School Improvement Plan

School Year 2018-2019
School: **John B. DeValles**
Principal: Darcie Aungst

Goals:

1. *By EOY, at least 80% of students in grades 2-5 will meet their STAR Target Goal, set to ambitious growth.*
2. *By EOY, 100% of students will show growth in DIBELS and STAR, even if they stay within their color band.*
3. *By EOY, at least 80% of students will meet grade level expectations in ELA, Math, and Science as measured on DIBELS, DRA, and STAR.*
4. *Chronic absenteeism will improve by at least 5% - from 22% to 17%.*

	SY17-18 (Historical)			SY18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	**Average Scaled Score**	**Mean SGP**	**% of students Meeting or Exceeding Expectations**	**Average Scaled Score**	**Mean SGP**
MCAS 2.0 Data ~ Grade 3-4-5						
ELA	32%	493.1	40.8	62%	495.1	50
Math	28%	492.8	40.8	58%	495	50

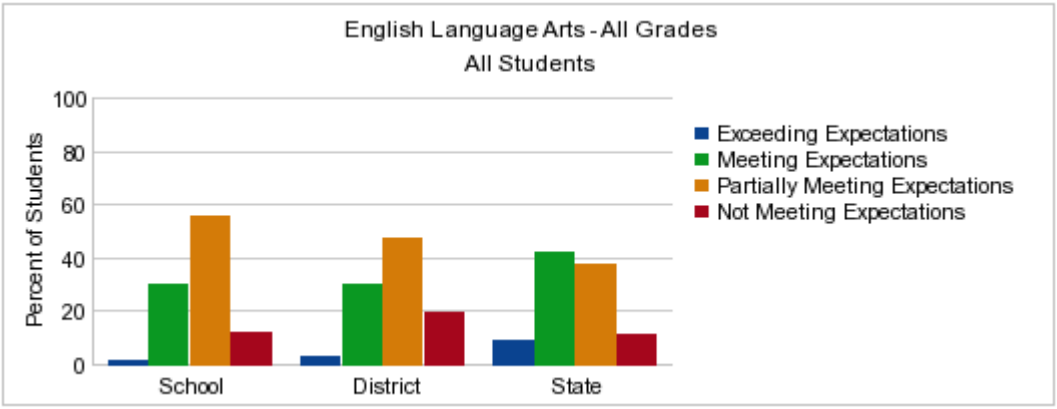
	BOY 18-19 (Historical)			EOY 18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	**Average Scaled Score**	**Median SGP**	**% of students Meeting or Exceeding Expectations**	**Average Scaled Score**	**Median SGP**
STAR Data ~ Grade 2-3-4-5						
ELA	Grade 2 – 35% Grade 3 – 17% Grade 4 – 25% Grade 5 – 11%	Grade 2 – 209 Grade 3 – 294 Grade 4 – 420 Grade 5 – 467		Grade 2 – 75% Grade 3 – 60% Grade 4 – 65% Grade 5 – 60%	Grade 2 – 352 Grade 3 – 479 Grade 4 – 593 Grade 5 – 693	Grade 2 – 70 Grade 3 – 80 Grade 4 – 80 Grade 5 – 80
Math	Grade 2 – 17% Grade 3 – 19% Grade 4 – 28% Grade 5 - 8%	Grade 2 – 360 Grade 3 – 491 Grade 4 – 587 Grade 5 – 629		Grade 2 – 60% Grade 3 – 60% Grade 4 – 70% Grade 5 – 60%	Grade 2 – 544 Grade 3 – 636 Grade 4 – 711 Grade 5 – 780	Grade 2 – 80 Grade 3 – 80 Grade 4 – 80 Grade 5 – 80

	BOY 18-19 (Historical)			EOY 18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	**% of students Not Meeting Expectations**		**% of students Meeting or Exceeding Expectations**	**% of students Not Meeting Expectations**	
DIBELs Data ~ Grade K-1						
DIBELs Composite Score	Grade K – 36% Grade 1 – 42%	Grade K – 64% Grade 1 – 58%		Grade K – 80% Grade 1 – 80%	Grade K – 20% Grade 1 – 20%	

