SWIFT
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: Jireh Swift Elementary
Principal: Tonya Vitorino

Section 1. Set goals aligned to the District Plan:

1. 80% of teachers will facilitate the learning growth of their students so that 80% of their students achieve their target or projected score on ELA Star, whichever is higher, by the end of the school year.
2. 80% of teachers will facilitate the learning growth of their students so that 80% of their students achieve their target or projected score on Math Star, whichever is higher, by the end of the school year.
3. Kindergarten and First grade teachers will facilitate the learning growth of their students so that 80% of their students achieve ambitious growth toward targeted Benchmark scores on DIBELS and Math by the end of the 2018-19 school year.

	SY16-17 (Historical)			SY17-18 (Current Data)		
	% 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	3: 45% 4: 41% 5: 39%	3: 499 4: 497 5: 497	3: N/A 4: 35% 5: 58%	3: 33% 4: 50% 5: 62%	3: 496.2 4: 502.2 5: 505	3: N/A 4: 52 5: 59.5
Math	3: 40% 4: 27% 5: 36%	3: 498 4: 496 5: 484	3: N/A 4: 26% 5: 51%	3: 17% 4: 37% 5: 44%	3: 484.1 4: 495.8 5: 497.1	3: N/A 4: 44.2 5: 53

	BOY 18-19 (Historical)			EOY 18-19 (Goals)		
	BOY % of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	80% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP 50% or Higher
STAR Data ~ Grade 2-3-4-5						
ELA	Grade 2 –26%	Grade 2 –175		Grade 2 – 26	Grade 2 – 339	Grade 2 –7%

	Grade 3 –35%	Grade 3 –346		Grade 3 – 27	Grade 3 – 467	Grade 3 –12%
	Grade 4 –17%	Grade 4 – 419		Grade 4 – 36	Grade 4 –553	Grade 4 –17%
	Grade 5 –41%	Grade 5 – 605		Grade 5 – 31	Grade 5 –676	Grade 5 –12%
Math	Grade 2 –23%	Grade 2 –385		Grade 2 –26	Grade 2 –542	Grade 2 – N/A
	Grade 3 –50%	Grade 3 – 546		Grade 3 – 27	Grade 3 –675	Grade 3 – 7%
	Grade 4 –24%	Grade 4 – 586		Grade 4 – 36	Grade 4 –716	Grade 4 –15%
	Grade 5 –41%	Grade 5 – 683		Grade 5 – 31	Grade 5 –785	Grade 5 –10%

	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	
DIBELs Data ~ Grade K-1-2						
DIBELs Composite Score	Grade K –38% Grade 1 –70%	Grade K –62% Grade 1 –30%		Grade K –38% Grade 1 –56%	Grade K –62% Grade 1 –44%	

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

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

2018 Academic Data (MCAS)

Based on 2018 MCAS 2.0 Swift school we are exceeding and meeting all of our targets in ELA and grade 5 Science. In ELA Swift has gained 8 points from 2016-18 MCAS 2.0.However, in math we did not meet targets giving us a rating of Partially Meeting and dropping 8 points from 2016-18 MCAS 2.0. Therefore our SIP will reflect a strong focus on math and conceptual understanding.

Behavioral Data:

Swift Elementary has decreased its Office Referral's resulting in suspensions from 6(2016-17) to 5(2017-18).

The PBIS system was developed during our 2017-18 school year to help implement a Tiered system of behavioral supports and behavioral expectations.

Attendance Data:

Chronic absenteeism continues to be an issue for Swift. According to MCAS 2.0 Data in:

2017 5.6% of our students had chronic absenteeism

2018 6% of our students had chronic absenteeism resulting in a .4% increase

Due to chronic absenteeism among students Swift will develop a committee to work on engagement strategies with families to have our students increase their time in school this is reflected in our 2018-19 SIP.

Family Engagement Data:

Based on the 2018 Panorama Parent Survey we have stayed consistent in the areas of Family Involvement and student connections to school. Overall Swift Families feel welcomed and an important part of the success rate of Swift School. The overall school fit is at 81% up from 74% in 2017. The numbers show gains, it indicates that the Swift School and their families are moving forward in their commitment to improve our school climate and culture.

(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?**

2017-18 DIBELs Data
% of Students Meeting Benchmark K-2

Grade	BOY	EOY
K	37%	**39%**
1	70%	**55%**
2	66%	**77%**

2017-18 STAR Data- ELA
% Students Scoring at L4 and L5

Grade	BOY	EOY
2	30%	33%
3	26%	30%
4	63%	63%
5	44%	60%

2017-18 STAR Data- Math
% Students Scoring at L4 and L5

Grade	BOY	EOY
2	13%	47%
3	15%	26%
4	35%	40%

5	25%	45%

2017-18 CFA Data-Math
Student % Scoring at 80% or above

Grade	Overall CFA Proficiency
K	BOY 2017-18 Data
	42% of students
	EOY 2017-18 Data
	56% of students
1	BOY 2017-18 Data
	70% of students
	EOY 2017-18
	57% of students

2016-17 Panorama Survey-Parent Engagement

Survey Question	% Responded Favorably	
	2016-17	**2017-18**
How often does the staff at the school invite you to school events?	89%	86%
How often does the staff at the school make you aware of important information and news about the school?	87%	91%
To what extent do you feel you are an important part of improving the school?	88%	85%
How often do you have conversations with your child about what his or her class is learning at school?	96%	96%
How connected does your child feel to his/her school?	80%	81%
How welcome do you feel when you enter the school?	100%	100%

Overall

Historically, Swift students in grade 2 have made strong gains in oral reading fluency from BOY to EOY. The 2016-17 data shows growth, with the majority of Swift students (82%) and the 2017-2018 data shows 77% of students at proficiency on DIBELs by EOY. However, 61% of our K students and 45% of our grade one students did not reach proficiency suring the 2017-18 school year and are beginning a new school year with deficiencies in phonemic awareness, phonics and oral reading

fluency. The highest grade levels of concern are Kindergarten and grade 1 as the DIBELS data shows that only 39% of Kindergarten and 55% of our grade 1 students have met the proficiency level by EOY. Literacy remains a concern at the primary level.

The 2017-18 writing data shows that Swift students demonstrated an overall weakness in writing, with a focus in written expression (i.e. focus, ideas, organization, development and language) across genres, through looking at different data points.

STAR Grade 2   **ELA**   **Math**

STAR Levels	BOY	EOY	+/-	BOY	EOY	+/-
5	1	0	-1	0	1	1
4	10	12	+2	5	16	+11
3	7	9	+2	15	8	-7
2	19	11	-9	13	9	-4
1	0	4	+4	5	2	-3

STAR Grade 3   **ELA**   **MATH**

STAR Levels	BOY	EOY	+/-	BOY	EOY	+/-
5	0	0	n/c	0	0	n/c
4	12	13	+1	7	11	+4
3	16	17	+1	21	16	-5
2	15	12	-3	16	15	-1
1	4	2	-2	4	0	-4

STAR Grade 4   **ELA**   **Math**

STAR Levels	BOY	EOY	+/-	BOY	EOY	+/-
5	2	1	-1	0	0	n/c
4	22	25	+3	13	16	+3
3	8	9	+1	13	15	+2
2	3	5	+2	10	7	-3
1	3	1	-2	1	2	+1

STAR Grade 5   **ELA**   **Math**

STAR Levels	BOY	EOY	+/-	BOY	EOY	+/-
5	0	3	+3	0	0	n/c
4	18	21	+3	10	18	+8
3	17	12	-5	22	16	-6
2	5	3	-2	8	6	-2
1	1	1	n/c	0	0	n/c

Swift's 2017-18 STAR data indicates that students in grades 2 and 5 made growth in ELA with 3rd grade proficiency slightly increasing from BOY to EOY. Students in grade 4 had slight growth in ELA. Students in grades 2 and 3 made significant growth in math over the course of the year; however grade 4 and 5 showed a slight growth in proficiency at the end of the year. While our overall performance on STAR in grade 2 and 5 appears positive in ELA, our students failed to demonstrate proficiency in key literacy and math standards across grade levels and classrooms. Reading skills in grades 2-5 are deficient and present a considerable concern. Our data indicates overall conceptual understanding and the application of mathematical thinking appear weak in several domains.

