

School Improvement Plan

School Year 2018-2019

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

Principal: **Kim M. Marshall**

Section 1. Set goals aligned to the AIP

1. By MOY, K and 1 students will realize at least a 20% reduction in students Not Meeting Benchmark in grades K and 1 in DIBELS.
2. By EOY, K and 1 students will realize at least a 40% reduction in students Not Meeting Benchmark in grades K and 1 in DIBELS.
3. By MOY 50% of Rodman students will achieve the 66% SGP moderately ambitious STAR Student Goal in both ELA and Math
4. By EOY 80% of Rodman students will reach their projected/targeted STAR Student Goal in both ELA and Math

		SY17-18 (Historical)		SY18-19 (Goals)			
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 3-4-5							
ELA	61 out of 86 Students Tested 72%	510.9	65.4				
Math	47 out of 86 Students Tested 55%	506.4	46.9				

		EOY 17-18 (Historical)		EOY 18-19 (Goals)			
		% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP
STAR Data ~ Grade 2-3-4-5							
ELA	Grade 2 – 43% Grade 3 – 44% Grade 4 – 38% Grade 5 - 36%	Grade 2 – 359 Grade 3 – 499 Grade 4 – 577 Grade 5 – 657		Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –	
Math	Grade 2 – 39% Grade 3 – 68% Grade 4 – 38% Grade 5 - 39%	Grade 2 – 541 Grade 3 – 674 Grade 4 – 738 Grade 5 – 773		Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –	Grade 2 – Grade 3 – Grade 4 – Grade 5 –	

		BOY 17-18 (Historical)		EOY 18-19 (Goals)	
		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations	% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations
DIBELS Data ~ Grade K-1-2					
DIBELS Composite Score	Grade K – 90%	Grade K – 10%		Grade K – 93%	Grade K – 7%
	Grade 1 – 90%	Grade 1 – 10%		Grade 1 – 93%	Grade 1 – 7%

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

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

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

DIBELS:

K: 90% of students met benchmark (+59% increase from BOY)

Grade 1: 90% of students met benchmark (+32% increase from BOY)

ELA MCAS: EE (Exceeding Expectations) ME (Meeting), PM (Partially Meeting), and NM (Not Meeting)
 Grades 3–5 13% (11 students) EE, 59% (49 students) ME, 24% (20 students) PM, and 4% (3 students) NM
 Grades 3 – 5 outperformed the district and the state significantly on the 2018 Spring ELA MCAS 2.0 test

ELA – Strengths

Grade 3

- RL.3.1 – Use details from the story to demonstrate understanding
- L.3.5 – Determine the meaning of a word in context
- W.3.3 and W.3.4 – Write a narrative describing what might happen next in the story

Grade 4

- RI.4.4 – Use information from the article to determine the meaning of a word
- RL.4.5 – Compare how the author of each text uses structural elements to communicate meaning
- W.4.2 and W.4.4 – Write an essay that explains the central idea of the article

Grade 5

- RL.5.1 – Describe a characters feelings and choose evidence that best supports the description
- RI.5.3 – Compare the responses of characters in a passage
- W.5.2 – W.5.4 – Write an essay describing the challenges faced and overcome by characters in multiple passages.

Math MCAS: EE (Exceeding Expectations) ME (Meeting), PM (Partially Meeting), and NM (Not Meeting)
Grade 3 – 18% (6 students) EE, 50% (17 students) ME, 32% (11 students) PM, and 0% (0 students) NM
Grade 4 – 12% (4 Students) EE, 50% (12 students) ME, 33% (8 students) PM, and 4% (1 students) NM
Grades 3 & 4 outperformed the district and the state significantly on the 2018 Spring Math MCAS 2.0 test

Math – Strengths

Grade 3

- 3.NF – Determining the fraction that is plotted on a given number line
- 3.NBT – Determine which expression with rounded numbers will give the best estimate when adding two whole numbers

