School Improvement Plan

School Year: **2017-2018**
School: **Normandin Middle School**
Principal: **Zachary Abrams**

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	Star BOY 6th 311/73% 7th 299/75% 8th 238/75%	6th 53/13% 7th 84/21% 8th 66/21%	6th 111/26% 7th 99/25% 8th 75/24%	6th 124 7th 120 8th 95	6th 21 7th 34 8th 27	6th 11 7th 10 8th 8
Math	Star BOY 6th 364/86% 7th 373/93% 8th 299/93%	6th 218/51% 7th 258/64% 8th 222/69%	6th 59/14% 7th 28/7% 8th 25/8%	6th 146 7th 149 8th 120	6th 21 7th 26 8th 22	6th 6 7th 3 8th 3
Science (grades 6-12 only)	MCAS 8th: 84%					

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*
- *Formative assessments*
- *STAR*

Instructional data:
- *Observation data*
- *Teacher evaluations*

Student indicator data:
- *Student attendance*
- *Disciplinary data*
- *IEPs and 504s*
- *SPED referrals*

Teacher data:
- *Teacher attendance*
- *Panorama*

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

ELA Writing CFAs Had growth throughout the year in all grades.
Average Growth for all grades for Increasing Advanced and Proficient Scores:

BOY 24%, MOY 26%, EOY 16%

Average Decrease for All Grades for Decreasing Warning Scores:

BOY 2.79%, MOY 4.85%, EOY 5.64%

Teachers focused on writing standards realated to idea development during the reteach process prior to reassessing. This helped our 7th grade in their MCAS writing overall when comparing preliminary data to the state (-9 when compared to the state).

(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?**

When looking at Preliminary MCAS data, it suggests that students in all grades are struggling with how to tackle a complex text. Students are struggling with dealing with difficult and unfamiliar vocabulary, making connections to author's craft and the effect it has on the reader as well as inferences they should be making about characters, central idea, and theme. If we look at our current BOY Star data, only about 25% of our students in all grades are meeting with proficiency.

Teachers may be working with complex texts within their ELA classes, but they may not be analyzing the story in such a way that helps students learn how to break it down. In Social Studies, many classes are utilizing a textbook which is at a very low level of reading. They may not be using supplementary material on topics covered to help expose students to complex texts.

Students also struggled idea development and language conventions when writing essays. Students seem to have gains when working on their CFAs in school but still seem to struggle when taking the MCAS. When planning a reteach, teachers may not be doing this together in TCT and may make choices without comparing data with their colleagues. When teachers teach language, it is often done in isolation.

In addition, the state has been refining their rubric and went from a very complicated and varied rubric (PARCC) to a more simplified and targeted one by the end of the year. Exposing students to this rubric and having them work with exemplars may be helpful in teaching students writing expectations.

Initiative 1: ELA

Team Members:	Laura Garcia, ELA and Social Studies teachers in grades 6-8, Special Ed teachers, ESL teachers, Zachary Abrams

Final Outcomes:

Students will be better prepared to tackle a complex text and have strategies to deal with unfamiliar vocabulary, making connections between author's craft and the impact it has on text meaning, as well as be able to make inferences about characters, central idea and theme. They will also be able to write essays with strong idea development that uses appropriate language conventions.

Teacher Practice Goals:

- Use the Plan for Learning workshop model when planning and executing instruction.
- Incorporate close reading strategies to help students learn to read for gist as well as with a lens.
- Allow students to grapple with content and practice reading on their own and with peers.
- Utilize successful vocabulary strategies such as context clues, frayer models, and provide students practice utilizing these strategies with complex texts (not in isolation).
- Provide students time to work with state assigned rubrics to evaluate exemplar essays and nonexample essays to help them improve their writing.
- Incorporate ESL strategies to allow students to access the curriculum.
- Provide scaffolding and differentiation for students to allow access to the curriculum.