ELA-Reading

To develop a better understanding as to why students struggled in reading, the Swift SILT reviewed STAR EOY 2017-18 data compared to STAR BOY 2018-19, identifying standards on which students

demonstrated a proficiency level of less than 80%. Through this analysis, the SILT identified areas of deficit across grades levels in:

Kindergarten
- Although our kindergarteners demonstrated strong growth on the 2016/17 EOY DIBELs benchmark at 96%, students experienced difficulty with nonsense word fluency which led to where students struggled with decoding skills and blending sounds to read CVC words.

Grade 1
- Students in grade 1 struggled with long and short vowels as well as beginning/middle/end sounds. More rigorous phonics instruction is required to address this issue.

Grade 2
- Students struggled with beginning consonant blends for words, long and short vowel sounds, blending sounds, and identifying sight words. More rigorous phonics instruction is required to address this issue.

An analysis of STAR data revealed the following ELA standards as high priority areas for students in grades 2-5:

Grade 2:
 Student performance in ELA in 2nd grade classrooms BOY 2018/19 data shows trends of below benchmark standards performed in several areas.

A lack of targeted, explicit instruction rooted in developing higher order understanding of key ELA ideas most likely led students in grade 2 to struggle with:
- Ask and answer questions at who, when, where, what, why, and how to demonstrate understanding of key details RI 2.1
- Identify the main topic of multi paragraph text RI 2.2
- Describe how reasons support specific point the author makes in a text RI 2.8
- Compare and contrast the most important points on how two texts on the same topic RI 2.9
- Recount stories, including fables and folktales from diverse cultures, and determine their central message, lesson, or moral and RL 2.2
- Describe the overall structure of a story, including describing how the beginning introduces the story at the ending concludes the action RL 2.5
- Know and use various text features RI 2.5
- Identify the main purpose of a text RI 2.6
- By the end of the year, read and comprehend literature, including stories send poetry, in the grades 2-3 text complexity band proficiency, with scaffolding as needed at the higher end of the range RL 2.10
- Know and apply grade level phonics and word analysis skills in decoding words RF 2.3
- Read with sufficient accuracy to support comprehension RF 2.4

Grade 3:
Student performance in ELA in 3rd grade classrooms BOY 2018/19 data shows trends of below benchmark standards performed in several areas.

A lack of targeted, explicit instruction rooted in developing higher order understanding of key ELA ideas most likely led students in grade 3 to struggle with:

- Determine the main idea of a text referring explicitly to the text as a basis for the answer RI 3.1
- Idea Development 3W.1
- Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as a basis for the answers RL 3.1
- Recount stories, including fables, folktales, and myths from diverse cultures, determine a central message, lesson, or moral and explain how it is conveyed through key details in the text RL 3.2
- Summarizing Informational Text RI3.2
- Describe characters in a story RL 3.3
- Determine the meaning of words and phrases as they are used in a text RL 3.4
- Distinguish their own point of view from that of the narrator or those characters RL 3.6
- Identify elements of fiction and poetry RL 3.8
- Use text features and search tool RI 3.5
- Distinguish their own point of view from that of the author of a text RI 3.6
- Know and apply grade-level phonics and analysis skills in decoding words RF 3.3

Grade 4:

Student performance in ELA in 4th grade classrooms BOY 2018/19 data shows trends of below benchmark standards performed in several areas.
A lack of targeted, explicit instruction rooted in developing higher order understanding of key ELA ideas most likely led students in grade 4 to struggle with:

- Compare and contrast POV from which two stories are narrated, including difference first hand… RL 4.6
- Compare and contrast first hand and second hand accounts RI 4.6
- Explain how the author uses reasons and evidence to support particular points of a text RI 4.8
- Read and comprehend informational texts including history, science, and texts, in the complexity RI 4.10
- Refer to details and examples in a text RI 4.1
- Main ideas and details RI 4.2

Grade 5:
Student performance in ELA in 5th grade classrooms BOY 2018/19 data shows trends of below benchmark standards performed in several areas.
A lack of targeted, explicit instruction rooted in developing higher order understanding of key ELA ideas most likely led students in grade 5 to struggle with:

- Quote accurately from the text when explaining what the text says explicitly and when drawing inferences from the text RI 5.1 and RL 5.1
- Compare and contrast POV from which two stories are narrated, including difference first hand RL5.6
- Compare and contrast first hand and second hand accounts RI 5.6

- Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a drama, poem RL 5.5

- Determine two or more main ideas of a text and explain how they are supported by key details , summarize RI 5.2
- Compare and contrast the overall structure of events, ideas, concepts or information in two or more texts RI 5.5
- Explain how the author uses evidence to support particular points in a text RI 5.8

ELA-Writing

To develop an understanding of how our students are performing in writing, teachers will review 2018-19 CFA data as it related to the narrative, expository, and literary analysis writing taught over the course of the school year. Overall, Swift students struggled with overall focus, organization and idea development in their writing.

Grade Kindergarten and 1:

Based on SILT discussion through examining different data points, a lack of targeted, rigorous and explicit tiered instruction most likely resulted in students struggling with:
- generating a statement of purpose/focus in writing.
- organizing a piece of writing.
- developing details to support writing

Grade 2:

Based on SILT discussion examining different data points, a lack of targeted, rigorous and explicit tiered instruction most likely resulted in students struggling with:
- generating a statement of purpose/focus in writing.
- organizing a piece of writing.
- developing details to support writing

Grade 3:

Based on SILT discussion and examining data points, a lack of targeted, rigorous and explicit tiered instruction most likely resulted in students struggling with:

- effectively developing writing appropriate to the task.
- effectively and consistently developing writing with purposeful and controlled organization
- effectively using language to express ideas with clarity
- effectively developing ideas
- conventions and sentence structure
- use of figurative language in writing

Grade 4:

Based on SILT discussions and examining data points, a lack of targeted, rigorous and explicit tiered instruction most likely resulted in fourth graders struggling with:

- effectively developing writing appropriate to the task.

- effectively and consistently developing writing with purposeful and controlled organization
- effectively using language to express ideas with clarity
- conventions and sentence structure
- use of figurative language in writing
- quoting text evidence

Grade 5:

Based on SILT discussions and examining data points, a lack of targeted, rigorous and explicit tiered instruction most likely resulted in fifth graders struggling with:
- effectively developing writing appropriate to the task.
- effectively and consistently developing writing with purposeful and controlled organization
- effectively using language to express ideas with clarity
- conventions and sentence structure
- use of figurative language in writing
- quoting text evidence

Math
To develop a better understanding of why our students struggled with key areas in math, the SILT reviewed STAR EOY 2017-18 data and STAR BOY 2018-19 data, identifying standards on which our students demonstrated proficiency rate of less than 80%. Through this analysis, the SILT identified deficits across grade levels in student conceptual knowledge and instruction that continue to prevent student mastery of standards.

Kindergarten:
Student performance in math, as measured by performance on the BOY 2018-19 CFA (enVision Topic Performance Assessments), was a high priority concern with 20% of students demonstrating overall proficiency on this assessments. Number sense development in kindergarten seems to be a concern.

A plan of targeted and explicit instruction rooted in developing conceptual understanding of key math ideas will be the focus for Kindergarten:
- Building, identifying and comparing numbers 0-30
- Understanding addition and subtraction.
- Composing and decomposing numbers to 30.