Grade 4

- 4.MD.A.O – Solve a word problem involving amounts of money written in dollars and cents
- 4.OA.B – Solve a word problem by identifying a multiple of a given whole number
- 4.NF.B.O – Determine which expression is equivalent to a given fraction

Grade 5

- 5.NBT.A – Write a given expression as a power of ten
- 5.NBT.B.O – Determine the quotient of a four-digit dividend and a two-digit divisor
- 5.NBT.B.O – Solve a word problem by adding and subtracting decimals to hundredths
-

Rodman school scored top in the district for ELA and had a scaled score of 510.9 and 2nd in Math with a scaled score of 506.4

Family Engagement Data: We were able to meet 100% of our parents in the 2017-2018 school year through PTO events, school events, and Open House, and parent teacher conferences.

(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?**

Attendance Data: 11.5% of students absent and target was to reach 9.1%

Family Survey: Barriers to Engagement: Rodman 53% - Community Survey Items: Rodman 75%

ELA – Weaknesses

Grade 3

- RL.3.1 – Use information from the article to demonstrate understanding
- RL.3.4 – Interpret what a word suggests about characters in the story

Grade 4

- RL.4.1 – Make an inference to determine what a character is doing in the passage
- RL.4.4 – Determine the meaning of a word in context

Grade 5

- RI.5.9 and RL.5.9 – Integrate information from multiple passages and determine what is revealed about characters from multiple passages and include evidence
- RL.5.1 – Use descriptive language to identify what is suggested about a topic

Math – Weaknesses

Grade 3

- 3.NF – Determining fractions that aren't equivalent
- 3.OA – Solving two-step word problems using multiplication and division
- 3.NBT – Estimating mass

Grade 4

- 4.MD – Determining angle measurements
- 4.MD – Finding the difference between two values from a line plot with fraction, mixed number, and whole number values
- 4.G.A – Determining lines of symmetry

Grade 5

- 5.NBT.A – Determining the expanded form
 - 5.NBT.B – Determine the numerical expression that can be used to solve a decimal multiplication problem
 - 5.G.B – Determine attributes of an equilateral triangle
 - 5.NF.A – Estimate the sum of two fractions less than one to solve a word problem
- Student growth declined significantly
 - Although average SGP for Math was 46%, we are down from last year

Science – Grade 5 was below the district and the state in 29/42 standards which = 69% of them. **All standards** need immediate attention and Science will be enforced in all grade levels to ensure it is being taught consistently.

Initiative 1: ELA



Team Members: Principal, TLS, Teachers, and Special Education Instructor

Final Outcomes:

Teacher Practice Goals:

- ❖ By EOY the TLS and staff will regularly and effectively collaborate and implement ongoing data cycles to get to the crux of formative assessment through conferencing, continual feedback, and checking for understanding.

Student Learning Goals:

- By MOY, K and 1 students will realize at least a 20% reduction in students Not Meeting Benchmark in grades K and 1 in DIBELS.
- By EOY, K and 1 students will realize at least a 40% reduction in students Not Meeting Benchmark in grades K and 1 in DIBELS.
- By EOY 80% Rodman students will reach their projected STAR Student Goal in Ela and Math

What this means for teachers:

- ❖ Plan for learning using the Curriculum Units of Study and in house writing assessments
- ❖ Plan lessons tied to rigorous objectives utilizing data by conferencing, re-teaching, utilizing all Rodman's resources to inform instruction, and setting high expectations to challenge all students
- ❖ Embed practices that emphasize conceptual understanding in all parts of our lessons in ELA with a continued emphasis on writing

What this means for building leadership:

- ❖ Principal will provide feedback that emphasizes the connection between planning, instruction, and assessment and student work analysis.
- ❖ Principal will guide their SILTs and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre).
- ❖ Principal will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the ELA and district focus.
- ❖ Principal will participate in tiered ELA support with in-building TLS
- ❖ Principal will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction.
- ❖ Principal will meet with teachers every Thursday during data meetings weeks to monitor student data.

