

School Improvement Plan

School Year: **2017-2018**

School: **Ashley Elementary School**

Principal: **Christine M. Pugliese**

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 Exceeding/ Meeting	# of students in Not Meeting	# of students in Meeting	# of students not Exceeding/ Meeting	# of students moving from Not Meeting to Partially Meeting	# of students moving from Meeting to Exceeding
ELA	105	17	51	63	2	5
Math	95	18	61	57	2	6
Science (grades 6-12 only)	39			23		

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 improve 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?

DIBELS DATA:

At EOY, 88% of Kindergarten students scored at or above Benchmark according to Composite Scores.

At EOY, 94% of grade two students scored at or above Benchmark according to Composite Scores.

GALILEO ELA DATA:

Overall, according to Galileo testing, ELA was a weakness in grades 2-5.

GALILEO MATH DATA:

At EOY, 33% of grade two students were level 5 and 40% were level 4.

At EOY, 49% of grade three students were level 5 and 31% were level 4.

At EOY, 47% of grade four students were level 5 and 20% were level 4.

According to Galileo, Math is a strength for grades 2-4.

MCAS 2.0

Grade 3 ELA areas of strength were

- Determine why events happen in informational text (16% above district and 11% above

district)

- Interpret meaning of phrase in poem (11% above district)
- Writing – higher than district in idea development (higher in 3 out of 4 tested standards overall)

Grade 4 ELA areas of strength were

- Vocabulary context clues (10% above district and 11% above district)
- Identify Main Idea (10% above district)
- Determine why events happen in informational text (13% above district)
- Writing – grade 4 was either on par or slightly above the district in all standards.

Grade 5 ELA areas of strength were

- Multi-meaning words (11% higher than district)
- Meaning of phrase (11% higher than district)

Grade 3 Math areas of strength were

- Geometry standards – grade 3 was higher than the district on all
- Measurement – grade 3 was higher than the district on 4 of the 7 questions.
- Numbers Base 10 – grade 3 was higher than the district on 3 out of 6 questions.
- Fractions – grade 3 was slightly higher than the district on 4 out of 7 questions.
- Algebraic Thinking – grade 3 was significantly higher than the district on 9 out of 11 questions.

Grade 4 Math areas of strength were

- Geometry standards – grade 4 was 14% higher than the district on one of 7 questions and slightly higher on 2 others, and one was on par with district.
- Measurement – grade 4 was slightly higher than the district on 3 of 6 questions.
- Numbers Base 10 – grade 4 was at or above the district on all 10 questions.
- Fractions – grade 4 was higher than the district on 7 out of 10 questions.
- Algebraic Thinking – grade 4 was at or above the district in 5 of 7 questions.

Grade 5 Math areas of strength were

- Geometry- grade 5 was slightly above the district in 3 of 5 questions.
- Measurement – grade 5 was above the district in all 5 questions.
- Numbers Base 10 – grade 5 was above the district, some significantly (20%) in 7 of 8 questions.
- Fractions – grade 5 was above the district in 9 of 12 questions.
- Algebraic Thinking – grade 5 was above the district in 7 of 10 questions.

PANORAMA SURVEY RESULTS – FAMILY SECTION

Areas of strength

- Parent Support – increase of 7% to 83%
Conversations with child about learning- increase of 7% to 95% favorable
Confidence in ability to support learning at home- increase of 6% to 83%
*Ashley is 3% higher than the district in parent support
- School Fit (how well school matches child’s developmental needs) – increase of 3% to 73%
Comfort of child asking for adult help – increase of 8% to 64% favorable

SILT TEAM INPUT - STRENGTHS

- Interventions – although we have limited staff, we did use available staff (building based sub) effectively
- WIN/RTI model showed some gains in those grade levels with consistent intervention

blocks.

- When behavior plans were implemented – we saw some successes.
- BBST was effective, as determined by fewer students referred to special education, even though it still needs some refinement.
- Our focus on writing did result in some positive results and we plan to continue to work on writing, especially vertical alignment.

(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?**

DIBELS:

At EOY, only 66% of grade one students scored at or above benchmark according to Composite Scores.

*Although there were interventions put in place thru strategic use of building-based substitute, the gains were not enough. This year, the TLS is full-time and she will be working to make sure interventions/interventionists have appropriate materials and support.

GALILEO ELA DATA:

At EOY, grade two had only had 52% at level 4 and 0% at level 5.