Grade 1:
Student performance in math in our 1st grade classroom, as measured by students' performance on the BOY 2108-19 enVision Performance Assessments, was an area of concern with overall proficiency levels of 50%. The development of number sense at this level will remain an area of concern.

A lack of targeted, explicit instruction rooted in developing conceptual understanding of key math ideas most likely led students in grade 1 to struggle with:

- Fluently adding and subtracting within 20.
- Understanding place value.
- Understanding of money and time.

Grade 2:

Student performance in math in 2nd grade classrooms demonstrated 56% profiency on EOY benchmarks in the 2017/18 School year and   47% and 23% proficiency on the STAR BOY 2018/19 benchmark. EOY 2017/18 data and BOY 2018/19 data shows trends of below benchmark standards performed in several areas.

A lack of targeted, explicit instruction rooted in developing conceptual understanding of key math ideas most likely led students in grade 2 to struggle with:

Areas of concerns for the 2018/19 SY

- Represent and solve problems involving addition and subtraction 2.OA.A
- Work with equal groups of objects to gain foundation for multiplication 2.OA.c
- Work with time and money 2.MD.C
- Reason with shapes and their attributes 2.G.A
- Understanding place value 2.NBT.A
- Using place value understanding and properties of operations to add and subtraction 2.NBT.B
- Represent and interpret data 2.MD.D

Grade 3:

Student performance in math in 3rd grade classrooms showed some gains by demonstrating 47% proficiency on 2017/18 EOY benchmark (grade 2) and 50% proficiency on the STAR BOY 2018/19 benchmark. EOY 2017/18 data and BOY 2018/19 data shows trends of below benchmark standards performed in several areas.

A lack of targeted, explicit instruction rooted in developing conceptual understanding of key math ideas most likely led students in grade 3 to struggle with:

Areas of concern for the 2018/19 SY

- Geometric measures understanding concepts of area to multiply and add 3.MD.C
- Geometric measures recognize perimeter as an attribute of plane figures and distinguish between linear and area 3.MD.D
- Understand properties of multiplication and the relationship between multiplication and division 3.OA.B
- Solve problems involving the four operations and identify and explain patterns in arithmetic 3.OA.D
- Use place value understanding and properties of operations to perform multi digit arithmetic 3.NBT.A
- Develop understanding of fractions as numbers 3.NF.A
- Solve problems involving measurements and estimation of intervals of time, liquid, and masses of objects 3.MD.A
- Represent and interpret data 3.MD.B
- Reason with shapes and attributes 3.G.A

Grade 4:

Student performance in math in 4th grade classrooms showed strong gains. Students demonstrated 26% proficiency on the STAR EOY 2017/18 benchmark (Grade 3) and 40% Proficiency on BOY 2018/19 data (Grade 4). EOY and BOY data shows trends of below benchmark standards performed in several areas.

Based on STAR EOY data, a lack of targeted, explicit tiered instruction at the conceptual level most likely resulted in fourth grade students struggling with:

Areas of concern for the 2018/19 SY

- Use four operations with whole numbers to solve problems 4.OA.A
- Gain familiarity with factors and multiples 4.OA.B
- Extend understanding of fraction equivalence and ordering 4.NF.A
- Build fractions from units by applying and extending previous understandings of operations of whole numbers 4.NF.B
- Solve problems involving measurement and conversion of measurement from a larger unit to a smaller unit 4.MD.A
- Understand decimal notation for fractions and compare decimal fractions 4.NF.C
- Draw and identify lines and angles and classify shapes by properties of their lines and angles 4.G.A

Grade 5:
Student performance in math in 5th grade classrooms was comparable by demonstrating 40% proficiency on the STAR EOY 2017/18 benchmark (Grade 4) and 41% proficiency at 2018-19 BOY benchmark. EOY 2017/18 data and BOY 2018/19 data shows trends of below benchmark standards performed in several areas.

Based on STAR EOY data, a lack of targeted, explicit, tiered instruction at the conceptual level most likely resulted in fifth grade students struggling with:

- Write and interpret numerical expressions 5.OA.A
- Understand the place value system 5.NBT.A
- Use equivalent fractions as a strategy to add and subtract fractions 5.NF.A
- Apply and extend previous understandings of multiplication and division to multiply and divide fractions 5.NF.B
- Gain familiarity with concepts 5.NS.A
- Covert like measurement units within a given measurement system 5.MD.A
- Geometric measurement understand concepts of volume and relate volume to multiplication and to addition 5.MD.C
- Classify two dimensional figures into categories based on their properties 5.G.B

Initiative 1: ELA

Team Members:
Tonya Vitorino
LouiseMahoney
Nicole Dressel
Heidi Telles
Sharon Blanchard
Louise St. Michel
Nancy Soares
Kate Donly

Final Outcomes:
Teacher Practice Goals

By EOY, student's data will be collected through learning walks and observations that demonstrate that the teachers at the Jireh Swift Elementary School are planning lessons tied to rigorous objectives using the ELA curriculum and Reading Street materials guided by the Units of Study, using assessment data to inform instruction, and using the Writing Reference Guide.

The principal with a liaison team will conduct at least three literary focused visits to review evidence collected by the principal during learning walks to ensure the dimensions of literary practices are embedded through the following:

➢ Lessons are tied to rigorous student objectives
➢ Assessment data is being used to inform and drive instruction
➢ The Writing Reference Guide is being used to full capacity to improve writing instruction as well as a school wide writing plan focusing on genre specific tasks.
➢ Workshop Model of instruction is being utilized to meet the needs of learners within the classroom

Student Learning Goals:
By EOY Swift Elementary School will realize at least and 80% increase in student performance in Reading and ELA for grades K-5. This will be measured by student progress on STAR, MCAS 2.0 ELA Assessment, and DIBELS.

BY EOY Swift Elementary School will realize at least a 10% reduction in students Not Meeting move to Partially Meeting or higher and at least 10% of students in :Meeting move to Exceeding in ELA for grades K-5. This will be measured by and seen through: STAR, MCAS 2.0 Math Assessment, and Benchmark Assessments.

What this means for teachers:

What this means for teachers: Teachers will continue to focus on and receive support on realizing the social emotional needs of students through literacy with targeted PD, observations,

feedback, and improved curriculum materials. Administrative directed time will be utilized to analyze student work, plan targeted instruction and provide additional professional development in writing as needed. 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 with their students by planning and delivering rigorous based instruction, individualized to student, needs by analyzing data and implementing the Looking at Student Work protocol to make adjustments to instruction, formulating re-teaching plans and adjustments to instruction based upon student need.
   ➢ Teachers will be engaged in the process of revising the Units of Study and the development of targeted PD
2) Teachers will continue to engage students in meaningful work that supports them as developing readers and writers. 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 their principals and TLSs to structure and deliver their lessons in a way that promotes increased rigor and stamina through The Learning Cycle and the Gradual Release Model.
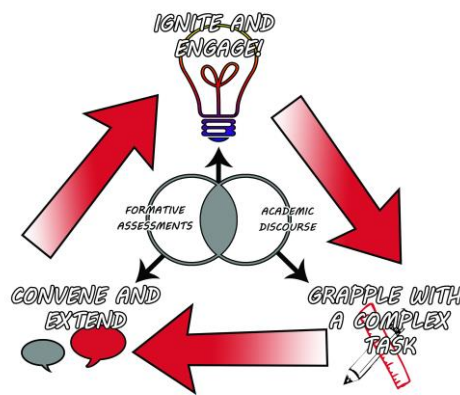
3) Teachers will have continued PD opportunities, aligned to the districts focused literacy goals throughout the school year
   ➢ Teachers will focus on implementing best practices and strategies to improve instruction and analyze data to make the largest impact on student achievement
4) Teachers will be observed during learning walks and be presented with targeted feedback referencing priorities of this plan.
   ➢ Teachers will base their instruction on rigorous standards based objectives, formative data and meaningful feedback.
   ➢ Teachers will be provided with ELA curriculum aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice. (units to be revised 18/19)
   ➢ Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning.

