administration and the TLS to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model.
- 6.) Teachers will utilize strategies that support all EL learners throughout their math instruction. For example, but not limited to: Cut and Grow, sentence frames, word banks, 7-step vocabulary and think-a-louds.
- 7.) Teachers in the Dual Language Immersion program will :
  - Attend weekly planning meetings.
  - Implement a rigorous curriculum through a 50/50 model.
  - Create individual student data portfolios to track student progress in both English and Spanish Language acquisition.
  - Create a home to school learning connection to support family engagement.
- 8.) Content Area Teachers (CAT) and ESL teachers will be expected to strive for deeper connections between their content curriculum focusing on literacy and English language development utilizing SEI strategies, language objectives and academic vocabulary to increase students English language proficiency and academic achievement.
- 9.) ESL teachers, in collaboration with CAT teachers, and all school support staff will develop an Individualized Learning Plan for each of our “targeted” English Learners based on student’s data (i.e. ACCESS results, MCAS, STAR, etc.). This EL student plan will be written based on each student’s academic, socio-emotional, English language development and literacy needs. It will be also linked with cultural background and student’s life experiences.
- 10) CAT teachers with EL students in their classroom “must” continue using SEI strategies, Can Do Descriptors, and planning instruction based on the ACCESS & MCAS data. SEI & ESL teachers will differentiate their lessons and provide individualized opportunities for learning and interventions needed in Math, and Science.

**What this means for building leadership:**

- 1.) Administration will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. Principals will have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.
- 2.) Administration and TLS will guide their SILTs and CPT’s in collecting and making

meaningful use of data (STAR, MCAS 2.0, and Envisions assessments)

3.) Administration and TLS will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the Math maps and district focus.

- Service learning
- ELL strategies to support levels 1-5 with a specific focus on math vocabulary to promote academic language.
- Trauma informed instructional Practices

4.) Administration and TLS will have clear expectations surrounding the Math Curriculum to be used to focus teacher planning for learning and deepen student learning to apply skills and knowledge.

- Individual Data Defense meetings will be held with teachers every 2, 4 or 6 weeks (depending on teacher tier) monitoring individual student data, identifying trends, factors and underlying causes for lack of growth as well as developing instructional next steps.

5.) Principals will lead CAT & ESL teachers, TLS, Student Adjustment Counselors and Parent Support Specialist by working together to write an ESL Action Plan, aligned to our school SIP, to support Individualized EL Learning Plans. Based on the ACCESS and MCAS test results teachers will drive their instruction and will increase the use of SEI strategies and academic language into every lesson.

- Principals must emphasize to teachers that they need to promote classroom interaction by engaging students to produce more oral language, reading and writing. Principals should increase data-driven times where TLS, content teachers, and ESL teachers could have common planning or collaboration meetings to correlate standards and curriculum units. In addition, Principals are responsible to do 4-6 weeks check-ins (ESL Learning Walk, meeting with grade level teams, etc.) to monitor Individual EL Learning Plans progress.

**What this means for our TLS:**

In addition to the above, the TLS will participate in year-long professional development targeting the coaching cycle and their role in improving student outcomes.

- TLS will create and deliver mini PD sessions during CPT and monthly PD (within the year-long TLS PD) building her capacity as a instructional leader.
- TLS will facilitate CPT meetings with content teachers and ESL teachers to have collaboration meetings to correlate standards and curriculum units.

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

Nov. 1:

- 2017 Math Massachusetts Curriculum Frameworks will be reviewed to assist students in the following areas; making sense of mathematical concepts, mathematical rigor, performing mathematical procedures fluently (math facts), and using mathematical concepts in problem solving applications to increase student growth and

Feb. 1:

- Continue all initiatives from BOY.
- Analyze STAR and Envision data to ensure that all students are demonstrating at least 50% proficiency at MOY.
- Progress monitor STAR and formative assessment data during data CPT's to identify

May 1:

- Continue all initiatives and PD as needed.
- Analyze Star and Envision data to ensure that all students are demonstrating at least 80% proficiency at EOY.
- Continue to progress monitor STAR and formative assessment

<p>proficiency.</p> <ul style="list-style-type: none"> <li>➤ Teachers will fully implement the updated NBPS math maps.</li> <li>➤ 1 CPT per month will be used for math PD and curriculum planning with grades K-5.</li> <li>➤ Teachers will fully implement NBPS math maps.</li> <li>➤ Analyze MCAS 2.0 and Pearson math BOY assessment data during data CPT to identify trends and to develop instructional next steps.</li> <li>➤ EL Strategies incorporated into the math instruction to support student academic language development.</li> <li>➤ Analyze MCAS 2.0, STAR and Envision benchmark BOY and formative assessment data during data CPT to identify trends to develop instructional next steps.</li> <li>➤ Individual teacher data defense meetings will be held 2, 4 or 6 weeks depending on teacher tier to monitor individual student data, identifying trends, factors and underlying causes for lack of growth as well as developing instructional next steps.</li> <li>➤ Use of CPT time to analyze STAR data (2-5) based on computational fluency for each grade level.</li> <li>➤ Implementation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement.</li> <li>➤ Teachers will receive Professional Development on</li> </ul>	<p>trends to develop instructional next steps that will increase student proficiency.</p> <ul style="list-style-type: none"> <li>➤ 1 CPT per month will be used for Science PD and curriculum planning with grades K-5.</li> <li>➤ Analyze Pearson Science assessments to ensure that all student are demonstrating 50% proficiency at MOY.</li> <li>➤ Pearson Science assessments data will be utilized to identify trends and develop instructional next steps that will increase student proficiency.</li> <li>➤ Continue to provide staff with service learning PD. Teachers will develop and implement, their second of three, 21st Century service learning planning forms after review from Administration, TLS and 21<sup>st</sup> Century grant facilitator.</li> <li>➤ Continuation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement.</li> <li>➤ Dual Language immersion program teachers and staff will review the effectiveness of the program through the analysis of student growth and proficiency data.</li> </ul>	<p>data during data CPT's to identify trends to develop instructional next steps that will increase student proficiency.</p> <ul style="list-style-type: none"> <li>➤ 1 CPT per month will be used for Science PD and curriculum planning with grades K-5.</li> <li>➤ Analyze Star Math assessments to ensure that all students are demonstrating 80% proficiency at EOY.</li> <li>➤ Star Math assessments data will be utilized to identify trends and develop instructional next steps that will increase student proficiency.</li> <li>➤ Continue to provide staff with Service learning PD. Teachers will develop and implement, their final of three, 21<sup>st</sup> Century service learning planning forms after review from Administration, 21<sup>st</sup> century grant facilitator and TLS.</li> <li>➤ Continuation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement.</li> <li>➤ Dual Language immersion program teachers and staff will review the effectiveness of the program through</li> </ul>
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<p>Service learning. Teachers will develop and implement, the first of two, 21<sup>st</sup> Century service learning planning forms after review from Administration, TLS and 21<sup>st</sup> century grant facilitator.</p> <ul style="list-style-type: none"> <li>➤ STAR progress monitoring data in grades 2-5 will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for individual students.</li> <li>➤ Teachers will receive Professional Development on Service Learning and ESL that support core math instruction.</li> </ul>		<p>the analysis of student growth and proficiency data.</p>
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## Initiative 2 Roadmap: Math