At EOY, grade three had only 47% at level 4 and 0% at level 5.

At EOY, grade four had 53% at level 4 and 0% at level 5.

At EOY, grade five had 9% at level 5 and 43% at level 4.

According to Galileo, ELA is a weakness across grades 2-5. An excel spreadsheet with Galileo, benchmark and MCAS 2.0 preliminary data does not suggest strong correlation between Galileo performance and MCAS 2.0 performance. The SILT team is hoping for a stronger correlation between STAR data and MCAS 2.0.

GALILEO MATH DATA:

At EOY, grade five had 25% at level 5 and 35% at level 4.

According to Galileo, Math is a weakness for grade 5.

MCAS 2.0

Grade 3 ELA tested areas of weakness:

- Part of speech in poetry (13% lower than district)
- Main idea of two poems (11% lower than district)
- Text Structure (10% lower than district)

Grade 4 ELA tested areas of weakness:

- Overall grade 4 was either on par or slightly below the district in most standards

Grade 5 ELA tested areas of weakness:

- Context clues (6% below district)
- Make inference (7% below district)
- Writing – grade 5 scored below the district in 3 out of 6 areas tested.

Grade 3 Math tested areas of weakness:

- Measurement – grade 3 was lower than the district (-10%) on one question

- Numbers Base 10 – grade 3 was lower than the district on 3 out of 6 questions.
- Fractions – grade 3 was below than the district on 3 out 7 questions.
- Algebraic Thinking – grade 3 was slightly lower than the district on 2 out of 11 questions.

Grade 4 Math tested areas of weakness

- Geometry standards – grade 4 was lower than the district on 3 of 7 questions; one of these questions was 17% lower than the district
- Measurement – grade 4 was significantly lower than the district on 3 of 6 questions (-26%, -9% and -8%).
- Fractions – grade 4 was slightly below the district on 3 out of 10 questions.
- Algebraic Thinking – grade 4 was slightly below the district in 2 out of 7 questions.

Grade 5 Math areas of weakness were

- Geometry- grade 5 was slightly below the district in 2 of 5 questions.
- Numbers Base 10 – grade 5 was slightly below the district (-2%) in 1 of 8 questions.
- Fractions – grade 5 was below the district in 3 of 12 questions.
- Algebraic Thinking – grade 5 was below the district in 3 of 10 questions.

PANORAMA SURVERY RESULTS – FAMILY SECTION (decline in favorable ratings)

- Learning Behavior – decrease of 3% to 56% favorable
Independent work on HW
- School Climate – decrease of 3% to 82% favorable
Respect teachers have for students – decrease of 10% to 78% favorable
Respect students have for staff – decrease of 2% to 85% favorable

*Parents have expressed difficulty helping students with HW, especially math HW stating that the math is different from the math they learned. Math parent nights would be beneficial. Although there was a decrease in favorable rating in School Climate, the overall score is still very favorable.

ATTENDANCE CONCERNS:

We started the 2017-18 school year with 10 students on an attendance watch list with the Attendance Officer – 8 are tier 2 and 2 are tier 3 concerns.

SILT TEAM INPUT – WEAKNESSES

- Students who struggle with math are those who have difficulty reading; therefore, have difficulty “comprehending” math word problems in order to determine operation needed.
- Sub Separate struggles with curriculum because current curriculum is at grade level and these students are working below grade level.
- In order to facilitate the most effective RTI, we would need additional staff support.
- Differentiation – difficult due to the wide range of levels within a classroom.
- Lower level (K) – they are not coming in as ready for school (less attend preschool) as they used to and there is a wide range of academic abilities.
- Writing a struggle in the area of conventions (grammar and spelling), but we know we didn’t focus as much on these areas; we focused on content/ideas and the data reflected this focus.
- Not enough focus on phonics in Pearson in lower grades and as a result some students in grade three and above still weak in phonics.
- Fiction text is a weakness at higher grades. (see below)
- Increase in number of students with social/emotional issues which affects behavior,

which in turn effects time on learning. Increase in MKV students.