What this means for building leadership:
1. The Principal will provide continuous feedback that emphasizes the connection between planning, instruction, and assessment and student work analysis.
2. The Principal will guide SILTs and TCTs in collecting and making meaningful use of data

(CCR, DIBELS, DRA, STAR, and MCAS 2.0, Writing to Sources by genre).

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

4. Principals will participate in tiered ELA support with the Deputy Superintendent, Curriculum, Data and Assessment Manager based upon their MCAS 2.0 scores and other related data points.

5. Principal will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction resulting in:

➢ Principal will have clear expectations surrounding the ELA Curriculum to be used to focus teacher and student learning in the classrooms.

"Practices and standards based instruction"-What this means for principals:
    ➢ Principals will have clear expectations surrounding the ELA Curriculum to be used to focus teacher and student learning in the classrooms.
    ➢ School Performance meetings will be held every 5 weeks monitoring student data in our schools.

Jireh Swift Elementary School will continue participation in the Tiered Literacy Academy that will provide a framework for Swift to successfully enhance our literacy planning and instructional model also to include cultural proficiency and inclusive practice. A personalized literacy planned based on our data will be developed and implemented for this 2018-19 SY to increase student performance that will be measured by District and MCAS 2.0 measure outcomes.

What this means for TLSs:

TLSs will participate in year-long professional development with Focused Schools targeting the coaching cycle and their role in improving student outcomes
    ➢ TLSs will form and participate in learning walk teams targeting the implementation of the goals of this plan including rigorous standards based objectives, formative data and meaningful feedback.
    ➢ 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:		
Nov. 1:	Feb. 1:	May 1:
➤ 2017 ELA Massachusetts Curriculum Frameworks will be implemented in all ELA core instructional classrooms to increase student proficiency.	➤ Continue all initiatives from the beginning of the year.	➤ Continue all initiatives and Professional Development from the beginning of the year as needed.
➤ Core Curriculum will be adjusted to increase students practice with complex tasks and formative assessment.	➤ Analyze STAR data to ensure students are 50% proficient at MOY.	➤ Analyze STAR data to ensure students are 80% proficient at EOY.
➤ RTI Model implemented and adjusted to improve instruction every 6 weeks using formative assessment and student writing with a focus on grade 3-5.	➤ Create interventions based on progress monitoring and MOY data to meet the needs of all students.	➤ Create interventions based on progress monitoring and EOY data to meet the needs of all students.
➤ Students in grade K-5 will receive rigorous and targeted reading instruction daily in all tiers as evident in lesson plans and student assessments.	➤ Kindergarten students will show 50% mastery on DIBELS PM in decoding, blending and letter recognition to read CVC words.	➤ Kindergarten students will show 80% mastery on DIBELS PM in decoding, blending and letter recognition to read CVC words.
➤ Grades K-2 will implement a Phonics Reference Guide containing phonics skills to increase pre-reading skills to increase student reading fluency at their grade level.	➤ First and Second grade students will show 50% growth of mastery in recognizing sight words and reading words with long and short vowels sounds.	➤ First and Second grade students will show 80% growth of mastery in recognizing sight words and reading words with long and short vowels sounds.
➤ Kindergarten students will show progress on DIBELS PM in decoding, blending and letter recognition to read CVC words.	➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed for the items and skills that students are showing "Gaps" and gains to improve and modify instruction based on assessment information.	➤ Progress Monitor STAR data to identify standards/skills in order to create opportunities for intervention and acceleration through flexible grouping and individualized learning activities.
➤ First and Second grade students will show growth in recognizing sight words and reading words with long and short vowels sounds.	➤ Progress Monitor STAR data to identify standards/skills in order to create opportunities for intervention and acceleration through flexible grouping and individualized learning activities.	➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed for the items and skills that students are showing "Gaps" and gains to improve and modify instruction based on assessment information.
➤ MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed for the items and skills that students are showing "Gaps" and gains to improve and modify instruction based on assessment information.	➤ By February 28th 2019 complete a Persuasive Writing Review	➤ Review progress of students, classrooms and schools throughout the school year, and begin planning for summer and 2019-2020 initiatives.
➤ STAR and DIBELS progress monitoring data will be utilized to create differentiated student flexible groupings and use learning progression to guide instructional planning for students.		➤ By May 30th 2019
➤ ELL strategies are reviewed and incorporated into the curriculum to help EL students become proficient readers at their grade level.		
➤ By November 30th 2018 complete		

a Narrative Writing Review		complete a Research Writing Review

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Continued ELA Learning Walks to include Principal, TLS, and members of SILT	■	■	■	■	■	■	■	■	■	▶
Document Learning Walk observations to unpack during SILT	■	■	■	■	■	■	■	■	■	▶
Professional Development and Implementation of Looking at Student Work Protocol (LASW)	■	■	▶							
Continue to refine and utilize the LASW protocol	■	■	■	■	■	■	■	■	▶	
Principal, Grade Level Team, and TLS Develop and implement RtI plans by looking at CCSS Where there are significant student "gaps"	■	■	■	■	■	■	■	▶		
Principal and TLS continue to provide support of the RtI Model	■	■	■	■	■	■	■	■	▶	
Use Administrative Directed time to analyze data to ensure the implementation of more complex tasks for students to apply learning	■	■	■	■	■	■	■	▶		
Focused work will be done with TLS to build capacity in content knowledge through coaching methods, data and analysis	■	■	■	■	■	■	■	■	▶	
Collection of baseline writing sample from each student at the beginning of each genre		■	■	■	■	■	■	■	■	▶
Provide teachers with ongoing monthly PD focused on writing instruction and development implementing the Writing Reference Guides		■	■	■	■	■	■	■	▶	
Elementary ELA Curriculum Units of Study and reference guides aligned to develop rigorous and differentiated lesson plans for explicit instruction of literacy in K-1 and reading comprehension in 2-5	■	■	■	■	■	■	■	■	▶	
ELL strategies implemented and incorporated into daily instruction	■	■	■	■	■	■	■	■	▶	
MCAS 2.0, STAR, and DIBELS data collection and review for BOY, MOY, EOY, and Progress Monitor	■	■	■	■	■	■	■	■	▶	
Collaborative Data Meetings will be held for all teachers BOY, MOY, and EOY		▶				▶			▶	

Initiative 2: Math

Team Members:
Tonya Vitorino
LouiseMahoney
Nicole Dressel
Heidi Telles
Sharon Blanchard
Louise St. Michel
Nancy Soares
Kate Donly

Final Outcomes:

Teacher Practice Goals

By EOY teachers and TLS will regularly and effectively collaborate and implement ongoing data cycles and formative assessments to identify:

 ➢ Customize and differentiate instructional planning for classes and individual students
 ➢ Develop RtI and other needs of intervention and remediation
 ➢ Develop targeted instruction and planning to support students with high academic achievement

By MOY teachers will plan lessons tied to rigorous objectives with embedded practices that emphasize conceptual understanding in all parts of the lesson. This will be evident through observations and lesson planning. Measured through: Principal and CDAM's learning walk logs that cite specific observation evidence. Teachers will meet with Principal and TLS to conduct a Data Collaboration Review.

The principal with a liaison team will conduct at least three math focused visits to review evidence collected by the principal during learning walks to ensure the dimensions of math practices are being embedded through the following:

 ➢ Lesson are tied to rigorous student objectives
 ➢ Assessment data is being used to inform and drive instruction
 ➢ Envisions is being used to full capacity to improve math instruction
 ➢ Workshop Model of instruction is being utilized to meet the needs of learners within the classroom

 ➢ CDAM"s will conduct at least three math-focused visits to review evidence collected by the principal and perform a leaning walk. Evidence will be collected detailing the following dimensions of math practice: **Rarely Seen, Developing, or Fully Embedded**

Student Learning Goals:

By EOY Swift Elementary School will realize at least and 80% increase in student performance in Math for grades K-5. This will be measured by student progress on STAR, MCAS 2.0 ELA Assessment, and DIBELS.

