

School Improvement Plan

School Year: **2017-2018**

School: **DeValles**

Principal: **Darcie Aungst**

STAR Benchmark Scores for 2016-17

	SY16-17 (Historical)			SY17-18 (Goals)		
	# of students not Proficient/Advanced	# of students in Warning	# of students in Proficient	# of students not Proficient/Advanced	# of students moving from Warning to Needs Improvement	# of students moving from Proficient to Advanced
ELA	163	39	61	98	4	6
Math	168	37	54	101	4	5
Science (grades 6-12 only)						

Goals for 2017-18

Student Learning Goals:

- *By EOY, the DeValles will realize at least a 40% reduction in students not proficient or advanced in ELA for grades K-5, and in EL, Math, & Science.*
- *BY EOY, the DeValles will see at least 10% of students in the Warning category move into Needs Improvement in ELA, Math, and Science.*
- *By EOY, the DeValles will see at least 10% of students in the Proficient category move into Advanced in EL, Math, and Science.*

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

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

Objective 1: Prepare all NBPS students for college and career success by implementing rigorous standards and using data to monitor student progress in attaining proficiency in those standards.

ELA MCAS Spring 2017 – As seen in the chart below, 38% of DeValles students are meeting expectations and 89% of DeValles students are partially meeting expectations in ELA.

All Students

English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	0	-	2	7
Meeting Expectations	38	26	26	42
Partially Meeting Expectations	89	61	53	41
Not Meeting Expectations	18	12	19	10
Total Included	145			

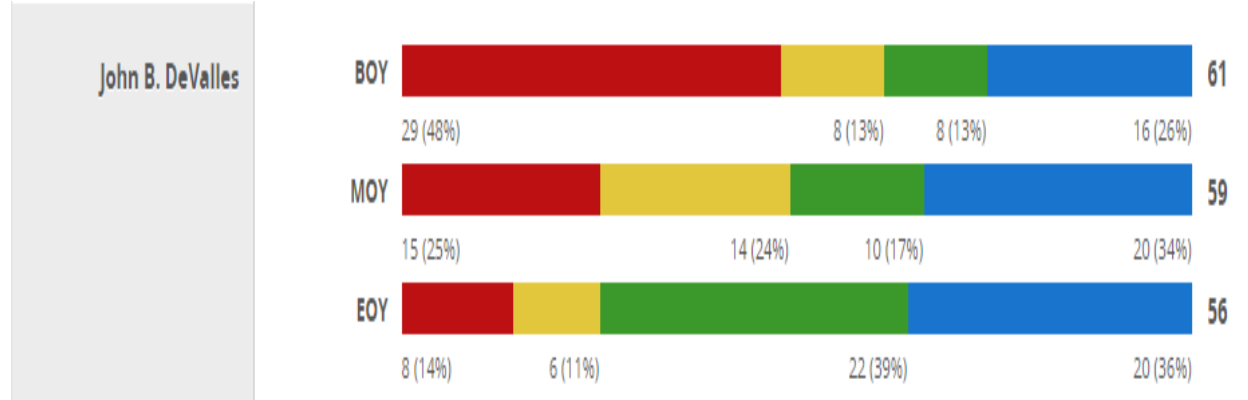
MATH MCAS Spring 2017 – As seen in the chart below, 40% of DeValles students are meeting expectations and 84% of DeValles students are partially meeting expectations in Math.

Mathematics	N Included	% School	% District	% State
Exceeding Expectations	2	1	3	8
Meeting Expectations	40	27	26	40
Partially Meeting Expectations	84	58	52	41
Not Meeting Expectations	20	14	19	12
Total Included	146			

