

PACHECO 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 Plan

School Year 2018-2019
 School: Carlos Pacheco Elementary
 Principal: Justine Medina

Section 1. Set goals aligned to the District Plan:

1. By EOY Carlos Pacheco will realize at least a 40% reduction in students “Partially Meeting Expectations” in English Language Arts and Mathematics.
2. By EOY Carlos Pacheco will see at least 10% of students in “Not Meeting Expectations” move to “Partially Meeting” and at least 10% of students in “Meeting” move to “Exceeding” in English Language Arts and Mathematics.
3. 80% of teachers will facilitate the learning growth of their students so that 80% of their students achieve their target or projected score on Star, whichever is higher, by the end of the school year.

	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 (+10%)
MCAS 2.0 Data ~ Grade 3-4-5						
ELA	41%	495.9	53.8	65%	>500	59
Math	41%	496.1	61.9	65%	>500	67

OVERALL AND SUBGROUP DATA		DETAILED DATA FOR EACH INDICATOR					
Overall results							
Progress toward improvement targets							
Indicator		All students (Non-high school grades)			Lowest performing students (Non-high school grades)		
		Points earned	Total possible points	Weight %	Points earned	Total possible points	Weight %
Achievement	English language arts achievement	4	4	-	4	4	-
	Mathematics achievement	4	4	-	4	4	-
	Science achievement	4	4	-	-	-	-
	Achievement total	12	12	60.0	8	8	67.5
Growth	English language arts growth	3	4	-	3	4	-
	Mathematics growth	4	4	-	3	4	-
	Growth total	7	8	20.0	6	8	22.5
High school completion	Four-year cohort graduation rate	-	-	-	-	-	-
	Extended engagement rate	-	-	-	-	-	-
	Annual dropout rate	-	-	-	-	-	-
	High school completion total	-	-	-	-	-	-
Progress toward attaining English language proficiency	English language proficiency total	3	4	10.0	-	-	-
Additional indicators	Chronic absenteeism	0	4	-	4	4	-
	Advanced coursework completion	-	-	-	-	-	-
	Additional indicators total	0	4	10.0	4	4	10.0
Weighted total		8.9	9.6	-	7.2	7.6	-
Percentage of possible points		93%			95%		
Criterion-referenced target percentage		94%					
		Meeting targets					

		BOY 18-19			EOY 18-19 (Goals)		
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP
STAR Data ~ Grade 2-3-4-5							
ELA	Grade 2 –25%	Grade 2 – 172		Grade 2 –	Grade 2 >352	66	
	Grade 3 –27%	Grade 3 –296		Grade 3 –	Grade 3 >479		
	Grade 4 –15%	Grade 4 – 368		Grade 4 –	Grade 4 >593		
	Grade 5 –26%	Grade 5 – 508		Grade 5 –	Grade 5 >693		
Math	Grade 2 –16%	Grade 2 –355		Grade 2 –	Grade 2 >544	66	
	Grade 3 –35%	Grade 3 – 512		Grade 3 –	Grade 3 >636		
	Grade 4 –34%	Grade 4 – 609		Grade 4 –	Grade 4 >711		
	Grade 5 - 35%	Grade 5 – 684		Grade 5 –	Grade 5 >780		

		BOY 18-19		EOY 18-19 (Goals)	
		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations	% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations
DIBELS Data ~ Grade K-1					
DIBELS Composite Score	Grade K –25%	Grade K –75%		Grade K –80%	Grade K –20%
	Grade 1 –50%	Grade 1 –50%		Grade 1 –80%	Grade 1 –20%

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

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

STAR ELA	Student Growth Percentile by Grade EOY
GRADE 2	55
GRADE 3	72
GRADE 4	69
GRADE 5	69
STAR MATH	Student Growth Percentile by Grade EOY
GRADE 2	75
GRADE 3	71
GRADE 4	70

STAR ELA	ELA 2017-2018 Goal # of Students to move to Proficient	ELA 2017-2018 Actual EOY # of students that moved from Levels 1, 2 and 3 to Proficient	Actual % reduction of students not proficient on STAR ELA (goal-40%)
GRADE 2	15	2	5%
GRADE 3	24	12	20%
GRADE 4	16	10	25%
GRADE 5	20	29	60%
STAR MATH	Math 2017-2018 Goal # of Students to move to Proficient	Math 2017-2018 Actual EOY # of Students that moved from Levels 1,2 and 3 to Proficient	Actual % reduction of students not proficient on STAR Math (goal-40%)
GRADE 2	20	16	33%
GRADE 3	23	19	33%
GRADE 4	15	15	40%
GRADE 5	20	20	40%
	GRADE 5	75	

Highlights 2017-2018

- Pacheco met 94% of the accountability targets set by DESE for 2017-2018.
- In ELA grades 3-5 the percent of students Meeting/Exceeding students nearly doubled, growing from 21% to 41%.