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Math Learning Walks:</b>										
Math focused learning walks with building administration and TLS.	➔									
Document Learning Walk observations and data.	➔									
Conduct weekly ESL Learning Walks to identify “ELs at risk” and to develop and Individualized EL Learning Plan for each student based on social emotional, language, and academic EL needs.	➔									
<b>Professional Development:</b>										
EL Strategies to support levels 1-5.	➔									
21 <sup>st</sup> Century Service Learning Project	➔									
Trauma informed instructional practices			➔							
NBPS Science Maps, Pearson Science and Next Generation Science Standards		➔								
<b>Curriculum:</b>										
EL Strategies incorporated into all Math & Science instruction to support language development.	➔									
Use of Data CPT to analyze data and implement more complex tasks for students to apply their learning.	➔									
Development and implementation of 21 <sup>st</sup> Century service learning plan 1.	➔									
Implementation of 21 <sup>st</sup> Century Service learning plan 2.						➔				
RTI model implemented in 6 week cycles to close individual student academic gaps.	➔									
<b>DATA:</b>										
MCAS 2.0 Math data collection and review	➔									
MCAS 2.0 Science data collection and review	➔									
Collect and analyze STAR Math BOY, MOY and EOY	➔					➔			➔	
Collect and analyze Pearson Science BOY, MOY and EOY	➔					➔			➔	
Collect and analyze Envision Assessments	➔									
Review and analyze ACCESS reports by grade level and analyze to determine where EL students are making progress vs. EL student’s needs.	➔									
Implementation of the SEI program cycle review and development of EL Individualized Learning Plans through	➔									

weekly EL case studies.										
Individual teacher data defense meetings will be held 2, 4 or 6 weeks depending on teacher tier to monitor	→									
➤ Dual Language immersion program teachers and staff will review the effectiveness of the program through the analysis of student growth and proficiency data.	→									

## Initiative 3: Science



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**Team Members:** Ellyn Gallant, Jennifer Messier, Melissa Scanlon, Caroline Bell and Kelesy O’Connell, Kayla Fleurent-Corey, Heidi Lima, Nina Mederios

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**Final Outcomes:**

**Instructional Staff Practice Goals**

- By EOY, data collected during OI, Principal and TLS learning walks will demonstrate that teachers at the Alfred J. Gomes Elementary School are (1) planning Science lessons tied to rigorous objectives using the NBPS Science curriculum map (grades 3-5) and Pearson Science curriculum components as guided by the 2016 Massachusetts Science Frameworks, (2) using assessment and progress monitoring data to inform instruction.

Measured through: Review of learning plans, observations, individual teacher data conferences, Common Planning Time notes and learning walks with specific look fors:

- The Gradual Release Model:  
The release of responsibility from teacher to student through the components of “I Do”, “We Do”, “You Do” in order to build student capacity, ownership and application of skills that will allow them to spend sustained time on complex rigorous tasks.
- Accountable talk:  
To enhance vocabulary development, oral and written language skills as well as to increase student discourse and engagement using academic language.
- Small group differentiated instruction:  
Through the use of data analysis teachers will plan instructional practices that allow the curriculum to be appropriately accessible and rigorous by meeting individual student academic needs in order to accelerate growth and achievement.

- Utilize the NBPS Science curriculum map that includes the Pk-12 , ESL and Special

Education model (Push-in, pull-out, newcomers, groups of student by proficiency level, etc.) to support all learners

- Measured through: Learning plans, Person Science Formative and Summative assessments and the 2017-2018 MCAS Legacy Science results.

### **Student Learning Goals**

- By EOY the A.J. Gomes School will see at least 10% of students in “Warning” move to “Needs Improvement” in Science, 10% of “Needs Improvement” move to “Proficient” and 10% of “Proficient” move to “Advanced”.
  - Measured through: The 2017-2018 MCAS Legacy Science results in comparison to the 16-17 results.