Student Learning Goals:

- By EOY Normandin Middle School will realize at least a 40% reduction in students "Not Proficient" or "Advanced" in Reading and ELA for Grades K-12 in STAR
  - Measured through: STAR, MCAS 2.0 ELA Assessment, and CFAs

- By EOY Normandin Middle School will see at least 10% of students in "Warning" move to "Needs Improvement" and at least 10% of students in "Proficient" move to "Advanced" in ELA
  - Measured through: STAR and MCAS 2.0 ELA Assessment, and CFAs

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 through the implementation of the NBPS teachers will utilize the planning for learning workshop model to allow students to grapple with complex tasks (release of responsibility). Teachers will need to be very thoughtful when planning learning opportunities that are high leverage (not teaching items in isolation or working with low level tasks that do not lend themselves to the above student learning goals). Teachers will develop 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 work with their principals and CILs to structure and deliver their lessons in a way that promotes increased rigor for students through the high-

leverage/high-engagement learning tasks
2) Teachers will have continued PD opportunities, aligned to the districts 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
3) Teachers will be observed during learning walks and be presented with targeted ELA feedback concerning the planning for learning framework.
   - 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 Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
     Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning while also creating enrichment/intervention groupings.

What this means for building leadership:
- CIL and Principal will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis
- CIL and Principal will guide their SILTs and TCTs in collecting and making meaningful use of data (DRA, STAR, MCAS 2.0, and CFAs)
- CIL and 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
- Principal will participate in tiered ELA support with the Director of Literacy and Humanities based upon their MCAS 2.0 scores
- Principal of high stakes schools will participate in a small PLC targeting ELA instruction focused on student outcomes
- Principals will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction What this means for principals:
- Principals will have clear expectations surrounding the ELA Curriculum to be used to focus teacher and student learning in the classrooms.
- Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools.
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What this means for Redesign Teacher Mentors:
Teacher leadership is one of the key design priorities under the Academic Excellence pillar of the Redesign plan. The goals of this priority are two-fold. First, we aim to distribute leadership so that we can enhance the professional support and collaboration among teachers. Second, we want to provide continued professional growth opportunities for even our most effective teachers. Through targeted professional development and feedback redesign teacher mentors will become the model learning labs for all teachers.

What this means for Team Coordinators:
Team coordinators will facilitate team meetings, schedule parent meetings, coordinate intervention schedules and serve as a liaison between the team and school administration with the focus of obtaining student results as outlined throughout the improvement plan.
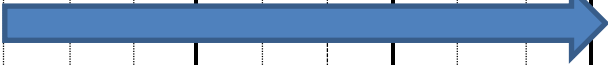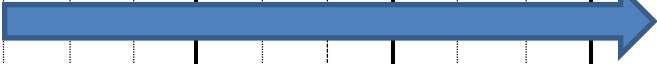
Key Milestones (to be monitored at elementary, middle and high school levels):		
<u>Nov. 1:</u> ➢ Continue ELA focused Learning Walks in all buildings. ➢ PD for Reading Specialists and Principals in support of the RtI Model. ➢ Writing PD to support the Data Cycle in CFAs ➢ Middle School ELA Curriculum Units of Study aligned to the 2017 ELA Standards. ➢ ELL Strategies incorporated into the ELA Curriculum Units of Study. ➢ MCAS 2.0 Data Collection and Review. ➢ Analyze STAR benchmark BOY and formative assessment data. ➢ Implement a middle school ELA Committee that will meet at least monthly to monitor data and adjust practice. ➢ Focused work will be done with CILs to build capacity in content knowledge, instructional practice, coaching methods, and data and analysis. ➢ Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools. ➢ Use administrative directed time to analyze data and to implement more complex tasks for students to apply their	<u>Feb. 1:</u> ➢ Continue ELA focused Learning Walks in all buildings. ➢ Continue PD for Reading Specialists and Principals in support of the RtI Model. ➢ Continue Writing PD to support the Data Cycles for CFAs ➢ ELA Curriculum Units of Study aligned to the 2017 ELA Standards. ➢ Continue PD and review with the ELA Committee: ELL Strategies incorporated into the ELA Curriculum Units of Study. ➢ Continue to analyze MCAS 2.0 data, STAR and formative assessment data. ➢ Collect and analyze STAR ELA MOY data. ➢ Continue to focus work with CILs to build capacity in content knowledge, instructional practice, coaching methods, and data and analysis. ➢ Continue to hold Data Defense meetings every 5 weeks.	<u>May 1:</u> ➢ Continue all initiatives and Professional Development as need. ➢ Collect and analyze STAR Reading EOY data.