BY EOY Swift Elementary School will realize at least a 10% reduction in students Not Meeting move to Partially Meeting or higher and at least 10% of students in :Meeting move to Exceeding in Math for grades K-5. This will be measured by and seen through: STAR, MCAS 2.0 Math Assessment, and Benchmark Assessments.

What this means for teachers:
- ➢ Teachers will continue to tie their lessons to rigorous objectives, emphasize conceptual understandings, and use the data cycle to continuously monitor and adjust instruction to meet the needs of all students.
- ➢ Teachers will be provided with Math scope and sequence aligned to the 2017 CCSS that will provide a focus for their instructional practice.
- ➢ Administrative and data directed times will be used to plan and implement more complex tasks for students to apply their learning.
- ➢ Teacher will target fact fluency to develop automaticity.
- ➢ Teacher will teach, practice, and review multi-step open response questions.

What this means for building leadership:
- ➢ Principal will provide feedback that emphasizes the connection between planning, instruction, assessment, and student work analysis.
- ➢ Principal will support teachers in developing intervention plans based on student and assessment data.
- ➢ Principals will set clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms through learning walks and observations.

- ➢ Data collaborations meetings will be conducted with the teachers BOY, MOY, and EOY to monitor student learning and growth.
- ➢ Principal will conduct Data meetings based on STAR, formative assessment, CFA's and student work will be held every 4 to 6 weeks.

Key Milestones:

Nov. 1:	Feb. 1:	May 1:
➢ 2017 Math Massachusetts Curriculum Frameworks will be implemented in all Math core instructional classrooms to increase student proficiency. Students will be able to access the following areas in math: Making Sense of Mathematical Concepts, Mathematical Rigor, Performing Mathematical Procedures fluently, and using Mathematical Concepts in Problem Solving Applications.	➢ Continue all initiatives from the beginning of the year.	➢ Continue all initiatives from the beginning of the year.
	➢ Analyze STAR data to ensure students are 50% Meeting at MOY.	➢ Analyze STAR data to ensure students are 80% proficient at MOY.
➢ Core Curriculum will be adjusted to increase students practice with complex tasks and formative assessment.	➢ Progress monitor STAR data to identify standards/skills that students' area to learn.	➢ Progress monitor STAR data to identify standards/skills that students' area to learn.
➢ RTI Model implemented and adjusted to improve instruction every 6 weeks using formative assessment with a focus on grade 3-5.	➢ Create interventions based on progress monitoring and MOY data to meet the needs of all students.	➢ Create interventions based on progress monitoring and EOY data to meet the needs of all students.
➢ STAR progress monitoring for grades 2-5 will be utilized to create differentiated student groups and guide planning for all students.	➢ MCAS 2.0 and STAR data will be collected and reviewed to provide the skills the students are ready to learn.	➢ MCAS 2.0 and STAR data will be collected and reviewed to provide the skills the students are ready to learn.
➢ MCAS 2.0, STAR, and Benchmark Data will be collected and	➢ STAR progress monitoring for grades 2-5 will be utilized to create differentiated student groups and guide planning for all students.	➢ STAR progress monitoring for grades 2-5 will be utilized to create differentiated student groups and guide

reviewed for the items and skills that students are showing "Gaps" and gains to improve and modify instruction based on assessment information. ➤ Envisions Baseline and Topic assessments will be collected and reviewed for grade K and 1 to improve instruction and guide planning. ➤ Data Collaboration meetings will be conducted after BOY, MOY, and EOY benchmark periods to monitor student progress.	➤ MCAS 2.0, STAR, and Benchmark Data will be collected and reviewed for the items and skills that students are showing "Gaps" and gains to improve and modify instruction based on assessment information. ➤ Envisions Topic assessments will be collected and reviewed for grade K and 1 to improve instruction and guide planning. ➤ Data Collaboration meetings will be conducted after BOY, MOY, and EOY benchmark periods to monitor student progress. MOY will be compared to BOY to show student growth.	planning for all students. ➤ MCAS 2.0, STAR, and Benchmark Data will be collected and reviewed for the items and skills that students are showing "Gaps" and gains to improve and modify instruction based on assessment information. ➤ Envisions Topic assessments will be collected and reviewed for grade K and 1 to improve instruction and guide planning. ➤ Data Collaboration meetings will be conducted after BOY, MOY, and EOY benchmark periods to monitor student progress showing student linear growth.

Roadmap										
Activity	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**
Continued Math Learning Walks to include Principal, TLS, and members of SILT										
Document Learning Walk observations to unpack during SILT										
Professional Development and Implementation of Looking at Student Work Protocol (LASW)										
Continue to refine and utilize the LASW protocol										
Continue to offer conceptual mathematical PD opportunities on an on-going basis										
Math RtI PD and training of implementation offered										
Analyze Envisions Topic assessment data										
Administrative Directed time used to analyze data and implement complex tasks for students to apply their learning										
Focus work done with the TLS to build capacity in content through instructional coaching methods and analysis of data										
Development and implementation of inquiry based activities for K-5 that align with the 2017 CCSS										
Scope and sequence of math concepts are aligned to the 2017 Math CCSS										

Continuous review and unpacking of MCAS 2.0, STAR, and Benchmark BOY, MOY, and EOY data to develop small group instruction reflective of student needs										→
Established school-wide expectations that all teachers will focus instruction on conceptual math developed practices	→									
Focus 50% of observations and learning walks on conceptual math instruction										→

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

Team Members:
Tonya Vitorino
LouiseMahoney
Nicole Dressel
Heidi Telles
Sharon Blanchard
Louise St. Michel
Nancy Soares
Kate Donly

Final Outcomes:
By EOY:

> ➢ By EOY, data from Swift will show that the Zones of Regulation and Social Thinking methodology is being implemented when providing Tier 2 and Tier 3 students with behavioral and emotional supports and interventions.

> ➢ By EOY, we will have continued evidence of improvement on key metrics, and continued growth on professional development, implementation, and evaluation that is congruent with 2nd year implementation of Zone, Social thinking, and PBIS work and as a result evidence will include an expected decrease in the number of tier 3 students, decrease Tier 2 and Tier 3 behavioral incidents and increase student time on learning.

Teacher Practice Goals

➢ Teachers and the SAC will explore ideas on how to support students in using student Social Thinking Tools effectively across the school environment in order to help student's articulate PBIS expectations.

➢ Teachers will support and implement positive behavioral supports through the PBIS system to benefit and impact all students, build a common language for staff and students, and develop a framework towards supporting a strong school culture.

➢ The goal is for the SAC and teachers to teach social behavioral expectations and concepts in the same manner as core curriculum subject area.

➢ Teachers and counselors will learn and implement explicit methods and tools to teach students Social Thinking strategies and The Zones framework across situations and environments to regulate sensory needs, impulses, and emotional states to social demands.

➢ Teachers and SAC will collect student work samples that highlight and illustrate numerous learning activities that reflect a variety of tools such as sensory supports, calming techniques, and thinking strategies.

➢ SAC will develop lessons that enable students to explore and recognize their internal

emotions, sensory needs, and thinking patterns in each zone, when shifting from one zone to another, and then self-regulate within zones.
- ➢ Counselors and teachers will utilize Zones of Regulation and Social Thinking methodology to help build the skills that are necessary for students to meet PBIS expectations.