- In Math grades 3-5 the percent of students Meeting/Exceeding students grew from 33%-41%.
- The greatest gains were made in grade 5 in both ELA and Math. The percentage of students meeting/exceeding expectations grew 29% in ELA and 38% in Math.
- The BBST process helped to develop flexible goals, implement a plan and progress monitor struggling students.

Outside community partners: Through the Jacobs Fund, two interventionists were hired to work with struggling students in grades 3-5, focusing on comprehension and writing.

Bridgewater State University continued to be a strong academic and social emotional partner for Pacheco students. Results of collaborative efforts included a technology/stem grant to support English Language Learners (5 iPad, osmos and teacher PD), as well as a Coding Initiative. To support our writing BSU brought several local authors to Pacheco to meet and inspire student writing. In addition, fifth grade students participated in a program lead by BSU professors where they learned leadership qualities, went on several field trips and visited the university. BSU donated playground equipment and physical education equipment to Pacheco.

A partnership with St. Andrew’s Episcopal Church provided accelerated Kindergarten students with additional reading and writing instruction.

A partnership with the Mattapoisett Congregation, resulted in a generous donation to help to build literacy at Pacheco. Funds were used to hire an interventionist who focused on developing higher order thinking and comprehension with advanced students through novel studies.

(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:

Pacheco received 0 of 4 accountability points for Absenteesim.

Social Emotional needs: Many Pacheco students have significant social emotional needs. The Pacheco staff could further benefit from additional training in trauma sensitivity.

Students with Disabilities: Pacheco students with disabilities made slight improvements in both ELA (.3 Scaled Score Points) and Math (.7 Scaled Score points) but improvements were below the accountability targets.

English Language Learners: Pacheco English Language learners exceeded the accountability targets set in both ELA and Math; fewer students this year showed adequate growth on Access testing in relation to the prior year (2017-84% and 2018- 73%)

Writing: MCAS 2.0 data reflects the need for teacher support to provide students with high quality writing instruction that meets the Common Core expectations. The largest deficit for grades 3-5 for Pacheco students is in the Constructed Responses and Essays, specifically in the area of idea development.

English Language Arts: MCAS 2.0 data reflects the need for additional teacher support in the area of planning for RL & RI 1, 2 and 3. Additionally, teachers needed additional support in planning and implementing reading comprehension skills and strategies with a focus on small group guided reading to support/increase proficiency in Key Ideas and Details at all grade levels.

With a significant English Learner population, vocabulary acquisition is an area that also needs to be strengthened. Implementing, SEI strategies and routines are essential to targeting vocabulary and language development with all students, particularly ELs.

Math: After reviewing last year’s data we continue to struggle with Number and Operations with Fractions. All grades performed below the state average in Number and Operations –Fractions. In order to address this, teachers will receive targeted professional development in grade level appropriate strategies that will increase students’ conceptual understanding of fractions. Teachers will embed fractions throughout their school year. Teachers will continue to follow the EnVision 2.0 Math program with a focus on differentiated instruction, re-teach and workshop model. Therefore, we are moving forward by focusing deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.

Initiative 1: ELA



Team Members: Administrators, TLS, Reading Specialist, Interventionists and Teachers

Final Outcomes:

Teacher Practice Goals:

By EOY, the data collected during observations and learning walks will demonstrate that teachers are:

- a) Planning and executing lessons with rigorous, standards based objectives using the ELA curriculum, Reading Street materials and the Empowering Writers scope and sequences.
- b) Using a variety of assessment data to inform instruction and identify priority standards

Measured through: Observations and learning walk logs that cite specific observation evidence and feedback on weekly lesson plans. Administrators and liaisons will observe whether teachers have objectives posted that are tied to the Massachusetts State Standards. Administrators/ TLS will conduct data review meetings/CPT to observe and ask how students are grouped and discuss/assess and change classroom interventions. Administrators/ liaisons will monitor the writing blocks sighting evidence of short, informal as well as longer formal and edited student writing in addition to teacher feedback and

evidence of student- teacher conferencing.

