

**Thomas R. Rodman Elementary School
Plan Overview 2019-2020, 2020-2021, & 2021-2022**

Mission					
We are committed to developing a community of learners who are academically proficient, demonstrate strong character and exhibit self-confidence.					
Vision					
The Rodman Community believes that with expectations of excellence, quality instruction, active learning, equal access to curriculum, a focus on higher order thinking skills, remediation, and extra time; students will reach grade level standards. Rodman School is committed to providing a meaningful and challenging standards-based curriculum within a nurturing and safe environment, which will enable ALL children to become lifetime achievers and respectful, responsible citizens.					
Core Values					
We are committed to treating all people with respect, including ourselves. We will take responsibility for our actions by striving for excellence, equity, accountability, and high expectations. We are also committed to caring for one another and working cooperatively.					
Theory of Action					
If we strengthen teaching and learning by promoting equity, building educators' instructional skills, and building family and community partnerships that support student success, then all students will achieve growth and be academically proficient.					
Strategic Objectives					
1. High Quality Instruction: Increase student achievement by strengthening teaching and learning	2. Effective Student Support Systems: Create an inclusive, culturally responsive learning environment	3. Strong Family/Community Relationships: Empower families and the community through collaboration	4. Team Excellence: <i>Cultivate and retain a highly skilled workforce.</i>	5. Enhance Positive Public Profile: <i>Implement effective strategies to raise the profile and reputation of Rodman School.</i>	
Strategic Initiatives					
1.1 Provide differentiated instruction to all students.	2.1 Provide differentiated professional development to all staff that focuses on mindset conducive to educating the whole child.	3.1 Build and sustain two-way communication using multiple modalities for authentic engagement.	4.1 Provide target professional development to build capacity of Rodman staff.	5.1. Utilize a variety of media to maximize awareness and support of Rodman School's goals, objectives and programs.	
1.2 Implement instructional strategies and an aligned curriculum that promotes high expectations and engagements in all classrooms.	2.2 Use tiered supports to effectively meet the needs of all learners.	3.2 Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate and empower families.	4.2. Implement and empower peer collaboration through showcasing best practices	5.2. Provide targeted professional development for school to build knowledge and skill in strategic communication.	

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	2.3 Use a variety of strategies to increase attendance rates.	3.3 Create and implement an effective communication plan to highlight Rodman School.		
		3.4 Utilize a variety of media to maximize awareness and support of Rodman School's goals, and objectives.		

Outcomes

Outcome 1A. Continue to focus and analyze writing and constructed responses across all grade levels and all subjects

Outcome 1B. Strengthen and implement Standards-Based Instruction and strategies to ensure highly engaging lessons are implemented and high expectations are observed in all classrooms

Outcome 1C. Increase the percentage of grade 3 students who meet or exceed expectations on the ELA MCAS.

The percentage of students who meet or exceed grade level expectations will increase by 2% each year, from 86% in 2019 to 90% in 2022.

Outcome 1D. Increase the percentage of grade 4 students who meet or exceed expectations on the ELA MCAS.

The percentage of students who meet or exceed grade level expectations will increase by 5% each year, from 60% in 2019 to 70% in 2022.

Outcome 1E. Increase the percentage of grade 5 students who meet or exceed expectations on the ELA MCAS.

The percentage of students who meet or exceed grade level expectations will increase by 10% each year, from 47% in 2019 to 67% in 2022.

Outcome 1F. Maintain the percentage of grade 3 students who meet or exceed expectations on the Math MCAS.

The percentage of students who meet or exceed grade level expectations will be maintained at 95% in 2019 to 95% in 2022.

Outcome 1G. Increase the percentage of grade 4 students who meet or exceed expectations on the Math MCAS.

The percentage of students who meet or exceed grade level expectations will increase by 5% each year, from 54% in 2019 to 64% in 2022.

Outcome 1H. Increase the percentage of grade 5 students who meet or exceed expectations on the Math MCAS.

The percentage of students who meet or exceed grade level expectations will increase by 4% each year, from 79% in 2019 to 87% in 2022.

Outcome 1I. Increase the percentage of grade 3-5 students who exceed expectations in ELA MCAS.

The percentage of students who exceed grade level expectations will increase by a total of 5% each year, from 16% in 2019 to 26% in 2022.

Outcome 1J. Increase the percentage of grade 3-5 students who exceed expectations in Math MCAS.

