

School Improvement Plan

School Year: **2017-2018**
 School: **Betsey B. Winslow**
 Principal: **Margaret M. Welch**

Section 1. Set goals aligned to the AIP

Instructions: Use the table below to set your end-of-year goals for the current school year. You must set three student learning goals, which are aligned to the student learning goals in this year's AIP:

1. By EOY, the district will realize at least a 40% reduction in students not proficient or advanced in ELA and Math for grades K-5, and in ELA, Math, and Science for grades 6-12
2. BY EOY, the district will see at least 10% of students in the Warning category move into Needs Improvement in ELA and Math
3. By EOY, the district will see at least 10% of students in the Proficient category move into Advanced in ELA and Math

Do not fill in the shaded boxes below.

	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	69	11	127	41	1	13
Math	40	5	71	24	1	7

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

Instructions: School leaders must analyze data in order to create a school-specific plan to meet the student learning goals established in Section 1. This section is intended to help you look at student work in a meaningful way and to help you identify your school's strengths and the areas you will focus on this year to improved student outcomes.

Focus on analyzing your school's progress on work related to the four objectives in the AIP, as these are the key levers that the district believes will lead to change.

Answer questions (a) and (b) in the space provided. Potential data sources to use to answer these questions include:

Student performance data:

- MCAS item analysis
- Final exams
- DIBELS
- SAT data
- Formative assessments
- Examples of student work
- STAR

Instructional data:

- Observation data
- Teacher evaluations

Student indicator data:

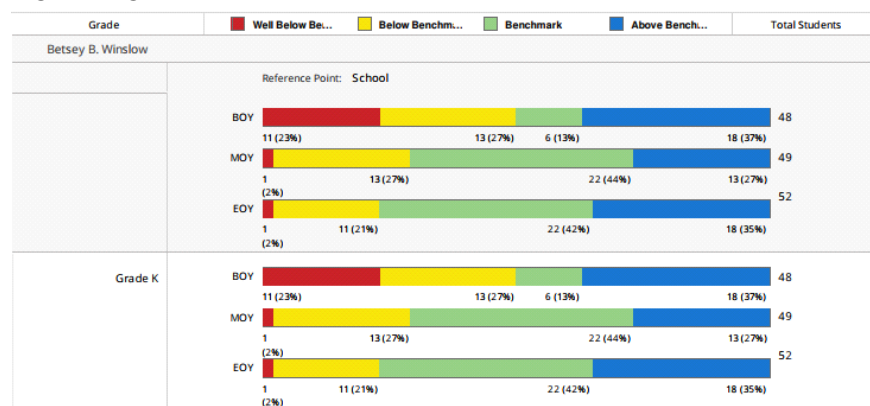
- Student attendance
- IEPs and 504s
- Disciplinary data
- SPED referrals
- Graduation/dropout data
- RTI data
- Mobility
- Course failures

Teacher data:

- Teacher attendance
- Panorama

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

The 52, 2016-2017 Kindergarten students made progress according to DIBELS:
BOY – EOY



This cohort of students have maintained their growth and, according to September 2017 baseline assessments, 100% of 2017-2018 1st graders who attended Winslow for Kindergarten are reading at Level 4 or higher.

ELA Grades 2, 3, & 5 (Galileo) Improved from BOY to EOY from proficiency levels between 50 & 55% TO 73% proficiency at EOY

Math Grade 2 (Galileo) Improved from 62% proficiency at BOY to 88% proficiency at EOY

Math Grade 3 (Galileo) Improved from 77% proficiency at BOY to 98% proficiency at EOY

Math Grade 5 (Galileo) Improved from 39% proficiency at BOY to 77% proficiency at EOY

(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?**

Grades K & 1: EL students with IEPs did not make adequate progress

Current 3rd Grade: Did well in 2nd grade but with 7 newly transferred IEP students, the BOY Star data for ELA indicates that 27% of this cohort are in Warning (Red). In math 20% are in Warning.