Student Learning Goals:

By EOY Carlos Pacheco will realize at least a 40% reduction in students “Partially Meeting Expectations” in ELA for Grades K-5.

By EOY Carlos Pacheco will see at least 10% of students in “Not Meeting Expectations” move to “Partially Meeting” and at least 10% of students in “Meeting” move to “Exceeding” in ELA.

Measured through: STAR Reading in grades 2-5, Pearson Assessments & MCAS 2.0. K and Grade 1 to be measured through ELA Assessments, CFA’s and Dibels.

What this means for teachers:

What this means for teachers: 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 to unpack the standards to deliver rigorous instruction, implementing formative assessments to make instructional decisions, analyzing student data to make midcourse corrections, formulating re-teaching plans and adjustments to instruction based upon student outcomes.
 - Teachers will be provided with instructional supports for Empowering Writers, and targeted PD around formative and summative assessments for ELA and Writing.
- 2) Teachers will continue the gradual release model (“I do,” “we do,” you do”)
 - Teachers will work with their principals and TLSs to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model.
- 3) Teachers will have continued PD opportunities, aligned to the districts focused literacy goals throughout the school year.
 - Teachers will focus on implementing new practices and strategies to improve instruction and analyze data to make the largest impact on student achievement.
- 4) Teachers will be formally observed by their evaluators and informally observed during learning walks and be presented with targeted ELA feedback concerning rigorous State Standards, Guided Reading groups and the use of Empowering Writers.
 - Teachers will be provided with ELA curriculum aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
 - Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning (Pre-planning guided questions and SEI strategies)

What this means for building leadership:

1) Administrators will continue to implement a 2 hour uninterrupted, structured, ELA block in grades 3-5 formatted as follows:

- 25 min- Lesson (I do, We do)
- 20 min- Pacheco Power Reading Group
- 20 min – Pacheco Power Reading Group
- 20 min Comprehension Standard
- 15 min Writing Mini Lesson
- 15 min Writing Small Group
- 5 min Wrap Up

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

3) Administrators will guide their SILT in collecting and making meaningful use of data (CCR, DIBELS,

DRA, STAR, MCAS 2.0, Empowering Writers)

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

5) Administrators and TLS will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction

What this means for administrators:

- Administrators will have clear expectations surrounding the ELA Curriculum to be used to focus teacher and student learning in the classrooms.
- Team Data meetings will be held every 5 weeks at Pacheco to monitor student data.

What this means for TLSs:

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

- TLSs will form and participate in learning walk teams targeting the implementation of Empowering Writers.
- TLSs will create and deliver mini PD sessions (within the year-long TLS PD) building their capacity as building leaders
- TLSs will monitor and reflect on their own practices through the use of a reflection journal and discussion during monthly PD meetings

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

Nov. 1:

- Principal/Asst Principal to adjust building schedule to allow for an uninterrupted, structured 2 hour ELA.
- Principal/Asst Principal to develop building based calendar with PD, school and district assessment dates.
- All ELA blocks to follow a structured framework: 25 min Lesson (I do, We do), 2 * 20 min Pacheco Power Reading Groups, 20 min Comprehension Standard, 15 min Writing Mini Lesson, 15 min Writing Small Group, 5 min Wrap up.
- Teachers to participate in ELA PD surrounding:

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze MOY STAR data and make mid-course decisions based on data.
- Progress Monitor STAR data to identify priority standards and skills that need to be focused on.
- Review and adjust intervention and acceleration classes based on progress monitoring and MOY STAR data to meet the needs of all students.
- MCAS 2.0, STAR, and DIBELS Data will be

May 1:

- Continue all initiatives and Professional Development as needed.
- Analyze STAR data to ensure that students are making progress towards EOY goal.
- Progress Monitor STAR data to identify standards and skills that need to be focused on.
- Review and adjust intervention and acceleration classes based on progress monitoring and MOY STAR data to meet the