Progress in 2017-18

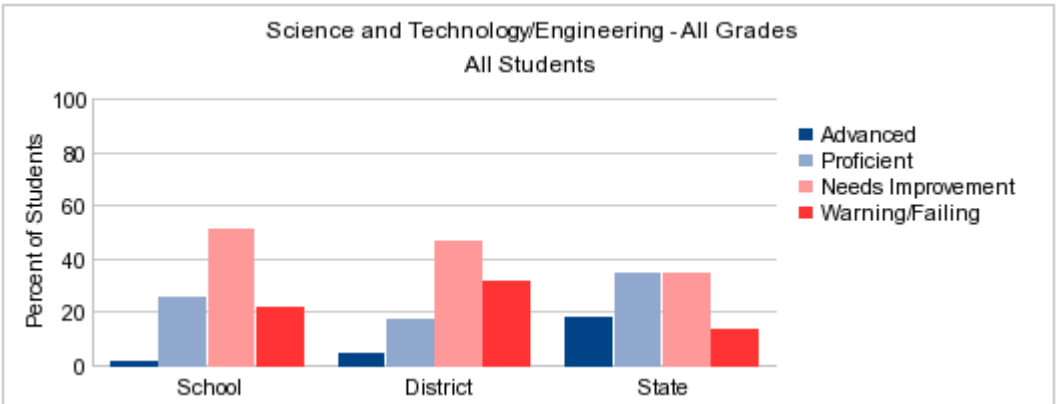
2018 Academic Data

ELA MCAS



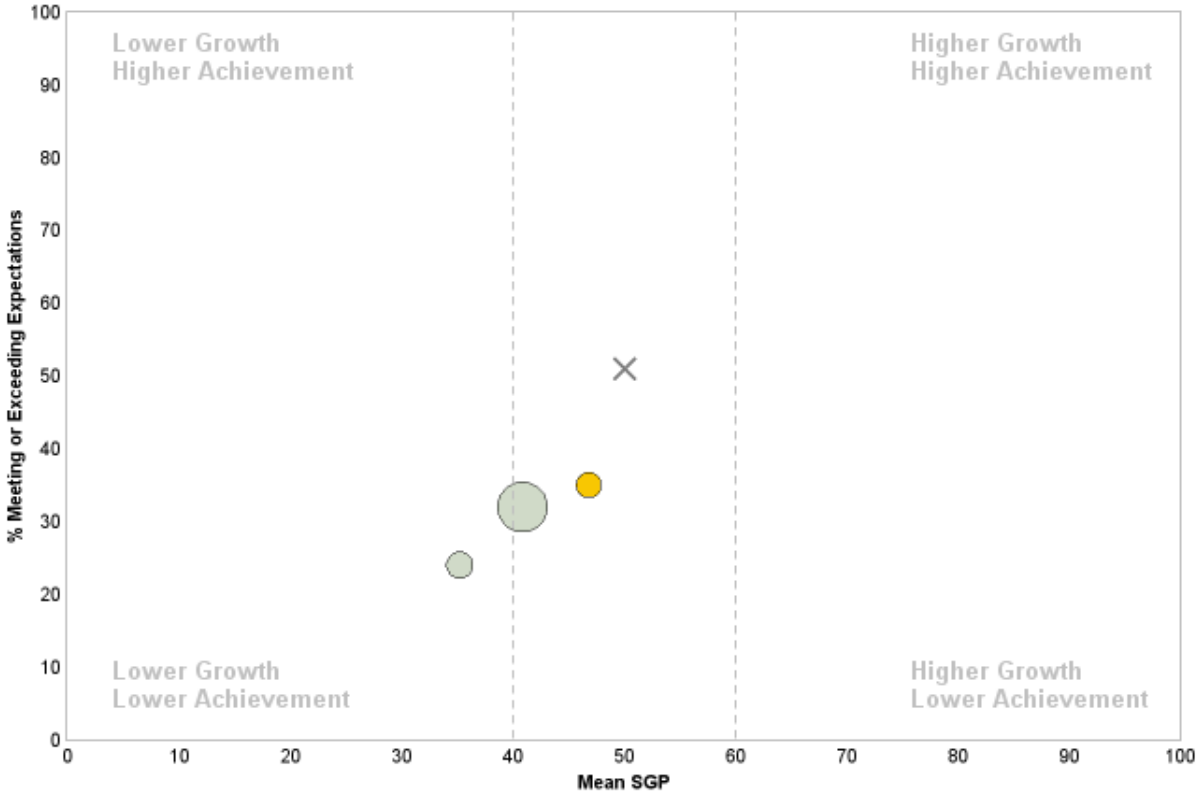
English Language Arts	N Included	% School	% District	% State
Exceeding Expectations	3	2	3	9
Meeting Expectations	53	30	30	42
Partially Meeting Expectations	98	56	47	38
Not Meeting Expectations	21	12	20	11
Total Included	175			