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
ELA Learning Walks:										
Continue ELA Focused Learning Walks in all buildings with CILs and Principal	██	██	██	██	██	██	██	██	██	▶
Document Learning Walk observations on the Office of Instruction Instructional Tracker	██	██	██	██	██	██	██	██	██	▶
Professional Development										
Continue to refine and utilize the "Looking at Student Work Protocol."	██	██	██	██	██	██	██	██	██	▶
Reading Specialists, CILs, and Principals in support of the RtI Model	██	██	██	██	██	██	██	██	██	▶
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning.	██	██	██	██	██	██	██	██	██	▶
Focused work will be done with CILs to build capacity in content knowledge instructional practice coaching methods and data and analysis.	██	██	██	██	██	██	██	██	██	▶
Curriculum										
Writing PD to support the data cycles with CFAs	██	██	██	██	▶					
Continue to revise Middle School ELA Curriculum Units of Study	██	██	██	██	██	██	██	██	██	▶
Middle School ELA Curriculum Units of Study aligned to the 2017 ELA Standards.	██	██	██	██	██	██	██	██	██	▶
ELL Strategies incorporated into the ELA Curriculum Units of Study	██	██	██	██	██	██	██	██	██	▶
DATA										
Data Collect Narrative, Opinion/Argumentative Data in accordance with the Data and Assessment Map			▶	▶				▶		▶ (June)
MCAS 2.0 Data Collection and Review for Middle School. Collect final public MCAS 2.0 2017	██	▶								
Collect STAR ELA BOY, MOY, and EOY Data		▶				▶				▶
Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools.	██	██	██	██	██	██	██	██	██	▶

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
ELA Learning Walks:										
Continue ELA Focused Learning Walks in all buildings with TLSs, CILs and Principals	██▶									
Document Learning Walk observations on the Office of Instruction Instructional Tracker	██▶									
Professional Development										
Middle School ELA Committees:										
Continue to refine and utilize the "Looking at Student Work Protocol."	███████████████████████████████████▶									
Reading Specialists, CILs, and Principals in support of the RtI Model		████████████████████████████████▶								
Support ELA TCT data analysis action planning and implement complex tasks for students to apply their learning.	██████████████████████████████████▶									
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning.	███████████████████████████████████▶									
CILs will participate in a Middle school ELA Committee that will meet at least monthly to monitor data and adjust practice.	███████████████████████████████████▶									
Focused work will be done with CILs to build capacity in content knowledge instructional practice coaching methods and data and analysis.	███████████████████████████████████▶									
Curriculum										
Utilize MCAS release items to improve wrting in academic support	██████████████████████████████████▶									
Revise ELA Curriculum	██████████████████████████████████▶									
Middle School ELA Curriculum Units of Study aligned to the 2017 ELA Standards.	██████████████████████████████████▶									
ELL Strategies incorporated into the ELA Curriculum Units of Study	██████████████████████████████████▶									
DATA										
Data Collect Narrative, Opinion/Argumentative, Data in accordance with the Data and Assessment Map			▶	▶			▶		▶	June ▶
MCAS 2.0 Data Collection and Review for Middle Collect final public MCAS 2.0 2017	▶									
Collect STAR ELA BOY, MOY, and EOY Data		▶				▶				▶

Data Defense meetings will be held 5 to 10 weeks monitoring student data in our high priority schools.									
OI Liaison Assignment									
Reassign liaisons as needed for targeted support in 2017-2018.									

Initiative 2: Math

Team Members:	Michelle Campos, Math teachers in grades 6-8, Special Ed teachers, Zachary Abrams

Final Outcomes:
Teacher Practice Goals

- By EOY teachers and mentor teachers will regularly and effectively collaborate and implement ongoing data cycles to continuously monitor and adjust their instruction.

    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

- By EOY teachers will be planning lessons tied to rigorous objectives that a) introduce a problem with a video or picture with limited academic text, b) allow students to identify the variables, c) empower students to create a model, and d) encourage student discourse that validates conclusions and reflects on sources of error.

- Math-focused visits to review evidence collected by observations to recognize the standards of math practices and identify if the student's learning goals are Rarely Seen, Developing, or Fully Embedded.

Student Learning Goals

• By EOY Normandin Middle School will realize at least a 40% reduction in students in Levels 1, 2, and 3.
• By EOY Normandin Middle School 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

What this means for teachers:
Teachers will be provided with the Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.

Teachers will make key shifts in their practice using the cycle of effective instruction, feedback from observations as well as receive support in the form of targeted PD.