<p>SEI Strategies</p> <p>Empowering Writers</p> <p>K-2 Phonics (Lively Letters)</p> <p>Guided Reading</p> <p>Comprehension Skills</p> <p>English in a Flash</p> <ul style="list-style-type: none"> ➤ All teachers to participate in one of three committees: SILT, Culture and Community or PBIS. ➤ Principal/Ast principal/TLS to develop and implement Data Cycle Sheet. ➤ BOY STAR Testing and at least 1 Progress Monitoring. ➤ Data Meetings, Data Boards/Student data binders after BOY and Progress Monitoring. ➤ Teachers have created instructional groupings/interventions based on data. ➤ Interventionists working with Level 1 & 2 students. ➤ One interventionist to focus on higher level skills/novel studies with grade 4. ➤ Teachers and Students have set goals based on data and are tracking data. ➤ CPT meetings shifting teachers from planning for teaching to planning for learning. ➤ CPT meetings using Curriculum guides for ELA, writing, SEI strategies. ➤ Weekly standing meetings TLS, RS and Admin. 	<p>collected and reviewed to provide the skills students are ready to learn.</p> <ul style="list-style-type: none"> ➤ Analyze ACCESS data and make exiting decisions. 	<p>needs of all students.</p> <ul style="list-style-type: none"> ➤ STAR, DIBELS, and classroom data will be collected and reviewed to make final retention decisions.
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<ul style="list-style-type: none">➤ Coaching & Modeling of Power Reading Groups.➤ Development of targeted PD for ELA and writing with SEI strategies embedded.➤ Students & Teachers utilizing Lexia and Lexia reports.➤ Students using myOn and myOn reports.➤ LASW protocols		
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Year Academic Preparation										
Structure Academic School Day	→									
Structure ELA Block	→									
Calendar for Academic Year- Assessment etc.	→									
New Data Cycle Calendar	→									
ELA Learning Walks:										
Focused Learning Walks with district liaison	→									
Document Learning Walk observations on the Office of Instruction Instructional Tracker	→									
Professional Development										
Guiding teachers through unpacking and continuously utilizing the Curriculum Units of Study and Maps	→									
Teachers to unpack and continuously utilize the District Writing Guides	→									
6 Day Writing Cycle	→									
K-2 Phonics	→									
Guided Reading/Small Reading Groups	→									
Comprehension Skills	→									
English in a Flash	→									
TLS/RS district meetings	→									
TLS to attend district math & science committee meetings	→									
RS to attend ELA committee meetings	→									
Data										
Complete Baseline ELA Data, Benchmarks and Dibels	→									
Collect Narrative, Opinion/Argumentative, and Research Simulation Data in accordance with the Data and Assessment Map			→					→		→
STAR ELA & Testing, commencing with BOY and continued progress monitoring every 6 weeks	→									
Staff data meetings and data boards after BOY, MOY and progress monitor dates followed by adjustments to interventions and groups as needed	→									
Teachers will use the Pearson online testing assessments for ELA, Math and Science for grades 3-5	→									
Team Data meetings every 5 weeks.	→									

Initiative 2: Math



Team Members: Administrators, TLS, Interventionists and Teachers

Final Outcomes:

Teacher Practice Goals: Teachers will create purposeful learning experiences through daily number talks, allowing students to have ample opportunity to practice conceptual understanding of foundational concepts in order to reach proficiency in mathematics.

By EOY teachers and TLS will regularly and effectively collaborate and implement ongoing data cycles

Measured through: Progress monitoring logs/Data Boards which identify:

- c) Initial Benchmark & Baseline Data
- d) Customized & differentiated instructional planning for individual students and groups of students with the same skills.
- e) RTI interventions

By EOY all Pacheco teachers will:

- a) Plan and implement number talks in the classroom.
- b) Plan lessons tied to rigorous objectives
- c) Embed practices that emphasize conceptual understanding in all parts of their lesson
- d) Pre-Plan guided questions
- e) Implement inquiry based activities

Measured through: Observations and liaison learning walk logs that cite specific observation evidence and feedback on weekly lesson plans.

Student Learning Goals: By EOY Carlos Pacheco will realize at least a 40% reduction in students “Partially Meeting Expectations” in Math for Grades K-5.

By EOY Carlos Pacheco will see at least 10% of students in “Not Meeting Expectations” move to “Partially Meeting” and at least 10% of students in “Meeting” move to “Exceeding” in Math.

Measured through: STAR Math in grades 2-5, Math Assessments & MCAS 2.0. K and Grade 1 to be measured through Envisions Math Topic Assessments.

What this means for teachers:

- 1) Teachers should continue to tie their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- 2) 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.
- 3) Teachers will continue to use the enVisions 2.0 math curriculum.
- 4) Teachers will implement more complex tasks for students to apply their learning based on data results.
- 5) Teachers will plan and implement number talks and KNSA strategies in every lesson.