- No summer programs resulting in increased regression.
- Difficulty with comprehension and break down of multi-step math word problems.
(Determining the operations needed and what the question was asking)

Initiative 1: ELA



Team Members: Christine M. Pugliese, Carolyn Papas, Sue Pratt, Kim LeBlanc, Lisa Docca, Grace Cabral, Gina Phelps

Final Outcomes:

Teacher Practice Goals:

- By EOY Ashley teachers and TLS will regularly and effectively collaborate and implement ongoing data cycles to get to the crux of formative assessment.
 - Measured through: Progress monitoring logs that identify a) initial benchmark and baseline data, b) customized and differentiated instructional planning for classes, individual students, and groups of students with similar skills, c) RTI and other needs as well as timely intervention and remediation, d) prerequisite knowledge and advanced knowledge needed to guide and support targeted instructional planning.
- By EOY all Ashley teachers will a) plan lessons tied to rigorous objectives, and b) embed practices that emphasize conceptual understanding in all parts of their lesson.
 - Measured through: Principal/liaison learning walk logs and Principal/TLS learning walk logs that cite specific observation evidence. Also measured through Principal lesson plan review and feedback.

Student Learning Goals:

- By EOY at least 80% of Ashley K-2 students will achieve an “at benchmark” or “above benchmark” composite score on DIBELS.
- By EOY Ashley grade 3-5 students will realize at least a 40% reduction in students in Levels 1, 2, and 3.
- By EOY Ashley grade 3-5 students will see at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5.0
 - Measured through: MCAS 2.0 ELA assessment and STAR assessments

What this means for teachers: Teachers will make four keys shifts in their instruction, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:

- 1) Teachers will strive for deeper connections between planning with the district curriculum (the newly revised Units of Study and Writing Reference Guides), delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data to make adjustments to instruction, formulating re-teaching plans and adjustments to instruction based upon student outcomes
 - Teachers will be provided with instructional supports in the form of the newly revised Units of Study, Writing Reference Guides, and targeted PD
- 2) Teachers will continue to shift the “heavy lifting” to students through the gradual release model (“I do,” “we do,” you do”)
 - Teachers will work with Principal and TLS to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model
- 3) Teachers will have continued PD opportunities, aligned to the district’s focused literacy

goals throughout the school year

- Teachers will focus on implementing new practices and strategies to improve instruction and analyze data to make the largest impact on student achievement
- 4) Teachers will be observed during learning walks and presented with targeted ELA feedback concerning the Curriculum Units of Study and the Writing Reference Guides
- Teachers will focus their instruction on standards based practices as aligned in the Units of Study and Writing Reference Guides
 - Teachers will be provided with ELA curriculum aligned to the 2017 Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
 - Use of data and administrative directed time will be utilized to design and implement more complex tasks for students to apply their learning.

What this means for the principal:

Principal will make several keys shifts:

- 1) Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis
- 2) Principal will guide their SILT and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre)
- 3) Principal will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the ELA and district focus
- 4) Principal will participate in tiered ELA support with the Director of Literacy and Humanities based upon their MCAS 2.0 scores
- 5) Principal will participate in ongoing ELA training as necessary to target ELA instruction

What this means for TLS:

TLS will participate in year-long professional development targeting the coaching cycle and their role in improving student outcomes

- TLS will form and participate in learning walk teams targeting the implementation of the Curriculum Units of Study and the Writing Reference Guide
- TLS will create and deliver mini PD sessions (within the year-long TLS PD) building their capacity as building leaders
- TLS will monitor and reflect on their own practice through the use of scripting and coaching protocols/cycles with follow up discussion during monthly PD meetings.

Key Milestones:

Nov. 1:

- To increase student proficiency, 2017 ELA Massachusetts Curriculum Frameworks for Language, Speaking and Listening, Reading, Writing and Reading Foundation Skills will be implemented in all ELA core instructional classrooms, and in intervention and accelerated classes.
- An RtI model utilizing

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze STAR data to ensure students are 60% proficient at MOY.
- Progress Monitor STAR data to identify standards/skills students are ready to learn and use this information to drive core instruction

May 1:

- Continue all initiatives and Professional Development as needed.
- Analyze STAR data to ensure students are 80% proficient at EOY.
- Progress Monitor STAR data to identify standards/skills students are ready to learn and use this

