

School Improvement Plan

School Year: **2017-2018**

School: **Carlos Pacheco Elementary School**

Principal: **Justine Medina**

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 Grades 2-5	197	121	67	186@ BOY 74 to move	85 @ BOY 9 to move	45 @ BOY 5 to move		
Math Grades 2-5	160	93	93	196@ BOY 78 to move	79 @ BOY 8 to move	39 @ BOY 4 to move		

	# of students not Core/Advanced		# of students moving from Intensive to Core		# of students moving from Core to Advanced	
Grade K ELA	29@ BOY	12 to move	19 @ BOY	2 to move	6 @ BOY	1 to move

	SY16-17 (Historical)			SY17-18 (Goals)					
	# of students not Core/Advanced Dibels	# of students in Intensive Dibels	# of students in Core/Advanced Dibels	# of students not Core/Advanced		# of students moving from Intensive to Core		# of students moving from Core to Advanced	
Grade 1 ELA	24	13	36	31@ BOY	12 to move	11 @ BOY	1 to move	11@ BOY	1 to move

	SY16-17 (Historical)			SY17-18 (Goals)					
	# of students not Core/Advanced Dibels	# of students in Intensive	# of students in Core/Advanced	# of students not Proficient/Advanced		# of students moving from Warning to Needs Improvement		# of students moving from Proficient to Advanced	
Grade 2 ELA	18	12	42	38 @ BOY	15 to move	22 @ BOY	2 to move	11@ BOY	1 to move
Grade 2 Math				49 @ BOY	20 to move	10@ BOY	1 to move	5@ BOY	1 to move

	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	
Grade 3 ELA	53	37	14	59 @ BOY	24 to move	16 @ BOY	2 to move	5 @ BOY	1 to move
Grade 3 Math	43	28	19	57 @ BOY	23 to move	27 @ BOY	3 to move	8 @ BOY	1 to move

	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	
Grade 4 ELA	42	23	14	40 @ BOY	16 to move	18 @ BOY	2 to move	15 @ BOY	2 to move
Grade 4 Math	30	15	26	39 @ BOY	15 to move	13 @ BOY	1 to move	13 @ BOY	1 to move

	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	
Grade 5 ELA	49	24	25	49 @ BOY	20 to move	29 @ BOY	3 to move	14 @ BOY	1 to move
Grade 5 Math	44	22	29	51 @ BOY	20 to move	29 @ BOY	3 to move	13 @ BOY	1 to move

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

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

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

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

Student performance data:

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

Instructional data:

- Observation data
- Teacher evaluations

Student indicator data:

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

Teacher data:

- Teacher attendance
- Panorama

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

STAR ELA	ELA 2016-2017 Goal # of Students to move to Proficient	ELA 2016-2017 Actual EOY # of students that moved from Levels 1, 2 and 3 to Proficient	Actual % reduction of students not proficient on STAR ELA (goal-40%)
GRADE 3	21	11	21%
GRADE 4	22	6	11%
GRADE 5	16	0	0%

STAR MATH	ELA 2016-2017 Goal # of Students to move to Proficient	ELA 2016-2017 Actual EOY # of students that moved from Levels 1, 2 and 3 to Proficient	Actual % reduction of students not proficient on STAR MATH (goal-40%)
GRADE 3	18	15	33%
GRADE 4	24	16	27%
GRADE 5	17	2	5%

STAR ELA Student Growth By Grade Level	EOY Student Growth Percentile	Pre-Test Grade Equivalent	Post-Test Grade Equivalent	Grade Level Change
GRADE 2	47	1.8	2.6	+0.8
GRADE 3	70	2.5	4.0	+1.5
GRADE 4	61	2.5	4.8	+1.3
GRADE 5	53	3.7	4.9	+1.2

STAR Math Student Growth By Grade Level	EOY Student Growth Percentile	Pre-Test Grade Equivalent	Post-Test Grade Equivalent	Grade Level Change
GRADE 2	59	1.6	3.0	+1.4
GRADE 3	70	3.0	4.5	+1.5
GRADE 4	75	3.8	5.5	+1.7
GRADE 5	52	4.4	5.7	+1.3

Access Testing 2016-2017	Gain +1 Level		Gain +2 Levels		Gain +3 Levels		# of Students who Exited Services	
	Count	Percentage	Count	Percentage	Count	Percentage	Count	Percentage
188 Students	72	38%	31	16%	5	3%	58	31%

Highlights 2016-2017

- Students in grade 3 made notable gains in proficiency on the STAR ELA and Math Assessments.
- Students in grade 4 made notable gains in proficiency on the STAR Math Assessment.
- Pacheco had a high percentage of students moving more than one level 57% (+1, +2, +3 level) on the ACCESS Assessment. In addition, we had a high percentage (19%) of students moving more than 2 levels (+2 and +3) on the ACCESS Assessment.
- In late 2016, two Chromebook carts were purchased through the Jacob Fund. Teachers and students in grades 4 and 5 began a pilot of online Pearson testing for Math and ELA to familiarize students with online testing in preparation for MCAS 2.0. An additional Chromebook cart was purchased in late 2017 for grade 3 for the 2017-2018 school year.

Outside community partners: Through the Jacobs Fund, two interventionists were hired to work with struggling students in grade 3, focusing on comprehension and writing.