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

Nov. 1:



- ELA Units of Study, including the new Writing Guide.
- Ongoing Writing PD and looking at student work weekly.
- BOY ELA STAR will be administered and data will be analyzed.
- RTI model will be revised
- DIBELS will be administered and data will be analyzed.
- MCAS 2.0 data will be reviewed and analyzed.
- STAR progress Monitoring data will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for students.

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Ongoing Writing PD and looking at student work weekly..
- Progress Monitor STAR data to identify standards/skills students' area ready to learn.
- Create intervention and acceleration groups (RTI) based on progress monitoring and MOY STAR data to meet the needs of all students.
- MOY STAR, and DIBELS Data will be collected and analyzed to provide the skills students are ready to learn.


May 1:

- Continue all initiatives from the beginning of the year.
- Ongoing Writing PD and looking at student work weekly..
- Progress Monitor STAR data to identify standards/skills students' area ready to learn.
- Adjust intervention and acceleration groups (RTI) based on progress monitoring and MOY STAR data to meet the needs of all students.
- Continue to review and analyze STAR ELA progress monitoring data.

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Deliver 4 PD's per month pertaining to the data collaboration cycle and examining student work										
Teachers will plan utilizing the Curriculum Units of Study/Writing Guide in conjunction with the Massachusetts Curriculum Frameworks to ensure priority standards being taught are connected to planning for learning, instruction, student engagement, and high expectations with the main focus on writing										

Based on classroom observations, provide timely growth producing feedback with a focus on examining student work, progress monitoring strategies, RTI groups, and the utilization of the data collaboration cycle				
To ensure students are being provided with rigorous high-level tasks, collect and review student work samples during administrative planning time and measure progress by following the Data Collaboration Cycle along with Student Portfolio Tracking, RTI Folders, and Student Data Binders to determine mastery				
BOY ELA STAR will be administered and data will be analyzed				
MOY ELA STAR will be administered and data will be analyzed				
EOY ELA STAR data will be analyzed by grade level teams, TLS and principal				
Goals will be set for each student and revised after progress monitoring testing				
ELA data wall will be created and updated throughout testing from BOY/MOY/EOY				

Initiative 2: Math



Team Members: Principal, TLS, Teachers, and Special Education Instructor

Final Outcomes:

Teacher Practice Goals:

- ❖ By EOY the TLS and staff will regularly and effectively collaborate and implement ongoing data cycles to get to the crux of formative assessment through conferencing and formative assessment check-ins

Student Learning Goals:

- By MOY, K and 1 students will realize at least a 20% reduction in students Not Meeting Benchmark in grades K and 1 in DIBELS.
- By EOY, K and 1 students will realize at least a 40% reduction in students Not Meeting Benchmark in grades K and 1 in DIBELS.
- By EOY 80% Rodman students will reach their projected STAR Student Goal in ELA and Math

What this means for teachers:

- ❖ Plan lessons tied to rigorous objectives utilizing data by conferencing, re-teaching, utilizing all Rodman’s resources to inform instruction, and setting high expectations to challenge all students
- Embed practices that emphasize conceptual understanding in all parts of our lessons in Math.

What this means for building leadership:

- ❖ Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. Principal will also support teachers in developing intervention plans based on data.
- ❖ Principal will have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.
- ❖ Principal will meet with teachers weekly during data meetings on Thursday.