### **What this means for instructional staff:**

- 1.) Teachers will tie their lessons to rigorous objectives and use data cycles to continuously monitor and adjust their instruction.
- 2.) Teachers will make key shifts in their practice using the cycle of effective instruction, while receiving support in the form of targeted PD at CPT and feedback from observations.
- 3.) Teachers will be provided with Science curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- 4.) Use of data at CPT time will be utilized to look at student work to calibrate rubric scoring and growth producing feedback in order to implement more complex tasks for students to apply their learning.
- 5.) Teachers will continue to shift the “heavy lifting” to students through the gradual release model (“I do,” “we do,” you do”). Teachers will work with Administration and the TLS to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model.
- 6.) Teachers will utilize strategies that support all EL learners throughout their Science instruction. For example, but not limited to: Cut and Grow, sentence frames, word banks, 7-step vocabulary and think-a-louds.
- 7) Teachers in the Dual Language Immersion program will :
  - Attend weekly planning meetings.
  - Implement a rigorous curriculum through a 50/50 model.
  - Create individual student data portfolios to track student progress in both English and Spanish Language acquisition.
  - Create a home to school learning connection to support family engagement.
- 8) Content Area Teachers (CAT) and ESL teachers will be expected to strive for deeper connections between the Science curriculum focusing on literacy and English language development utilizing SEI strategies, language objectives and academic vocabulary to increase students’ English language proficiency and academic achievement.
  - ESL teachers, in collaboration with CAT teachers, and all school support staff will develop an Individualized Learning Plan for each of our “targeted” English Learners based on student’s data (i.e. ACCESS results, MCAS, STAR, etc.). This EL student plan will be written based on each student’s academic, socio-emotional, English language development and literacy needs. It will be also linked with cultural background and student’s life experiences.
  - CAT teachers with EL students in their classroom “must” continue using SEI strategies, Can Do Descriptors, and planning instruction based on the ACCESS & MCAS data. SEI & ESL teachers will differentiate their lessons and provide



individualized opportunities for learning and interventions needed in Science.

**What this means for building leadership:**

1.) Administration will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. Principals will have clear expectations surrounding the Science Curriculum to be used to focus teacher and student learning expectations in their classrooms.

2.) Administration and TLS will guide their SILTs and CPT's in collecting and making meaningful use of data (STAR, MCAS 2.0, and Pearson Science assessments)

3.) Administration and TLS will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the Science maps and district focus.

- Service learning
- ELL strategies to support levels 1-5 with a specific focus on math vocabulary to promote academic language.
- Trauma informed instructional practices

4.) Administration and TLS will have clear expectations surrounding the Science Curriculum to be used to focus teacher planning for learning and deepen student learning to apply skills and knowledge.

- Individual Data Defense meetings will be held with teachers every 2, 4 or 6 weeks (depending on teacher tier) monitoring individual student data, identifying trends, factors and underlying causes for lack of growth as well as developing instructional next steps.

5.) Principals will lead CAT & ESL teachers, TLS, Student Adjustment Counselors and Parent Support Specialist by working together to write an ESL Action Plan, aligned to our school SIP, to support Individualized EL Learning Plans. Based on the ACCESS and MCAS test results teachers will drive their instruction and will increase the use of SEI strategies and academic language into every lesson.

- Principals must emphasize to teachers that they need to promote classroom interaction by engaging students to produce more oral language, reading and writing. Principals should increase data-driven times where TLS, content teachers, and ESL teachers could have common planning or collaboration meetings to correlate standards and curriculum units. In addition, Principals are responsible to do 4-6 weeks check-ins (ESL Learning Walk, meeting with grade level teams, etc.) to monitor Individual EL Learning Plans progress.

**What this means for our TLS:**

In addition to the above, the TLS will participate in year-long professional development targeting the coaching cycle and their role in improving student outcomes.

- TLSs will create and deliver mini PD sessions during CPT and monthly PD (within the year-long TLS PD) building her capacity as a instructional leader.
- TLS will facilitate CPT meetings with content teachers and ESL teachers to have collaboration meetings to correlate standards and curriculum units.

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

Nov. 1:

- Review Next Generation Science standard's ( NGSS) with all grade level teachers to assist students in building science proficiency.
- Grades 3-5 teachers will fully implement the updated NBPS Science maps.
- 1 CPT per month will be used for Science PD and curriculum planning with grades K-5.
- Teachers will fully implement NBPS Science maps.
- Gr 2 teachers will receive Pearson Science materials and classroom teachers will implement materials in their classrooms.
- Analyze MCAS Science and Pearson Science BOY assessment data during data CPT to identify trends and to develop instructional next steps.
- EL Strategies incorporated into the science instruction to support student academic language development.
- Analyze MCAS 2.0 and Pearson Science benchmark BOY and formative assessment data during data CPT to identify trends to develop instructional next steps.
- Individual teacher data defense meetings will be held 2, 4 or 6 weeks depending on teacher tier to monitor individual student data, identifying trends, factors and underlying causes for lack of growth as well as developing instructional next steps.
- Implementation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high

Feb. 1:

- Continue all initiatives from BOY.
- Analyze Pearson Science data to ensure that all students are demonstrating at least 50% proficiency at MOY.
- 1 CPT per month will be used for Science PD and curriculum planning with grades K-5.
- Pearson Science assessments data will be utilized to identify trends and develop instructional next steps that will increase student proficiency.
- Continue to provide staff with service learning PD. Teachers will develop and implement, their second of three, 21<sup>st</sup> Century service learning planning forms after review from Administration, TLS and 21<sup>st</sup> century grant facilitator.
- Continuation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement.
- Dual Language immersion program teachers and staff will review the effectiveness of the program through the analysis of student growth and proficiency

May 1:

- Continue all initiatives and PD as needed.
- Analyze Pearson Science data to ensure that all students are demonstrating at least 80% proficiency at EOY.
- 1 CPT per month will be used for Science PD and curriculum planning with grades K-5.
- Analyze Pearson Science assessments to ensure that all students are demonstrating 80% proficiency at EOY.
- Pearson Science assessments data will be utilized to identify trends and develop instructional next steps that will increase student proficiency.
- Continue to provide staff with PBL PD. Teachers will develop and implement, their final of three, 21<sup>st</sup> Century service learning planning forms after review from Administration, TLS and 21<sup>st</sup> century grant facilitator.
- Continuation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic

<p>priority needs of individual students to support academic achievement.</p> <ul style="list-style-type: none"> <li>➤ Teachers will receive Professional Development on service Learning. Teachers will develop and implement, the first of two, 21<sup>st</sup> Century service planning forms after review from Administration, TLS and 21<sup>st</sup> century grant facilitator.</li> <li>➤ Pearson Science data in grades 2-5 will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for individual students.</li> <li>➤ Teachers will receive Professional Development on Service and ELL that support core science instruction.</li> </ul>	<p>data.</p>	<p>achievement.</p> <ul style="list-style-type: none"> <li>➤ Dual Language immersion program teachers and staff will review the effectiveness of the program through the analysis of student growth and proficiency data.</li> </ul>
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## Initiative 3 Roadmap: Science