The percentage of students who exceed grade level expectations will increase by a total of 5% each year, from 12% in 2019 to 22% in 2022.

Outcome 1K. Increase the percentage of grade 2 students who meet or exceed expectations on ELA Star.

The percentage of students who meet or exceed grade level expectations will increase by a total of 5% each year, from 50% in 2019 to 60% in 2022.

Outcome 1L. Increase the percentage of grade 2 students who meet or exceed expectations on Math Star.

The percentage of students who meet or exceed grade level expectations will increase by a total of 4% each year, from 64% in 2019 to 72% in 2022.

Outcome 1K. Increase the percentage of K students who meet or exceed expectations on DIBELS.

The percentage of students who meet or exceed grade level expectations will increase by a total of 2% each year, from 88% in 2019 to 92% in 2022.

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Outcome 1M. Increase the percentage of grade 1 students who meet or exceed expectations on DIBELS.

The percentage of students who meet or exceed grade level expectations will maintain/increase by a total of 1% each year, from 90% in 2019 to 92% in 2022.

Outcome 2A. Through observations, ensure that differentiated instruction is being implemented daily in classrooms through conferencing and small group instruction.

Outcome 2B. Implement tiered literacy strategies to strengthen instruction and student mastery of standards.

Outcome 2C. Decrease chronic absenteeism rate.

Decrease chronic absenteeism by 5% over the next 3 years from 12.2% in 2019 to 7.2% in 2022.

Outcome 3A. Increase the number of staff members who use an electronic two-way communication tool.

Increase the percentage of staff members who utilize an electronic two-way communication tool to communicate with parents and families.

Outcome 3B. Utilize a number of communication tools to share important information and/or school highlights with families and community members.

Increase the number of communication tools used to share important information and/or school highlights with families and community members.

Outcomes 4.A. Provide target professional development to build capacity of Rodman staff.

Utilize Administrative PD time to discuss and plan ways to enhance celebrating different cultures amongst students, families, and staff.

Outcomes 4.B. Implement and empower peer collaboration through showcasing best practices.

Provide staff with the opportunity to observe other colleagues at all grade levels to enhance best practices.

Outcome 5.A. Increase the type of media used to raise the profile and reputation of Rodman Elementary School.

Results from staff/parent/community survey will be used to drive creation of additional types of media featuring Rodman School (e.g. Facebook, Instagram)

Outcome 5.B. Provide targeted professional development for school to build knowledge and skill in strategic communication.

Have staff share out types of media communication they are utilizing in their classrooms to connect with parents.

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Strategic Objective/Initiative: High Quality Instruction
 Increase student achievement by strengthening teaching and learning.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Review of lesson plans	principal	Rotating schedule	
Learning walks with a focus on ELA	principal & TLS	weekly	
Learning walks with a focus on math	principal & TLS	weekly	
Introduction of new ELA curriculum map	principal	Aug 2019	
Evidence of student/teacher conferencing in writing	principal & TLS	Sept 2019	
ELA Baseline Assessment	teachers	Sept 2019	
Math Placement Assessment	teachers	Sept 2019	
Analysis of student writing	teachers, TLS & principal	monthly	
IXL Challenge	Grades K-5 teachers & TLS	monthly	
ELA RTI model will be implemented	teachers & TLS	Sept 2019	
Math Centers	teachers & TLS	daily	
Differentiated instruction based on formative assessments	teachers	daily	
Participation in Tiered Literacy	teachers, TLS & principal	ongoing	
Implementation of strategies learned in Tiered Literacy	teachers, TLS & principal	ongoing	

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Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
ELA Star MOY - grades 2-5	teachers	Jan 2020	
Math Star MOY - grades 2-5	teachers	Jan 2020	
DIBELS MOY – Grades K & 1	teachers	Jan 2020	
In-House Monthly student writing analysis	teachers, TLS & principal	monthly	
DRA	teachers	BOY, MOY & EOY	
Collection and review of writing samples	TLS & principal	monthly	
Collection and review of math/reading/language 4 Today's	TLS & principal	weekly	
Math Fluency Progress	TLS	bi-monthly	