What this means for building leadership:

- 1) Administrators will provide feedback that emphasizes the connection between planning, instruction, and assessment through student work analysis.
- 2) Administrators will support teachers in developing intervention plans based on data.
- 3) Administrators will set clear expectations surrounding the math Curriculum to focus teacher and student learning expectations in their classrooms.
- 4) Administrators will attend team data meetings every 6 weeks to monitor student data.
- 5) Administrators will provide targeted PD for number talks and ELL supports in math.

Key Milestones:

Nov. 1:

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

- STAR Progress monitoring data is being utilized to create differentiated student groups and teachers are using learning progressions to guide instructional planning.
- Principal/Asst. Principal to develop a building based calendar with PD, school and district assessment dates.
- Teachers to use a new data cycle sheet during CPT.
- Teachers to participate in targeted PD.
- Teachers to follow new curriculum map.
- CPT meeting shifting teachers from planning for teaching to planning for learning.
- Teachers and students have set goals based on data and students are tracking their own data.
- Core curriculum will be adjusted to increase student practice with complex tasks and formative assessment.
- Teachers to implement inquiry based activities.
- TLS learning walks to support teachers during the math blocks.
- Teachers will embed SEI

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze MOY STAR data and make mid-course decisions based on data.
- Progress Monitor STAR data to identify priority standards and skills that need to be focused on.
- Review and adjust intervention and acceleration classes based on progress monitoring and MOY STAR data to meet the needs of all students.
- MCAS 2.0, STAR, and Envisions Data will be collected and reviewed to provide the skills students are ready to learn

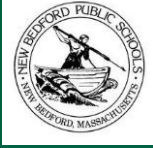
May 1:

- Continue all initiatives and Professional Development as need.
- Analyze STAR data to ensure that students are making progress towards EOY goal.
- Progress Monitor STAR data to identify standards and skills that need to be focused on.
- Review and adjust intervention and acceleration classes based on progress monitoring and MOY STAR data to meet the needs of all students.
- STAR, and enVisions data will be collected and reviewed to make final retention decisions.

<p>strategies throughout the math block.</p> <ul style="list-style-type: none">➤ Grades 3-5 participate in online testing➤ Level 1 &2 ELs to participate in English in a Flash.		
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Year Academic Preparation										
Calendar for Academic Year- Assessment etc.	→									
New Data Cycle Calendar	→									
Data Cycle Sheets completed during CPT	→									
Students monitor and track individual data	→									
Math Learning Walks:										
Focused Learning Walks with Admin teams	→									
TLS math focused learning walks	→									
Professional Development										
Guiding teachers through unpacking and continuously utilizing the Curriculum Units of Study and Maps	→									
Teachers to unpack and continuously utilize the Standards for Mathematical Practice	→									
Teachers to break down multistep problems using graphic organizers - KNSA	→									
Teachers to receive targeted PD for number talks and problem solving.	→									
English in a Flash	→									
TLS district meetings	→									
TLS to attend district math & science committee meetings	→									
Data										
Complete Baseline Data, Math & Science Benchmarks	→									
STAR Math Testing, commencing with BOY and continued progress monitoring every 6 weeks	→									
Staff data meetings and data boards after BOY, MOY and progress monitor dates followed by adjustments to interventions and groups as needed	→									
Teachers will use the Pearson online testing assessments for ELA, Math and Science for grades 3-5	→									
Team Data meetings every 6 weeks .	→									

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



Team Members: Administrators, PBIS Coaches and Team, Behaviorist, Nurse, SPED Facilitator and Teachers

Final Outcomes:

Throughout the 2018-2019 school year Pacheco will use a uniform School-wide Positive Behavior Intervention Supports (SWPBIS,) a set of strategies and systems put in place with the goal of increasing the capacity of our school to (a) reduce school disruption, (b) improve the sense of community throughout the school, and (c) educate all students through:

- ✓ Clearly defined expectations/outcomes
- ✓ Research-based and research-validated practices
- ✓ Supportive administrative systems
- ✓ Consistent use of data for decision-making and problem-solving.