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Science Learning Walks:</b>										
Science focused learning walks with building administration and TLS.	➔									
Document Learning Walk observations and data.	➔									
Conduct weekly ESL Learning Walks to identify “ELs at risk” and to develop and Individualized EL Learning Plan for each student based on social emotional, language, and academic EL needs.	➔									
<b>Professional Development:</b>										
EL Strategies with MABE and MATSOL to support levels 1-5.	➔									
21 <sup>st</sup> Century Service Learning	➔									
Trauma informed instructional practices			➔							
NBPS Science Maps and Pearson Science 2016 Massachusetts Science Frameworks (NGSS)			➔							
<b>Curriculum:</b>										
EL Strategies incorporated into all Science instruction to support language development.	➔									
Use of Data CPT to analyze data and implement more complex tasks for students to apply their learning.	➔									
Development and implementation of 21 <sup>st</sup> Century Project-Based learning plan 1.	➔									
Implementation of 21 <sup>st</sup> Century Project-Based learning plan 2.						➔				
RTI model implemented in 6 week cycles to close individual student academic gaps.	➔									
<b>DATA:</b>										
MCAS Legacy Science data collection and review	➔									
Collect and analyze Pearson Science BOY, MOY and EOY	➔					➔			➔	
Collect and analyze Pearson Science Unit Assessments	➔									
Review and analyze ACCESS reports by grade level and analyze to determine where EL students are making progress vs. EL student’s needs.	➔									
Implementation of the SEI program cycle review and development of EL Individualized Learning Plans through	➔									

weekly EL case studies.										
Individual teacher data defense meetings will be held 2, 4 or 6 weeks depending on teacher tier to monitor	→									
➤ Dual Language immersion program teachers and staff will review the effectiveness of the program through the analysis of student growth and proficiency data.	→									

## Initiative 4: Student Support Systems (SEL, SPED and ESL)

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**Team Members:** Ellyn Gallant, Jennifer Messier, Angie Mojica, Kim Daniels, Cherri Sharland, Hollie Rodrigues, Caitlin Gette-King, Monica DaSilva

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**Final Outcomes:**  
 By EOY Alfred J Gomes School will have evidence of using socio-emotional learning through data integration and incorporation of PBIS action plan and implementation of The Zones of Regulation Curriculum.  
 The Alfred J Gomes school either improve or exceed its 2019 MCAS target in comparison to the 2018 MCAS results.

**As measured through:** SWIS suspension and behavioral data with office referral forms, student and staff attendance, Tier two and Tier three PBIS behavior plan data supported through PBIS and the Zones of Regulation program.

**Staff Practice Goals:**

- Staff will implement universal positive behavior interventions through the use of PBIS to benefit and impact all students and staff through building common language that supports and builds a strong school culture.
- Staff will participate in professional development including the tier 2 PBIS academy to discuss, reflect upon, and implement action steps in response to PBIS data.
- School Adjustment Counselors will integrate the Zones of Regulation curricula into our pre-existing PBIS model to support students' social emotional development.
- The Alfred J Gomes School will ensure that at least 85% of students who are brought through the BBST process will be provided with appropriate referral, intervention and monitoring to promote an increase in student achievement and decrease in student behavioral incidents.
- Develop tier 2 interventions based on analyzing PBIS and SWIS data.
- Utilize Tier 1 PBIS lesson plans to address areas for behavioral growth based on PBIS and SWIS data.
- Implementation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement.

**Student Learning Goals:**

- Students will utilize skills learned through the Zones of Regulation Curriculum in conjunction with the Alfred J Gomes schoolwide PBIS model in order to increase self-regulation including, emotional control, sensory regulation, and executive functioning skills.
- Students will be able to use the Zones of Regulation to visually and verbally monitor how they are feeling in the moment in order to identify if they are following the PBIS universal expectations.
- Students will participate in recommended interventions as prescribed by the PBIS team. Students will be expected to fully engage in the learning process scaffolded with academic supports and actively participate in behavioral and social/emotional interventions provided at least 85% of the time. This will be measured through observation, progress monitoring, and student work.

**What this means for staff:**

- The Gomes School PBIS team will work to establish a universal positive student support system by looking at school SWIS data and trends to drive continued school based action plans, professional development, and systems analysis.
- The Zones of Regulation curriculum will be used effectively in conjunction with PBIS.
- Staff will participate in socio-emotional and trauma PD that will support a comprehensive understanding of our diverse student population in order to create a bridge between students emotional learning, English language development, academic achievement, health, and well-being.
- Staff will participate in weekly BBST and SEI Program Cycle Review case studies to support students holistically.
- General education, special education, and related service staff will work with BBST team to provide appropriate interventions prior to referral to Special Education. These interventions will be consistently implemented, data collected, and review of data will be done at specified intervals. Data analysis will be used to determine need for ongoing support, for different supports, or for referral to Special Education.
- Staff will work with the PBIS team to develop appropriate Tier 2 and Tier 3 behavior interventions and supports.
- Implement PBIS lesson plans to address areas for behavioral growth.
- Staff will monitor student attendance for chronic or excessive absences. Any student with over 3 absences will be contacted by the school and will be monitored.

**What this means for building leadership:**

- Administration and their leadership teams will play an essential role in looking at and evaluating the effectiveness of their PBIS action plan working towards the decrease of Tier 2 and 3 behaviors that impact time on learning. Emphasis will be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community.
- Administration will support the work of building based support teams including the PBIS team to positively impact the schools' culture and climate in order to decrease tier 2 and tier 3 behaviors.
- Administration will model positive and consistent expectations that will build a common language and vision for the school that integrates the PBIS action plan and Zones of Regulation.
- Administration will be expected to participate in the BBST process at least quarterly and ensure that the process is being followed as indicated in the BBST Guidelines. Administrators are further expected to monitor interventions being provided to ensure that all interventions are being carried out as prescribed.