Teachers will be regularly collecting data to create short action plans and targeted mini-lessons.

Use of data and administrative directed time will be utilized to implement more complex tasks for students to apply their learning.

What this means for building leadership:
• Principals/CILs 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.
•Leadership team will have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.
• Leadership team will review data every 5-10 weeks monitoring adjustment of practice for areas of concerns.

Key Milestones (to be monitored at elementary, middle and high school levels):		
Nov. 1:	Feb. 1:	May 1:
➢ 2017 Math Massachusetts Curriculum Frameworks have been updated and will be utilized to help students in the following areas of math: Making Sense of Mathematical Concepts, Mathematical Rigor, Performing Mathematical Procedures Fluently, and Using Mathematical Concepts in Problem Solving Applications to increase student proficiency.	➢ Continue Math focused Learning Walks in all buildings.	➢ Continue all initiatives and Professional Development as needed and as stated for the November 1st, and February 1st milestones.
	➢ Continue PD for conceptual math opportunities for Principals, TLSs, CILs and teachers.	
	➢ Continue to offer PD for Math RtI.	
	➢ standards.	
➢ Core Curriculum will be adjusted to increase student practice with complex tasks and formative assessment.	➢ Continue to analyze the Middle School Curriculum Maps and Scope and Sequences to ensure the curriculum is properly aligned to the 2017 Math Standards.	
➢ Utilizing formative assessment, intervention and acceleration periods will be implemented to obtain increased student time on standards/skills.	➢ Continue to develop and implement inquiry based activities for grades K-8 that align with the units study.	
➢ 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.	➢ Continue to analyze MCAS 2.0 data, STAR and formative assessment data.	
➢ STAR Accelerated Math and Math Facts in a Flash will be utilized to create differentiated classes of instruction adding intervention and acceleration classes to address student needs in addition to the core instruction classes.	➢ Collect and analyze STAR Math MOY data.	
	➢ Reassign liaisons as needed for targeted support in 2017-2018.	•Collect and analyze STAR Math EOY data.
➢ MCAS 2.0, STAR, and CFA Data will be collected and reviewed for the items and skills that students are ready to learn in Math.	➢ Support NBHS Math PLCs data analysis action planning and implement complex tasks for students to apply their learning.	➢
➢ Begin data process monitoring for student's to determine	➢ Focused work will be	

student needs.	done with TLSs and CILs to build capacity in content knowledge instructional practice coaching methods and data and analysis. ➤ Continue to use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning. ➤ Continue to hold Data Defense meetings every 5 to 10 weeks monitoring student data in our high priority schools.	

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Math Learning Walks:										
Continue Math Focused Learning Walks in all buildings with TLSs, CILs and Principals	██	██	██	██	██	██	██	██	██	▶
Document Learning Walk observations on the Office of Instruction Instructional Tracker		██	██	██	██	██	██	██	██	▶
Professional Development										
Elementary and Middle School Math Committees:										
Continue to refine and utilize the "Looking at Student Work Protocol."		██	██	██	██	██	██	██	██	▶
Continue to offer conceptual mathematical PD opportunities on an ongoing basis to Principals, TLSs/CILs. And teachers.		██	██	██	██	██	██	██	██	▶
Offer PD for Math RtI.		██	██	██	██	██	██	██	██	▶
Analyze Middle School open responses and formative assessments.		██	██	██	██	██	██	██	██	▶
Use TCT time to analyze data and to implement more complex tasks for students to apply their learning.		██	██	██	██	██	██	██	▶	
Focused work will be done with CILs to build capacity in content knowledge instructional practice coaching methods and data and analysis.		██	██	██	██	██	██	██	▶	
Curriculum										
Revise Middle School Math Curriculum Units of Study aligned to the 2017 Math Standards.	██	██	██	██	██	██	██	▶		
DATA										
• MCAS 2.0 Data Collection and Review for Elementary, Middle, and High School. • Collect final public MCAS 2.0 2017 Data	██	██	██	██	██	██	██	██	▶	
Collect STAR Math BOY, MOY, and EOY Data	██	██	██	██	██	██	██	██	▶	
Data Defense meetings to monitor data	██	██	██	██	██	██	██	██	▶	

➢ Roadmap

Initiative 3: SEL (Social Emotional Learning)

Team Members: Zachary Abrams, Stephanie Singer, Lynn Sanders, Erin Duarte

Final Outcomes:

By EOY, Normandin Middle School will have evidence of key metrics and PBIS system implementation and an increased time on learning.