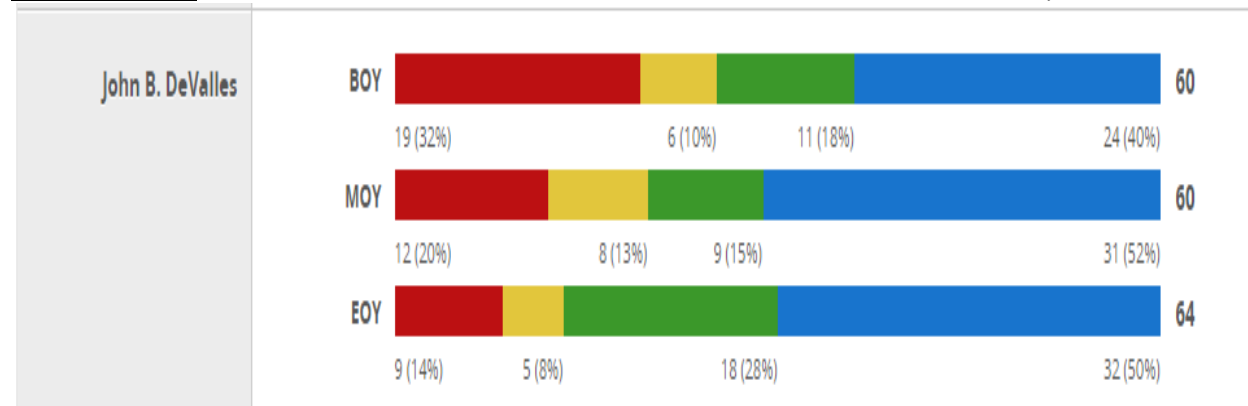
***DeValles students are ready to meet expectations for the 2017-18 school year!**

DIBELS 2016-17

Kindergarten DIBELS – Went from 39% at or above benchmark at BOY to 75% at EOY and cut the % at well below by 34%!



Grade 1 DIBELS – Went from 58% at or above benchmark to 78% at EOY and cut the % at well below by 18%!



ACCESS:

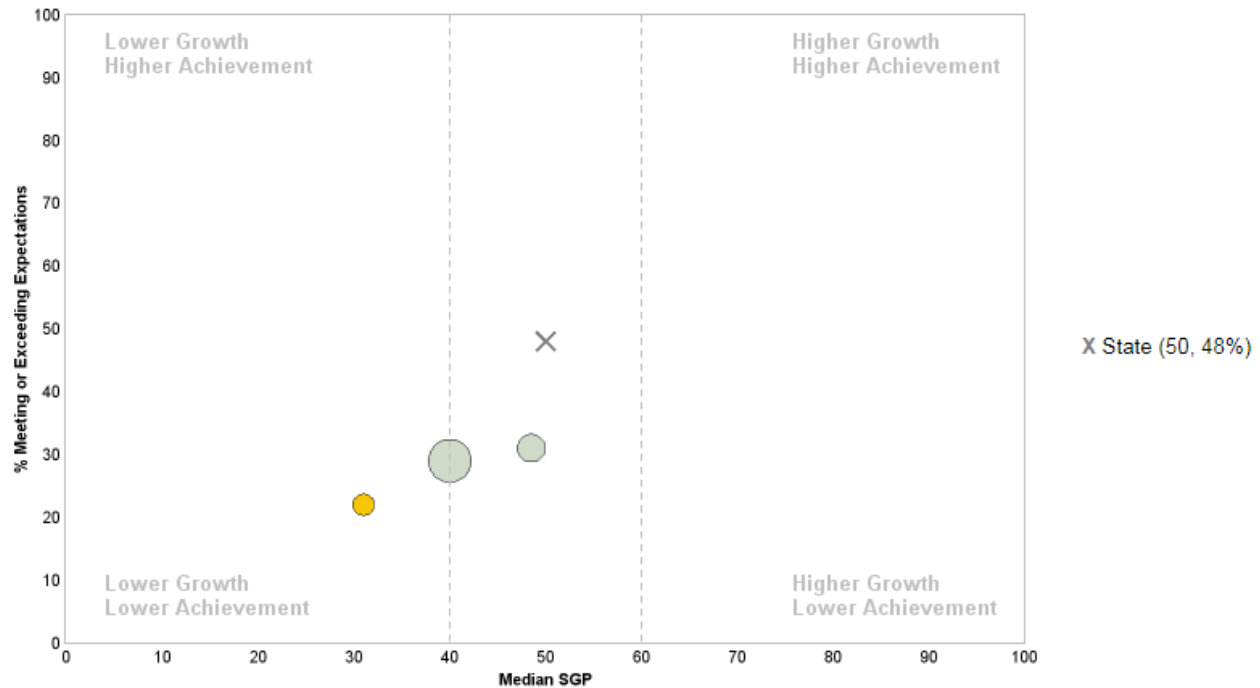
- 38% of DeValles' 122 ELs moved up one full level on 2017 ACCESS.
- 4% of DeValles' 122 ELs moved up two full levels on 2017 ACCESS.