<p><b>Key Milestones (to be monitored at elementary, middle and high school levels):</b></p> <p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> <li>➤ PBIS team members will attend Tier 1 PBIS trainings and should be using the SWIS data collection program.</li> <li>➤ The Tier 2 PBIS team will be established.</li> <li>➤ The Alfred J Gomes School will fully implement their PBIS action plan and complete the tiered fidelity inventory.</li> <li>➤ The Alfred J Gomes school adjustment counselors will compile a case load of students who will benefit from additional social emotional supports and create individual support plans as necessary</li> <li>➤ The Alfred J Gomes school adjustment counselors will implement the Zones of Regulation curriculum with students in small groups and in their social skills classes.</li> <li>➤ The Alfred J Gomes School will follow a BBST protocol and set the meeting schedule for the year to review individual student cases to support both social emotional and academic progress.</li> <li>➤ Implementation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support both social emotional and academic achievement.</li> <li>➤ Analyze 2018 MCAS attendance results and formulate a action plan for SY 18-19</li> <li>➤ Weekly attendance letters,</li> </ul>	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> <li>➤ Continue all initiatives from BOY.</li> <li>➤ PBIS Tier 2 team members will attend Tier 2 PBIS Academy.</li> <li>➤ The Alfred J Gomes School will realize a decrease in tier 2 and tier 3 behaviors that impact time on learning</li> <li>➤ The Alfred J Gomes School will have completed at least 50% of their action plan according to the TFI.</li> <li>➤ The Alfred J Gomes School will report out their SWIS data during SILT and staff meetings and revise their action plan as necessary.</li> <li>➤ The Alfred J Gomes school adjustment counselors will monitor their case load of students who require Tier 2 and 3 behavioral interventions through the data analysis of the BOY-MOY individual and small group support plans as well as SWIS data.</li> </ul>	<p><u>May 1:</u></p> <ul style="list-style-type: none"> <li>➤ Continue all initiatives from MOY</li> <li>➤ The Alfred J Gomes School will realize a decrease in tier 2 and tier 3 behaviors that impact time on learning.</li> <li>➤ The Alfred J Gomes School will have completed at least 70% of their action plan according to the TFI.</li> <li>➤ The Alfred J Gomes School will report out their SWIS data during SILT and staff meetings and revise their action plan as necessary.</li> <li>➤ The PBIS team will unpack BOY-MOY data to identify school wide and grade level trends to adjust the PBIS action plan for SY 18-19 as necessary.</li> <li>➤ The Alfred J Gomes school adjustment counselors will monitor their case load of students who require Tier 2 and 3 behavioral interventions through the data analysis of the BOY-MOY individual and small group support plans as well as SWIS data.</li> </ul>
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<p>home visits, parent contact will be made with students with over 5 unexcused absences</p> <ul style="list-style-type: none"><li>➤ Bi-weekly meeting with School administration, SAC and district attendance officer</li></ul>		
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## Initiative 4 Roadmap: Student Support Services

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Professional Development:</b>										
PBIS Cohort 2: attend statewide trainings for cohort 2 Alfred J Gomes School PBIS action plan development.			➔					➔		
PBIS tier 2 academy trainings				➔			➔		➔	
Zones of Regulation: School Adjustment counselors attend PD with Wendy Miranda and implement according to the plan				➔						
Trauma Training with Lesley college			➔							
<b>PBIS:</b>										
Fully implement PBIS Action Plan			➔							
Update PBIS Action Plan at October and March trainings					➔					
Complete Tiered Fidelity Inventory - (TFI)			➔					➔		
Analyze data from SWIS to identify behavioral trends		➔								
Develop tier 2 and tier 3 support plans				➔						
<b>Zones of Regulation:</b>										
SACs will implement curriculum with students in social small groups.			➔							
<b>BBST:</b>										
BBST will set meeting schedule for the school year.			➔							
<b>ESL:</b>										
ESL PD with MABE, MATSOL to support EL students academically, behaviorally and socio-emotionally.		➔								
SEI cycle review meetings schedule will be set and meet on a weekly basis throughout the year.		➔								
<b>Attendance</b>										
Analyze 2018 MCAS attendance results and formulate a action plan for SY 18-19		➔								
Bi-weekly meeting with School administration, SAC and district attendance officer		➔								
Weekly attendance letters, home visits, parent contact will be made with students with over 5 unexcused absences		➔								


# Initiative 5: Parent and Community Engagement



**Team Members:** Ellyn Gallant, Jennifer Messier, Angie Mojica, Caroline Bell, Kayla-Fleurent- Corey Maegan DaRosa, Irma Valerius, Kim Daniels, Cherri Sharland

## **Final Outcomes:**

By EOY, The Alfred J Gomes Elementary School will have evidence of various parent, family and community partnership engagement events that target the NBPS three E's of Engage, Educate and Empower. By tiering our activities through a framework that looks at the differing levels of academic and non-academic supports in order to build a strong "school ~ home partnership".

## **As Measured through:**

- the use of various data points to track parent, family and community participation at events in regards to percentage of families engaged, what form of engagement, and attendance at school activities.
  - We will have at least 80% of family members attended at least 1 district or school sponsored event throughout the school year.
  - We will have 95% of students and 50% of families will participate in the Panorama survey so the school may identify and develop action plans on how to address the needs identified.
  - Active participation in DESE trainings and implementation on PIQE- Parent Institute for Quality Engagement.

## **Staff Practice Goals:**

- The goal is for teachers to support and positively impact family / community engagement within their classrooms and within the school to create a more welcoming, supportive, and inclusive environment where family and community members can be active participants within the students' academic lives.
- In accordance with the educator evaluation system parent / family engagement and the use of cultural relevant practices and methodology is an expectation, and an area for constant growth for all educators, and schools.
- Pilot of BLOOMZ in grade 4 and 5.

## **Student Learning Goals:**

- Students will demonstrate greater academic achievement, sense of belonging, improved self-motivation and esteem as measured through the Panorama survey.
- Students will demonstrate improved behavior and a reduction in disciplinary referrals as measured by SWIS data.
- Students create a sense of ownership over the Alfred J Gomes School 4 core values of being Safe, Kind, Respectful and Responsible.