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

Nov. 1:

- Conduct Math focused observations and learning walks
- Provide teachers with the Elementary Curriculum Maps and Scope and Sequences aligned to the 2018 Math standards and review
- Review and analyze MCAS 2.0 math data
- Review and STAR Math BOY data
- Review and analyze enVision Topic Assessment data
- Differentiate Instruction will be planned and implemented utilizing ixl interventions and supports, Pearson on-line supports, and RTI interventions
- Review and analyze the STAR Math progress monitoring data

Feb. 1:

- Conduct Math focused observations and learning walks
- Continue to review and analyze enVisiosn Topic Assessment data, ixl re-teach interventions, and evidence of conferencing
- Continue to review and analyze STAR Math progress monitoring data

May 1:

- Continue to review and analyze enVisiosn Topic Assessment data, ixl re-teach interventions, and evidence of conferencing
- Ensure Instruction is differentiated, planning for learning is embedded, and ixl interventions, Pearson on-line supports, and RTI interventions are sustained

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Provide classroom support for Grades K – 5 to ensure conceptual knowledge of content is tracked through the data collaboration cycle, monitoring student work, and RTI interventions are in place by standard.										
Use the enVisionmath materials to plan for learning that will bring students to mastery of specific skills and standards including the structure of whole group and small group interventions directly aligned to Common Core and District Curriculum Maps										
Utilize on-line Practice Buddy, on-line IXL, Math Fluency, Manipulatives, exit tickets, and portfolio Intervention sheets to attain mastery of grade level standards										
Assign appropriate interventions to students based on need. Work with sped teacher, paraprofessional, BBST teams to execute										

interventions.				
Develop enrichment activities that will challenge advanced students, targeting higher order thinking skills				
Gradual release model will be used for math instruction.				
BOY Math STAR will be administered and data will be analyzed				
MOY Math STAR will be administered and data will be analyzed				
EOY Math STAR data will be analyzed by grade level teams, TLS and principal				
Goals will be set for each student and revised after progress monitoring testing				
Math data wall will be created and updated throughout testing from BOY/MOY/EOY				
Teachers and students will set goals and note them in their data binders				

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



Team Members: All Rodman Staff

Final Outcomes:

- ❖ By EOY, the Rodman School will have completed year 1 of DESE's PBIS training.
- ❖ By EOY, the School Adjustment Counselor will implement the Social Thinking Curriculum in 2 high needs classrooms as well as meet with small groups of students from the remaining classrooms.
- ❖ By EOY, Rodman students decrease absenteeism and tardies by 50%

Teacher Practice Goals

- ❖ The goal is for teachers to support and implement positive behavioral supports through the PBIS system to benefit and impact all student, staff, and school culture.
- ❖ Through PBIS and Social Thinking Curriculum the Rodman School will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.
- ❖ The classroom with the highest attendance will receive a trophy monthly and the classroom will be regarded.

Student Learning Goals

- ❖ Students benefit from schools that have positive, predictable, safe, and consistent practices for supporting positive social emotional development and growth.
- ❖ A system for student support regarding positive behavioral development reduces problem behaviors, improves student engagement and academic performance through consistent practices and focused on continued acknowledgment and support of students' social emotional skill sets.
- ❖ Students will be excited to come to school in order to reap the attendance reward the class will receive.

What this means for teachers:

- ❖ Teacher’s essential interventionists on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and enhance students’ learning environments.
- ❖ Through the formation and the establishment of PBIS implementation teams and the Social Thinking Curriculum, will help establish a positive student support system and looking at safe and supportive school data to drive continued school based action plans, professional development, and systems analysis.
- ❖ Attendance/tardiness incentives will encourage students to be on time and in school so that they may participate in rewards provided to their peers.

What this means for building leadership:

- ❖ Principal will play an essential role in looking at and evaluating the effectiveness of the ongoing positive supportive systems and working towards the decrease of at- risk discipline metrics that impact time on learning. Emphasis should also be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community.

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

Nov. 1:

- Rodman School PBIS team will be established and will attend Regional PBIS Training.
- Rodman School PBIS team will develop a school wide behavior metric with clear expectations.
- Social Thinking and Zones of Regulation individual and small group instruction will begin.
- Attendance/tardiness incentives will be determined and in place.