<p>formative assessment, intervention and enrichment periods will be implemented to obtain increased student time on standards/skills.</p> <ul style="list-style-type: none"> ➤ Grades K-2 will incorporate strategies from the Phonics Reference Guide in their lessons in order to increase Pre-Reading skills that help students become fluent readers at their grade level. ➤ MCAS 2.0, STAR, and DIBELS BOY data will be collected and reviewed in order to determine focus areas for core instruction and interventions. ➤ STAR Progress Monitoring data will be utilized to create differentiated student groups and guide instructional planning for interventions. 	<p>lesson planning.</p> <ul style="list-style-type: none"> ➤ STAR and DIBELS MOY Data will be collected and reviewed to create intervention and enrichment classes in addition to core classes that meet the needs of all students. 	<p>information to drive weekly lesson planning.</p> <ul style="list-style-type: none"> ➤ Continue to create intervention and enrichment classes based on STAR progress monitoring.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
ELA Learning Walks:										
Continue ELA Focused Learning Walks with TLS, OI Liaison and Principal and provide staff with feedback.	→									
Document Learning Walk observations on Instructional Tracker	→									
Professional Development										
Provide PD on the 2017 ELA Massachusetts Curriculum Frameworks for Language, Speaking and Listening, Reading, Writing and Reading Foundation Skills	→									
Utilize the “Looking at Student Work Protocol” during grade level admin PD to drive lesson planning.	→									
Provide PD on use of STAR benchmark and Progress Monitoring data to drive core instruction and create RTI/WIN flexible grouping and focus areas.	→									
Use administrative directed time to analyze STAR ELA BOY, MOY, and EOY Data and to implement more complex tasks for students to apply their learning.	→									
Provide PD on lessons that require students to complete more complex tasks.	→									
Curriculum										
Continue writing initiative from 2016-17, with a focus on vertical alignment of editing checklists.	→									
Introduce Phonics Reference Guide to K-2 and reinforce with PD using resource “A Fresh Look at Phonics”	→									
Provide PD for grades 3-5 that focuses on comprehension strategies, especially relating to fiction text. Utilize resources in curriculum guides, Reading Street and “Strategies that Work”.	→									
During grade level admin directed PD sessions, provide ongoing PD on Elementary ELA Curriculum Units of Study and Reference Guides aligned to the 2017 ELA standards throughout the year.	→									

Initiative 2: Math



Team Members: Christine M. Pugliese, Carolyn Papas, Sue Pratt, Kim LeBlanc, Lisa Docca, Grace Cabral, Gina Phelps

Final Outcomes:

Teacher Practice Goals:

- By EOY teachers and TLS will regularly and effectively collaborate and implement ongoing data cycles to get to the crux of formative assessment.
 - Measured through: Progress monitoring logs that identify a) initial benchmark and baseline data, b) customized and differentiated instructional planning for classes, individual students, and groups of students with similar skills, c) RTI and other needs as well as timely intervention and remediation, d) prerequisite knowledge and advanced knowledge needed to guide and support targeted instructional planning.
- By EOY all elementary teachers will a) plan lessons tied to rigorous objectives, and b) embed practices that emphasize conceptual understanding in all parts of their lesson.
 - Measured through: Principal/liaison learning walk logs and Principal/TLS learning walk logs that cite specific observation evidence.
- Principal and TLS will conduct at least three math-focused learning walks to collect evidence of the eight Standards for Mathematical Practice detailed in Massachusetts Curriculum Frameworks. Evidence will be collected detailing the dimensions of math practice with ratings of: Rarely Seen, Developing, or Fully Embedded.

Student Learning Goals:

- By EOY Ashley grade 3-5 students will realize at least a 40% reduction in students in Levels 1, 2, and 3.
- By EOY Ashley grade 3-5 students will see at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5.0
Measured through: MCAS 2.0 Math assessment and STAR assessment

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 utilize a Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks to provide a focus for their instructional practice.
- Use of data and administrative directed time will be utilized to plan the implementation of more complex tasks for students to apply their learning.

What this means for building leadership:

- Principal will be expected to provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. Principal will also support teachers in developing intervention plans based on data.
- Principal will communicate clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.