Science MCAS – Grade 5



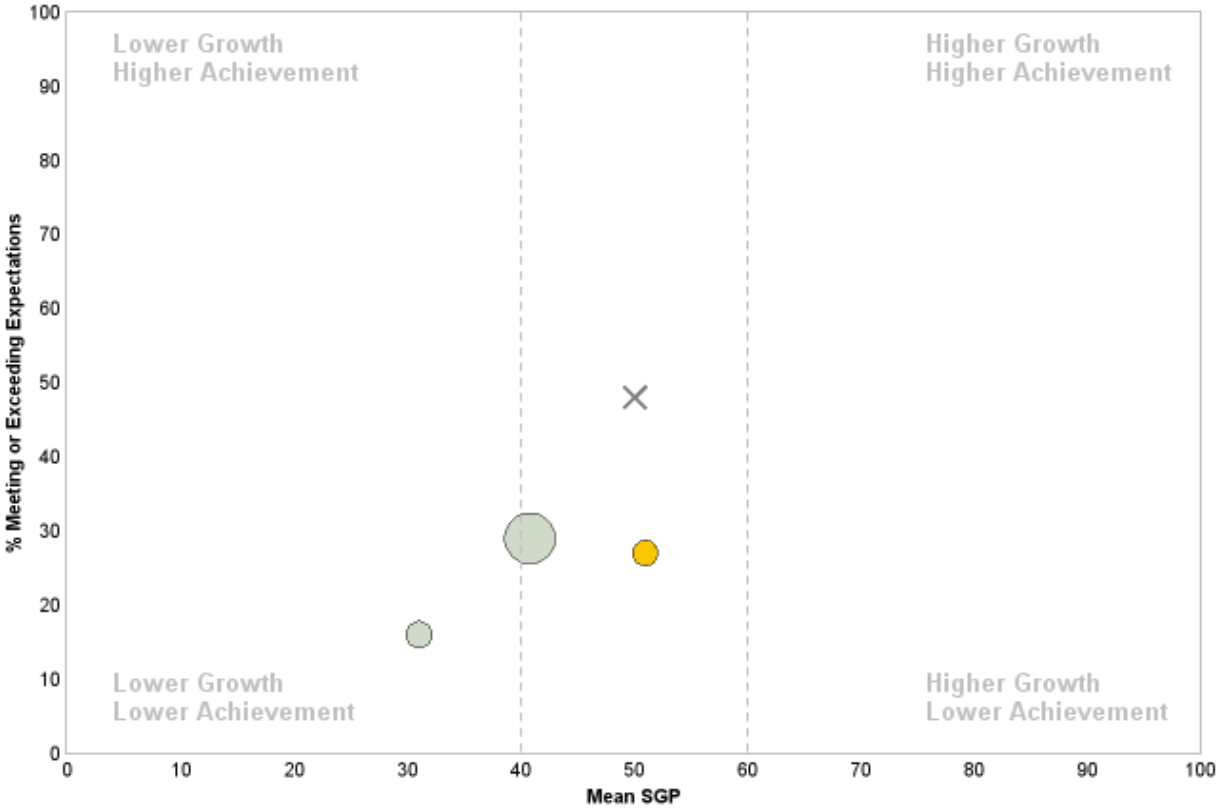
Science and Technology/ Engineering	N Included	% School	% District	% State
Advanced	1	2	5	18
Proficient	14	25	17	34
Needs Improvement	28	51	46	35
Warning/Failing	12	22	32	13
Total Included	55			

MCAS Growth ELA in Grade 5 = 46.8 SGP – Close to State Target of 50:



		Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
	Grade 4	35.2	52	24	58
	Grade 5	46.8	49	35	55
	Grades 3-8	40.8	101	32	175

MCAS Growth in MATH Grade 5 = 51 SGP – Met State Target.



		Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
	Grade 4	31.0	52	16	58
	Grade 5	51.0	50	27	55
	Grades 3-8	40.8	102	29	174

Behavioral Data:

- In 2017-18 there was a 50% reduction in office referrals.

Family Engagement Data:

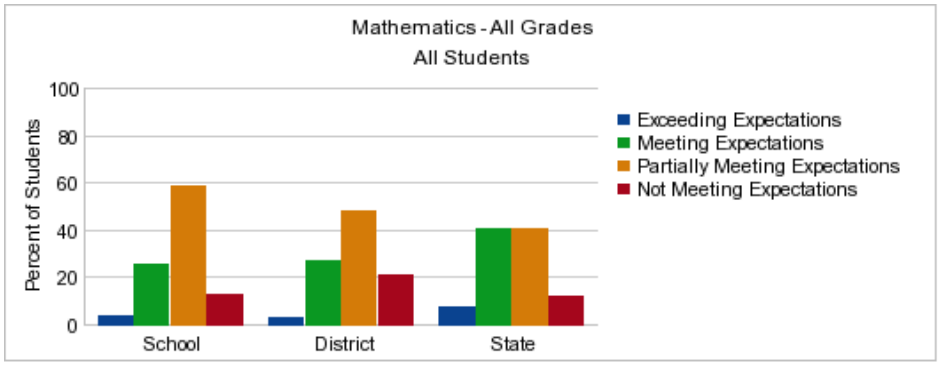
- In 2017-18, in partnership with the J.B. DeValles PTO, the school hosted 8 family events reaching more than 90% of families.
- The DeValles School and PTO also started two Facebook Pages to help engage families.