By EOY, Normandin Middle School will see that staff and students have met or exceeded the percentage of students feeling connected, accepted and understood as measured by a school based survey in comparison to the 2017 MSV report.

By EOY, Normandin Middle School students who were referred to the BBST process showed marked improvement in overall academic, behavioral, and/or social/emotional functioning.

Teacher Practice Goals

Through PBIS and other student social~emotional intervention systems schools will teach and support social behavioral expectations and concepts in the same manner as other instructional focuses.

Educators will support their PBIS, Safe and Supportive school teams, and RtI social~emotional focus systems in supporting students.

Middle Schools will implement and support the student advisory model with the focus on impacting social~emotional and academic mentorship. Middle Schools will facilitate relationship building to become a community of learners.

Student Services, along with designated staff, will ensure that at least 85% of students who are brought through the BBST process will be provided with appropriate referral, intervention and monitoring to promote an increase in student achievement and decrease in student behavioral incidents.

Student Learning Goals

A system for student support regarding positive behavioral development reduces problem behaviors, improves student engagement and academic performance through consistent practices and focused on continuedacknowledgment and support of students' social emotional skill sets.

Middle school advisories promote students' feeling of "connectedness" to caring adults through relationship building, goal setting, and personalizing students' academic and social development.

Students will participate in recommended interventions as prescribed by the BBST team. Students will be expected to fully engage in the learning process for academic supports and actively participate in behavioral and social/emotional interventions provided at least 85% of the time. This will be measured through observation, progress

monitoring, and student work.

What this means for teachers:

Teachers and school teams are essential interventionists on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and enhance students' learning environments.

General education, special education, and related service staff will work with BBST team to provide appropriate interventions prior to referral to Special Education. These interventions will be consistently implemented, data collected, and review of data will be done at specified intervals. Data analysis will be used to determine need for ongoing support, for different supports, or for referral to Special Education.

What this means for building leadership:

Principal will work with the PBIS teams at Normandin Middle School in establishing Safe and Supportive school teams. It is essential to take into account the current state of implementation of our 3 separate cohort schools, rollout of SWIS and its implementation, establishment of other pilot "Safe and Supportive Systems" with a sustained focus, and support of professional development.

Principals will be expected to participate in the BBST process at least quarterly and ensure that the process is being followed as indicated in the BBST Guidelines. Principals are further expected to monitor interventions being provided to ensure that all interventions are being carried out as prescribed.

Key Milestones (to be monitored at elementary, middle and high school levels):		
Nov. 1: ➤ PBIS New schools – cohort 3 schools are attending PBIS trainings and have drafted their draft Matrix and completed their 1st readiness inventory. ➤ PBIS Cohort 2 and Cohort 1 schools fully implemented PBIS plan, have completed Tiered Fidelity Inventory (TFI) and revised the old TFI revisiting their action plan for the Feb and May dates. ➤ PBIS Cohort 1, and Cohort 2 schools have rolled out and are using SWIS data.	Feb. 1: ➤ Cohort 2 and 3 schools are showing an increase in positive actions. ➤ Safe and Supportive School teams have met at least 2 times in evaluating school wide data. ➤ Cohort 2 and Cohort 3 schools have completed at least 50% of their action plan in working towards 70% TFI implementation for May 1st and 50% for Cohort 2 schools.	May 1: ➤ Cohort 3 and Cohort 2 schools have reached 70%, and 50% on their TFI scales. ➤ Behavioral metrics such as incidents and suspensions have decreased and schools are actively planning and analyzing data. ➤ All PBIS schools have implemented and are using SWIS through sharing it at staff meetings and Safe and Supportive team