## **What this means for Staff :**

- Staff will model the universal PBIS expectations and implement positive supports for student behaviors and establish a safe learning environment that maximizes time on learning.
- Staff will actively keep track and document families and parents they engage with regarding their students and ways to continually create a welcoming classroom and

lines of communication with their parents.

- Staff will actively participate in family engagement events planned by the Parent Engagement Committee.
- Staff will participate in opportunities that strengthen the relationship between the school and the surrounding community organizations such as but not limited to the United Way, YMCA, Junior Achievement, the Lloyd Center, Project Grow, Buzzards Bay Writing and Coastline Elderly.
- Staff will engage families in embedded parent engagement every 6 weeks as well as Student driven data conferences two times per year at MOY and EOY.

**What this means for building leadership:**

- Administration will collaborate with teams (school based, district level and community members) to plan and schedule various family engagement opportunities.
- Administration will work side-by-side with teachers in assisting them in understanding the survey feedback, lead the discussion around major findings and drive the SIP planning process.
- Administration will provide the necessary professional development opportunities to support relationships that positively impact student learning.
- Administration will provide regular and helpful feedback to teachers in the areas outlined above correlating to standard 4 of the teacher evaluation rubric.
- Administration will work with students and families to increase participation rates at engagement events.
- Administration will coordinate the work with community partners to ensure alignment between partner efforts, the district’s AIP and his/her school improvement plan.
- Administration will assign a staff member responsible for keeping their school’s communication up to date.
- Administration will meet with partners at least quarterly to monitor and review the effectiveness of their programing and alignment to the SIP .
- Engage in DESE PIQE training and implement the pilot institute.

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

Nov. 1:

- The Alfred J Gomes Elementary school will establish a family engagement team and schedule our meeting for SY 17-18.
- The Alfred J Gomes Elementary school will map out monthly parent engagement events including but not limited to family nights, open house, PTO events, coffee hours, student performance assemblies, embedded parent engagement events, and weekly Parent

Feb. 1:

- Continue all initiatives from BOY.
- Monitor parent participation to ensure that we achieve at least 80% of family members will attend at least 1 school sponsored event by EOY.
- Review various family and community engagement events at weekly Parent engagement CPT’s and

May 1:

- Continue all initiatives from MOY.
- Monitor parent participation to ensure that we have achieved at least 80% of family members have attended at least 1 school sponsored event throughout the school year. If findings indicate that we have not met our 80%, identify an action plan to prevent barriers for

<p>engagement common planning times.</p> <ul style="list-style-type: none"> <li>➤ The Alfred J Gomes Elementary school will develop and host at least one School Council meeting with community partners to ensure quality and refine practices as necessary. The meeting schedule for the SY 18-19 will be set.</li> <li>➤ Have all community partner alignment plans completed.</li> <li>➤ The Alfred J Gomes School will use the headphone translation system at family engagement events as necessary.</li> <li>➤ Various methods of two way communication in native languages will be used on a frequent basis to inform the parents/ families and the community of Gomes school events through the use of the Gomes Gazette, School Messenger, Gomes School web site as well as informal and formal notices.</li> <li>➤ Student of the month assemblies will be held to support and highlight student achievement.</li> <li>➤ Parent/ family surveys will be sent home in order to identify needs and services that will further support our school community.</li> </ul>	<p>monthly afterschool meetings.</p> <ul style="list-style-type: none"> <li>➤ The Alfred J Gomes Elementary school will have a well-established plan to roll out various school and district based surveys e.g. Panorama and ELT surveys.</li> </ul>	<p>SY 19-20.</p> <ul style="list-style-type: none"> <li>➤ Unpack and analyze all survey results to drive SIP for SY 19-20.</li> <li>➤ Review various family and community engagement events at weekly Parent engagement CPT's and monthly afterschool meetings.</li> <li>➤ The Alfred J Gomes Elementary school will host the final School Council meeting with community partners to ensure quality and refine practice as necessary.</li> </ul>
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## Initiative 5 Roadmap: Parent and Community Engagement

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<b>Family Engagement:</b>										
Establish a family engagement team and schedule our meeting for SY 18-19.	➔									
Map out monthly parent engagement events including but not limited to family nights, PTO events, coffee hours, embedded parent engagement events, student driven data conferences and weekly Parent engagement common planning times.	➔									
Parent/ family surveys will be sent home to further support our school community.	➔					➔				➔
The Gomes School Parent Support Specialist will be present at Open House and other family engagement events to increase participation.	➔									
Active participation and implementation of PIQE				➔						
Send family engagement data (participation at school events) to the NBPS wrap around manager.				➔						
<b>Community Engagement:</b>										
Develop and host at least three School Council meetings with community partners to ensure quality and refine practice as necessary. As well as set the future SY 18-19 meeting dates.			➔							
Have all community partner alignment plans completed.	➔									

**Section 4. Develop a targeted PD plan to support SIP**

*Instructions: Identify 2-3 instructional focus areas that are aligned to your school’s SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.*

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

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

*This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.*

**Section 4. Develop a targeted PD plan to support SIP**

*Instructions: Identify 2-3 instructional focus areas that are aligned to your school’s SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.*

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

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
Reading Comprehension and Vocabulary	<ul style="list-style-type: none"> <li>• Teachers will model small group differentiated instruction, with differentiated literacy centers that target students’ academic needs..</li> <li>• Students will engage in small group differentiated instruction that meets their needs and goals.</li> <li>• Teachers and students will utilize various graphic organizers that support individual</li> </ul>	Teachers will continue to implement a literacy block that incorporates small group differentiated instruction.	<p>The desired expectation of teachers is to further differentiate and tier their small group instruction in order to support individual student needs.</p> <p>The student expectation is to complete work independently and attain 80% proficiency towards the standard.</p>