ACCESS:

- 42% of DeValles' ELs moved up one full level on 2018 ACCESS.
- 17.5% of DeValles' ELs moved up two full levels on 2018 ACCESS.

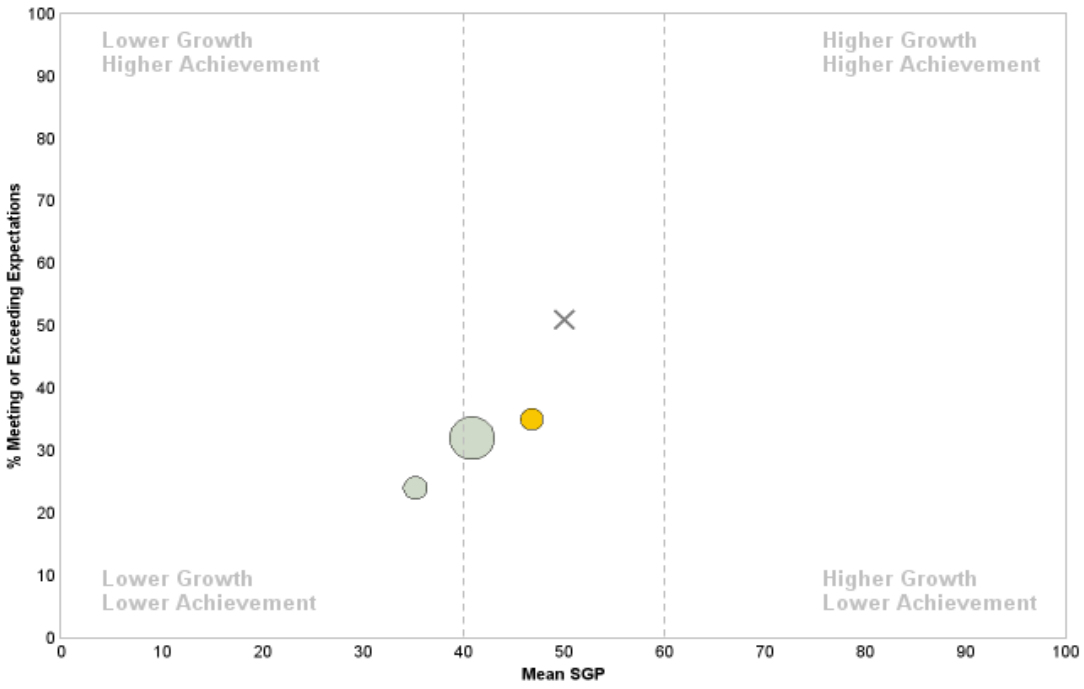
Areas for Growth in 2018-19

MATH MCAS



Mathematics	N Included	% School	% District	% State
Exceeding Expectations	6	3	3	7
Meeting Expectations	44	25	27	40
Partially Meeting Expectations	102	59	48	40
Not Meeting Expectations	22	13	21	12
Total Included	174			