Key Milestones:		
<p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> ➤ Teachers are using updated 2017 Math Massachusetts Curriculum Frameworks to increase student proficiency in math. ➤ Core Curriculum will be adjusted to increase student practice with complex tasks and formative assessment. ➤ STAR progress monitoring data at all levels will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for students. ➤ MCAS 2.0 and STAR Data will be collected and reviewed to determine the items and skills that students are ready to learn in math and guide core lesson planning and intervention and enrichment groups/focus areas. 	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> ➤ Continue all initiatives from the beginning of the year. ➤ Analyze STAR data to ensure students are 60% proficient at MOY. ➤ Progress Monitor STAR data to identify standards/skills students' area ready to learn which will be used to guide core lesson planning and intervention groups/focus areas. 	<p><u>May 1:</u></p> <ul style="list-style-type: none"> ➤ Continue all initiatives from the beginning of the year. ➤ Analyze STAR data to ensure students are 80% proficient at EOY. ➤ Progress Monitor STAR data to identify standards/skills students' area ready to learn which will be used to guide core lesson planning and intervention groups/focus areas.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Math Learning Walks:										
Continue Math Focused Learning Walks in all buildings with TLS, Principal and/or OI Liaison	→									
Document Learning Walk observations on Instructional Tracker	→									
Professional Development										
Continue to refine and utilize the "Looking at Student Work Protocol."	→									
Analyze Elementary enVision Topic Assessment data.	→									
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning.	→									
Use administrative directed time to analyze data and determine focus of interventions and enrichments in math.	→									
Curriculum										
Teachers will participate in PD on Elementary Curriculum Maps and Scope and Sequences aligned to the 2017 Math standards.	→									

Initiative 3: SEL (Social Emotional Learning)



Team Members: Christine M. Pugliese, Carolyn Papas, Sue Pratt, Kim LeBlanc, Lisa Docca, Grace Cabral, Gina Phelps

Final Outcome:

- By EOY, Ashley will have evidence of using social emotional school data through data integration and incorporation of PBIS – SWIS use, suspension and behavioral data, student and staff attendance, Tier 2 and Tier 3 behavior plan data that is being supported through PBIS, Social Thinking and Zones of Regulation.
- **Measured through:** SWIS implementation at all of our PBIS schools, decrease on key metric data that includes suspension and behavioral data, student and staff attendance, Tier 2 and Tier 3 behavior plan data, and bullying report data. This data will be analyzed on Feb 1st, May 1st in comparison to previous year and in response to ongoing SWIS data and other metric analysis.

Teacher Practice Goals:

- The goal is for teachers to support and implement positive behavioral supports through the PBIS system, Social Thinking and Zones of Regulation to benefit and impact all students and staff through building common language, strategies, and expectations that work toward supporting and building a strong school culture.
- Educators will support their PBIS team with the goal of positively impacting school and their own class culture as key positive indicators of engaging classrooms.
- Through staff meetings, PLC time, and other professional time teams have discussed, reflected, and produced action steps in response to data that is being shared out from Ashley’s PBIS team that looks at PBIS, discipline, incident, climate, and other data points to drive professional development, programmatic changes and other student supports.

Student Learning Goals:

- Students should understand, become familiar with, and be actively engaged in positive behavioral development and social skill building that reduces problem behaviors, and improves student engagement and academic performance.

What this means for teachers:

Teachers and school teams are essential in setting and reinforcing safe and supportive classrooms and schools. All educators should be exposed to PBIS data and be using PBIS skill building tools to positively impact their students at all tiers. Teachers should be promoting

positive expectations for student behaviors through explicit teaching of social skill building and SEL strategies.

What this means for building leadership:

Principal will work to establish a PBIS team at Ashley School with a sustained focus on positively impacting school climate and decreasing SEL key metric indicators. Equal emphasis should be placed on educators sharing Ashley School’s positives efforts with parents, families, and the greater school community.

Key Milestones:

Nov. 1:

- Ashley, a cohort 3 school, is attending PBIS trainings and has completed their draft Matrix and completed their 1st readiness inventory.
- Ashley School Adjustment Counselor will have compiled a caseload of students who would benefit from additional social emotional supports and created action plans for each to measure progress and impact.
- Ashley School Adjustment Counselor will conduct a Social Thinking and Zone of Regulation presentation to targeted grade levels which includes key concepts and common language.










Feb. 1:

- Ashley will use SWIS as a measure of its ongoing PBIS positive impact and climate building.
- PBIS team has met at least two times and has led PD during admin directed periods at least 2 times.
- Ashley will have implemented at least 50% of its action plan in working towards 70% total fidelity implementation for May 1st.
- School Adjustment Counselor will be monitoring targeted small groups and looking at the SEL key metric data for these students.