Features of Pacheco school-wide PBIS:

- ✓ Establish regular, predictable, positive learning and teaching environments
- ✓ Train adults and peers to serve as positive models
- ✓ Teach and model behavioral expectations across all settings within the school
- ✓ Establish reliable, predictable connections between behaviors and consequences (positive and negative)
- ✓ Create systems for providing regular positive feedback by acknowledging students when they are “doing the right thing” (demonstrating the taught behavioral expectations and Core Values)
- ✓ Improve overall social-emotional competence
- ✓ Develop environments that support personal and academic success

Teacher Practice Goals: By EOY teachers will use a uniform school-wide Behavioral Management System to include: tickets, paws, office referrals, dojo, matrix and monthly award ceremonies. Teachers and Staff will follow and communicate the School Core Values Statement:

“At the Pacheco School, we are respectful, we act safely, and we are responsible for ourselves and our learning so that we can **PREPARE TODAY and OWN TOMORROW!**”

Carlos Pacheco CORE VALUES

R – Respectful

S – Safe

R – Responsible

The PBIS team will participate in district identified training and disseminate important information to staff at admin directed times.

Student Learning Goals

- Students will develop an awareness of personal responsibility
- Students will follow core values of safety, respect and responsibility
- Students will develop the emotion regulation skills to allow them to be available for learning

What this means for teachers:

- Teachers will be aware that students come to school with various degrees of social and emotional needs.
- Teachers will support school wide behavioral expectations using the matrix
- Teachers will teach/reteach expectations
- Teachers will create a safe, structured, trusting learning environment

What this means for building leadership:

- Administrators will participate in setting rules, limits and consequences.
- Administrators will provide teachers with the time and support necessary to teach students the expectations.

Key Milestones:

- Nov. 1: SAC/PBIS Team provides staff with an overview of the 2017-2018 PBIS that will be continued this year
- PBIS Coaches attend training session as part of the continued district PBIS Cohort requirements
- PBIS Coaches develop Behavior Matrix
- PBIS Coaches clearly define behaviors on matrix to share with staff
- Monthly Student Awards for Core Values
- SAC and health teacher plan and implement the Zones of Regulation Curriculum
- Teachers attend PD on Zones of Regulation/Matrix facilitated by SAC
- Document behavioral data in SWIS system
- Teachers identify students who struggle academically due to social emotional challenges and bring them up to BBST

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze MOY SWIS data and make mid-course decisions based on data.
- PBIS Coaches and team members attend training
- PBIS Coaches plan and implement Professional Development based on trainings
- Students and staff use common language to support PBIS and Core Values
- BBST process continued to assist with meeting needs of students with behavioral and social/emotional needs that interfere with academics

May 1:

- Continue all initiatives and Professional Development as need.
- Panorama Survey administered to students, staff, and families
- Analyze SWIS data to ensure that students are making progress towards EOY goal.
- Implemented and are using SWIS through sharing it at staff meetings and Safe and Supportive team meetings.
- SAC and behaviorist will be monitoring their caseload of Tier 3 students and looking at the SEL key metric data for their students in comparison to initial plan development and any previous year data.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Year Preparation										
Social Thinking professional development will be provided to SAC, teachers and support staff.	→									
Planning for implementation of School Wide PBIS	→									
PBIS Coaches and team to attend district trainings	→									
Staff review of office referral form and process	→									
PBIS Coaches review behavior matrix and define behaviors	→									
Professional Development										
SAC facilitates PBIS professional development	→									
PBIS Coaches plan and implement professional development based on district training	→									
SWIS refreshers and full training for Cohort 1 and Cohort 2 schools.	→									
Data										
SWIS data system being utilized to identify trends, areas of growth and areas of concern	→									
Panaroma survey to be administered at the end of the year	→									

Initiative 4: Parent and Community Engagement



Team Members: Administrators, Parent Engagement Team, Behaviorist, Nurse, School Adjustment Counselor, School Clerk and Teachers

Final Outcomes:

- By EOY, School can identify that at least 70% of family members attended at least 1 district or school sponsored event throughout the school year.
- By EOY Carlos Pacheco will reduce it's number of students with chronic absenteeism.

Teacher Practice Goals

- The goal is for teachers to support and positively impact family engagement within their classrooms and within their schools to create a more welcoming, supportive, and inclusive environment where parents can be active participants within their children's academic lives. Teachers and staff will support families and have continuous contact when students are absent from school through all calls, an attendance support team and teacher Dojo communication.
- 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.

Student Learning Goals

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

Research has shown that through increased family engagement students benefit in the following ways:

- Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level.
- Children generally achieve better grades, test scores, and attendance.
- Children consistently complete their homework.
- Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.
- Children's positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons.
- Fewer children are being placed in special education and remedial classes.
- Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.



What this means for teachers:

- Teachers and school teams are essential and on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and keep

students within their learning environments. Teachers should actively keep track and document families and parents they engage with regarding their students and ways to continually create a welcoming classroom and lines of communication with their parents.