➢ Safe and Supportive school teams have been established. ➢ Wraparound pilot systems have begun implementation including Trauma Sensitive Schools, Insights program, and Systems for Student Success (SfSS) schools. ➢ Middle schools have rolled out and implemented advisories, and middle school advisory leadership teams have been established.	➢ Cohort 3 – New schools have rolled out SWIS and have reported out their key data for this quarter. ➢ All PBIS schools have reported out their SWIS data and created an action plan. ➢ Wraparound pilot systems are being implemented and results regarding interventions, climate and culture and following of action plans have been established. ➢ Middle school advisories have collected data points to analyze effectiveness and improve plans.	meetings. ➢ Safe and Supportive Schools have met at least 4 times this year and analyzed their data metric points and have completed at least 4 Safe and Supportive data intervention plans with action steps for each of the 4 times and for the following year. ➢ Middle School advisory team has met and created a summer action plan to improve advisory for the coming year. ➢ Wraparound pilot systems are fully implemented and results, surveys, interventions have shown positive progress and results. Action planning of year 2 is occurring.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
PBIS –created and/or adapted an existing PBIS Matrix.		███	███	███	███	███	███	▶		
PBIS –implementation expectation for the following year, by May 1st.	███	███	███	███	███	███	███	███	▶	
Initial Normandin Advisory team has created and supported the readiness for September advisory launch date by August.		▶								
Normandin to have launched advisory by Sept.		███	▶							
Normandin forms an advisory committee of administration and teachers.		███	███	███	▶					
Normandin Advisory committee has had a mid-year check-in and planning meeting by January regarding changes and improvements to advisory curriculum by Feb 1st.		███	███	███	███	███	███	▶		
Normandin Advisory committee has continued to support the advisory implementation and prepared the middle school summer action plan for improvements to the following school year by May 1st.		███	███	███	███	███	███	███	███	▶
Overview of the BBST process in TCT meetings.	███	███	███	███	▶					
Team will use data collected to update intervention plans and resource guide.	███	███	███	███	███	▶				
Final BBST resource guide and intervention plans will be created and disseminated to all schools.								███	▶	

Initiative 4: Parent and Community Outreach

Team Members: Zachary Abrams, Erin Duarte, Jacqueline Eckhardt

Final Outcomes: By EOY, Normandin Middle School will have evidence of diversified parent and family engagement activities in using the RtI frame work regarding multi-tiered parent engagement activities. By tiering our activities through a framework that looks at the differing levels of academic and non-academic supports that families may need to aide the building and support of the "school ~ home partnership." Normandin Middle School wil use targeted engagement through two initiatives South End Engaged and Nellie Mae have both launched and implemented their family and community engagement plans and are showing positive results through metrics determined on each action plan for both those initiatives.

- **Measured through:** attendance tracker sign-in at each event tracking parent/family participation at events in regards to percentage of families engaged, what form of engagement, and attendance at school activities.

   o   School can identify that at least 70% of family members attended at least 1 district or school sponsored event throughout the school year?

   o   Schools have offered a multi-tiered RtI framework family engagement activities that address a multidimensional approach to family engagement. All schools have offered at least three Tier 2 and Two tier 3 types of activities in regards to level of specification and impact.

Teacher Practice Goals

The goal is for teachers to support and positively impact family engagement within their classrooms and within their schools to create a more welcoming, supportive, and inclusive environment where parents can be active participants within their children's academic lives.

In accordance with the educator evaluation system parent/family engagement and the use of cultural relevant practices and methodology is an expectation, and an area for constant growth for all educators, and schools.

Student Learning Goals

Students benefits from increased family engagement, and diversifying the family engagement activities is creating an atmosphere in which parents and schools are aligned and working together to support students full academic potential.

What this means for teachers:

 Teachers and school teams are essential and on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include positive expectations for student behaviors, strategies to promote positive academic behaviors, and establishment of safe learning environments that maximize learning time and keep students within their learning environments. Teachers should actively keep track and document families and parents they engage with regarding their students and ways to continually create a welcoming classroom and

lines of communication with their parents. Team coordinators through the redesign can help facilitate this work, by working as a liaison between families and Pod's.

What this means for building leadership:

Principals and schools that actively involve parents and community tend to establish better reputations in the community, with increased community support. Principals and family engagement teams should play an essential role in looking at and evaluating the effectiveness of their ongoing family engagement initiatives. They need to determine ways to diversify their level of engagement and looking at data. Emphasis should also be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community, as well as sharing out progress and necessary mid-course corrections.