	<p>needs in order to organize and enhance their vocabulary development</p> <ul style="list-style-type: none"> <li>• Use 3 column charts and utilize A.C.E. to support comprehension skills</li> </ul>		
<p><i>Developing Math Computational Fluency</i></p>	<ul style="list-style-type: none"> <li>• Small group differentiated centers during math block to encourage computational fluency and the language of math.</li> <li>• Teacher-led small group during center time with teachers utilizing strategies to develop the language of math (C.U.B.E.S.)</li> <li>• Teachers will create purposeful strings of related problems that move students along the continuum of math proficiency.</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers have implemented EnVision 2.0 math program with fidelity. During a math lesson, they guide students from concrete to abstract mathematical understandings.</li> <li>• Teachers' math mindset has expanded and translated into more effective instructional practices.</li> <li>• Teachers will analyze STAR data to provide students' with targeted instruction to close achievement gaps.,</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will continue to utilize small group time during the math block to reinforce math skills and clear up any student misconceptions. This time will also focus on computational fluency so that students have efficient and accurate methods for computing.</li> <li>• Teachers utilize several data points to determine next steps for students to achieve grade level computational fluency.</li> <li>• Teachers and students will utilize C.U.B.E.S. as a strategy to break down word problems and increase their understanding of the language of math.</li> </ul>

<p><i>Writing</i></p>	<ul style="list-style-type: none"> <li>• Teachers will deliver standards based writing instruction on the three main types of writing (narrative, argumentative/literary analysis and research simulation)</li> <li>• Teachers will review the Massachusetts ELA 2017 curriculum frameworks refine their practices and develop daily writing mini-lessons and align with NBPS Units of Study.</li> <li>• Teachers will look at student work to determine if they are able to independently apply the targeted skills taught through writing mini-lesson</li> <li>• In order to demonstrate proficiency based upon the Writing to Sources rubric for grades K-2 and the MCAS 2.0 rubric for grades 3-5.</li> </ul>	<p>Teachers have developed standards based writing instruction in correlation with writing rubrics resulting in an increase in overall CFA data.</p>	<p>To provide high quality writing instruction with growth producing feedback that meets the Massachusetts ELA 2017 curriculum frameworks and individual student needs in order to accelerate student growth.</p>
<p><i>Science</i></p>	<ul style="list-style-type: none"> <li>• Teachers will utilize the Next Generation Science Standards (NGSS) in correlation with the NBPS science map using the Person Science curriculum and materials.</li> <li>• Teachers will unpack and develop a grade level service learning science project with a multi-disciplinary underscore of ELA and Math.</li> </ul>	<ul style="list-style-type: none"> <li>• Currently, teachers integrate science into their daily math and ELA blocks utilizing the cross-disciplinary materials in envision 2.0 and Reading Street.</li> <li>• Gr 2-5 Teachers will use the Perason Curriculum and materials</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers will continue to utilize cross-disciplinary materials with a deeper focus on their specific grade level science standards.</li> <li>• Teachers will provide science instruction utilizing a service learning instructional</li> </ul>

		received during the 17-18 SY.	model.
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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.**

*This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.*

<b>Reading Comprehension and Vocabulary</b>	<i>Reading Comprehension and Vocabulary: Key Ideas and Details and Craft and Structure</i>		
<b>Instructional strategies:</b>	Small Group tiered Differentiated Instruction, RTI and EL strategies including targeted Language Objectives	<b>Approximate dates:</b>	Continuously throughout year
<b>Meeting</b>	<b>Learning objectives for teachers</b>		<b>Support needed</b>
September CPT	Review NBPS ELA Units of Study with alignment to Reading Street and daily writing routine. 2017 ELA Massachusetts Curriculum Frameworks for language, speaking, listening, reading, writing and reading foundation skills will be analyzed to crosswalk the old standards to the new in order to implement instructional shifts in all core classrooms and intervention to increase student growth and proficiency.  Reviewing 17-18 EOY data and 18-19 baseline data to plan for small group differentiated instruction that targets EL and RTI strategies.		Reading Street consultant to provide targeted support on strategies.
September and October CPT	Data cycle protocol for flexible grouping of students for intervention blocks and daily differentiated small group literacy instruction. Utilization of Reading Street ERI, RTI, ELD and My Sidewalks programs.		The office of instruction to sit-in on CPT for each grade level.
November-March	Embedded PD on reviewing/ calibrating 18-19 BOY-MOY data and the development of next steps to inform intervention blocks and daily differentiated small group literacy instruction that will accelerate student growth to meet 60% Proficiency by MOY and 80% proficiency by EOY.		The office of instruction to provide further guidance on district implementation and expectations.
April – June	PD will be based upon MOY data findings to see what areas staff need to inform instruction (TBD).		The office of instruction will provide further guidance on district implementation and expectations.

September – June CPT and PD	EL strategies will be incorporated into all aspects of ELA instruction including but not limited to sentence frames, word banks and differentiated instruction. Language objectives will be developed and tiered to support English language development.	The office of instruction, TLS and ESL TLS and building administration
November-June	Coaching cycles with TLS focusing on modeling close reading and vocabulary strategies ( various Graphic organizers that are tailored to students individual needs) while incorporating small group differentiated instruction and the use of the Gradual Release Model with a focus on the “You Do”.	Reading Street consultant to provide targeted support on strategies.
September – June PD and CPT	Teachers will receive Professional Development on Service Learning . Teachers will develop and implement, the first of two, 21 <sup>st</sup> Century service learning planning forms after review from Administration, TLS and ELT facilitator.	TLS, Administration, 21 <sup>st</sup> Century ELT Facilitator
August- June PD and CPT	ESL professional development with ESL team, dual language team, MABE and MATSOL	Sonia Wamsleys’ office and school administration