Bridgewater State University continued to be a strong academic and social emotional partner for Pacheco students. Results of collaborative efforts included a technology/stem grant to support

English Language Learners (5 iPad, osmos and teacher PD). In addition, fifth grade students participated in a program lead by BSU professors where they learned leadership qualities, went on several field trips and visited the university. BSU donated playground equipment and physical education equipment to Pacheco.

A partnership with St. Andrew's Episcopal Church provided 15 rising 3rd and 4th grade students with a Summer Math Program. The curriculum, based on the CCSS/ MA frameworks, was aligned to the needs of the individual students based on STAR data district and classroom assessments. The program was an integration of the enVisions Math 2.0 Curriculum and technology programs to bolster math fluency and conceptual understanding. The students attended the program in the community center of one of the housing developments which was coordinated through Pacheco's partnership with NBHA.

A partnership with the Mattapoisett Congregation, resulted in a generous donation to revamp the school library. Shelves and books were donated and members of the church volunteered their time to organize books so that Pacheco students can have access to a school library.

(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?**

Struggles:

Writing: Preliminary MCAS 2.0 data reflects the need for teacher support to provide students with high quality writing instruction that meets the Common Core expectations. The largest deficit for grades 3-5 Writing is in the area of idea development in which students performed well below the state and district level.

English Language Arts: Preliminary MCAS 2.0 data reflect the need for additional teacher support in the area of planning for learning in poetry. Across grade levels, students fell below the state average on questions which involve poetry. It is necessary to review the ELA curriculum and build in PD and supports around poetry, in particular in grade 3. *In grade 3, 24% of the MCAS 2.0 points were based on poetry. Additionally, teachers needed additional support in planning and implementing reading comprehension skills and strategies with a focus on small group guided reading to support/increase proficiency in Key Ideas and Details and Craft and Structure at all grade levels.

With a significant English Learner population, vocabulary acquisition is an area that also needs to be strengthened. Implementing, SEI strategies and routines is essential to targeting vocabulary and language development with all students, particularly ELs.

Math: Although the math data indicates students are stronger in Math than in ELA, the school did not meet its goal of a 40% reduction in students who are not proficient. After reviewing last year's data we continue to struggle with Number and Operations with Fractions. Grade 5 performed at an average of 23% below the state, grade 4 performed 2 % below the state average. In order to address this, teachers will receive targeted professional development in grade level appropriate strategies that will increase students' conceptual understanding of fractions. Teachers will embed fractions throughout their school year. Teachers found it challenging to

adhere to the NBPS Math Curriculum Map while maintaining fidelity to the EnVision 2.0 Math program and meeting all students' needs. Teachers will continue to follow the EnVision 2.0 Math program with a focus on differentiated instruction, re-teach and workshop model. Therefore, we are moving forward by focusing deeply on only the concepts that are prioritized in the standards so that students reach strong foundational knowledge and deep conceptual understanding and are able to transfer mathematical skills and understanding across concepts and grades.

Science: Science continues to be a struggle at all grade levels. Grades 3, 4 and 5 began working with the online Pearson Science program in the spring. Teachers will participate in Science PD and will fully utilize the Pearson Science program. We will continue work with community partners to build foundations and make connections. Students will participate in hands-on standards based opportunities with Sea Lab.

Initiative 1: ELA



Team Members: Administrators, TLS, Reading Specialist, Interventionists and Teachers

Final Outcomes:

Teacher Practice Goals:

By EOY, the data collected during observations and learning walks will demonstrate that teachers are:

- a) Planning lessons tied to rigorous objectives using the ELA curriculum and Reading Street materials that are outlined in the Units of Study
- b) Using a variety of assessment data to inform instruction and identify priority standards
- c) Using the Writing Reference guide and 6 day writing cycle to include feedback and student conferencing.

Measured through: Observations and liaison learning walk logs that cite specific observation evidence and feedback on weekly lesson plans. Administrators and liaisons will observe whether teachers have objectives posted that are tied to the Curriculum Units of Study/Writing Reference Guides. Administrators/ TLS will conduct data review meetings/CPT to observe and ask how students are grouped and discuss/assess and change classroom interventions. Administrators/ liaisons will monitor the writing blocks sighting evidence of short, informal as well as longer formal and edited student writing in addition to teacher feedback and evidence of student- teacher conferencing.

Student Learning Goals:

By EOY Carlos Pacheco will realize at least a 40% reduction in students “Not Proficient” or “Advanced” in Reading in ELA for Grades K-5.

By EOY Carlos Pacheco 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 ELA in grades 2-5, ELA Assessments & MCAS 2.0. K and Grade 1 to be measured through ELA Assessments, CFA and Dibels.

What this means for teachers:

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 for learning with the district curriculum (the newly revised Units of Study and Writing Reference Guides), unpacking standards to deliver rigorous instruction, implementing formative assessments to make instructional decisions, analyzing student data to make midcourse corrections, 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 their principals and TLSs 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 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.
- 4) Teachers will be formally observed by their evaluators and informally observed during learning walks and be 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 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 (Pre-planning guided questions and SEI strategies)

What this means for building leadership:

1) Administrators will create and implement a 2 hour uninterrupted, structured, ELA block in grades 3-5 formatted as follows:

- 25 min- Lesson (I do, We do)
- 20 min- Pacheco Power Reading Group
- 20 min – Pacheco Power Reading Group
- 20 min Comprehension Standard
- 15 min Writing Mini Lesson
- 15 min Writing Small Group
- 5 min Wrap Up

2) Administrators will provide feedback that emphasizes the connection between planning, instruction, and assessment and student work analysis.