Feb. 1:

- Rodman School PBIS team will demonstrate effective use of initial PBIS strategies.
- At least 50% of PBIS action plan will be in place (i.e. school climate survey, Tier 1 interventions, office referral, data collection tool).
- Targeted grade levels will be introduced with Social Thinking and Zones of Regulation key concepts and common language .
- Attendance/tardiness will be analyzed to determine that incentives are working.

May 1:

- Fidelity in the use of PBIS strategies will develop a positive, supportive and safe school climate.
- Rodaman School will have embedded Social Thinking methodology and language and have introduced six Social Thinking Concepts
- Tier 2 and Tier 3 students will demonstrate social and emotional behavioral growth
- Rodman school will see a 50% decrease in absebtteeism and tardiness.

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Rodman School PBIS team will be established and will attend Regional PBIS Training. Following PBIS trainings, team will share resources with all faculty members, students and families:										

Faculty will meet to determine/establish PBIS team.	
PBIS coach will attend 3 days of PBIS training and team will attend 6 days of PBIS training (September, January, June).	
PD on PBIS resources will be scheduled. PBIS team will meet monthly. Faculty will be provided updates monthly and as needed.	
Rodman School PBIS team will develop and implement PBIS action plan and behavioral expectation Matrix:	
PBIS team will formalize action plan and begin implementation.	
PBIS team will complete 1 st readiness inventory.	
Rodman school will continue implementing a school wide behavior reinforcement system utilizing “Rock Star” tickets, and Student of the Month as a means of acknowledging students who are following Rodman “Rock Star” Expectations.	
PBIS team will develop a systematic office/discipline referral procedure, to include a referral form. This will include a distinction between “minor” and “major” offenses, what they look like, and how they are to be addressed.	
PBIS team will develop a method/strategy to monitor ongoing effectiveness of school-wide behavior supports and interventions, including staff’s perceptions of efficacy.	
Develop lesson plans/activities utilizing the Zones of Regulation and Social Thinking curriculum:	
SAC will attend monthly PD regarding Social Thinking overview the implementation of Social Thinking and Zones of Regulation curriculum and common language.	
Support team will provide PD opportunities for all staff regarding specific targeted Social Thinking concepts.	
SAC and support team will identify target needs and establish small group Social Thinking/Zones of Regulation lessons and skill development for target populations.	
Targeted grade levels will have been introduced with Social Thinking and Zones of Regulation key concepts and common language.	
Support team will analyze data from behavior plans, Social Thinking rubrics, and student	

What this means for building leadership:

- ❖ Principals and family engagement teams will play an essential role in looking at and evaluating the effectiveness of their ongoing family engagement initiatives. They will determine ways to diversify their level of engagement and looking at data. Emphasis will also be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community, as well as sharing out progress and necessary mid-course corrections.

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

Nov. 1:

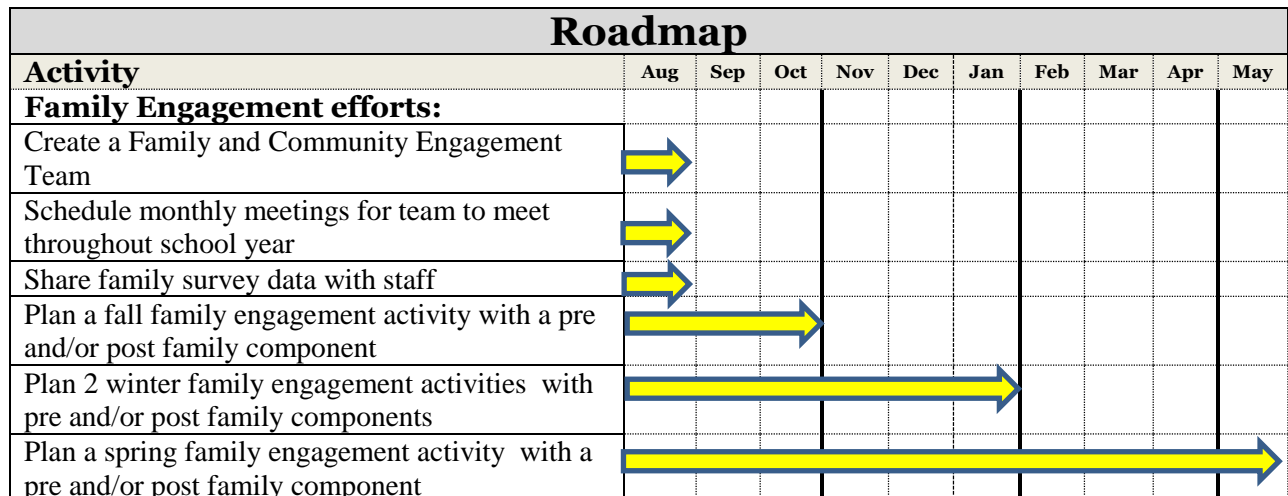
- Create a Family and Community Engagement Team
- Share family survey data
- Open House
- Offer at least one engagement activity at school (can be academic or non-academic)
- Send thank you notes to all family who participated in the family engagement activity
- Send a survey to request feedback to all families who attended the family engagement activity
- Family and Community Engagement Team has met at least 2 times
- At least 2 PTO meetings
- Begin tracking family engagement data

Feb. 1:

- Offered at least 1 tier 2 and 1 tier 2 engagement activities at school
- Send thank you notes to all family who participated in the family engagement activities
- Send a survey to request feedback to all families who attended the family engagement activities
- Family and Community Engagement Team has met at least a total of 4 times
- Continue to track family engagement data

May 1:

- Complete family engagement data
- Offered a total of 4 engagement activities at school
- Send thank you notes to all family who participated in the family engagement activity
- Send a survey to request feedback to all families who attended the family engagement activity



Send thank notes to families who participated in the family engagement activities	
Send surveys to families who participated in the family engagement activities requesting feedback	
Conduct Open House	
PTO efforts:	
Solicit parents to sign up for PTO during Open house	
Conduct 1st PTO meeting	
Schedule and conduct Monthly PTO meetings	
Other engagement efforts:	

Section 4. Develop a targeted PD plan to support SIP

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

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
Build students capacity to access complex text in ELA by increasing poetry content and writing in grades K-5 utilizing conferencing strategies and student accountability	Teachers will plan utilizing the Curriculum Units of Study/Writing Guide in conjunction with the Massachusetts Curriculum Frameworks to ensure priority standards being taught are connected to planning, instruction, and student learning	Data Collaboration Cycle has been presented and is being utilized Students have been tiered according to EOY data, MCAS 2.0, STAR, and BOY Baseline Testing Staff is fine-tuning planning for learning by implementing poetry mini-lessons STAR Progress monitoring as well as interventions in Reading Street and ixl is in place	Teachers will have a deeper connection between planning with the Units of Study/Writing Guide in conjunction with the Massachusetts Curriculum Frameworks Grade level embedded data cycles are completely weekly during administrative planning time Tiered students reviewed weekly and adjusted according to mastery of standards
Build student capacity to attain conceptual knowledge and understanding of core level math standards utilizing the data	Teachers will plan utilizing the Curriculum Units of Study/Writing Guide in conjunction with the Massachusetts Curriculum Frameworks to ensure priority standards being taught are connected to planning, instruction, and student learning	Data Collaboration Cycle has been presented and is being utilized Students have been tiered according to EOY data, MCAS 2.0, STAR, and BOY Baseline Testing	Teachers will tie their lessons to rigorous objectives, emphasize conceptual understanding, and use the data collaboration cycle to continuously monitor and adjust their instruction Tiered students reviewed weekly and adjusted

collaboration cycle			according to mastery of standards
PBIS	PBIS will be implemented throughout the Rodman School.	Some aspects of PBIS are being implemented, but more specific strategies still need to be developed.	There will be common behaviors and expectations throughout the school; thus decreasing behavior difficulties and increasing a positive culture.