(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?

MCAS – Math GRADES 4 & 5

As seen in the chart below, Grade 5 had lower growth and lower achievement in 2017.

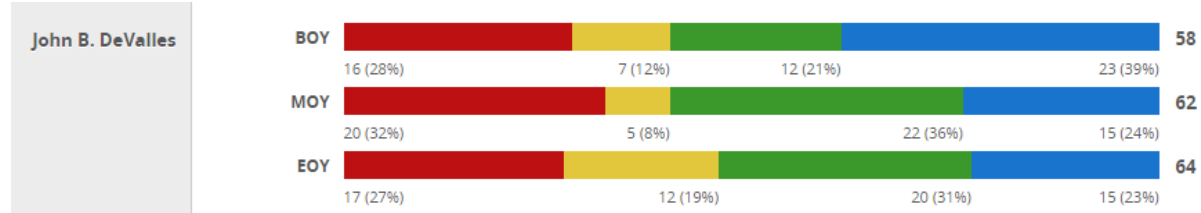


	Median SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
Grade 4	48.5	50	31	55
Grade 5	31	35	22	37
Grades 3-8	40	85	29	146

Median student growth percentile (SGP) is not calculated if the number of students with SGP is less than 20.

DIBELS – 2016-17

Grade 2 DIBELS – % of students at above benchmark dropped from BOY to EOY and there was virtually no improvement in % of students well below benchmark.



ACCESS

- 21% of DeValles 122 ELs remained at the same proficiency level after the 2017 ACCESS testing.

Initiative 1: ELA



Team Members: Principal, Assistant Principal, TLS, Reading Specialist, Classroom Teachers, ESL Teachers, and Special Education Tutors

Final Outcomes

Teacher Practice Goals:

100% of teachers will plan for and incorporate the following:

- *Accountable Talk every lesson, every day*
- *SEI, Reading Street, & other Evidence-Based Vocabulary Acquisition and Use strategies (Frayer Models, Word Walls, Word Work)*
- *Explicit instruction on utilizing context clues to determine the meaning of unfamiliar words*
- *Individual student goal setting including a system of conferencing with students around reading and writing.*

Student Learning Goals:

- *By EOY, the DeValles will realize at least a 40% reduction in students not proficient or advanced in ELA for grades K-5, and in ELA.*
- *BY EOY, the DeValles will see at least 10% of students in the Warning category move into Needs Improvement in ELA.*
- *By EOY, the DeValles will see at least 10% of students in the Proficient category move into Advanced in ELA.*

What this means for teachers:

- Teachers should continue to tie their lessons to rigorous vocabulary and language acquisition objectives, emphasize conceptual and contextual understanding, and use data cycles to continuously monitor and adjust their instruction.
- 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:

- The Principal and Assistant Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. They will also support teachers in developing intervention plans that are data driven.
- Learning Walks and Observations will focus on the use/evidence of School-Wide Evidence-Based Instructional Practices including Accountable Talk, Reading Street Vocabulary Acquisition Strategies, Frayer Models, explicit instruction around determining the meaning of an unknown word, and individual student conferencing regarding reading, writing, and goal-setting.
- Lesson Plans will be collected and reviewed to ensure planning is occurring including DeValles School-Wide Evidence Based Instructional Practices (SWEBIPs)

Key Milestones:

Nov. 1:

- Accountable Talk, SEI, RS, & other evidence-based vocabulary acquisition strategies are evident in at least 60 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.