May 1:

- Ashley has reached 70% total fidelity implementation meaning that Ashley School launched and used PBIS with fidelity as their Tier 1 core building support.
- Ashley has implemented and is sharing SWIS at admin directed meetings.
- School Adjustment Counselor will be monitoring targeted small groups and looking at the SEL key metric data for these students.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Ashley will have completed and implemented their PBIS action plan with 70% total fidelity by EOY. Additionally, Ashley will have seen a decrease in behavioral incidents and suspensions. Ashley will be actively planning and analyzing data.										
Ashley staff will have created and/or adapted an existing PBIS Matrix.										
Ashley staff will have formalized their Matrix and are implementing their action plan.										
Ashley staff will have rolled out their PBIS implementation plan and used TFI to make revisions to action plan, by May 1 st .										
Ashley will have shown a decrease in behavioral indicators regarding at-risk markers.										
Ashley School has implemented and is sharing SWIS during Admin PD sessions.										
SWIS full training for New- Cohort 3 schools by January 31 st										
SWIS installed and up and running at New-Cohort 3 schools.										
PBIS Cohort 3 schools have shared out SWIS data at 2 admin directed meetings this year.										
School Adjustment Counselor implements Social Thinking and Zones of Regulation with target populations.										
School Adjustment Counselor identifies two small groups of students at two grade levels to pilot Social Thinking and Zone of Regulation.										
School Adjustment Counselor presents Social Thinking and Zones of Regulation key concepts and common language to grade levels of targeted populations.										

Initiative 4: Parent and Community Outreach



Team Members: Christine M. Pugliese, Carolyn Papas, Sue Pratt, Kim LeBlanc, Lisa Docca, Grace Cabral, Gina Phelps

Final Outcomes:

Diversified parent and family engagement activities will be delivered throughout the year. Differing levels of academic and non-academic supports that families may need to aid the building and support of the “school ~ home partnership” will be provided.

- **Measured through:** FEG team will track parent and family engagement.
 - School can identify that at least 70% of Ashley families attended at least 1 district or school sponsored event throughout the school year.

Teacher Practice Goals:

- Teachers will support and positively impact family engagement within Ashley School and within their classrooms in order to create a more welcoming, supportive, and inclusive environment where parents can be active participants in their children’s academic lives.
- In accordance with the educator evaluation system, teachers will provide at least one piece of evidence of parent/family engagement and the use of culturally relevant practices and methodologies.

Student Learning Goals:

- Students will reach their full academic potential as a result of family engagement activities that create an atmosphere in which parents and schools are aligned and working together to support them. Students will achieve better grades, higher test scores and higher attendance rates.

What this means for teachers:

Teachers should create a welcoming classroom and maintain effective lines of communication with parents. Teachers and school teams should have positive expectations for student behaviors as well as strategies that promote positive academic behaviors. Teachers should actively keep track and document parent and family engagement regarding their students.

What this means for building leadership:

The Principal and FEG team will regularly examine and evaluate the effectiveness of ongoing family engagement initiatives. The team will determine ways to diversify their level of engagement by looking at family engagement data across various populations.

Key Milestones:

Nov. 1:

- Identify a Family Engagement Team (FEG) at Ashley and schedule regular meetings.
- Principal meets with FEG team regarding the expectations, and data

Feb. 1:

- FEG team continues to meet at regular intervals.
- FEG team shares information on FEG activities that have occurred up to FEB 1st

May 1:

- FEG team continues to meet at regular intervals.
- FEG team shares information on FEG activities that have

<p>collection expectations for the year regarding this initiative.</p> <ul style="list-style-type: none"> ➤ FEG team uses data from Panorama Survey to determine “survey action items”. ➤ FEG team shares information on family engagement activities that have occurred to date – using district form. ➤ Principal and FEG team regularly share family engagement data with whole school through PD, newsletters, emails and weekly FYI for staff. ➤ FEG team will communicate and collaborate with PATHS (PTO) monthly in order to coordinate family engagement activities. 	<p>using district form</p> <ul style="list-style-type: none"> ➤ FEG team will have provided 2 PD opportunities to staff. ➤ Ashley will have completed 50% of the family engagement plans by Feb 1st. ➤ FEG team will continue to communicate and collaborate with PATHS (PTO) monthly in order to coordinate family engagement activities. 	<p>occurred up to May 1st using district form.</p> <ul style="list-style-type: none"> ➤ FEG team will continue to communicate and collaborate with PATHS (PTO) monthly in order to coordinate family engagement activities. ➤ Principal submits School – Family Engagement Plan road maps for the following year that FEG team has proposed and supported with current year data. ➤ Ashley will have completed at least 75% of the school Family Engagement plans for 17-18 school year.
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
<i>FEG team shares information on FEG activities that have occurred up to May 1st using district form.</i>										
Ashley has identified Family Engagement Team members.	→									
Principal participated in a professional development opportunity regarding the expectations, RtI, and data collection expectations for the year regarding this initiative.	→									
Principal has met with FEG team regarding the expectations, and data collection expectations for the year regarding this initiative.	→									
2 professional development/PLC opportunities have occurred to further Family Engagement initiatives.	→									
Principal and FEG team have shared information on their FEG activities that have occurred up to BOY and reported out using district forms.	→									
Principal and FEG team have shared information on their FEG activities that have occurred up to MOY and reported out using district forms.	→									
Principal and FEG team have shared information on their FEG activities that have occurred up to EOY and reported out using district forms.	→									
<i>School principals have turned in their School – Family Engagement Plan road maps for the following year that their S-FEG teams have supported with their current year data.</i>										
Family engagement plans have been completed by each school that also identifies space for “survey action items”.	→									
Ashley will have completed 50% of their family engagement plans by Feb 1 st .	→									
School Family Engagement team has met at least 4 times this year, and created a school year 18-19 road map for next year’s FEG activities.	→									
Ashley has completed at least 75% their school Family Engagement plans for 17-18 school year.	→									