3) Administrators will guide their SILT in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0, Writing to Sources by genre)

4) Administrators and TLS 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.

5) Administrators and TLS will participate in ongoing ELA training as necessary to target ELA instructional practices and standards based instruction

What this means for administrators:

- Administrators 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 every 5 weeks at Pacheco to monitor student data.

What this means for TLSs:

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

- TLSs will form and participate in learning walk teams targeting the implementation of the Curriculum Units of Study and the Writing Reference Guides
- TLSs will create and deliver mini PD sessions (within the year-long TLS PD) building their capacity as building leaders
- TLSs will monitor and reflect on their own practices through the use of a reflection journal and discussion during monthly PD meetings

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

Nov. 1:

- Principal/Asst Principal to adjust building schedule to allow for an uninterrupted, structured 2 hour ELA.
- Principal/Asst Principal to develop building based calendar with PD, school and district assessment dates.
- All ELA blocks to follow a structured framework: 25 min Lesson (I do, We do), 2 * 20 min Pacheco Power Reading Groups, 20 min Comprehension Standard, 15 min Writing Mini Lesson, 15 min Writing Small Group, 5 min Wrap up.
- Teachers to participate in ELA PD surrounding:
 - Curriculum Units of Study/Maps
 - Writing Guides
 - 6 Day Writing Cycle
 - K-2 Phonics (Lively Letters)
 - Guided Reading
 - Comprehension Skills
 - English in a Flash
- All teachers to participate in one of three committees: SILT, Culture and Community or PBIS.
- Principal/Ast principal/TLS to develop and implement Data Cycle Sheet.
- BOY STAR Testing and at least 1 Progress Monitoring.
- Data Meetings and Data Boards after BOY and Progress Monitoring.
- Teachers have created instructional groupings/interventions based on data.
- Interventionists working with Level 1 & 2 students.

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze MOY STAR data and make mid-course decisions based on data.
- Progress Monitor STAR data to identify priority standards and skills that need to be focused on.
- Review and adjust intervention and acceleration classes based on progress monitoring and MOY STAR data to meet the needs of all students.
- MCAS 2.0, STAR, and DIBELS Data will be collected and reviewed to provide the skills students are ready to learn.
- Analyze ACCESS data and make exiting decisions.

May 1:

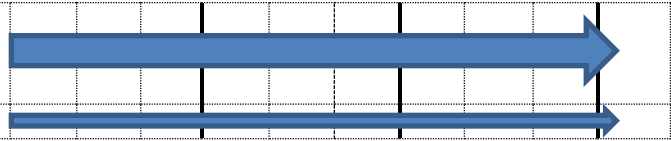
- Continue all initiatives and Professional Development as needed.
- Analyze STAR data to ensure that students are making progress towards EOY goal.
- Progress Monitor STAR data to identify standards and skills that need to be focused on.
- Review and adjust intervention and acceleration classes based on progress monitoring and MOY STAR data to meet the needs of all students.
- STAR, DIBELS, and classroom data will be collected and reviewed to make final retention decisions.

<ul style="list-style-type: none"> ➤ One interventionist to focus on higher level skills/novel studies with grade 4. ➤ Teachers and Students have set goals based on data and are tracking data. ➤ CPT meetings shifting teachers from planning for teaching to planning for learning. ➤ CPT meetings using Curriculum guides for ELA, writing, SEI strategies. ➤ Weekly standing meetings TLS, RS and Admin. ➤ Coaching & Modeling of Power Reading Groups. ➤ Development of targeted PD for ELA and writing with SEI strategies embedded. ➤ Students & Teachers utilizing Lexia and Lexia reports. ➤ Students using myOn and myOn reports. ➤ LASW protocols 		
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Year Academic Preparation										
Restructure Academic School Day	→									
Restructure ELA Block	→									
Calendar for Academic Year- Assessment etc.	→									
New Data Cycle Calendar	→									
ELA Learning Walks:										
Focused Learning Walks with district liaison	→									
Document Learning Walk observations on the Office of Instruction Instructional Tracker	→									
Professional Development										
Guiding teachers through unpacking and continuously utilizing the Curriculum Units of Study and Maps	→									
Teachers to unpack and continuously utilize the District Writing Guides	→									
6 Day Writing Cycle	→									
K-2 Phonics	→									
Guided Reading/Small Reading Groups	→									
Comprehension Skills	→									
English in a Flash	→									
TLS/RS district meetings	→									
TLS to attend district math & science committee meetings	→									
RS to attend ELA committee meetings	→									
Data										
Complete Baseline ELA Data, Benchmarks and Dibels	→									
Collect Narrative, Opinion/Argumentative, and Research Simulation Data in accordance with the Data and Assessment Map			→					→		→
STAR ELA & Testing, commencing with BOY and continued progress monitoring every 6 weeks	→									
Staff data meetings and data boards after BOY, MOY and progress monitor dates followed by adjustments to interventions and groups as needed	→									

Teachers will use the Pearson online testing assessments for ELA, Math and Science for grades 3-5

Data Defense meetings every 5 weeks.