4th grade students struggled last year:

ELA 59% proficient at EOY, only 1 student at Level 5

Math: 60% proficient at EOY, more students at Levels 1 & 2 at EOY than at BOY (10-12)

According to the MCAS Item Analysis, students in all grades struggled with math items that called for application to real world problems.

(This section will be expanded when full MCAS results are released)

Initiative 1: ELA



Team Members: Donna Teixeira, Dot Costa, Kelly DaCosta, Linda Lemieux, Mary Bono, Renee Candido

Final Outcomes:

Teacher Practice Goals: Explicitly teach and model writing across all genres and curriculum areas.

Student Learning Goals: Writing: students will explain their thinking in writing across all curriculum areas.

By EOY the school will realize at least a 40% reduction in students scoring below the highest rubric score in writing

By EOY the district will see at least 10% of students scoring 0 move to 2 and at least 10% of students scoring 2/3 move to 3/4 in Writing

Measured through: Analysis of students' text based responses with district rubrics (Writing to Sources: 0-4 /MCAS 0-3)

What this means for teachers: Using the district's Writing Reference Guide (including newly added revisions), teachers will demonstrate effective strategies for the composition of written responses to text in all genres and all content areas.

Teachers will use grade level meeting times to look at student work using a protocol.

They will work to establish inter-rater reliability: consistency of grading across and between grades.

They will determine strengths and areas for growth and co-plan interventions to accelerate growth in literary analysis and written expression.

What this means for building leadership: Use formal and informal observations as well as Learning Walks to monitor pacing in all settings, Secure grade level and admin time to follow the Collaboration Cycle: Assess, analyze data, co-plan for next steps, implement plan, re-assess, adjust practice.

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

Nov. 1:

- Analyze data from narrative post test

Feb. 1:

- Analyze data from informative/explanatory post test

May 1:

- Analyze data from eargument/opinion post test

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Pretest Narrative Writing	→	→								
Analyze: strengths/needs		→	→							
Plan for instruction/remediation			→	→						
Complete Writing to Sources responses	→	→	→	→						
Analyze: strengths/needs	→	→	→	→						
Plan for instruction/remediation		→	→	→						
Post test narrative		→	→							
Score and analyze responses. Compare to pretest.			→	→						
Pretest Argument/Opinion Writing			→							
Analyze: strengths/needs				→	→	→				
Plan for instruction/remediation				→	→	→				
Complete Writing to Sources responses				→	→	→	→			
Analyze: strengths/needs				→	→	→				
Plan for instruction/remediation				→	→	→				
Post test Argument/Opinion					→	→				
Score and analyze responses. Compare to pretest.						→				
Pretest Informative/Explanatory Writing							→			
Analyze: strengths/needs								→	→	→
Plan for instruction/remediation								→	→	→
Complete Writing to Sources responses								→	→	→
Analyze: strengths/needs								→	→	→
Plan for instruction/remediation								→	→	→
Post test Informative/Explanatory									→	→
Score and analyze responses. Compare to pretest.										→

Initiative 2: Math



Team Members: Donna Teixeira, Dot Costa, Kelly DaCosta, Linda Lemieux, Mary Bono, Renee Candido

Final Outcomes:

Teacher Practice Goals

1. Focus on conceptual understanding and academic vocabulary in order to show high achievement & high growth across all grades. Math journals will be used to answer, and extend, the higher order thinking questions with problems involving real life application, for example, “Today’s Challenge” from Envision math.
2. Implement an RtI model in grades 2-5 using Star data

Student Learning Goals:

By EOY the school will realize at least a 40% reduction in students scoring below Proficiency in Math

By EOY the district will see at least 10% of students in Warning move to Needs Improvement and at least 10% of students scoring Needs Improvement move to Proficiency in Math

1. At least twice a week students in grades 1-5 will respond to higher order thinking questions with problems involving real life application. Math journals will be used to answer, and extend, the higher order thinking questions.
2. Students in grades 2-5 will be divided into 3-5 groups per grade according to Star data. They will work with grade level peers at least 3 times a week for at least 40 minutes to accelerate their learning throught the Star levels of proficiency.