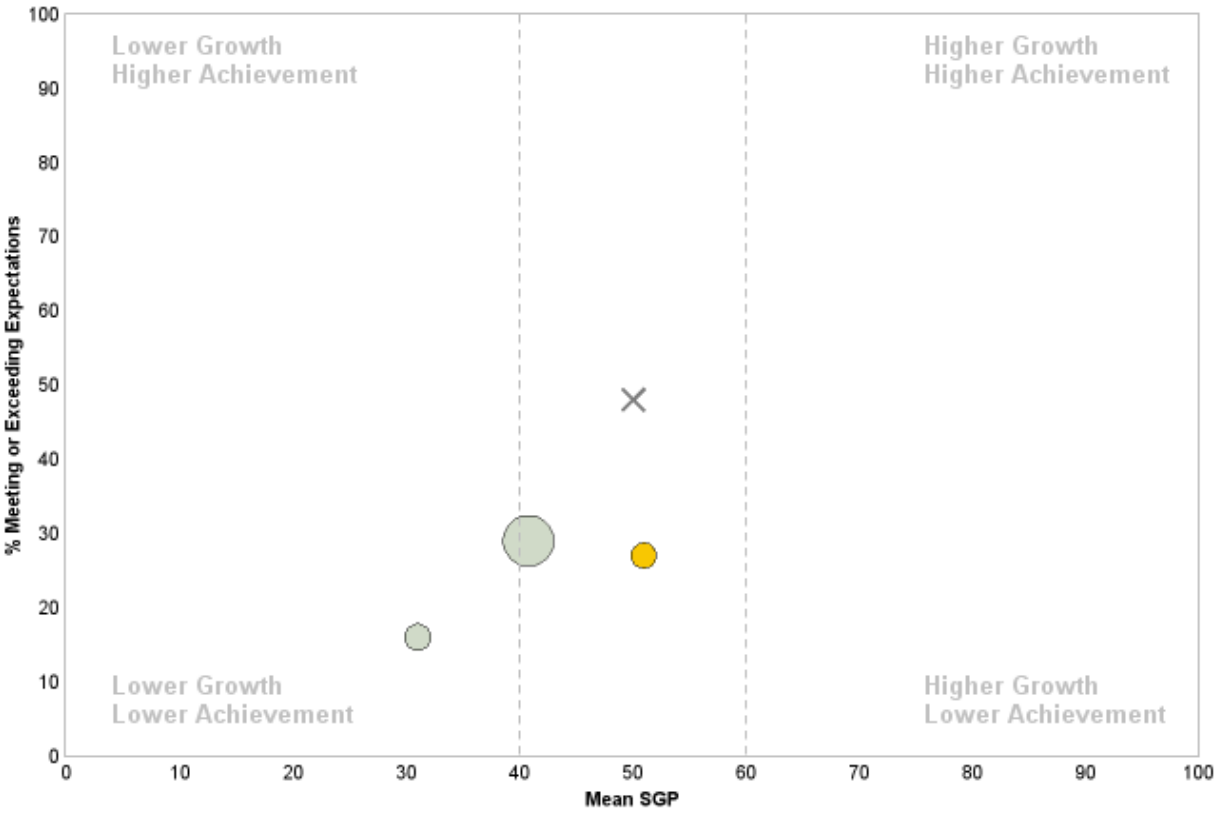
MCAS GROWTH in ELA in Grade 4:



		Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
	Grade 4	35.2	52	24	58
	Grade 5	46.8	49	35	55
	Grades 3-8	40.8	101	32	175

Areas for Growth Continued

MCAS Growth MATH – Grade 4:



		Mean SGP	N Students (SGP)	% Meeting or Exceeding Expectations	N Students (Ach. Level)
	Grade 4	31.0	52	16	58
	Grade 5	51.0	50	27	55
	Grades 3-8	40.8	102	29	174

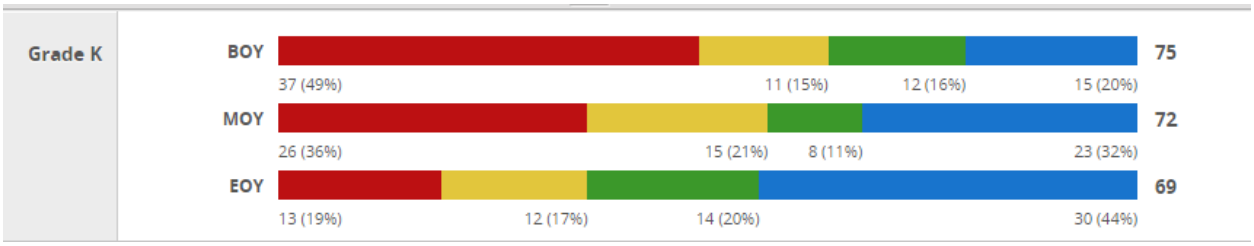
ACCESS

- 28% of DeValles' ELs remained at the same proficiency level after the 2018 ACCESS testing.
- 8% of DeValles' ELs went down one level after the 2018 ACCESS testing.

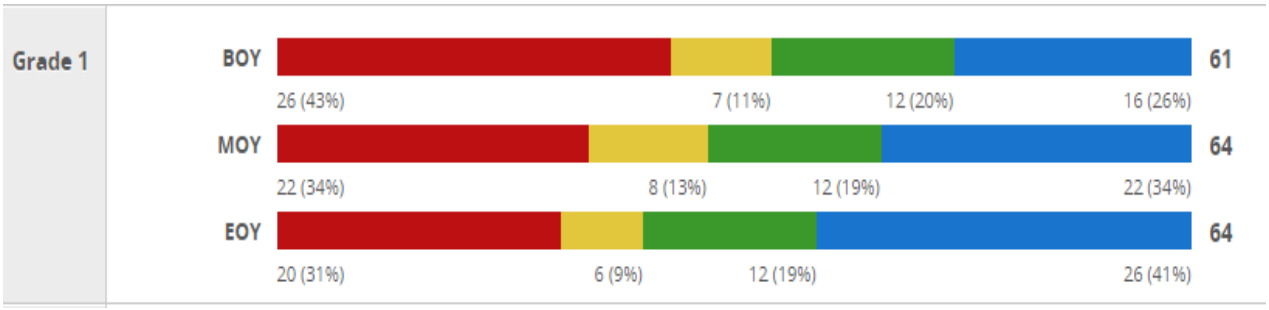
Areas for Growth continued:

DIBELS:

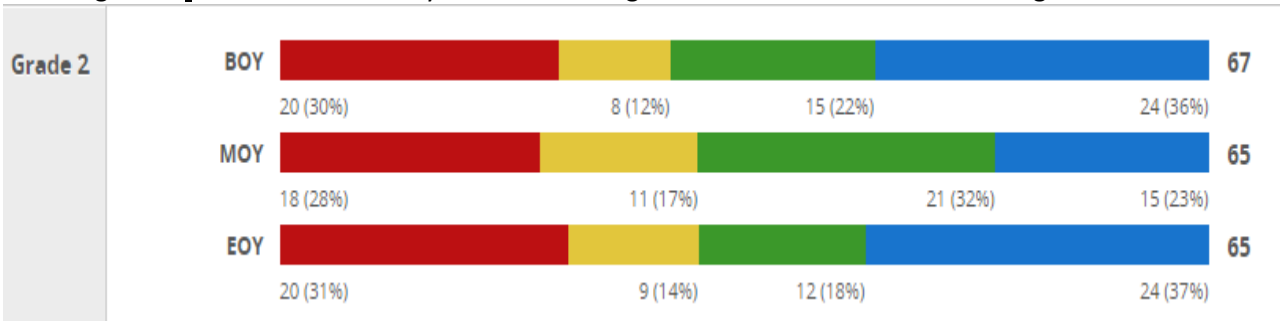
64% of Kindergarten students ended the 2017-18 at or above grade level benchmarks for reading.



60% of 1st grade students ended the 2017-18 year at or above grade level benchmarks for reading.



55% of 2nd graders ended the 2017-18 year at or above grade level benchmarks for reading.



Attendance Data:

- Attendance was an area where DeValles did not meet or exceed its State Targets during the 2017-18 school year.
- 22.1% of DeValles students exhibit chronic absenteeism as defined by DESE (10% or more school days missed.)

Areas for Growth Continued: **ELA Achievement by Standard**

Grade 3

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	44	53%	54%	57%	-4
Question Type					
Constructed Response	3	38%	41%	38%	0
Essay	14	29%	27%	28%	1
Selected Response	27	67%	69%	74%	-7
Domain / Cluster					
Language	**9**	**47%**	**48%**	**50%**	**-3**
Conventions of Standard English	6	32%	31%	32%	0
Vocabulary Acquisition and Use	3	77%	80%	87%	-10
Reading	**27**	**63%**	**65%**	**68%**	**-6**
Craft and Structure	6	61%	67%	72%	-12
Integration of Knowledge and Ideas	7	57%	59%	59%	-2
Key Ideas and Details	14	67%	67%	71%	-5
Writing	**8**	**26%**	**24%**	**25%**	**2**
Text Types and Purposes	8	26%	24%	25%	2

Grade 4

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	44	52%	59%	64%	-12
Question Type					
Constructed Response	3	55%	56%	56%	-1
Essay	14	37%	47%	49%	-12
Selected Response	27	60%	66%	72%	-13
Domain / Cluster					
Language	**10**	**54%**	**60%**	**64%**	**-11**
Conventions of Standard English	7	47%	56%	58%	-12
Vocabulary Acquisition and Use	3	70%	70%	77%	-8
Reading	**26**	**58%**	**65%**	**70%**	**-12**
Craft and Structure	8	63%	67%	72%	-9
Integration of Knowledge and Ideas	4	59%	70%	75%	-16
Key Ideas and Details	14	55%	63%	67%	-13
Writing	**8**	**32%**	**41%**	**43%**	**-11**
Text Types and Purposes	8	32%	41%	43%	-11

Grade 5

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
English Language Arts					
All items	48	53%	56%	61%	-8
Question Type					
Essay	21	38%	42%	47%	-9
Selected Response	27	65%	66%	72%	-7
Domain / Cluster					
Language	**14**	**57%**	**58%**	**64%**	**-7**
Conventions of Standard English	9	46%	49%	55%	-8
Vocabulary Acquisition and Use	5	76%	76%	80%	-4
Reading	**22**	**62%**	**64%**	**70%**	**-8**
Craft and Structure	4	55%	56%	62%	-7
Integration of Knowledge and Ideas	4	69%	72%	77%	-8
Key Ideas and Details	14	63%	64%	71%	-8
Writing	**12**	**32%**	**37%**	**41%**	**-9**
Text Types and Purposes	12	32%	37%	41%	-9