Initiative 2: Math



Team Members: Administrators, TLS, Reading Specialist, Interventionists and Teachers

Final Outcomes:

Teacher Practice Goals:

By EOY teachers and TLS will regularly and effectively collaborate and implement ongoing data cycles.

Measured through: Progress monitoring logs/Data Boards which identify:

- d) Initial Benchmark & Baseline Data
- e) Customized & differentiated instructional planning for individual students and groups of students with the same skills.
- f) RTI interventions

By EOY all Pacheco teachers will:

- a) Plan lessons tied to rigorous objectives
- b) Embed practices that emphasize conceptual understanding in all parts of their lesson
- c) Pre-Plan guided questions
- d) Implement inquiry based activities

Measured through: Observations and liaison learning walk logs that cite specific observation evidence and feedback on weekly lesson plans.

Student Learning Goals:

By EOY Carlos Pacheco will realize at least a 40% reduction in students “Not Proficient” or “Advanced” in Reading in ELA for Grades K-5.

By EOY Carlos Pacheco 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 Math.

Measured through: STAR Math in grades 2-5, ELA Assessments & MCAS 2.0. K and Grade 1 to be measured through Envisions Math Topic Assessments.

What this means for teachers:

- 1) Teachers should continue to tie their lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- 2) Teachers will be provided with Math curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- 3) Teachers will continue to use the enVisions 2.0 math curriculum.
- 4) Teachers will implement more complex tasks for students to apply their learning based on data results.

What this means for building leadership:

- 1) Administrators will provide feedback that emphasizes the connection between planning, instruction, and assessment through student work analysis.
- 2) Administrators will support teachers in developing intervention plans based on data.
- 3) Administrators will set clear expectations surrounding the math Curriculum to focus teacher and student learning expectations in their classrooms.

4) Administrators will attend a Data Defense meeting every 5 weeks to monitor student data.

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

Nov. 1:

- STAR Progress monitoring data is being utilized to create differentiated student groups and teachers are using learning progressions to guide instructional planning.
- Principal/Asst. Principal to develop a building based calendar with PD, school and district assessment dates.
- Teachers to use a new data cycle sheet during CPT.
- Teachers to participate in targeted PD.
- Teachers to follow new curriculum map.
- CPT meeting shifting teachers from planning for teaching to planning for learning.
- Teachers and students have set goals based on data and students are tracking their own data.
- Core curriculum will be adjusted to increase student practice with complex tasks and formative assessment.
- Teachers to implement inquiry based activities.
- TLS learning walks to support teachers during the math blocks.
- Teachers will embed SEI strategies throughout the math block.
- Grades 3-5 participate in online testing
- Level 1 & 2 ELs to participate in English in a Flash.

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze MOY STAR data and make mid-course decisions based on data.
- Progress Monitor STAR data to identify priority standards and skills that need to be focused on.
- Review and adjust intervention and acceleration classes based on progress monitoring and MOY STAR data to meet the needs of all students.
- MCAS 2.0, STAR, and Envisions Data will be collected and reviewed to provide the skills students are ready to learn

May 1:

- Continue all initiatives and Professional Development as need.
- Analyze STAR data to ensure that students are making progress towards EOY goal.
- Progress Monitor STAR data to identify standards and skills that need to be focused on.
- Review and adjust intervention and acceleration classes based on progress monitoring and MOY STAR data to meet the needs of all students.
- STAR, and enVisions data will be collected and reviewed to make final retention decisions.

Roadmap											
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
School Year Academic Preparation											
Calendar for Academic Year- Assessment etc.											
New Data Cycle Calendar											
Data Cycle Sheets completed during CPT											
Students monitor and track individual data											
Math Learning Walks:											
Focused Learning Walks with district liaison											
Document Learning Walk observations on the Office of Instruction Instructional Tracker											
TLS math focused learning walks											
Professional Development											
Guiding teachers through unpacking and continuously utilizing the Curriculum Units of Study and Maps											
Teachers to unpack and continuously utilize the Standards for Mathematical Practice											
Teachers to break down multistep problems using graphic organizers											
English in a Flash											
TLS district meetings											
TLS to attend district math & science committee meetings											
Data											
Complete Baseline Data, Math & Science Benchmarks											
STAR Math Testing, commencing with BOY and continued progress monitoring every 6 weeks											
Staff data meetings and data boards after BOY, MOY and progress monitor dates followed by adjustments to interventions and groups as needed											
Teachers will use the Pearson online testing assessments for ELA, Math and Science for grades 3-5											
Data Defense meetings every 5 weeks .											

Initiative 3: SEL (Social Emotional Learning)



Team Members: Administrators, PBIS Coaches and Team, Behaviorist, Nurse, SPED Facilitator and Teachers

Final Outcomes:

By EOY, data will show that Social Thinking methodology is being implemented when providing Tier 2 and Tier 3 students with behavioral and emotional supports and interventions.

The evidence will include an expected decrease in the number of tier 3 students, decrease Tier 2 and Tier 3 behavioral incidents and increase student time on learning at Pacheco.