Feb. 1:

- Accountable Talk, SEI, RS, & other evidence-based vocabulary acquisition strategies are evident in at least 80 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.
- A system of individual student goal-setting and conferencing is seen in at least 75% of classrooms.
- MOY Data

May 1:

- Accountable Talk, SEI, RS, & other evidence-based vocabulary acquisition strategies are evident in at least 100 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.
- A system of individual student goal-setting and conferencing is seen in 100% of classrooms.
- EOY Data

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
ELA Learning Walks & Observations:										
ELA Focused Learning Walks with TLS, Reading Specialist, AP, and Principal		→								
Consistent observation of ELA instruction & planning utilizing DESE's Teacher Rubric			→							
Professional Development:										
Continue to refine and utilize the <i>Looking at Student Work Protocol</i> during Admin Directed time.			→							
Introduction of DeValles School-Wide Evidence-Based Instructional Practices (SWEBIPs) such as Accountable Talk & Vocabulary Acquisition and Use Strategies		→								
Teaching Context Clues & Other Strategies for determining the meaning of unfamiliar words including SEI Strategies				→						
RtI Model/Differentiated Instruction in ELA, Reading Street Centers, Individual Conferencing & Goal-Setting for Reading & Writing				→						
Focused work will be done with TLS to build capacity in content knowledge instructional practice, coaching methods, and data and analysis		→								
Writing to support the Writing Reference Guide – including conferencing		→								
Curriculum:										
Elementary ELA Curriculum Units of Study and Reference Guides aligned to 2017 Massachusetts Curriculum Frameworks		→								
Phonics: Reading Street for K-2		→								
SEI & ESL Strategies incorporated into ELA lesson plans		→								
Daily use of English in a Flash for all Level 1 & 2 ELs		→								
Data:										
Use administrative directed time to analyze data and to implement more complex tasks for students to apply to their learning		→								
Norm the grading of writing CFAs utilizing Reading Street & MCAS rubrics			→							
MCAS 2.0 Data Collection, Review, & Planning	→									
Collect & Analyze STAR ELA BOY, MOY, and EOY		→								
Collect & Analyze DIBELS BOY, MOY, and EOY		→								

Initiative 2: Math



Team Members: Principal, Assistant Principal, TLS, Reading Specialist, Classroom Teachers, ESL Teachers, and Special Education Tutors

Final Outcomes:

Teacher Practice Goals

100% of teachers will plan for and incorporate the following:

- *Accountable Talk every lesson, every day*
- *KNSA (Keys to Literacy strategy for solving Math word problems)*
- *Xtramath.org*
- *Individual student goal setting, including a system of conferencing with students around their Math progress.*

Student Learning Goals

- *By EOY, the DeValles will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in Math.*
- *BY EOY, the DeValles will see at least 10% of students in the Warning category move into Needs Improvement in Math.*
- *By EOY, the DeValles will see at least 10% of students in the Proficient category move into Advanced in Math.*

What this means for teachers:

- Elementary teachers should continue to tie their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- Teachers will be provided with and follow the NBPS Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning.

What this means for building leadership:

- Principals will be expected to provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis.
- They will also support teachers in developing intervention plans based on data.
- Principals will have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.
- Data Driven Grade Level Meetings utilizing the Looking at Student Work Protocol

Key Milestones

Nov. 1:

- Accountable Talk, xtramath.org, and KNSA strategies are evident in at least 60 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.

Feb. 1:

- Accountable Talk, xtramath.org, and KNSA are evident in at least 80 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.
- A system of individual student goal-setting and conferencing is seen in at least 75% of classrooms.
- MOY Data shows 60 SGP

May 1:

- Accountable Talk, xtramath.org, and KNSA are evident in at least 100 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.
- A system of individual student goal-setting and conferencing is seen in at least 75% of classrooms.
- EOY Data shows 80 SGP

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Math Learning Walks, Observations & Committees:										
Math Focused Learning Walks with TLS, AP & Principal		→								
Consistent observation of Math instruction & planning utilizing DESE's Teacher Rubric		→								
Vertical Team Meetings to analyze data, trends, and align math teaching strategies.		→								
SILT Meetings 2x/month (representation from every grade level, Special Education, ESL, and Specialists + TLS, AP, & Principal)	→									
Professional Development:										
Continue to refine and utilize the <i>Looking at Student Work Protocol</i> during admin directed time				→						
DeValles Math SWEBIPs – Conceptual Math, xtramath.org, & KNSA for teachers		→								
Math RtI/Differentiation/Math Centers – including individual student conferencing and goal-setting for Math.			→							
Build capacity of TLS in content knowledge, instructional practice, coaching methods, and data and analysis.		→								
Data Analysis:										
Analyze Elementary enVisions Topic Tests and Performance Based Assessments		→								
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning			→							
MCAS 2.0 Data Collection	→									
Collect STAR Math BOY, MOY, and EOY		→								
Curriculum:										
Implementation fidelity incorporating all components of enVisions 2.0		→								
Daily Use of xtramath.org for all grades (K starting in January)		→								
Keys to Literacy – KNSA (close reading & annotation strategy for solving word problems)		→								
Consistent Use of Daily Common Core Review Sheets for Spiral Review (Teacher Resource Books)		→								