- ➢ Both teachers and counselors will explore ideas on how to support students using Social Thinking tools effectively across all school environments in order to help student's articulate PBIS expectations.
- ➢ Teachers and counselors will be expected to utilize core concepts from Michelle Garcia Winner's Social Thinking framework to help teach students about perspective taking, so they better understand how being in the different zones impacts the thoughts and feelings of other people around them and use this insight to guide them in self-management.
- ➢ The goal is for teachers to support and implement Social Thinking concepts and Zones of Regulation through PBIS in order to benefit and impact all student, staff, and school culture.
- ➢ Through PBIS, Social Thinking and Zones of Regulation interventions schools will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.
- ➢ Through staff meetings, PLC time, Professional Development on "Disrupting Poverty" and "Teacher Like A Champion", and other professional time teams have discussed, reflected, and produced action steps in response to data that is being shared out from each schools Safe and Supportive Team that looks at PBIS, discipline, incident, climate, and other data points to drive professional development, programmatic changes and other student supports.

Student Learning Goals
- ➢ Students will be able to demonstrate the use of Social Thinking strategies in order to improve their ability to consider others' as well as their own emotions and perspectives in order to facilitate stronger critical thinking and thoughtful social behavioral responses to situations.
- ➢ Students will utilize Social Thinking strategies and The Zones of Regulation curriculum in order to increase self-regulation, including emotional control, sensory regulation, and executive functions. Students will be able to use The Zones of Regulation to visually and verbally self-identify how they are functioning in the moment given their emotions and state of alertness. Students will incorporate Social Thinking concepts to help with perspective taking in order to demonstrate an increase in the level of understanding social context and how their management of their feelings and states impact those around them.
- ➢ Through using Social Thinking methodology and The Zones of Regulation curriculum, students will increase self-awareness and learn tools they can use to regulate emotions and states to meet environmental, academic and social demands.
- ➢ Students benefit from schools that have positive, predictable, safe, and consistent practices for supporting positive social emotional development and growth in which the multi-tiered system for positively impacting this development is being measured and supported through school, grade, and class data on its impact.
- ➢ Students should understand, become familiar with, and be active engagers of positive behavioral development and social skill building which reduces problem behaviors, improves student engagement and academic performance. There should be consistent practices and focused on continued acknowledgment and support of students' social emotional skill sets, with equal focus on skills building at the micro and macro level of our schools.

What this means for teachers:
- ➢ SAC and teachers will be provided training in The Zones of Regulation and Social Thinking methodology which will provide teachers, SAC, and parents with hands-on knowledge on the nature of self-regulation and strategies for improving self-regulation and emotional control in students of all ages. Both Social Thinking and The Zones of Regulation address the brain's involvement in behavior, typical development, sensory processing, emotional regulation, social cognition, and executive functioning
- ➢ Both Social Thinking and The Zones of Regulation will be used effectively in conjunction with PBIS.

- ➢ Teachers and school teams are essential interventionists on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include using Social Thinking methodologies to teach 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.

What this means for building leadership:
- ➢ Principal will work with staff and across schools to develop a consistent set of expectations for meeting student behavior and social emotional needs. Taking into account the current stage of implementation of Social Thinking and Zones and Regulation, principal will support the work of building-based support teams, continue to introduce and support Social Thinking methodology and strategies into professional development. Principal should work with SAC to develop monthly PD opportunities for staff regarding specific targeted Social Thinking and Zones of Regulation concepts.
- ➢ Principal should model positive and consistent expectations and build a common language and vision among staff for cultural change as it pertains to utilizing Zones of Regulation and Social Thinking Methodology as a vehicle for teaching students the skills needed to meet PBIS expectations.

Key Milestones:

Nov. 1:	Feb. 1:	May 1:
➢ SAC will have received PD regarding Social Thinking overview and received program resources to begin implementation of Social Thinking and Zones of Regulation curriculum and common language.	➢ Swift school will have implemented Social Thinking Methodology and Zones of Regulation within groups, SAC will have provided teachers with professional development in Social Thinking concepts.	➢ Swift school will have embedded Social Thinking Methodology and language at the school level and will have implemented Social Thinking Concepts.
➢ Swift Elementary Cohort 3 will be attending PBIS trainings year 2 and will have implemented our Action Plan.	➢ Swift will show a decrease in SEL key metric data and student impact is visible through the wraparound systems of support.	➢ Swift school has implemented and is using SWIS through sharing it at staff meetings and Safe and Supportive Team meetings.
➢ Our Safe and Supportive Team will have met with staff at least 1 time and develop an action plan that is based on our current data and reflect the 2017-18 year by Nov. 1st 2018.	➢ SWIS is used as an ongoing measure of PBIS positive impact and climate building.	➢ Swift school has decreased SEL key metrics and continues to actively plan and analyze data from beginning of the school
➢ The SAC will compile a caseload of students who would benefit from additional social emotional supports and create action plans	➢ Our Safe and Supportive Team will have met with	

as such. ➢ Safe and Supportive Team will meet to unpack PBIS training and reflective on current school needs. ➢ Establish and utilize an SEL Learning Walk tool to monitor the effectiveness of implementation of Zones of Regulation, Social Thinking and Strength Based practices.	staff at least 2 times and evaluating school wide data. ➢ Implementation of PBIS is being used as a support framework with fidelity by teachers, staff, and students. ➢ The SAC will monitor their caseloads of Tier 3 students and compare to initial plan for student growth.	year. ➢ The Safe and Supportive Team has met at least 4 times this year to analyze SEL key metric points and have completed at least 4 Safe and Supportive data intervention plans with action steps. ➢ The SAC will monitor their caseloads of Tier 3 students and compare to initial plan for student growth.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<u>Social Thinking professional development will be provided to SAC, teachers, and support staff</u>	➡									→
PBIS Cohort 3 will have implement our PBIS action plan	➡			→						
PBIS Cohort 3 have implemented an existing Matrix	➡		→							
Swift school has shown a decrease in behavior and office referrals	➡									→
SWIS has been implemented and is shared with staff and Safe and Supportive Team meetings	➡					→				
SWIS data shared out at staff meetings for the 2018-19 school year	➡									→
Safe and Supportive school team have met at least 4 times during the school year and have reported out data with an action plan	➡									→
SAC has identified a caseload of Tier 3 students and data to develop student plan	➡	→								
SAC has continued to monitor Tier 3 student's progress and report out data points	➡									→
Swift school will have implemented Social Thinking Methodology and Zones of Regulation within groups, SAC will have provided teachers with professional development in Social Thinking concepts	➡								→	
Establish and utilize an SEL Learning Walk tool to monitor the effectiveness of implementation of Zones of Regulation, Social Thinking and Strength Based practices.	➡		→							

Objective 2: Develop effective systems and structures to support the unique academic and social-emotional needs of all students

Implement improved systems for supporting English Learners' academic achievement and English language development in all environments.

Team Members:
Tonya Vitorino
Nancy Soares
Louise Mahoney
Kate Donly
Helia Macedo
Heidi Telles

Final Outcomes:
➢ By 2018-2019 EOY, the Swift School will implement the District SEI Program Cycle Review and action steps to support academic achievement, English language development, and social-emotional needs of all English Learners within all schools.

Teacher Practice Goals:
➢ Write an English Learner (EL) Student Success Plan (SSP) to define the goals and supports needed to assist students not meeting DESE benchmarks in gaining English proficiency.
  • Measured through: ACCESS 2.0 data, MCAS data, STAR data, SEI Program Cycle Review and Classroom Teachers.
➢ ESL teachers will develop the NBPS ESL curriculum that reflects K-5 EL model
  • Measured through: Written ESL Curriculum Maps, ESL Curriculum Units, and ESL lesson plans.

Student Learning Goals:
➢ Increase at least one English proficiency level by the end of the school year.
  • Measured through: ACCESS 2.0 testing results.
➢ Exit EL students from ESL Instruction.
  • Measured through: ACCESS 2.0 testing results.
➢ EL students' move from "Not Meeting Expectations" or "Partially Meeting Expectations" to "Meeting Expectations" in Math, ELA, and Science.
  • Measured through: Math, ELA, and Science MCAS results.