The Panorama student survey will reflect an increase in the areas of “Sense of Belonging” from 70% to 85% and “Supportive Relationships” from 62% to 80%.

Teacher Practice Goals:

Support and implement Social Thinking concepts and Zones of Regulation through PBIS in order to benefit and impact all student, staff, and school culture.

- Set behavioral expectations and share them with students
- Use common language associated with Social Thinking concepts and Zones of Regulation

Counselors will develop lessons that enable students to explore and recognize their internal emotions, sensory needs, and thinking patterns in each zone, when shifting from one zone to another, and then self-regulate within zones.

- Plan and deliver lessons using the Zones of Regulation curriculum
- Provide students with the tools to recognize and manage their internal emotions and external actions

Utilize the Pacheco positive incentive system which includes handing out tickets, paws and bulldogs for making good choices.

- Select ticket winners on a weekly basis and send them to the office on time
- Encourage students to make good choices on a daily basis by focusing on the positive actions of students throughout the building

The PBIS team will participate in district identified training and disseminate important information to staff at admin directed times.

Student Learning Goals:

Students will be able to demonstrate the use of Social Thinking strategies in order to improve their ability to consider others’ as well as their own emotions and perspectives in order to facilitate stronger critical thinking and thoughtful social behavioral responses to situations.

Through using Social Thinking methodology and The Zones of Regulation curriculum, students will increase self-awareness and learn tools they can use to regulate emotions and states to meet environmental, academic and social demands.

What this means for teachers:

PBIS team will receive training in The Zones of Regulation and Social Thinking methodology which will provide teachers, SAC, and parents with hands-on knowledge on the nature of self-

regulation and strategies for improving self-regulation and emotional control in students of all ages. Both Social Thinking and The Zones of Regulation will be used effectively in conjunction with PBIS.

Teachers and school teams are essential interventionists on the front line in setting and reinforcing safe and supportive classrooms and schools. These should include using Social Thinking methodologies to teach 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.

What this means for building leadership:

Administrators will work with their staff and across schools to develop a consistent set of expectations for meeting student behavior and social emotional needs. Taking into account the current stage of implementation of Social Thinking and Zones and Regulation, principals will support the work of building based support teams, continue to introduce and support Social Thinking methodology and strategies into professional development.

Administrators should work with SAC and other members of PBIS team to develop monthly PD opportunities for staff regarding specific targeted Social Thinking and Zones of Regulation concepts.

Administrators should model positive and consistent expectations and build a common language and vision among staff for cultural change as it pertains to utilizing Zones of Regulation and Social Thinking Methodology as a vehicle for teaching students the skills needed to meet PBIS expectations.

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

Nov. 1:

- SAC provides staff with an overview of the 2016-2017 PBIS that will be continued this year
- Administrators form a PBIS Committee
- Analysis of Panorama data from 2016-2017 to determine area of need
- PBIS Coaches attend training session as part of the new district PBIS Cohort requirements
- PBIS Coaches develop Behavior Matrix
- PBIS Coaches clearly define behaviors on matrix to share with staff
- PBIS Coaches revise Office Referral Form so it aligns with SWIS data system referral

Feb. 1:

- Continue all initiatives from the beginning of the year.
- Analyze MOY SWIS data and make mid-course decisions based on data.
- PBIS Coaches and team members attend training
- PBIS Coaches plan and implement Professional Development based on trainings
- Students and staff use common language for Zones of Regulation
- BBST process continued to assist with meeting needs of students with behavioral and social/emotional needs that interfere with

May 1:

- Continue all initiatives and Professional Development as need.
- Panorama Survey administered to students, staff, and families
- Analyze SWIS data to ensure that students are making progress towards EOY goal.
- Implemented and are using SWIS through sharing it at staff meetings and Safe and Supportive team meetings.
- SAC and behaviorist will be monitoring their caseload of Tier 3 students and looking at

<ul style="list-style-type: none"> ➤ PBIS Coaches create staff survey for targeted areas of concern ➤ Teachers complete PBIS survey ➤ PBIS Committee analyzes survey results to determine priority area of concern ➤ Administrators, SAC and Health teacher meet to determine how the Zones of Regulation curriculum will be rolled out. ➤ SAC and health teacher plan and implement the Zones of Regulation Curriculum ➤ Teachers attend PD on Zones of Regulation facilitated by SAC ➤ Document behavioral data in SWIS system ➤ Teachers identify students who struggle academically due to social emotional challenges and bring them up to BBST 	<p>academics</p>	<p>the SEL key metric data for their students in comparison to initial plan development and any previous year data.</p>
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Year Preparation										
Social Thinking professional development will be provided to SAC, teachers and support staff.										
Planning for implementation of SEL and Zones of Regulation										
Establishing a PBIS Committee										
Identifying PBIS Coaches and team to attend district trainings										
Revising office referral form and process										
PBIS Coaches develop behavior matrix and define behaviors										
Professional Development										
SAC facilitates initial PBIS professional development										
PBIS Coaches plan and implement professional development based on district training										
SWIS refreshers and full training for Cohort 1 and Cohort 2 schools.										
Data										
SWIS data system being utilized to identify trends, areas of growth and areas of concern										
Panorama survey to be administered at the end of the year										

Initiative 4: Parent and Community Outreach



Team Members: Administrators, Culture and Climate Committee Members, Teachers, SAC, Behaviorist, Parent Liaison

Final Outcomes:

By EOY, Pacheco 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 aid the building and support of the “school ~ home partnership”.