Initiative 3: SEL (Social Emotional Learning)



Team Members: Principal, Assistant Principal, TLS, SAC, WAC, Reading Specialist, Classroom Teachers, ESL Teachers, and Special Education Tutors

Final Outcomes:

Teacher & Counselor Practice Goals:

100% of teachers will plan for and incorporate the following:

- *PBIS strategies for Tier 1 & 2 behaviors*
- *Zones of Regulation strategies*
- *Trauma Sensitive Schools best practices*
- *Individual student goal setting, including a system of conferencing with students around their social, emotional, & behavioral progress.*

Student Learning Goals:

- *There will be a 40% decrease in student behavioral office referrals*
- *At least 80% of students will be able to regulate emotions by utilizing Zones of Regulation, Mindfulness, and Second Step strategies*
- *There will be a 25% increase in positive links on the PBIS chain as compared to last year*

What this means for teachers:

- The school adjustment counselor, wrap-around coordinator, health educator, & classroom teachers will teach social & behavioral expectations using the PBIS/RtI model.
- Teachers, the wrap-around coordinator, & the counselor will learn & implement Social Thinking strategies & The Zones of Regulation framework
- Counselors & the health educator will develop lessons using Social Thinking
- Counselor, wrap-around coordinator, 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.

What this means for building leadership:

- Principal will work with staff to develop a consistent set of expectations for meeting student behavior and social emotional needs.
- Principals will 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.
- Principal will serve as the head coach for PBIS trainings and meetings.
- Principal, AP, and TLS will conduct learning walks to look for SEL strategies including PBIS, Social Thinking, Zones of Regulation, & Trauma Sensitive Schools.

Key Milestones

Nov. 1:

- At least 60% of staff will exhibit PBIS strategies for Tier 1 & 2 behaviors.
- Staff will receive training in order to incorporate or reinforce Zones of Regulations and Social Thinking strategies or concepts.

Feb. 1:

- At least 80% of staff will exhibit PBIS strategies for Tier 1 & 2 behaviors.
- At least 75% of staff will incorporate or reinforce Zones of Regulations and Social Thinking strategies or concepts.
- Staff will receive training in Trauma Sensitive practices.

May 1:

- 100% of staff will exhibit PBIS strategies for Tier 1 & 2 behaviors.
- 100% of staff will incorporate or reinforce Zones of Regulations and Social Thinking strategies or concepts.
- 100% of staff will follow Trauma Sensitive practices.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Learning Walks & Observations:										
Principal, SAC, WAC, TLS, & AP will conduct learning walks to look for SEL best practices		→								
Principal & AP will observe Standard 2 – Teaching All Students (rituals and routines)			→							
Climate and Operational Leadership Team – PBIS & Trauma Sensitive Sub-Committees	→									
Professional Development:										
PBIS – coaches trainings (WAC & Principal)		→								
PBIS – team trainings			→							
PBIS – building wide-trainings			→							
Trauma Sensitive Schools Training – Whole Staff						→				
Social Thinking and Zones of Regulation – Principal, SAC, &		→								
Curriculum:										
Social Thinking & Zones of Regulations			→							
Life Skills in Health Classes Grades 3-5		→								
SAC will teach Second Step in Kindergarten		→								
SAC, WAC, and teachers will teach and implement mindfulness in grade 1		→								
Data Analysis:										
SWIS-training and implementation						→				
Office Referral Checks - Quarterly			→							

Initiative 4: Parent and Community Outreach



Team Members: Principal, Assistant Principal, SAC, TLS, Reading Specialist, Classroom Teachers, ESL Teachers, and Special Education Tutors

Final Outcomes:

Teacher Practice Goals

- 100% of teachers will increase their two-way family communication.