What this means for Teachers:
At Jireh Swift School, classroom teachers and ESL teachers will be expected to strive for deeper connections between content curriculum and English Language Development (ELD). Additionally, they will be expected to focus on literacy and ELD utilizing SEI strategies and academic vocabulary to increase students' English language proficiency and academic achievement.

ESL teachers in collaboration with SEI Team will develop an English Learner Student Success Plan (SSP) for each English Learner that did not meet benchmarks (i.e. ACCESS 2.0 results, MCAS, STAR, SEI Program Cycle Review, etc.). This EL SSP will be written based on each student's academic, social-emotional, English language development and literacy needs. It will be also linked with the students' cultural background and life experiences. The time for collaboration between ESL and the Team will happen monthly.

In addition, all teachers with EL students in their classroom "must" continue using SEI strategies, CAN DO Descriptors, and planning instruction based on the ACCESS 2.0 & 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 Principals:
School Administrator and support staff will be trained on the "SEI Program Cycle Review" that will be aligned with the School Improvement Plan at each school building.

Principals will lead SEI Team to work together to write an EL Student Success Plan based on the SEI Program Cycle Review qualitative data, ACCESS 2.0, and MCAS test results. As a result, teachers will implement their instruction and will increase the use of SEI strategies and academic language into every lesson.

Principal will be responsible to complete 5-6 weeks check-ins (SEI Program Cycle Review Learning Walks, meeting with grade level teams, etc.) to monitor EL Student Success Plans progress.

Key Milestones: **Nov. 1:** Short-term outcome:	**Feb. 1:** Short-term outcome:	**May 1:** Short-term outcome:
➤ Administrator and school-based teams, through the "SEI Program Cycle Review," will identify EL students "at risk" to promote case studies during weekly learning walks. ➤ Through specifics look-fors during Learning Walks and individual student check-ins data, Principal will measure the impact of the SEI Program Cycle Review.	➤ Based on students' data, the school-based team will draft an EL Student Success Plan (SSP) for each student. Teachers will need to prioritize and to plan instructional opportunities for EL students based on their academic and language performance. ➤ School administrator and school-based team will monitor every 5-6 weeks each EL student's progress and adjust their SSP.	➤ Principals and school-based team will collect evidence of the "SEI Program Cycle Review" progress and the impact in all classrooms with EL students measured by EOY assessments and ACCESS test. ➤ Swift will implement the "SEI Program Cycle Review" and will share with others their progress and experience. ➤ Swift will write an EOY SSP for each EL who did not meet the benchmarks.

Initiative 4: Parent and Community Engagement

Team Members:
Tonya Vitorino
LouiseMahoney
Nicole Dressel
Heidi Telles
Sharon Blanchard
Louise St. Michel
Nancy Soares
Kate Donly

Final Outcomes:
By EOY:

Swift will have evidence of diversified parent and family engagement activities in using the RtI frame work regarding multi-tiered parent engagement activities. We will use an RTI tiered framework that is aligned with the NBPS that would look at the differing levels of academic and non-academic supports that families may need to aid the building and support of the "school ~ home partnership". We will focus on the district wide work that is expected via the use of the NBPS 3 E's Engage, Educate, and Empower.

Swift will have developed a plan to increase student attendance due to chronic absenteeism during the 2017-18 School Year.

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 will become active members.
➢ In accordance with the educator evaluation system parent / family engagement and the use of cultural relevant practices and methodology are an expectation and an area for constant growth for all educators and schools.
➢ Harness Family Engagement and partnership as an academic tool and partnership that draw on the strengths of the classroom community as well as student progress.
➢ Teachers will keep data on student attendance and inform Principal of 'at risk" students".

Student Learning Goals:

➢ Students benefit from increased attendance, family engagement, and diversifying the family engagement activities will create an atmosphere in which parents and schools are aligned and working together to support student's 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. Teachers will need to include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establish a safe learning environment where students are allowed and encouraged to take risks. Teachers will need to take a deep dive into building student relationships with the goal of having students feel connected to the school community. Teachers will work with students and families to increase school participation rates while keeping track of and documentation of families that have engaged with. Teachers should actively find ways to continually create a welcoming classroom and maintain open lines of communication with their caregivers.

What this means for building leadership:
The principal along with the school is active in involving parents and community to establish better relationships and reputations in the community. The principal with the family engagement team will continue to evaluate the effectiveness of ongoing family engagement initiatives and school attendance through looking at data. They need to determine ways to diversify their level of engagement and increase attendance. 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.

Key Milestones:

Nov. 1:
- SIP will address the data captured from the survey responses
- Develop a school council committee
- Swift's web page and calendar's will be updated
- Principals and Leaders have had professional development opportunity regarding the expectations, NB 3E's, and data collection expectations for the year regarding this initiative.
- Family engagement plans have been completed by each school using the NBPS 3 E's and goal setting.

- Community Resource Center meetings have occurred with principals and amongst our emerging consortium of School based Community Resource centers by Nov 1st.
- Schools should each have included their family engagement plan amongst their schools' SIP referencing the NBPS 3 E's trajectory within their school
- Develop an Attendance Committee

Feb. 1:
- Develop action plans to increase student and parent participation and the needs identified through the survey
- 2 school council meetings will have occurred
- Assessment of SIP to ensure key milestones are being met
- School Family Engagement Team (FEG) teams – have-offered at least 1 tier 2 and 1 tier 3 parent engagement activities at their school.
- Schools have completed their Family Engagement Plan **update** and reflected on their 3 E's development.
- Develop a Plan of Action to increase student attendance and review current attendance data.

May 1:
- Initial Review of preliminary survey data
- Assessment of SIP and Road map to ensure key milestones are met
- School Family Engagement Team has offered at least 3 parent engagement activities
- School principal has turned in their School – Family Engagement Plan full year descriptors / data refections / impact and future planning.
- School has completed at least 75% of their school Family Engagement plans for 18-19 school year.
- PD and Cultural competency data has been shared regarding Impact / data and reflections – to lead to next steps.
- Attendance Committee will analyze 2018-19 attendance data to plan a continued course of action for 2019-20 SY.

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Roadmap											
Activity	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**	
School has identified Family Engagement Team	→→→→→										
School FEG Team have shared information on their FEG activities that have occurred up to November and report out findings	→→→→→										
School FEG Team have shared information on their FEG activities that have occurred up to MOY and report out findings	→→→→→→→→										
School FEG Team have shared information on their FEG activities that have occurred up to EOY and report out findings	→→→→→→→→→→→										
School has had at least 3 parent engagement activities in addition to family engagement opportunities	→→→→→→→→→→→										
FEG Team have met at least 4 times throughout the school year to plan	→→→→→→→→→→→										
Survey data will be reviewed, unpacked, and used in developing the 2018-19 School Improvement Plan	→→→→→										
Survey data will be used as a means of following up with families that made specific comments/suggestions	→→→→										
Plan will have been developed to roll out surveys beginning in February 2019	→→→→→→→→										
School will assess our roadmap in goal 4 of our School Improvement Plan to ensure we are meeting key milestones	→→→→→→→→→→→										
School website and calendar are updated	→→→→→→→→→→→										
School Family Engagement Team (FEG) teams – have offered at least 1 tier 2 and 1 tier 3 parent engagement activity at their school		→→→→→→→									