Longevity of partnerships with community agencies that have provided Pacheco school with supports and resources to enhance students’ educational experiences.

Teacher Practice Goals

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 for all teachers, and an area for constant growth for all educators, and schools.

Student Learning Goals

The goal is for students to view the school and their families as working in a partnership through meaningful family engagement.

Students benefit 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.

Research has shown that through increased family engagement students benefit in the following ways:

- Children tend to achieve more, regardless of ethnic or racial background, socioeconomic status, or parents' education level.
- Children generally achieve better grades, test scores, and attendance.
- Children consistently complete their homework.
- Children have better self-esteem, are more self-disciplined, and show higher aspirations and motivation toward school.
- Children's positive attitude about school often results in improved behavior in school and less suspension for disciplinary reasons.
- Fewer children are being placed in special education and remedial classes.
- Children from diverse cultural backgrounds tend to do better when parents and professionals work together to bridge the gap between the culture at home and the culture in school.
- Middle School and High School students whose parents remain involved usually make better transitions and are less likely to drop out of school”

<https://www.education.com/reference/article/benefits-parent-involvement->

[research/\)](#)

Students will recognize that there are many people in the community that are invested in their academic, social, and emotional growth such as volunteers from community organizations (Mattapoisett Congregation, St. Andrews Episcopal) mentoring agencies (SMILES), the Resident Opportunity Self Sufficiency Coordinator from the NBHA, UMass America Reads Tutors, and professionals from Bridgewater State University who have partnered to bring additional resources and support to the school.

What this means for teachers:

Teachers will actively keep track and document when they communicate with parents/guardians.

Teachers will continually create a welcoming classroom where parents/guardians are invited to play an active role in their student's education.

Teachers will ensure that information is provided to families in their native language and will outreach the parent liaison for translation services.

Teachers will welcome community partners into their classroom and collaborate with them to discuss how to best meet students' needs.

What this means for building leadership:

Administrators will actively involve parents and community members to establish better reputations in the community, with increased community support.

Administrators and family engagement teams such as the Climate Culture Committee and the PTO, will review the effectiveness of their ongoing family engagement initiatives. They will determine ways to diversify their level of engagement based on data.

Administrators will communicate positive system implementation and share 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:

- Administrators contact community partners and schedule meetings and phone conferences
- Administrators conduct "Door to Door" visits to meet students and their families
- Administrators establish a Culture and Climate Committee
- Teachers make positive outreach to every student's parent/guardian
- Teachers and administrators

Feb. 1:

- Administrators and team of teachers continue to attend meetings with Bridgewater State University.
- Culture and Climate Committee have diversified and offered at least 1 tier 2 and 1 tier 3 parent engagement activity at Pacheco.
- 2 professional development / PLC opportunities have

May 1:

- Administrators and team of teachers continue to attend meetings with Bridgewater State University.
- Culture and Climate Committee have diversified and offered at least 3 Tier 2 and Tier 3 parent engagement activity at Pacheco.
- Administrators have

<ul style="list-style-type: none"> ➤ plan the first PTO meeting ➤ Administrators plan and conduct Open House ➤ Reading Specialist and TLS organize Scholastic Book Fair ➤ Reading Specialist identifies students/classrooms to work with interventionists and volunteers ➤ Administrators and team of teachers attend meetings with Bridgewater State University to determine initiatives for 2017-2018 school year ➤ Family engagement plans have been developed by Climate and Culture Committee (Cultural Picnic, Movie Night, Bingo for Books, Pacheco Spring Social) ➤ School Webmaster will have updated webpages and calendars ➤ School Council will have at least one meeting ➤ Girl Scouts weekly program 	<ul style="list-style-type: none"> occurred for further RTI / Family Engagement initiatives growth. ➤ 50% of family engagement plan has been implemented. ➤ Webmaster will have updated their webpage and calendars ➤ Administrators will have a plan for rolling out surveys 	<ul style="list-style-type: none"> turned in their School – Family Engagement Plan road maps for the following year ➤ Schools have completed at least 75% their school Family Engagement plans for 17-18 school year. ➤ Webmaster will have updated webpage and calendars ➤ Initial review of survey data ➤ Reading Specialist and TLS organize Scholastic Book Fair
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
School Year Preparation										
Contact community partners and schedule initial meetings	→									
Schedule Culture and Climate Committee meetings	→									
Teachers utilizing technology resources such as Family Engagement Apps like Class DoJo, Remind, Etc.	→									
Administrators schedule and conduct Open House with Scholastic Book Fair, organized by RS and TLS.	→									
PTO meeting dates determined for the 2017-2018 school year	→									
UMass America Reads Tutors assigned to classrooms for instructional support	→									
Interventionist and volunteers assigned to students/classrooms in need of support	→									
Monthly meetings with Bridgewater State University	→									
Culture and Climate Committee and PTO events scheduled for 2017-2018 school year	→									
Pacheco website updated and managed by webmaster	→									
Professional Development										
Webmaster training session	→									
Survey analysis professional development with staff		→								
Data										
Survey data will be reviewed, unpacked and used in the developing the 17-18 school improvement plan	→									
Survey data will be used as a means of following up with families that made specific comments/suggestions	→									