Student Learning Goals

- 100% of students will have at least one family member attend a school meeting or event

What this means for teachers:

- Teachers should actively reach out to families in order to build relationships around their child's learning.
- Teacher will create a welcoming classroom for families and students with consistent and regular two-way lines of communication.
- Staff will participate in a campaign to make positive phone calls home as part of PBIS.
- Staff will collaborate with our community partners.

What this means for building leadership:

- The Principal and AP will evaluate and encourage staff to increase two-way communication with families.

Key Milestones

Nov. 1:

- Teachers will provide evidence of positive phone calls to families during admin directed times.

Feb. 1:

- Attendance for Open Houses and other after school events will be analyzed in order to create a list of families who need to be contacted.

May 1:

- 100% of staff will provide documentation of regular two-way communication with families.

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Committees:										
Family Engagement Committee	→									
Climate & Operational Leadership Team	→									
Events:										
BOY Open House		→								
MOY Open House – Literacy & Math Home Help						→				
EOY Open House – next grade level expectations and preparations										→
Satellite Open House – North End & West End				→						
Positive Phone Calls Home Campaign		→								
Remind App or Class DoJo Pilots		→								
Individual Attendance Meetings			→							
Various After School Events – Trunk or Treat, Holiday Bazaar, Literacy Night, Math Night			→							
Community Partners & Programs:										
Create Partnership with CCBC	→									
Continue Partnership with Child & Family	→									
PAACA Bridges to Middle School Program							→			
Casa de Saudade Library				→						
South Shore Mental Health	→									
Dance Afterschool Program		→								
Martial Arts Afterschool Program				→						

Section 4. Develop a targeted PD plan to support SIP

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
Improve Math Fluency	Xtramath.org will be implemented for all students in every class to strengthen students' basic math facts/computational skills as recommended in the Common Core. Teacher and students will also utilize the envisions 2.0 Daily Common Core Review.	Most teachers incorporated xtramath.org as a computational skills practice and have communicated a desire to keep it building wide to help improve computation skills/basic math facts. Students and families are now familiar with the program and many report using it at home.	100% of teachers will dedicate 10 minutes per day to implement xtramath.org in order to improve basic math facts and computational math fluency. This will be evidenced by lesson plans, xtramath.org reports, and classroom observations.
Improve Vocabulary Acquisition, Use, and Application	The Frayer Model, 7-Step, RS, and Accountable Talk vocabulary strategies will be used in every classroom. All teachers will build capacity and efficacy in teaching students how to determine the meaning of unfamiliar words through context clues and other strategies. Students will be able to articulate and utilize these strategies across content areas including unified arts classes.	Returning teachers are currently using the RS vocabulary amazing words, 7-Steps, Frayer Model, and Accountable Talk. There are several new teachers who need beginning level PD in these areas while returning teachers have indicated a need for deeper PD in the same areas. Close reading as a strategy is being used in some classes.	Every teacher in the building will implement focused vocabulary acquisition and use instructional practices including The Frayer Model, 7-Steps & other SEI strategies, RS, Context Clues, and Accountable Talk. Students will know and be able to use context clues and other strategies to help with their language acquisition. These practices will be evident in lesson plans and in classroom observations.
Improve solving for word problems	Every student in every class will use KNSA as a strategy to closely read and annotate word problems and other multi-step questions.	Teachers understand the need for an evidence-based instructional school-wide practice to help our student annotate word and multi-step problems.	Every teacher in every classroom will model, post, and check for the KNSA annotation strategy. This will be evident in lesson plans and classroom observations
Improve school climate and culture – maintain & expand upon Congdon's PBIS model	There will be a school-wide code of conduct, a matrix of expectations for all areas of the school, positive incentives, and active supervision throughout the building.	Teachers have begun implementing the Code of Conduct into their classrooms with posters and instruction. Congdon has established a PBIS sub-committee under the Climate and Operational Leadership dedicated to the continued implementation and expansion of PBIS best practices.	Teachers will use positive reinforcement and incentives to create safe and supportive learning environments for all students. Teachers and other staff will incorporate family engagement in order to increase Congdon's culture and climate.