Key Milestones (to be monitored at elementary, middle and high school levels):		
Nov. 1: ➢ All schools have identified a family engagement team at their schools and School FEG teams have shared information on FEG that has occurred up to Nov 1st – using district form. ➢ Principals have had professional development opportunity regarding the expectations, RtI, and data collection expectations for the year regarding this initiative. ➢ Family engagement plans have been completed by each school that also identify space for "survey action items". ➢ Pilot initiatives "South End Engaged", and "Nellie Mae Schools" have begun implementing their 17-18 action plans at key schools.	Feb. 1: ➢ School Family Engagement Team (FEG) teams – have diversified and offered at least 1 tier 2 and 1 tier 3 parent engagement activity at their school. While also School FEG teams have shared information on FEG that has occurred up to FEB 1st using district form ➢ 2 professional development / PLC opportunities have occurred for further RTI / Family Engagement initiatives growth. ➢ Schools should have completed 50% of their family engagement plans by Feb 1st. ➢ Pilot initiatives "South End Engaged" and "Nellie Mae Schools" have implemented 50% of their action plans and sharing out metrics and impact for MOY.	May 1: ➢ School FEG teams – have diversified and offered at least 3 Tier 2 and Tier 3 parent engagement activity at their school. While also School FEG teams have shared information on FEG that has occurred up to May 1st using district form. ➢ 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. ➢ Schools have completed at least 75% their school Family Engagement plans for 17-18 school year. ➢ Pilot initiatives "South End Engaged" and "Nellie Mae Schools" completed at least 75% of their action plans and prepared 18-19 action plan proposal based on metrics and impact of the work.

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School FEG teams – have diversified and offered at least 3 Tier 2 and Tier 3 parent engagement activity at their school. While also School FEG teams have shared information on FEG that has occurred up to May 1st using district form.	→									
Schools have identified their Family Engagement Teams										
Principals participated in a professional development opportunity regarding the expectations, RtI, and data collection expectations for the year regarding this initiative.	→→	→								
District wide 4.1 Team and IT department have had a professional development regarding technical recording of data using ASPEN and new developments.	→→→	→	→	→						
2 professional development/PLC opportunities have occurred for further RtI/ Family Engagement initiatives growth.	→→→	→	→	→	→					
School FEG teams have shared information on their FEG activities that have occurred up to BOY and reported out using district forms.	→→→	→	→	→	→					
School FEG teams have shared information on their FEG activities that have occurred up to MOY and reported out using district forms.	→→→	→	→	→	→					
School FEG teams have shared information on their FEG activities that have occurred up to EOY and reported out using district forms.	→→→	→	→	→	→					
All School shave had at least 3 Tier 2 and Tier 3 parent engagement activities at their school in addition to their ongoing family engagement opportunities.	→→→	→	→	→	→					
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.				→→	→	→	→			
Family engagement plans have been completed by each school that also identifies space for "survey action items".	→→→	→	→	→	→					
Schools should have completed 50% of their family engagement plans by Feb 1st.	→→→	→	→	→	→	→				
School Family Engagement teams have met at least 4 times this year, and created a school year 18-19 road map for next year's FEG activities.	→→→	→	→	→	→	→				

Roadmap										
Activity	**Aug**	**Sep**	**Oct**	**Nov**	**Dec**	**Jan**	**Feb**	**Mar**	**Apr**	**May**
Schools have completed at least 75% their school Family Engagement plans for 17-18 school year.	██████████████████████▶									
Pilot initiatives "South End Engaged" and "Nellie Mae Schools" completed at least 75% of their action plans and prepared 18-19 action plan proposal based on metrics and impact of the work.										
"South End Engaged" has begun implementing their 17-18 action plans and 30% is currently underway.	████████████▶									
"Nellie Mae Schools" have begun implementing begun implementing their 17-18 action plans and 30% is currently underway.	████████████▶									
"South End Engaged" has implemented 50% of their action plans and sharing out metrics and impact for MOY.	████████████████████▶									
"Nellie Mae Schools" has implemented 50% of their action plans and sharing out metrics and impact for MOY.	████████████████████▶									
"South End Engaged" has implemented 75% of their action plans and sharing out metrics and impact for BOY and prepared a draft for the continuation towards 18-19 school year.	██████████████████████▶									
"Nellie Mae Schools" has implemented 75% of their action plans and sharing out metrics and impact for BOY and prepared a draft for the continuation towards 18-19 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 and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
ELA-Students will be able to tackle a complex text. ELA-Use data to inform instruction.	Aligned with our proficiency pillar of the redesign, classes will display the planning for learning model, students grappling with a complex task. Teachers providing opportunities to engage/hook students to think about big ideas, and having expectations put in place to hold students accountable for grappling with that task. Teachers will scaffolding the learning, and provide opportunitites for students to extend their thinking.	Teachers have unpacked the proficiency pillar of the redesign and have an understanding of being able to provide a complex task.	Teachers must commit to try to consistently infuse the planning for learning cycle in their classes immediately within all classes. Teachers consistently bringing lesson plans and examples of complex tasks to be used in their classes to TCT meetings.
Improve math achievement; specifically with regard to math fluency and writing to show conceptual understanding of all designated mathematical standards.	Aligned with our proficiency pillar of the redesign, classes will display the planning for learning model, students grappling with a complex task. Teachers providing opportunities to engage/hook students to think about big ideas, and having expectations put in place to hold students accountable for grappling with that task.	Teachers have unpacked the proficiency pillar of the redesign and have an understanding of being able to provide a complex task.	Teachers must commit to try to consistently infuse the planning for learning cycle in their classes immediately within all classes. Teachers consistently bringing lesson plans and examples of complex tasks to be used in their classes to TCT meetings