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
<p>ELA – Reading Comprehension</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Plan small group differentiated instruction for ELA block based on a 20 minute whole group/small group schedule ➤ Plan lessons tied to rigorous objectives using ELA curriculum and Reading Street materials as guided by the Units of Study (including the newly added revisions) ➤ Use assessment data to inform instruction ➤ Embed Poetry throughout the curriculum. ➤ Effectively use the Writing Reference Guide (including newly added revisions) 	<p>Teachers Currently:</p> <ul style="list-style-type: none"> ➤ Use data (STAR, Lexia,& Dibels) to select texts that are at the correct complexity expected for each individual student. ➤ Use Reading Street Text Dependent Questions ➤ Use the SEI – Go –To strategies in the ELA classroom 	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Develop pre-planned higher order thinking questions utilizing Blooms Taxonomy. ➤ Use small group comprehension strategies. ➤ Develop student’s use of accountable talk. ➤ Use data to select texts that are at the correct complexity expected for each individual student. ➤ Intentionally sequence questions to build knowledge by guiding students to delve deeper into text and graphics. ➤ Embed additional SEI supports throughout the ELA block both during whole group and small group

			<p>instruction.</p> <ul style="list-style-type: none"> ➤ The student expectation is to complete work independently and attain 80% proficiency towards the standard.
<p>ELA – Writing Instruction</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Deliver standards based writing instruction on the three main types of writing (narrative, argumentative/literary analysis and research simulation) ➤ Unpack the common core standards and follow a 6 day writing cycle that aligns with NBPS Units of Study and Writing Resource Guide. 	<p>Teachers Currently:</p> <ul style="list-style-type: none"> ➤ Have the drive to increase their practice and knowledge of best practices in this area. 	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Provide high quality writing instruction with growth producing feedback that meets common core standards and individual student needs in order to accelerate student growth.
<p>Science</p>	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Follow the Curriculum Map for Science ➤ Effectively use the Pearson Science Program to engage, explore, explain, elaborate, and evaluate in each lesson. 	<p>Teachers Currently:</p> <ul style="list-style-type: none"> ➤ Have received new curriculum materials including classroom science kits and curriculum maps. Teachers in K-2 have online access to the program. Grades 3-5 have student consumables. 	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Spark a love of inquiry in the science classroom by using the engage, explore, elaborate and evaluate in lesson planning. ➤ Use data to select texts that are at the correct complexity expected for each individual student. ➤ Use online test options, and collect data using formative

			assessments.
Math Instruction with a focus on students' Conceptual Understanding	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ plan lessons tied to rigorous objectives ➤ Embed practices that emphasize conceptual understanding in all parts of their lesson. ➤ Embed SEI strategies to strengthen core instruction. ➤ Work with TLS to map out the math calendar and preview, pre-plan questions. 	<p>Teachers currently:</p> <ul style="list-style-type: none"> ➤ Teachers have implemented envision 2.0 math program. During the math lesson, they guide students through the “Grappling/ Solve and Share” in order to build mathematical skills. ➤ Teachers move through the “Guided Instruction” using teacher modeling and work at ensuring math centers at least three times per week. 	<p>Teachers will:</p> <ul style="list-style-type: none"> ➤ Differentiate math centers to ensure students are meeting grade level competencies. ➤ Unpack the revised math standards to ensure all grade level objectives are met. Some areas are not addressed in Envision 2.0 curriculum. ➤ Expand their math mindset which will translate into more effective instructional practices

(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 -Reading Comprehension and Vocabulary: Key Ideas and Details and Craft and Structure (MA CCSS 1-6)		
Instructional strategies:	Targeted Small Group Differentiated Instruction	Approximate dates:	Throughout the school year.
Meeting	Learning objectives for teachers		Support needed
August PD	Revise ELA block to include 2 hours of uninterrupted time.		Building administration, TLS and Reading Specialist
September SILT	Review preliminary data and discuss next steps for SIP (with regards to ELA-Comprehensions strategies)		SILT team members
September PD	Revised ELA block- Small and Whole group instruction		RS and TLS
September Admin Time	Unpack Curriculum Units of Study to guide whole and small group instruction		Office of Instruction
October PD (AM)	Explore the importance of developing and Pre-Planning Higher Order Thinking questions grounded in the text. Teachers will understand How and Why HOT questions are important to deeper levels of comprehension		RS and TLS
February PD	Teachers will develop targeted groups and HOT questions after reviewing MOY data and Weekly CCR tests to increase comprehension		Building administration, TLS and Reading Specialist
February Admin Directed	Evaluating Effective small group questioning. Teachers will evaluate their own lesson plans to ensure pre-planned HOT questions are in every lesson to increase comprehension		Building administration, TLS and Reading Specialist
May PD	Embedded SEI GO TO strategies in every lesson to increase ELA comprehension		Sonia Walmsley
June Admin	Vertical Teaming ELA meetings reviewing standards and preparing for the next steps & summer support for high needs students.		Building administration, TLS and Reading Specialist