Areas for Growth Continued: **MATH Achievement by Standard**

Grade 3

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	48	55%	54%	56%	-1
Question Type					
Constructed Response	12	44%	45%	48%	-4
Short Answer	13	63%	57%	59%	4
Selected Response	23	57%	57%	59%	-2
Domain / Cluster					
Geometry	**4**	**54%**	**57%**	**57%**	**-3**
Reason with shapes and their attributes.	4	54%	57%	57%	-3
Measurement and Data	**12**	**51%**	**50%**	**52%**	**0**
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.	1	36%	23%	25%	11
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.	6	55%	52%	51%	4
Represent and interpret data.	3	41%	51%	56%	-15
Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.	2	63%	55%	60%	3
Number and Operations in Base Ten	**8**	**59%**	**60%**	**63%**	**-4**
Use place value understanding and properties of operations to perform multi-digit arithmetic.	8	59%	60%	63%	-4
Number and Operations—Fractions	**9**	**53%**	**53%**	**57%**	**-4**
Develop understanding of fractions as numbers for fractions with denominators 2, 3, 4, 6, and 8.	9	53%	53%	57%	-4
Operations and Algebraic Thinking	**15**	**58%**	**54%**	**56%**	**3**
Multiply and divide within 100.	2	66%	70%	70%	-4
Represent and solve problems involving multiplication and division.	4	72%	61%	61%	11
Solve problems involving the four operations, and identify and explain patterns in arithmetic.	6	51%	48%	53%	-2
Understand properties of multiplication and the relationship between multiplication and division.	3	51%	45%	45%	5

Grade 4

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	54	46%	56%	60%	-14
Question Type					
Constructed Response	16	47%	54%	58%	-11
Short Answer	11	42%	53%	55%	-13
Selected Response	27	48%	59%	64%	-16
Domain / Cluster					
Geometry	**5**	**31%**	**48%**	**54%**	**-23**
Draw and identify lines and angles, and classify shapes by properties of their lines and angles.	5	31%	48%	54%	-23
Measurement and Data	**11**	**54%**	**60%**	**64%**	**-10**
Geometric measurement: understand concepts of angle and measure angles.	3	37%	48%	58%	-21
Represent and interpret data.	1	30%	43%	46%	-16
Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.	7	65%	68%	69%	-4
Number and Operations in Base Ten	**10**	**43%**	**53%**	**55%**	**-12**
Generalize place value understanding for multi-digit whole numbers less than or equal to 1,000,000.	5	38%	47%	49%	-12
Use place value understanding and properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.	5	49%	60%	62%	-12
Number and Operations—Fractions	**17**	**45%**	**59%**	**62%**	**-17**
Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	7	50%	63%	63%	-13
Extend understanding of fraction equivalence and ordering for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.	4	32%	49%	59%	-27
Understand decimal notation for fractions, and compare decimal fractions.	6	48%	61%	64%	-15
Operations and Algebraic Thinking	**11**	**50%**	**55%**	**60%**	**-10**
Gain familiarity with factors and multiples.	2	67%	72%	74%	-8
Generate and analyze patterns.	4	34%	38%	45%	-11
Use the four operations with whole numbers to solve problems.	5	56%	62%	66%	-10

Areas for Growth Continued: **MATH Achievement by Standard**

Grade 5

	Possible Points	School % Possible Points	District % Possible Points	State % Possible Points	School/State Diff
Mathematics					
All items	54	49%	50%	54%	-5
Question Type					
Constructed Response	16	36%	36%	41%	-5
Short Answer	8	49%	49%	53%	-5
Selected Response	30	56%	57%	61%	-6
Domain / Cluster					
Geometry	**6**	**51%**	**56%**	**59%**	**-8**
Classify two-dimensional figures into categories based on their properties.	2	34%	42%	40%	-6
Graph points on the coordinate plane to solve real-world and mathematical problems.	4	59%	63%	68%	-9
Measurement and Data	**11**	**50%**	**43%**	**47%**	**2**
Convert like measurement units within a given measurement system	5	39%	28%	33%	6
Geometric measurement: understand concepts of volume and relate volume to multiplication and to addition.	5	64%	61%	64%	-1
Represent and interpret data.	1	33%	26%	34%	0
Number and Operations in Base Ten	**16**	**50%**	**54%**	**57%**	**-7**
Perform operations with multi-digit whole numbers and with decimals to hundredths.	6	60%	61%	64%	-5
Understand the place value system.	10	45%	49%	53%	-8
Number and Operations—Fractions	**13**	**42%**	**43%**	**49%**	**-7**
Apply and extend previous understandings of multiplication and division to multiply and divide fractions.	10	41%	41%	46%	-5
Use equivalent fractions as a strategy to add and subtract fractions.	3	46%	50%	59%	-13
Operations and Algebraic Thinking	**8**	**53%**	**57%**	**61%**	**-8**
Analyze patterns and relationships.	5	51%	52%	58%	-7
Write and interpret numerical expressions.	3	58%	65%	67%	-9