What this means for building leadership:

- Principals and schools that actively involve parents and community tend to establish better reputations in the community, with increased community support. Principals and family engagement teams should play an essential role in looking at and evaluating the effectiveness of their ongoing family engagement initiatives. They need to determine ways to diversify their level of engagement and looking at data. Emphasis should also be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community, as well as sharing out progress and necessary mid-course corrections.
- Ast Principal to form an attendance support group. The support group checks in daily with students and families who have chronic absenteeism.

Key Milestones

Nov. 1:

- Establish “Class Dojo” Administrator account as an additional means of communication with families.
- Establish Monthly Themes and School Awards Ceremony schedule.
- Hold Awards Ceremonies for September and October – adjust as necessary.
- Plan quarterly Parent Engagement evenings.
- Establish and maintain presence on NBPS website.
- “NBPS Branding” – Pacheco Staff wear school shirts on designated days – clerk more consistent.
- Family Engagement Team meet and decide on team goals and plan.
- Attendance support Group is formed.

Feb. 1:

- Continue milestones from first benchmark. Evaluate and adjust as necessary.
- Family Engagement Team to determine if goal will be met by EOY.
- Attendance support group meets to discuss trends/issues and review data.

May 1:

- Continue milestones from first benchmark. Evaluate and adjust as necessary.
- Family Engagement Team to determine if goal will be met by EOY.
- Attendance support group meets to discuss trends/issues and review data.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Establish Class Dojo School Wide	→									
Establish an Administrator Class Dojo account as an additional means of communication with families	→									
Establish an Attendance Support Group	→									
Establish Monthly Themes and School awards ceremony schedule	→									
Hold Awards Ceremonies for September and October –adjust as necessary	→	→								
Plan quarterly Parent Engagement morning/evening events.	→	→	→							
Establish and maintain presence on the NBPS website	→	→	→	→	→	→	→	→	→	→
“NBPS Branding- Pacheco staff wears school shirts on designated days- clerk more consistent.	→	→	→	→	→	→	→	→	→	→
Family Engagement Team to meet and decide on team goals and plan.	→	→	→							
Family Engagement Team to meet to determine if goals will be met and make adjustments.						→	→	→	→	
Family Engagement Team to meet and determine if goals have been met.										→
Attendance Support Group reviews data and trends							→			→
All School class Dojo	→	→	→	→	→	→	→	→	→	→
Meeting with Attendance Officer	→	→	→	→	→	→	→	→	→	→
Continue awards ceremonies – add perfect attendance	→	→	→	→	→	→	→	→	→	→
Motivational movies in the morning	→	→	→	→	→	→	→	→	→	→

Section 4. Develop a targeted PD plan to support SIP

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

Focus area	What exemplary practice will look like after PD (describe for teachers <u>and</u> students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
<p>ELA – Reading Comprehension</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Plan small group differentiated instruction for ELA block based on a 20 minute whole group/small group schedule ➤ Plan lessons tied to rigorous objectives using ELA curriculum materials ➤ Use assessment data to inform instruction ➤ Embed Science and Social Studies throughout the curriculum. 	<p>Teachers Currently:</p> <ul style="list-style-type: none"> ➤ Use data (STAR, Lexia,& Dibels) to select texts that are at the correct complexity expected for each individual student. ➤ Use Reading Street Text Dependent Questions ➤ Use the SEI – Go –To strategies in the ELA classroom 	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Develop pre-planned higher order thinking questions utilizing Blooms Taxonomy. ➤ Use small group comprehension strategies. ➤ Develop student’s use of accountable talk. ➤ Use data to select texts that are at the correct complexity expected for each individual student. ➤ Intentionally sequence questions to build knowledge by guiding students to delve deeper into text and graphics. ➤ Embed additional SEI supports throughout the ELA block both during whole group and small group instruction. ➤ The student expectation is to complete work