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
Strengthen overall literacy development in grade K-5, focus on K-2 Foundational Skills, Grades 2-5 Comprehension	➤ Teachers will develop and deliver rigorous and differentiated lessons integrating an array of research-based best practices for the explicit instruction of literacy development in grades K-1 and reading comprehension in grades 2-5. ➤ Teachers will use daily formative assessments to gauge students' application of reading strategies taught and use this data to inform instruction. ➤ Throughout all tiers of instruction and during individual/partner work, students will be actively engaged in utilizing specific reading strategies and develop metacognition ➤ Grades 3-5 will successfully implement RtI using multiple means of data to create student groupings and reflect on a 6 week cycle	➤ Teachers were provided during the 2017-18 SY intensive professional development on the RTI model, Gradual Release Model, Bloom's Taxonomy, and rigorous Workshop Model. ➤ Teachers have experience using formative assessments such as STAR and DIBELS to plan instruction and group students.	➤ Using Reading Street materials and district units of study, teachers will strategically plan and deliver daily engaging, rigorous comprehension lessons that (1) are differentiated to individual student needs; (2) fully incorporate the Gradual Release of Responsibility framework and (2) allow students meaningful opportunities for guided and individual practice. ➤ Teachers will design and deliver daily small-group instruction based on data and responsive to students' individual needs. ➤ Teachers in grade 3-5 will structure and implement a successful RtI model
Strengthen Writing Across all Grade Levels	➤ Teachers will develop whole class, small group and individual lessons integrating research-based best practices for the	➤ Teachers have experience teaching writing through various modes and	➤ Teachers will fully implement daily writers' workshops during which they

	explicit instruction of writing narrative, argumentative, and expository (research) writing. ➢ Teachers will assess students' writing during daily writing workshops and use this data to inform instruction. ➢ Students will actively and successfully apply the skills, strategies and techniques learned during writing instruction into their daily work, using checklists, conferencing, and rubrics to examine their writing and the writing of peers.	genre. ➢ Teachers have some experience implementing a workshop format including writing into their daily instruction through attending Writing PD during the 2017-18 SY.	deliver well-planned, targeted and mini-lessons lessons that address the needs of the class, small group and/or individual students. ➢ Teachers deliver writing workshops focused on providing students with meaningful opportunities for writing, conferring, revising, editing, publishing, and sharing their work. ➢ Teachers will provide students with targeted, specific and actionable feedback to all students on their writing each week. ➢ Teachers will explicitly teach writing for multiple purposes.
Develop and strengthen conceptual understanding in math grades K-5	➢ Teachers will develop and deliver rigorous lessons/units with the singular goal of developing students' conceptual understanding of the operations, place value system, fractions, measurement and data and geometry. ➢ Teachers will focus on developing conceptual understanding prior to teaching students algorithms for mathematical	➢ Teachers were provided during the 2017-18 SY intensive professional development on the RTI model, Gradual Release Model, Bloom's Taxonomy, and rigorous Workshop Model. ➢ Teachers have experience using	➢ Teachers will develop and deliver engaging, differentiated math lessons/units that focus on the development of conceptual understanding through strategically designed activities that allow students to utilize manipulatives and models. ➢ Teachers will

	operations. ➤ Teachers will assess students' development of conceptual knowledge with daily formative assessments and will use this data to inform whole group, small group and individual instruction. ➤ During all tiers of instruction, students in K-5 will explore key math concepts through hands-on activities at the concrete and pictorial levels. Students will actively employ the Standards for Mathematical Practice daily during all tiers of instruction.	formative assessments such as STAR and Baseline data to plan instruction and group students.	explicitly model the Standards for Mathematical Practice in their daily instruction and empower students utilize these practices during all tiers of instruction. ➤ Teachers will teach with conceptual understanding at the forefront and utilize authentic formative assessments to plan instruction that is responsive to students' individual needs.

(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:	Development of comprehension K-5 and foundational skills K-2		
Instructional strategies:	**Develop lessons and strategies for higher level comprehension**	**Approximate dates:**	February 2019- March 2019
Meeting	**Learning objectives for teachers**		**Support needed**
SILT throughout school year once a month	Shared STAR, MCAS 2.0, and DIBEL trends across grade levels to determine main focus areas for grades K-5		
Admin Directed 2/5 & 2/6	Teachers will develop an understanding of how to teach students to monitor their comprehension when reading through annotating, noting when meaning breaks down, applying "fix-it strategies" using Close Reading		
Admin Directed 2/12 & 2/13	Teachers will deepen their understanding of the role of Bloom's Taxonomy with a focus of moving students to the synthesis and evaluation levels in more depth.		
Admin Directed 2/27	Deepen their understanding on student implementation of Accountable Talk and Inferencing strategies		

SILT 3/5	Share learning walk data on monitoring comprehension lessons and discuss what teachers are doing well and the areas in which they needed support (individual, grade level or group)	
Admin Directed 3/12	Teachers share out models and exemplars of Bloom's, Accountable Talk, and Inferencing strategies that have been successful	
Admin Directed 3/19 & 3/20	Teachers will use student scaffolder inferencing skills to develop plans on how to move to students into drawing larger conclusions of comprehension and synthesizing information through text, moving into the "Big Picture"	
Admin Directed 3/26 & 3/27	Teachers will develop an understanding of how to teach students to analyze and think critical about Author's Point of View and Perspective	

Focus area 2:	Strengthen writing across all grade levels		
Instructional strategies:	Developing effective practices for writing across all genres	Approximate dates:	September 19th-May 8th
Meeting	Learning objectives for teachers		Meeting
After School PD (6 per year) September 19th, 2018 November 28th, 2018 February 6th, 2019 March 6th, 2019 April 3rd, 2019 May 8th, 2019	Writing Development and Implementation: • Unpacking the standards • Routine writing • Anchor chart development • Genre writing • Responding to text • Development of ideas and evidence • Development of Mini Lessons Teachers will analyze student writing to develop lessons based on data		
SILT November 27th,2018 March 5th, 2019 May 7th, 2019	Share out of student exemplars and compare writing rubrics what determines a grading of 1-4		

Focus area 3:	Develop and strengthen conceptual understanding of math grades K-5		
Instructional strategies:	Build conceptual understanding, procedural skills, and fluency with increased rigor	Approximate dates:	October 2018- December 2018
Meeting	Learning objectives for teachers		Support needed
Admin Directed	Teachers will develop conceptual understanding of		

10/10/18	place value and how to structure learning to build place value knowledge in grades K-5.	
Admin Directed 10/17/18	Teachers will explore hands-on activities for teaching place value K-2 and 3-5.	
Admin Directed 10/24/18	Teachers will develop conceptual understanding of subtracting with regrouping and how to structure learning to build addition and subtracting/grouping knowledge in grades K-2. Teachers will explore hands-on activities (rooted in word problems) for teaching regrouping K-2	
Admin Directed 10/24/18	Teachers will develop conceptual understanding of multiplication/division and how to structure learning to build this knowledge in grades 3-5. Teachers will explore hands-on activities (rooted in word problems) for teaching multiplication and division	
Admin Directed 10/31/18	Teachers will develop conceptual understanding of fractions and how to structure learning to build fraction knowledge in grades K-5. Teachers will develop an understanding of the importance of strong place value knowledge when teaching fractions.	
Admin Directed 11/7/18	Teachers will explore hands-on activities (rooted in word problems) for teaching fractions K-2 and 3-5.	
Admin Directed 11/7/18	Teachers will develop conceptual understanding of measurement and data in grades K-5 and develop hands-on activities (rooted in word problems) for teaching measurement and data.	
Admin Directed 11/14/18	Teachers will develop conceptual understanding of geometry in grades K-5 and develop hands-on activities for teaching geometry.	
Admin Directed 11/21/18	Teachers will explore the use of Number Talks and Math Activators (Which One Doesn't Belong?, Two Truths and One Lie, Challenge Puzzles) as well as Accountable Talk in Math to increase conceptual understanding in math concepts and thinking and reasoning skills.	
Admin Directed 11/28/18	Teachers will develop methods for increasing students conceptual understanding in word problems, such as teaching unpacking methods, visualizing, and checking for reasonableness.	
Admin Directed 12/5/18 & 12/12/18	Teachers will analyze MCAS Open Response Questions and Student Work Samples to determine areas of need and create/review math rubrics to	

	use school wide.	