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Strategic Objective/Initiative: Effective Student Support Systems:
 Create an inclusive, culturally responsive learning environment.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
PD: Playworks	principal & Playworks	Aug & 7 sessions during SY	
PD: PBIS	principal & PBIS team	Aug 2019	
PD: DCAP	principal	Aug 2019	
PD: NBPS Instructional Guide	principal	ongoing	
Implementation of PBIS strategies	PBIS team	monthly	
Implementation of Playworks	Playworks team	daily	
Daily attendance phone calls	secretary	daily	
Classroom attendance recognition	SAC & principal	monthly	
Perfect attendance rewards	SAC & principal	trimester	
Work with attendance officer to outreach and develop positive relationships with families with poor attendance	attendance office, SAC & principal	ongoing	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
PBIS pre/post test	PBIS team	Sept 2019	
Playworks questionnaire for teachers	playworks team	June 2019	
Student injury reports	nurse	weekly	
Attendance rate	principal	weekly	

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Strategic Objective/Initiative: Strong Family/Community Relationships:
Empower families and the community through collaboration.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Introduction of various electronic tools for communication (class dojo and class tag)	principal	Aug 2019	
Math “tip” video	Teachers – Becka Alves	ongoing	
Weekly updates on Facebook	Principal – Jami Melo	weekly	
Family Nights	all staff	2xs a year	
“FunNights”	PTO	10xs year	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Number of views on Facebook	Principal – Jami Melo	ongoing	
Increase in number of staff who utilize electronic communication tools	teachers	ongoing	
Increase number of tools used to highlight Rodman School	Principal / staff	ongoing	

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Strategic Objective/Initiative: Organizational Team Excellence:
Cultivate and recruit a highly skilled workforce.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Increased opportunities for celebrating diversity	Principal / Staff	ongoing	
Staff empowerment observing best practices throughout the building	Staff	ongoing	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
More diverse lessons that incorporate family and community	Principal	ongoing	
Increase planning and engagement in all classrooms	teachers	ongoing	

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Strategic Objective/Initiative: Public Confidence and Pride: Strengthen the reputation and elevate the profile of the school

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Introduction of various electronic tools for communication (class dojo and class tag)	K, 2, and 3 Teachers	Aug 2019	
Weekly updates on Facebook	Principal – Jami Melo	weekly	
Family Nights	Family Engagement Team	2xs a year	
“FunNights”	PTO	10xs year	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Number of views on Facebook	Principal – Jami Melo	ongoing	
Increase in number of staff who utilize electronic communication tools and parents who utilize it	teachers	ongoing	
Increase number of tools used to highlight Rodman School	Principal / staff	ongoing	

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NBPS Guidance on Developing School Improvement Plans

Adopted, in part, from MA DESE's Planning for Success: <http://www.doe.mass.edu/research/success/>

What Are Mission, Vision and Core Values? The mission is the school's purpose and explains why the organization exists. The mission focuses on today and what the school does on an everyday basis. The vision is the school's aspirations for students and explains what the community values and why, and what future success looks like. Core values are the principles that guide the decision making and action that will help achieve the vision; they reflect what the school community believes in.

What is a Theory of Action? The theory of action is a strategic if-then statement about a high-leverage area of practice that is targeted for improvement. The theory of action connects a school-wide problem of practice (something within the school's control) with an aligned strategy/solution. The theory of action creates a logical chain connecting an area of growth to a proposed solution and its intended outcome. Example: if we incorporate instructional strategies across all content areas that promote student analysis and inquiry, then all students will achieve at higher academic levels.

What Are Strategic Objectives and Initiatives? Strategic objectives are the coherent group of overarching goals and key levers for improvement that will achieve the future vision. Strategic objectives articulate not only the "what" of the plan but also the "why." Strategic initiatives are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

What Are Outcomes? Outcomes are the plan's expected results: what they will be, how they will be measured, and when they will occur. Outcomes are the SMART goals for the school: specific and strategic; measurable; ambitious and action-oriented; rigorous, realistic, results-focused; timed and tracked. Outcomes measure the school's success in achieving its vision and include specific targets for the improvement expected as a result of multi-year plan implementation.

What are Process Benchmarks? These implementation benchmarks monitor progress and specify what will happen, who will do it, and when. Example: Each grade-level team of teachers will adopt and implement five ELA standards-based common formative assessments by June 2020.

What are Early Evidence of Change Benchmarks? These implementation benchmarks monitor impact and identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. Example: An increase in student use of oral language will be observed in 100% of ESL teachers' classrooms between October and January.

What is the status column for? This column will likely be blank at the beginning of the year. School leadership teams should add notes within this column throughout the year, tracking key information and the status of each benchmark.