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

Focus area 1:	ELA		
Instructional strategies:	Build students capacity to access complex text in ELA by increasing poetry content and writing in grades K-5 utilizing conferencing strategies and student accountability	Approximate dates:	September 2018 – June 2019
Meeting	Learning objectives for teachers		Support needed
9/11/18	<ul style="list-style-type: none"> Analyze Preliminary MCAS 2.0 Data, EOY STAR, BOY STAR, and DIBELS and look for standards not being met at grade levels to see if there are trends or gaps 		Principal/SILT Members/TLS/ESL
9/19/18	<ul style="list-style-type: none"> Staff will understand the writing curriculum and how the units of study and curriculum frameworks have changed 		
10/24/18	<ul style="list-style-type: none"> Locate/Understand Poetry Lessons in Reading Street along with various Response to Intervention (RTI) materials available for struggling students (Tier 2 and Tier 3) 		
10/24/18	<ul style="list-style-type: none"> Track STAR Target Goals 		Principal/Teachers/TLS/ESL
11/7/18	<ul style="list-style-type: none"> MCAS Writing PD Examine Grade 4 writing, score with rubric, look for reasons why we scored so poorly and reinforce the reasons why the principal and SILT are collecting and analyzing writing weekly 		Principal/Teachers/TLS
11/13/18	<ul style="list-style-type: none"> Examine CFA writing and score vertically which enables grades previous grades and upcoming grades to view what each grade is doing Discrepancies should be glaring Reinforce accountability and high expectations 		Principal/Teachers/TLS
11/14/18	<ul style="list-style-type: none"> Examine CFA writing and score vertically which enables grades previous grades and upcoming grades to view what each grade is doing 		Principal/SILT Members/TLS

	<ul style="list-style-type: none"> • Discrepancies should be glaring • Reinforce accountability and high expectations 	
12/4/18	<ul style="list-style-type: none"> • Examine weekly writing to sources writing and score vertically which enables grades previous grades and upcoming grades to view what each grade is doing • Reinforce accountability and high expectations 	Principal/SILT Members/TLS
12/5/18	<ul style="list-style-type: none"> • Examine weekly writing to sources writing and score vertically which enables grades previous grades and upcoming grades to view what each grade is doing • Reinforce accountability and high expectations 	Principal/SILT Members/TLS
12/11/18	<ul style="list-style-type: none"> • Examine weekly writing to sources writing and score vertically which enables grades previous grades and upcoming grades to view what each grade is doing • Reinforce accountability and high expectations 	Principal/SILT Members/TLS
12/12/18	<ul style="list-style-type: none"> • Examine weekly writing to sources writing and score vertically which enables grades previous grades and upcoming grades to view what each grade is doing • Reinforce accountability and high expectations 	Principal/SILT Members/TLS
2/26/19	<p>When, Where and How to Reteach?</p> <ul style="list-style-type: none"> • Teachers will discuss/plan multiple ways/times to reteach concepts taught during the week. • Principal will emphasis the importance of reteaching the CCSS concepts and how reteaching will reflect in our MCAS 2.0 results • Utilize ELL/SPED/partner teacher during morning planning to create intervention groups (ex: some students can switch classes during small group time) 	Principal/Teachers/TLS/ESL
3/5/19	<ul style="list-style-type: none"> • Staff will present student growth examples from targeted tiered students and RTI strategies they provided during PD and Administrative Planning time • What are we doing well? What do we still need to work on? 	Principal/Teachers/TLS/ESL
3/7/19	<ul style="list-style-type: none"> • Staff will present student growth examples from targeted tiered students and RTI strategies they provided during PD and Administrative Planning time • Data binders will examined along with examining student work and RTI mini-lessons which will be shared to build upon for the next school year • What are we doing well? What do we still need to work on? 	Principal/Teachers/TLS/ESL