<i>Math</i>		<i>Developing Math Computational Fluency</i>	
<b>Instructional strategies:</b>	Gradual Release Model, Accountable Talk, Small Group Differentiated Instruction, focus on the “language” of math	<b>Approximate dates:</b>	Continuously throughout year
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support needed</b>	
September - CPT	Review of the NBPS math map to EnVision 2.0 curriculum given student data points and the 2017 Massachusetts math frameworks. Creation of tracking device in order to ensure curriculum standards are met.	The office of instruction and building administration to sit in on CPT for discussion on curriculum mapping needs.	
October– CPT	Review the strategies of C.U.B.E.S. and review each grade level expectations.	The office of instruction to provide further guidance on best practices to achieve grade level math fluencies.	
October - CPT	Create and adjust small group instructional time during math block to include differentiated math	The office of instruction to provide further	

	centers that engage students and move them towards computational fluency.	guidance on best practices to achieve grade level math fluencies.
October (BOY) CPT and Progress Monitoring throughout the year	Analyze STAR data (2-5) based on computational fluencies for each grade level. Create differentiated center activities that will address proficiencies and move students towards mathematical fluency.	The office of instruction to provide further guidance on best practices to achieve grade level math fluencies.
October/November	Analyze and develop graphic organizers that students can utilize to target the language of math and math vocabulary.	The office of instruction to provide further guidance on best practices to achieve grade level math fluencies.
October- December - CPT	Purposefully utilizing the small group instructional time (teacher time) in the enVisions2.0 lesson as a means to differentiate student learning targets and ensure mathematical proficiency. Progression of skills that will lead to grade-level mathematical fluencies to be addressed.	The office of instruction to provide further guidance on small group differentiated math instruction.
September – June – Data Common Planning Time	Data cycle protocol for flexible grouping of students for intervention block. Utilization of MDIS for intervention block to revisit skills that students need for further conceptual understanding.	The office of instruction and building administration
October-June	Coaching cycles with math TLS focusing on building teacher’s instructional strategies surrounding conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition and language of math.	The office of instruction and building administration to provide feedback to TLS on coaching cycle implantation and success.
September – June PD and CPT	Teachers will receive Professional Development on Service Learning. Teachers will develop and implement, the first of two 21 <sup>st</sup> Century service learning planning forms after review from Administration and TLS.	TLS, Administration, 21 <sup>st</sup> Century ELT Facilitator
August- June PD and CPT	ESL professional development with ESL team, dual language team, MABE and MATSOL	Sonia Wamsleys’ office and school administration

<b>Writing</b>	<i>Standards based Writing Instruction</i>		
<b>Instructional strategies:</b>	Gradual Release Model, Accountable Talk, Small Group Differentiated Instruction	<b>Approximate dates:</b>	Continuously throughout year
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support Needed</b>	
September CPT	Review the 2017 writing standards with the old to refine practices to develop rigorous daily mini lessons.	The office of instruction TLS and building administration	
October CPT	Utilizing writing exemplars and rubrics to model and discuss/ define: 1. What good writing looks like or each grade level; set expectations per writing to sources and MCAS 2.0 rubrics 2. What exemplary mini lessons looks like and how to effectively implement them so students may apply what they have learned. 3. How to provide high leverage growth producing feedback based upon the Writing to Sources (K-2) and MCAS 2.0 writing rubric (3-5) during individual student conferences.	The office of instruction, TLS and building administration	
September- June	During data CPT teaches will 1. Calibrate writing scoring and expectations by using the LASW protocol using the Writing to Sources (K-2) and MCAS 2.0 writing rubric (3-5) 2. Calibrate high leverage growth producing feedback. 3. Next steps planning to drive writing instruction.	The office of instruction, TLS and building administration	
September – June CPT and PD	EL strategies will be incorporated into all aspects of writing instruction including but not limited to sentence frames, word banks and differentiated instruction. Language objectives will be developed and tiered to support English language development.	The office of instruction, ESL office, TLS and building administration	
October – June	Core content teachers in grades K-5 will engage in coaching cycles with ELA TLS focusing on standards based writing instruction that includes : unpacking the common core writing standards, daily mini lessons, use of writing exemplars as a tool for instruction, LASW protocols and growth producing feedback & providing individual students writing conferences.	The office of instruction, TLS and building administration	
September – June PD and CPT	Teachers will receive Professional Development on Service Learning. Teachers will develop and implement, the first of two 21 <sup>st</sup> Century service learning planning forms after review from Administration and TLS.	TLS, Administration, 21 <sup>st</sup> Century ELT Facilitator	
August- June PD and CPT	ESL professional development with ESL team, dual language team, MABE and MATSOL	Sonia Wamsleys' office and school	

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<b>Science</b>	<i>Next Generation Science Standards and Massachusetts STE Curriculum Frameworks</i>		
<b>Instructional strategies:</b>	Gradual Release Model, Accountable Talk, Small Group Differentiated Instruction- with at targeted focus on the language of Science	<b>Approximate dates:</b>	Continuously throughout year
<b>Meeting</b>	<b>Learning objectives for teachers</b>	<b>Support Needed</b>	
Summer SILT	Teachers strategized better use of research lab to provide students with project-based science instruction.	The office of instruction to provide further guidance on district implementation and expectations.	
September / October CPT	Grade K-1 teachers will review NGSS and MA STE frameworks to develop rigorous units of study and interactive lessons.	The office of instruction to provide further guidance on district implementation and expectations.	
September / October CPT	Grade 2-5 teachers will discuss and dive deeper into the Pearson Science materials to develop increasingly rigorous units of study and interactive lessons that target the next gen science standards (NGSS).	The office of instruction to provide further guidance on district implementation and expectations.	
November/ December CPT	Grade 2-5 will develop and complete 2 science labs per month that will target the NGSS and MA STE Frameworks.		
September- June	Coaching cycles with TLS to determine specific teacher needs and best practices for peer observations in science.	The office of instruction to provide further guidance on district implementation and expectations.	
September – June CPT and PD	EL strategies will be incorporated into all aspects of science instruction including but not limited to sentence frames, word banks and differentiated instruction. Language objectives will be developed and tiered to support English language development.	The office of instruction, TLS and building administration	
January PD	Along with the Lloyd Center for Environmental Education, teachers to unpack the NGSS/ Massachusetts STE Frameworks in order to ensure grade-level proficiencies are met.	The office of instruction to provide further guidance on district implementation and expectations.	
September – June PD	Teachers will receive Professional Development	TLS, Administration, 21 <sup>st</sup>	

and CPT	on Service Learning. Teachers will develop and implement, the first of two 21 <sup>st</sup> Century service learning planning forms after review from Administration and TLS.	Century ELT Facilitator
August- June PD and CPT	ESL professional development with ESL team, dual language team, MABE and MATSOL	Sonia Wamsleys' office and school administration