This goal will be measured by:

- Progress monitoring below benchmark students every 3-6 weeks with Star
- Increasing scores on Envisions math problems/topic assessments that are targeted at Standards of Math Practices.
- Increasing MOY and EOY scores in Star
- Evidence collected during Learning Walks and principal observations
- Evidence from Focus Grade Level Meetings using a Looking at Student Work Protocol

What this means for teachers:

Teachers will:

- Develop or find effective higher order thinking questions with problems involving real life application.
- Give written, growth producing feedback to student responses
- Differentiate questions as necessary
- PCollaboratively plan for the effective implementation of RtI

What this means for building leadership: Use formal and informal observations as well as Learning Walks to monitor implementation of goals. Secure grade level and admin time to implement an RtI model for math in Grades 2-5.

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

Nov. 1:

- Analyze and act upon data from progress monitoring in trimester 1

Feb. 1:

- Analyze and act upon MOY & progress monitoring data

May 1:

- Analyze and act upon EOY progress monitoring data

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Develop RtI model 2-5		→								
Analyze BOY Star data, sort students into groups		→								
Plan for effective intervention/extension instruction			→	→	→	→	→	→	→	
Progress monitor below benchmark students every 3-6 weeks			→	→	→	→	→	→	→	
Bring samples of math notebooks to grade level meetings: determine criteria for higher level tinking questions with real life aplication			→	→	→	→	→	→	→	
Bring samples of math notebooks to grade level meetings: use protocol to ensure inter rater reliability (monthly)			→	→	→	→	→	→	→	
Continue RtI model 2-5				→	→	→	→	→	→	
Analyze MOY Star data, sort students into groups							→			
Plan for effective intervention/extension instruction							→	→		
Progress monitor below benchmark students every 3-6 weeks							→	→	→	→
Refine RtI model 2-5							→	→	→	→
Analyze EOY Star data, sort students into groups							→	→	→	→
Plan for effective intervention/extension instruction							→	→	→	→
Progress monitor below benchmark students every 3-6 weeks							→	→	→	→

Initiative 3: SEL (Social Emotional Learning)



Team Members: Kristen Nightingale, Renee Candido, Tricia Motta, Marianne Jobson, Debra Surprenant, Dorthy Costa, Leila Gillespie, Daniel Gambardella, Paula Correia

Final Outcomes:

Teacher Practice Goals: Teachers will be able to apply strategies and methodology learned from the PBIS Academy/PBIS resources to support students to demonstrate socially appropriate behavior.

Student Learning Goals: Students will be able to apply the strategies they have been taught to effectively communicate with peers and staff.

-Students will increase engagement using “accountable talk”.

This will be measured by reduction in office referrals and conduct cards (add data)

What this means for teachers:

- Work with SAC on Zones of Regulation
- Model expected and unexpected behavior
- Provide sentence stems
- Post monthly social objective

What this means for building leadership: Allow teachers to use time needed to explicitly teach social skills. If possible have counselor teach 1 lesson to each class based on need.

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

Nov. 1:

- Objectives listed in plans
- Analyze discipline behavior






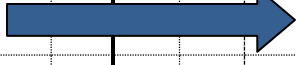
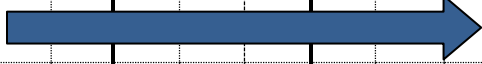


Feb. 1:

- Learning Walks-Identify social objective
- Analyze discipline behavior

May 1:

- Students modeling social behavior
- Analyze discipline behavior

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
From district AIP, will revise and modify when new SAC starts to implement SEL curriculum										
PBIS – Member of new schools cohort 3 have created and/or adapted an existing PBIS Matrix.										
PBIS – new schools cohort 3 have formalized their Matrix and are implementing their action plan.										
PBIS – new schools cohort 3 have rolled out their PBIS implementation plan and completed their TFI with an action plan revision for a full implementation expectation for the following year, by May 1 st .										
Winslow will show a decrease in behavioral indicators regarding at-risk markers.										
Create or adapt District’s PBIS information to PBIS parent and community information regarding our initiative and ways for parent engagement.										
PBIS – new schools cohort 3 have created and/or adapted an existing PBIS Matrix.										
PBIS – new schools cohort 3 have formalized their Matrix and are implementing their action plan.										
PBIS – new schools cohort 3 have rolled out their PBIS implementation plan and completed their TFI with an action plan revision for a full implementation expectation for the following year, by May 1 st .										
Winslow will have shown a decrease in behavioral indicators regarding at-risk markers, and created a plan continuation until the end of the year.										

Initiative 4: Parent and Community Outreach



Team Members: SAC, SpEd Facilitator, M. Welch, Dot Costa, Marianne Jobson, Paige Thornton, Linda Lemieux, Mary Bono, Sarah Myerson

Final Outcomes:

Teacher Practice Goals:

- Teachers will use Remind, Class Dojo, student agendas or similar in order to maintain direct and regular contact with parents and families
- Teachers will maintain data logs to ensure they are contacting families regularly for positive as well as negative reasons
- Families will be invited to three Celebrations of Learning in each grade, each year
- Connect with students daily to check in on activities future goals etc

Student Learning Goals:

- Student perceptions of belonging and connection to the school and its staff will increase and improve.

Measured by : Improved ratings on the Panaorama survey Spring 2018:

Responses to the question: In the past year, how often have you visited your child's school? Will increase from 32% to 50%

Responses to the question: How much do your teachers want to learn about what you do when you are not in school? Will increase from 31% favorable to 50%

Responses to the question: How interested are your teachers in what you want to be when you grow up? Will increase from 40% favorable to 60%

What this means for teachers: Maintain constant contact with families via Remind, Class Dojo, or student agendas. Keep a careful log of contact with parents. Work with grade level colleagues to plan Celebrations of Learning

What this means for building leadership: Facilitate and monitor implementation.

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

Nov. 1:

- Check in with teachers' logs and plans for Celebration

Feb. 1:

- Check in with teachers' logs and plans for Celebration

May 1:

- Check in with teachers' logs and plans for Celebration

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
All teachers have established a regular and consistent method of home school communication (Remind, Class Dojo, Agenda)They are tracking home school communication.	→									
Teachers have made contact with 80% of families with positive message	→									
Conferences scheduled with 50% of students	→									
Celebration of Learning for Trimester 1 is planned and scheduled	→									
Teachers have made contact with 100% of families with positive message	→									
Conferences scheduled with 80% of students	→									
Celebration of Learning for Trimester 2 is planned and scheduled				→						
Teachers continue to make contact with families with positive message	→									
Conferences scheduled with 100% of students	→									
Celebration of Learning for Trimester 3 is planned and scheduled							→			

Section 4. Develop a targeted PD plan to support SIP

Instructions: Identify 2-3 instructional focus areas that are aligned to your school's SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.

(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
Writing to show comprehension	Students will know how to explain their thinking in writing across all genres Teachers will model and give focused feedback for continuous improvement	Teachers use two Writing to Sources prompts per 6 day cycle Reading Response Journals established for students to practice responding to text at their level	Increase capacity to share growth producing feedback Collaborate to ensure consistency of grading with rubric
Apply math learning in new problems with real world applications	Teachers will model and teach application of learning in math journal responses. Students will compose math responses with words, numbers and pictures/diagrams	Expectations regarding math journal protocols established last year.	Improve selection of problems: higher level thinking with real world application
Social emotional learning	Teachers will explicitly model and teach expectations and practices Students will be able to apply the strategies they have been taught to effectively communicate with peers and staff.	Mindfulness practices established in 8 classrooms last year	Implement mindfulness practices in all settings With SAC support, implement new SEL curriculum
Parent and Community Outreach	Teachers will engage in constant (predominately positive) communication with families. Students will be able to articulate their learning goals and their progress towards higher achievement	Most teachers have already adopted texting systems such as Remind or Class Dojo	Increase frequency of families coming to school for Celebrations of Learning, workshops etc.