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 determining the meaning of unfamiliar words using context clues and word structure.*
- *Explicit instruction on finding and citing evidence to support conclusions drawn by students.*
- *Individual student goal setting including a system of conferencing with students around reading and writing.*

Student Learning Goals:

- *BY EOY, 80% of DeValles students will meet their STAR Target Goal using the accelerated/ambitious growth settings.*
- *By EOY, 100% of DeValles students will grow on STAR and DIBELs even if they stay within their BOY color band.*
- *By EOY, 80% of DeValles students in grades K-5 will be reading at grade level as measured by DRA and DIBELS.*

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.
- Teachers should use data from DIBELS, STAR, Reading Street, and DRAs to create and implement differentiated, rigorous, small-group literacy activities.

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, citing specific evidence from texts, and individual student conferencing regarding reading, writing, and goal-setting.*
- *Lesson Plans will be collected and reviewed to ensure effective planning is occurring including the use of DeValles School-Wide Evidence Based Instructional Practices (SWEBIPs)*
- *Administration will provide time for vertical and grade level data analysis and planning.*

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.
- TCT Notes submitted weekly will show evidence of ELA collaboration
- Lesson plans will be submitted weekly by 100% of teachers
- BOY
- 1 round of Progress Monitoring
- DRAs
- Informal Phonics Inventory K-2

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 shows 60 SGP
- Progress Monitoring
- DRA Quick Checks
- Informal Phonics Inventory K-2

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 shows 80 SGP
- DRAs show 80% at grade level
- Informal Phonics Inventory K-2

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 *Looking at Student Work Protocol* 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.*
- *Daily, standards-based, spiral review work utilizing CommonCore for Today supplemental material and teacher created materials.*

Student Learning Goals

- *By EOY, DeValles will see 80% of students achieving at grade level for Math as measured on STAR.*
- *BY EOY, DeValles will see 80% of students in grades 2-5 reach their STAR Math Target set using the accelerated growth criteria.*
- *By EOY, 100% of DeValles students will show growth on STAR even if they stay within their color band.*

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 TCT and administrative directed time will be utilized to analyze data and student work in order to design and create 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
- Administration will provide time for vertical and grade level data analysis and planning.

Key Milestones

Nov. 1:	Feb. 1:	May 1:
➢ Accountable Talk, xtramath.org, and KNSA strategies are evident in at least 60 % of all classrooms including ESL, Special Education, Specialists & Classrooms schoolwide.	➢ 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	➢ 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 100% 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)										
Voluntary peer observations with Congdon and DeValles teachers along with Lesson Plan Studies.										
Professional Development:										
Continue to refine and utilize the *Looking at Student Work Protocol* 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.*
- *Chronic absenteeism will be reduced by at least 5%.*

What this means for teachers:

- The school adjustment counselor, wrap-around coordinator, heath 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:	Feb. 1:	May 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.	➢ 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.	➢ 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)										
Leadership Teams:										
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										
Attendance Monitoring										

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*
- *Chronic absenteeism will be reduced by at least 5%.*

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 and to encourage good attendance.
- 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 thereby increasing attendance at school and school events.

Key Milestones

Nov. 1:	Feb. 1:	May 1:
➢ Teachers will provide evidence of positive phone calls to families during admin directed times. ➢ Attendance will be 90% and above for the first trimester of school.	➢ 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. ➢ Attendance will be 95% and above for the first trimester of school.	➢ 100% of staff will provide documentation of regular two-way communication with families. ➢ Attendance will be 95% and above for the first trimester of school.

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:										
Continue Partnership with CCBC										
Continue Partnership with Child & Family										
Casa de Saudade Library										
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 – maintatin & 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 establishe 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 1-4	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 LBGTQ 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	

Focus area 5:	**Using the SEI Go To Strategies**		
Instructional strategy:	**SEI Strategies**	**Approximate dates:**	**May-June**
Meeting	**Learning objectives for teachers**		**Support needed**
May PD sessions 1-4 June PD sessions 1 & 2	TWBAT implement SEI strategies and best practices for English Learners		
June PD session 3	TWBAT analyze EOY STAR data.		