Focus Area 1:	Math – Conceptual Understanding - Solving Word Problems and Improving Math Fluency		
Instructional strategies:	Annotation/KNSA Xtramath.org Math Fluency/Computation Skills Practice	Approximate dates:	October - December
Meeting	Learning objectives for teachers		Support needed
September PD Sessions 4 & 5	Introduce the AIP, SIP, and the focus areas. Present data showing the need for school-wide instructional practices around vocabulary acquisition. Teachers will be able to articulate the school goals and focus areas from the 2017-18 SIP.		
October PD Session 1	TWBAT understand and implement xtramath.org geared toward improving students’ automaticity of basic math facts/computational skills (math fluency/numeracy.) & understand KNSA. TWBAT understand the purpose and need for annotation and begin examining KNSA.		TLS Math PD Team
November PD Session 1-5	TWBAT implement the enVisions 2.0 Math curriculum with fidelity, differentiating based on student work and assessments, and understand the importance of teaching math conceptually. TWBAT progress monitor math fluency on xtramath.org as well as students’ mastery of grade level math standards on STAR.		TLS Math PD Team
October 27	Progress Monitoring for STAR		Chromebooks All Content Teachers
October SILT	Analyze BOY & Final MCAS data and help design next steps.		SILT Reports from STAR, MCAS, & Pearson
January and February SILT	Analyze MOY data and help design next steps.		Reports from STAR

Focus area 2:	ELA – Vocabulary Acquisition, Use, and Application		
Instructional strategy:	Frayer Model, 7-Steps, Context Clues, Write-Arounds, RS, and Accountable Talk Vocabulary Acquisition & Use strategies.	Approximate dates:	December - January
Meeting	Learning objectives for teachers		Support needed
December PD session 1 & 2	TWBAT implement the Frayer Model, 7 Steps, and RS vocabulary acquisition strategies.		PD Planning Team, ESL Teachers, TLS
December PD session 3	TWBAT utilize the 7-Step Method for vocabulary acquisition and implement Write-Arounds for vocabulary use.		
December PD session 4	TWBAT effectively implement Reading Street vocabulary strategies with EL students in mind.		
Nov. SILT meeting	Analyze data from STAR BOY, Final MCAS, and RS involving vocabulary acquisition and use.		
Jan. PD session 1	TWBAT understand the purpose and methodology of Accountable Talk. TWBAT implement Accountable Talk.		

Focus area 3:	Improve school climate and culture by establishing a school-wide and classroom PBIS model that incorporates trauma sensitive, social thinking, and zones of regulation strategies.		
Instructional strategies:	Active supervision, positive talk 2:1, gotchas & incentives, interventions, trauma-informed instruction, Social Thinking, and Zones of Regulation	Approximate dates:	January-February
Meeting	Learning objectives for teachers		Support needed
January Full Day PD	TWBAT understand concepts around trauma informed instruction and behavioral interventions.		DESE Safe Schools Trainers
January COLT	TWBAT create a safe and supportive learning environment for all students including LBGTO students. Design an incentive program and determine gotcha look-fors. Create lesson plans		PTO Business Office – Student Activities Account
January PD Session 2	TWBAT incorporate a 4 to 1 positive ratio when redirecting students.		
January PD Session 3	TWBAT actively supervise instruction and behavior in the classroom and hallways utilizing the PBIS active supervision model.		
January PD Session 4	TWBAT understand and implement tier 2 and tier 3 interventions.		

Focus area 4:	Using data to inform instruction		
Instructional strategy:	Checks for understanding/formative assessments	Approximate dates:	March-April
Meeting	Learning objectives for teachers		Support needed
March PD session 1	Introduce the purpose of using checks for understanding/formative assessments		
March PD session 2	Explore 4 different styles of checks for understanding, analyzing strengths and weaknesses of each		
March PD session 3	Explore what points in the lesson are most important to check. Teachers bring upcoming lesson plans and incorporate checks for understanding at key points		
March PD session 4	Explore tradeoffs between speed vs. simplicity, getting a deep answer from few students vs. shallow answer from many students, etc		
April PD session 1	Discuss how to use the data from checks for understanding to adjust mid-lesson. Teachers bring an upcoming lesson and add a plan to adapt and respond based on a check for understanding		