Focus area 2:		ELA- Writing	
Instructional strategies:		Explicit Instruction on Writing Process for a Variety of Writing Purposes	Approximate dates:
			Throughout the school year.
Meeting	Learning objectives for teachers		Support needed
September Admin Time	Unpack Curriculum Units of Study- Specifically focused on Narrative 6 day cycle/ structure of the writing block		Office Of Instruction
November Admin Time	Utilizing writing exemplars and rubrics to model and discuss what 1. Good writing looks like 2. What exemplary mini lessons looks like and how to effectively implement it so students may apply what they have learned. 3. How to provide high leverage growth producing feedback based upon the Writing to Sources (K-2) and PARCC writing rubric (3-5) during individual student conferences.		Building administration, TLS and Reading Specialist
November PD	The importance of daily writing conferences with all students. Using a writing conference checklist/ giving immediate feedback to students.		Building administration, TLS and Reading Specialist
December Admin Time	Writing Block Structure- Embed SEI strategies for writing throughout entire ELA block		Building administration, TLS and Reading Specialist
February Admin Time (AM during school)	Looking at student work. Develop targeted small writing groups based on needs of upcoming Argumentative/Literary Analysis CFA		Building administration, TLS and Reading Specialist
June Admin Time (AM during school)	Vertical Teaming ELA meetings reviewing standards and preparing for the next steps & summer support for high needs students.		Building administration, TLS and Reading Specialist
Weekly Common Planning Time (Thursday during school)	During data CPT teachers will 1. Calibrate writing scoring and expectations by using the LASW protocol using the Writing to Sources (K-2) and PARCC writing rubric (3-5) 2. Calibrate high leverage growth producing feedback. 3. Next steps planning to drive writing instruction.		Building administration, TLS and Reading Specialist
6 week Data Meetings	Lead by principal/Ast principal and TLS teachers will review STAR and Reading Street Data and identify students in each of the domains- 40% reduction in not proficient,		Building administration, TLS and Reading Specialist

	10% decrease in warning, 10% increase in advanced. Admin team and teachers will discuss current strategies and changes to implement to move students to proficiency.	
School Year 2017-2018	Core content teachers in grades K-5 will engage in coaching cycles with TLS/ Reading Specialist focusing on standards based writing instruction that includes : unpacking the common core writing standards, daily mini lessons, use of writing exemplars as a tool for instruction, LASW protocols and growth producing feedback & providing individual students writing conferences.	Building administration, TLS and Reading Specialist

Focus area 3:		Math Instruction with a focus on understanding fractions	
Instructional strategies:		Conceptual Understanding	Approximate dates: Throughout the school year
Meeting	Learning objectives for teachers		Support needed
August PD	Structure of an effective Math block using Envisions 2.0		Building administration, TLS
September SILT	Review preliminary data and discuss next steps for SIP (with regards to Math strengths/weaknesses)		SILT Team
September Admin	Create and adjust small group instructional time during math block to include differentiated math centers that engage students and move them towards computational fluency.		Building administration, TLS
October Admin	Pulse on Math- Review curriculum maps and anticipate issues in instruction/assessment to backwards design upcoming topics.		Building administration, TLS
January Admin Time (AM and during school)	Purposefully utilizing the small group instructional time (teacher time) in the enVisions2.0 lesson as a means to differentiate student learning targets and ensure mathematical proficiency. Progression of skills that will lead to grade-level mathematical fluencies to be addressed.		Building administration, TLS
April Admin Time (AM and during school)	Required Fluencies for each Grade. Have students already or are working to the required fluencies for each grade. Teachers will review maps and adjust for proficiency by EOY.		Building administration, TLS
Weekly Common Planning Time (Thursday during school)	During data CPT teachers will identify the standard of focus for the week, develop pre-planned questions, accountable talk sentence frames and revisit focus based on assessment data and determine strategies to ensure students meet proficiency. Teachers will learn to Embed SEI strategies into daily whole and small group instruction.		Building administration, TLS & Sonia Walmsley
6 Week Data Meetings	Lead by principal/Ast principal and TLS teachers will review STAR and Reading Street Data and identify students in each of the domains- 40% reduction in not proficient, 10% decrease in warning, 10% increase in advanced. Admin team and teachers will discuss current strategies and		Building administration, TLS

	changes to implement to move students to proficiency.	
School Year 2017-2018	Coaching cycles with math TLS focusing on building teacher's instructional strategies surrounding conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.	Building administration, TLS and Reading Specialist

Focus area 4:	Science	
Instructional strategies:	Gradual Release Model with new Pearson Science programming Grades 3-5	Instructional strategies: Throughout the school year
Meeting	Learning objectives for teachers	Support Needed
August PD	Pearson Science grades 3-5. Review of curriculum maps, teacher online capabilities and features of the program.	Building administration, TLS
October Admin	Pulse on Science- Review curriculum maps and anticipate issues in instruction/assessment to backwards design upcoming topics.	Building administration, TLS
January Admin	Integrating ELA and SEI strategies throughout the Science block. Use data to select texts that are at the correct complexity expected for each individual student.	Building administration, TLS, RS and Sonia Walmsley
School Year 2017-2018	Grade 4 & 5 Students to attend Sea Lab to participate in hands on, interactive stem and science activities: Wave 1- Earth & Space Science Wave 2- Life Science & Physical Science	Simone Bourgeois