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

This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.

EXAMPLE

Focus area 1:	Using data to inform instruction		
Instructional strategy:	Checks for understanding	Approximate dates:	Oct – Dec (approx 10 weeks)
Meeting	Learning objectives for teachers		Support needed
Oct. PD session 1	Introduce the purpose of using checks for understanding		
Oct. PD session 2	Explore 4 different styles of checks for understanding, analyzing strengths and weaknesses of each		
Oct. SILT meeting	Review results of baseline walkthrough looking for checks for understanding to determine current strengths and weaknesses		Would like Liaison to do learning walk and join SILT meeting
Oct. TCT meeting	(optional) Teachers share strategies to check for understanding		
Nov. PD session 1	Explore what points in the lesson are most important to check. Teachers bring upcoming lesson plans and incorporate checks for understanding at key points		
Nov. PD session 2	Explore tradeoffs between speed vs. simplicity, getting a deep answer from few students vs. shallow answer from many students, etc		
Nov. SILT meeting	Discuss differences between content areas and prepare guidance to teachers specific to content		Literacy and Math director support for how to use checks for understanding with Reading Street and enVisions
Nov. TCT meeting	(optional) Teachers share strategies to check for understanding		
Dec. 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		

Focus area 1:	Writing to demonstrate comprehension		
Instructional strategies:	Sharing focused, growth producing feedback	Approximate dates:	Sept - June
Meeting	Learning objectives for teachers		Support needed
Oct Grade Level	Callibrate scoring across the classes		
Oct PD 2	Develop a bank of growth producing comments to match the expectations of the genre/rubric		
Nov Grade Level	Identify exemplars of all levels to share and display		
Nov PD	Review CFAs Schoolwide: what went well? What do we need to do better?		
Dec Grade Level	Add annotations to exemplars to highlight strengths and “not yet’s”		
We will repeat this Collaboration Cycle for all three writing genres across the Trimesters.			

Focus area 2:	Develop & Implement RtI Model		
Instructional strategies:	Differentiate instruction for leveled math groups	Approximate dates:	Sept - June
Meeting	Learning objectives for teachers		Support needed
Sept PD	Determine shared rationale and develop schedule for RtI		
Sept Grade Level	Analyze BOY Star data, sort students into groups Plan differentiated learning activities to accelerate and enrich		
Oct Grade level	Share products from RtI, determine which tasks and products are the best match for the assessed needs		
Oct PD	Analyze results of Progress monitoring below level students		
Repeat this cycle for one more round before MOY testing. Continue cycle throughout the year			
Jan PD	Review math journals for HOT questions & growth producing feedback		
Jan Grade Level	Use Looking at Student Work protocol to analyze student responses		

Focus area 3:	Social Emotional Learning		
Instructional strategies:	Implement PBIS strategies decrease referrals/increase time on learning	Approximate dates:	October-June
Meeting	Learning objectives for teachers		Support needed
Oct	TBD dependent on PBIS training and District initiative (Zones)		
Nov PBIS Meeting	Work with new SAC to develop Zones PD for teachers		
Dec PD	Monthly Social/Emotional Goal		
Jan PBIS	What are the Zones and how can I implement them in my classroom?		
Feb PD	Give one Get one: share examples of effective implementation & challenges		
Mar PBIS	Proactive plan to minimize inappropriate behavior during testing		
Apr PD	Check in to monitor behaviors during testing		
May PBIS	Review of the year's goals and plan for next year		