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 <u>and</u> students)	Current strengths in teacher practice related to this focus	Desired <u>changes</u> in teacher practice related to this focus
Use of formative and summative data to drive core instruction and interventions/enrichment	RTI/WIN strategic interventions and accelerated/enrichment classes based on STAR Benchmark and Progress Monitoring data. Core instruction is based on data analysis and FA. Students will demonstrate mastery of targeted skills.	Teachers familiar with using data from Galileo, need to make the shift to STAR.	Familiarity and use of STAR data to laser focus instruction for periods of 4-6 weeks; including enrichment for students above grade level. Lesson planning for core instruction based on data analysis and Formative Assessment.
ELA (differentiated focus by grade level) comprehension of fiction (3-5) and phonics (K-2)	Teachers (K-2) will design and deliver phonics lessons using Phonics Reference Guide and strategies from A Fresh Look at Phonics. Students will use developing phonics skills to decode text fluently. Teachers (3-5) will design and deliver reading comprehension lessons for fiction text that incorporate best practices from PD. Students will use strategies taught to demonstrate comprehension of fiction text.	Teachers are adept at looking at data from Galileo and MCAS 2.0 and have identified these two areas (phonics and comprehension of fiction) as areas of weakness.	Phonics (K-2) Teachers will utilize Phonics Reference Guide and “A Fresh Look at Phonics” to improve phonics instruction for all students; Teachers (3-5) will incorporate best practices to increase reading comprehension of fiction texts.
PBIS	Teachers will use PBIS language, strategies and Matrices in common areas (café, hallways, playground) with fidelity. Students will demonstrate	Ashley school has been using a school wide behavior system but it wasn’t clearly defined and behaviors were not	All staff will adhere to PBIS strategies with fidelity in common areas of the school such as café, hallways and playground in

	an increase in expected behaviors and a decrease in unexpected behaviors that disrupt learning and safety.	explicitly taught to students.	order to increase expected behaviors and decrease unexpected behaviors.
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(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.

Focus area 1:	ELA- Comprehension (3-5), Phonics (K-2)		
Instructional strategies:	ELA best practices aligned to district and DESE curriculum frameworks for both phonics and comprehension.	Approximate dates:	Nov-March
Meeting	Learning objectives for teachers		Support needed
August Admin Pd	Teachers will explore 2017 Massachusetts ELA Curriculum Frameworks and discover changes.		
September Admin PD	Teachers will investigate district Curriculum Units of Study		
September Admin PD	Examine Phonics Reference Guide		
November Admin PD (3-5)	(3-5) Share best practices/strategies for teaching comprehension of Fiction. Utilize strategies in lesson planning and delivery.		
October Admin PD	Utilize the “Looking at Student Work Protocol” (writing) during grade level admin PD and TCT’s to drive lesson planning.		
October grade level data meetings	Examine lesson plans for rigor and modify/develop lessons with more complex tasks for students to apply their learning.		
November Admin PD (K-2_	(K-2) Introduce section 1 of “A Fresh Look at Phonics” and adjust phonics lessons from Phonic Reference Guide with knowledge gained		
December grade level data meetings	Examine lesson plans for rigor and modify/develop lessons with more complex tasks for students to apply their learning.		
December Admin PD	(3-5) Follow up on ELA lessons (phonics and comprehension) to determine next steps.		
January Admin PD (3-5)	Application of comprehension strategies to online test taking. (i.e. Annotating digitally)		