			independently and attain 80% proficiency towards the standard.
ELA – Writing Instruction	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Deliver standards based writing instruction on the three main types of writing (narrative, argumentative/expositive and research simulation) ➤ Utilize the Empowering Writers program. ➤ Embed writing throughout the curriculum. 	<p>Teachers Currently:</p> <ul style="list-style-type: none"> ➤ Have the drive to increase their practice and knowledge of best practices in this area. ➤ Have received a full day Empowering Writers PD. 	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Provide high quality writing instruction with growth producing feedback that meets common core standards and individual student needs in order to accelerate student growth.
Math Instruction with a focus on students’ Conceptual Understanding And Number Talks to build Conceptual Fluency.	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Use number talks daily. ➤ plan lessons tied to rigorous objectives ➤ Embed practices that emphasize conceptual understanding in all parts of their lesson. ➤ Embed SEI strategies to strengthen core instruction. ➤ Work with TLS to map out the math calendar, preview, and pre-plan questions. ➤ Review MCAS results by standard and question to uncover inadequacies. 	<p>Teachers currently:</p> <ul style="list-style-type: none"> ➤ Teachers have implemented envision 2.0 math program. During the math lesson, they guide students through the “Grappling/ Solve and Share” in order to build mathematical skills. ➤ Teachers move through the “Guided Instruction” using teacher modeling and work at ensuring math centers at least three times per week. 	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Differentiate math centers to ensure students are meeting grade level competencies. ➤ Unpack the revised math standards to ensure all grade level objectives are met. Some areas are not addressed in Envision 2.0 curriculum. ➤ Expand their math mindset which will translate into more effective instructional practices

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

Focus area 1:	ELA - Planning and executing lessons with rigorous, standards based objectives using the ELA curriculum, Reading Street materials and the Empowering Writers scope and sequences. Using a variety of assessment data to inform instruction and identify priority standards		
Instructional strategies:	Targeted Small Group Differentiated Instruction	Approximate dates:	Throughout the school year.
Meeting	Learning objectives for teachers		Support needed
August PD	Revise ELA block to include 2 hours of uninterrupted time.		Building administration, TLS and Reading Specialist
September SILT	Review preliminary data and discuss next steps for SIP (with regards to ELA- Writing & Comprehension strategies)		SILT team members
September PD	Revised ELA block- Small and Whole group instruction (Walk to Read/Guided Reading)		RS and TLS
September Admin Time	Unpack Empowering Writers (Expository/Opinion) & Review Student Work		RS/TLS
October PD (AM)	Evaluating Effective Power Reading groups and student workshops. Teachers will evaluate their own lesson plans to ensure students are writing across the curriculum and that all lessons include the domains: Reading, Writing, Speaking & Listening		RS/TLS/ELL
February PD	Using Empowering Writers with Narrative Writing.		Building administration, TLS and Reading Specialist
February Admin Directed	Looking at Student work		Building administration, TLS and Reading Specialist
May PD	Effective Strategies for English Language Learners and summer planning to prevent the Summer Slide for all learners.		Sonia Walmsley
June Admin	Vertical Teaming ELA meetings reviewing standards and preparing for the next steps & summer support for high needs students.		Building administration, TLS and Reading Specialist

Focus area 2:	Math Instruction with a focus on building conceptual fluency through number talks.		
Instructional strategies:	Conceptual Understanding	Approximate dates:	Throughout the school year
Meeting	Learning objectives for teachers		Support needed
August PD	Structure of an effective Math block using Envisions 2.0		Building administration, TLS
September SILT	Review preliminary data and discuss next steps for SIP (with regards to Math strengths/weaknesses)		SILT Team
September Admin	Create and adjust small group instructional time during math block to include differentiated math centers that engage students and move them towards computational fluency.		Building administration, TLS
October Admin	Pulse on Math- Review curriculum maps and anticipate issues in instruction/assessment to backwards design upcoming topics.		Building administration, TLS
January Admin Time (AM and during school)	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.		Building administration, TLS
April Admin Time (AM and during school)	Required Fluencies for each Grade. Have students already or are working to the required fluencies for each grade. Teachers will review maps and adjust for proficiency by EOY.		Building administration, TLS
Weekly Common Planning Time (Thursday during school)	During data CPT teachers will identify the standard of focus for the week, develop pre-planned questions, accountable talk sentence frames and revisit focus based on assessment data and determine strategies to ensure students meet proficiency. Teachers will learn to Embed SEI strategies into daily whole and small group instruction.		Building administration, TLS & Sonia Walmsley
6 Week Data Meetings	Lead by principal/Ast principal and TLS teachers will review STAR and Reading Street Data and identify students in each of the domains- 40% reduction in not proficient, 10% decrease in warning, 10% increase in advanced. Admin team and teachers will discuss current strategies and changes to implement to move students to proficiency.		Building administration, TLS
School Year 2018-2019	Coaching cycles with math TLS focusing on building teacher's instructional strategies surrounding conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.		Building administration, TLS and Reading Specialist