	Teachers will scaffolding the learning, and provide opportunitites for students to extend their thinking.		
Strengthen behavioral management system providing positive behavior interventions and supports.	Staff will use the PBIS matrix and code to reinforce positive behaviors to target Tier 1 and 2 behaviors. Staff will refer to PBIS Academy Students are motivated by the NMS Code and incentives to earn code cards.	PBIS has been practiced at NMS. Staff will now be further along in implementation and understands more of the conceptual framework of PBIS.	Staff must buy into use of PBIS expectations and use tiered supports/interventions. Focus on more staff support of school PBIS incentives/events, and all teachers posting, reinforcing, and using language of PBIS expectations.

(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-Students will be able to tackle a complex text.		
Instructional strategies:	Close Reading Strategies, Annotation, Determinig Central Idea and Theme, Academic Discourse, Argurment Wriing, Literary Analysis , Plan for Learning	**Approximate dates:**	October 25th, Nov 7th, Dec 13th, Jan 22nd, Feb 14th, March 14th, May 30th
Meeting	**Learning objectives for teachers**		**Support needed**
October 25th	Academic Discourse		
November 7th	Close Reading Strategies/ Annotation		
December 13th	Overview of strategies outlined in revised Units of Study		
January 22nd	Using Data to inform instruction		
Feb 14th	Literary Analysis/Close Reading		
March 14th	Close Reading (Reboot)		
May 30th	Argument Writing		

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 2:	Math		
Instructional strategies:	Planning for Learning Cycle, Improve math achievement; specifically with regard to math fluency to show conceptual understanding of all designated mathematical standards.	**Approximate dates:**	August 2017-June2018
Meeting	**Learning objectives for teachers**		**Support needed**
August PD	Teachers understand what a complex task is. Introduce instructional focus.		CILs/District administration
September TCT	Understanding a complex task and introducing the planning for learning cycle.		CILs/Administration
October TCT	Modeling and guided practice of math problems that engage students with a complex task with a focus on higher cognitive problem solving skills.		CILs/Administration/Mentor Teachers
November PD	Guided practice for deeper understanding of proficient and exemplar solutions/responses per the DESE math rubric.		CILs/Administration/Mentor Teachers
February PD	Focus on high leverage areas based on data to prepare for STAR testing.		CILs/Administration/Mentor Teachers
March PD	Reinforce learning cycle and focus on high leverage areas to prepare for EOY STAR testing.		CILs/Administration/Mentor Teachers
May PD	Review instructional focus		CILS/Administration

Focus area 3:	Social Emotional Learning		
Instructional strategies:	Positive behavioral intervention and supports	**Approximate dates:**	August 2017-June2018
Meeting	**Learning objectives for teachers**		**Support needed**
August PD	We will review revised PBIS system and flowchart.		PBIS Committee
August PD	Review tier 1 and tier 2 PBIS supports.		PBIS Committee
September TCT	BBST process implementation.		Principal/Wrap Around Coordinator
October TCT	Trauma Sensitive.		Principal/CIL
November PD	Review PBIS data and benchmarks/ PBIS training, what behaviors constitute a reward.		
February PD	How to build a positive relationship with students.		
March PD	Review Tiered Systems of Supports in Relation to PBIS and building interventions.		

| May PD | Assessment of yearly PBIS practices. | |
| September-June | Advisory planning committee meetings. | |