January Admin PD (K-2)	Share evidence of application of section one of phonics resource. Apply knowledge from section 2 of "A Fresh Look at Phonics" to phonics instruction.	
February Admin PD (3-5)	Cross curricular connection between ELA and Math with application of comprehension strategies (i.e. Math "comprehension" of word problems)	
February Admin PD (K-2)	Share evidence of application of section two of phonics resource. Apply knowledge from section 3 of "A Fresh Look at Phonics" to phonics instruction.	
February grade level data meetings	Examine lesson plans for rigor and modify/develop lessons with more complex tasks for students to apply their learning.	
March Admin PD (K-2)	Share evidence of application of section three of phonics resource. Apply knowledge from section 4 of "A Fresh Look at Phonics" to phonics instruction.	
March Admin PD (3-5)	Revisit comprehension strategies and share additional best practices.	

Focus area 2:	Data	
Instructional strategies:	Use formative and summative data to drive both core instruction and interventions/enrichment.	Approximate dates: September - June
Meeting	Learning objectives for teachers	Support needed
August PD	Review Formative Assessment strategies and share out additional strategies	
September Admin PD	Teachers will become familiar with STAR	
September Admin PD	Teachers will be able to access STAR reports recommended by the district to meet planning needs.	
September Admin PD	(GR 3-5) Analyze preliminary MCAS 2.0 data by standard/strand and use data to drive lesson planning and instruction and find additional resources for areas of weakness.	
October Data Meeting (by grade level)	Teachers will analyze STAR BOY ELA and Math data to determine trends across grade levels.	
October Data Meeting	Teachers will examine STAR Progress Monitoring data to determine focus areas for interventions/enrichment as well as core	

	instruction.	
October Data Meetings	Teachers in K-2 will use DIBELS BOY data to determine interventions.	
November Data meetings	Analyze STAR Progress Monitoring data for ELA and Math to determine effectiveness of interventions and next steps.	
December Data meetings	Analyze STAR Progress Monitoring data for ELA and Math to determine effectiveness of interventions and next steps.	
January Data Meetings	Teachers will analyze STAR MOY ELA data to determine trends, areas of strength, areas of weakness, intervention groupings and focus areas.	
February Data Meetings	Teachers will analyze STAR MOY Math data to determine trends, areas of strength, areas of weakness, intervention groupings and focus areas.	
March data meetings	Analyze STAR Progress Monitoring data for ELA and Math to determine effectiveness of interventions and next steps.	
April data meetings	Analyze STAR Progress Monitoring data for ELA and Math to determine effectiveness of interventions and next steps.	
May data meetings	Analyze STAR Progress Monitoring data for ELA and Math to determine effectiveness of interventions and next steps.	
June Data Meeting	Teachers will analyze STAR EOY ELA and Math data to determine trends, areas of strength, areas of weakness. Teachers will also use STAR EOY ELA and Math data for class placement. In June.	

Focus area 3:	PBIS		
Instructional strategies:	Use of PBIS strategies to increase expected behaviors and reduce unexpected behaviors that interfere with learning. Tracking SWIS data to determine effectiveness of PBIS.	Approximate dates:	October - June
Meeting	Learning objectives for teachers		Support needed
October 10, 2017	Teachers will be able to recognize the benefits of implementing PBIS at Ashley after an overview PD session led by PBIS team.		Support from Wendy Miranda and/or Jariel as needed.
October 17, 2017	Teachers will collaborate, under guidance of PBIS		

	tea, in order to determine the target “expected” behaviors at Ashley.	
October 24, 2017	Teachers will collaborate to create a “menu” of positive behavioral rewards.	
November PD session	PBIS team collects and reflects on SWIS data.	
December PD session	PBIS team collects and reflects on SWIS data	
January PD session	Teachers reflect on effectiveness of PBIS and collaborate on adjustments to practice; PBIS team presents additional information from PBIS conference	
February PD session	PBIS team collects and reflects on SWIS data	
March PD session	PBIS team collects and reflects on SWIS data	
April PD session	Teachers reflect on PBIS data to determine effectiveness of system to date and make adjustments to practice as needed	
May PD session	PBIS team collects and reflects on SWIS data	
June PD session	PBIS team presents additional information from PBIS conference; teachers examine PBIS data and determine next steps for 2018-19 school year.	