Instructional strategies:	Sustain student capacity to attain conceptual knowledge and understanding of core level math standards utilizing the data collaboration cycle	September 2017 – June 2018	September 2018 – June 2019
Meeting	Learning objectives for teachers	Support needed	
9/12/18	<ul style="list-style-type: none"> • PD Session 1, 2, 3, & 4 – During Administrative Planning Time Implementation of the Data Collaboration Cycle to examine student work and plan RTI mini-lesson for interventions based on standards not being met based on Preliminary MCAS 2.0 Scores • Implementation of the Student Data Portfolios work and plan RTI mini-lessons 	Principal/Teachers/TLS/ESL	
9/18/18	<ul style="list-style-type: none"> • Implementation of the Data Collaboration Cycle to examine student work and plan RTI mini-lessons 	Principal/Teachers/TLS/ESL	
9/26/18	<ul style="list-style-type: none"> • Grade level data analysis teams completed and interventions in collaboration with student portfolios in place and being utilized 	Principal/Teachers/TLS/ESL	
11/27/18	<ul style="list-style-type: none"> • Implementation of the Data Collaboration Cycle to examine student work and plan RTI mini-lessons/Report Card Input 	Principal/SILT Members/TLS/ESL	
12/4/18	<ul style="list-style-type: none"> • Staff will examine student scores on MOY assessments, to determine priority standards, and which students need RTI. If time allots we will create mini-lessons • Implementation of the Data Collaboration Cycle to examine student work and plan RTI mini-lessons 	Principal/Teachers/TLS/ESL	
1/9/19	<ul style="list-style-type: none"> • Examine student work. Each teacher will bring a piece of student work from Math, ELA, and Writing during Administrative Planning Time or PD. Staff will be aligned vertically to compare grade level expectations and ensure students are prepared for the next grade 	Principal/Teachers/TLS/ESL	
3/12/19	<ul style="list-style-type: none"> • Staff will present student growth examples from targeted tiered students and RTI strategies they provided during PD and Administrative Planning time • 20 examples of the Data Collaboration Cycle to examine student work and RTI mini-lessons will be shared to build upon for the next school year 	Principal/Teachers/TLS/ESL	
5/8/19	<ul style="list-style-type: none"> • Staff will present success stories of targeted tiered students and how monitoring and RTI's provided improved student growth from BOY - EOY 	Principal/Teachers/TLS/ESL	

Focus area 3:	Improve the overall social emotional well-being of our students by continuing to build from our school-wide PBIS systems and procedures.		
Instructional strategies:	Zones of Regulation implementation along with Social	Approximate dates:	September 2018 – April 2019

Thinking Curriculum		
Meeting	Learning objectives for teachers	Support needed
ongoing	Continue utilizing our Rodman “Rock Star” Yellow tickets to reinforcing behavioral expectations throughout the school day.	All staff
October 31, 2018	Develop lesson plans/activities utilizing the Zones of Regulation and Social Thinking curriculum.	Adjustment Counselor
January 2, 2019	Fine-Tune and continue implementing a school wide behavior reinforcement system utilizing our yellow tickets as means of acknowledging students who are following the Rodman “Rock Star” expectations. Students will then add their tickets to the class bucket and one student will win a basket monthly from each classroom.	Adjustment Counselor Principal PBIS Team
ongoing	Provide feedback to classroom teachers for how to utilize school-wide expectations and practices within their individual classrooms	Adjustment Counselor
ongoing	Develop strategies to integrate family- and community-based activities into the school calendar year	Principal PTO
April 30, 2019	Develop method/strategy to monitor ongoing effectiveness of school-wide behavior supports and interventions, including staff’s perceptions of efficacy	Adjustment Counselor Principal PBIS Team