School Improvement Plan

School Year: **2017-2018**
School: **Elizabeth Carter Brooks Elementary School**
Maria Reidy, Principal
Joseph Cagnon, Psychologist
Sara Williams, SAC
Lorena Costa, SPED
Kelly Keaton, 2nd Grade
Kimberly Calheta, 4th Grade
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<u>**Section 1.**</u>
1. **By EOY, E.C. Brooks will reduce by 40% a reduction in students not proficient or advanced in ELA, and Math for grades K-5.**
2. **By EOY, E.C. Brooks will show at least 10% of students in the Warning category movie into Needs Improvement in ELA and Math.**
3. **By EOY, E.C. Brooks will show at least 10% of students in the proficient category move into Advanced in ELA and Math**

	SY17-18 (BOY)			SY17-18 (EOY Goal)		
	# 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	Grade 2: **29** Grade 3: **34** Grade 4: **25** Grade 5: **23**	Grade 2: **0** Grade 3: **6** Grade 4: **3** Grade 5: **2**	Grade 2: **10** Grade 3: **13** Grade 4: **16** Grade 5: **19**	Grade 2: **17** Grade 3: **20** Grade 4: **15** Grade 5: **13**	Grade 2: **0** Grade 3: **1** Grade 4: **1** Grade 5: **1**	Grade 2: **1** Grade 3: **2** Grade 4: **2** Grade 5: **2**
Math	Grade 2: **28** Grade 3: **27** Grade 4: **29** Grade 5: **28**	Grade 2: **2** Grade 3: **0** Grade 4: **2** Grade 5: **1**	Grade 2: **11** Grade 3: **17** Grade 4: **12** Grade 5: **14**	Grade 2: **16** Grade 3: **12** Grade 4: **20** Grade 5: **16**	Grade 2: **1** Grade 3: **0** Grade 4: **1** Grade 5: **1**	Grade 2: **2** Grade 3: **2** Grade 4: **2** Grade 5: **2**
Dibels	Grade K: **15** Grade 1: **18** Grade 2: **9**	Grade K: **10** Grade 1: **8** Grade 2: **5**	Grade K: **7** Grade 1: **9** Grade 2: **13**	Grade K: **9** Grade 1: **10** Grade 2: **5**	Grade K: **1** Grade 1: **1** Grade 2: **1**	Grade K: **1** Grade 1: **1** Grade 2: **2**

Section 2.
   a) **What progress did your school make last year?**

Over the 2016-2017 academic school year, Brooks strengths that were identified in STAR Progress Monitoring, and formative assessments in both ELA and Math throughout the year. We believe that the positive results were from using close reading questions and identifying them in the Bloom's Taxanomy Level of Rigor. The focus of close reading questions changed from responding to them orally to written form. Also Brooks Teachers incorporated the Big Question of the week and included additional materials from Readworks.org, NewsELA articles, leveled readers from our Social/Science Library, Teacher.depaul.edu graphic organizers as a resource of providing additional reading, and building background knowledge of the theme. The visual thinking routine of See, Think, and Wonder was also a factor for our strength by analyzing pictures in their text to infer what was happening. We also believe the support of a Reading Specialist with assisting students in grades 3-5 based on their Instruction Planning Report in STAR with intervention in phonics to assist students with breaking words apart and finding meaning of unfamiliar words.

Based on STAR Reading BOY 2017-2018 (Grade 2) and 2017 MCAS (Grade 3-5) results:

In **Grade 2**, the following standards look to be our strongest:

RI.2.4
Determine the meaning of words and phrases in a text relevant to a grade 2 topic or subject area.
L.2.4
Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 2 reading and content, choosing flexibly from an array of strategies.
L.2.5
Demonstrate understanding of word relationships and nuances in word meanings

In **Grade 3**, the following standards look to be our strongest:

RL.3.7
Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.
L.3.5
Demonstrate understanding of word relationships and nuances in word meanings

In **Grade 4**, the following standards look to be our strongest:

RF.4.3
Know and apply grade-level phonics and word analysis skills in decoding words.
L.4.5
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

In **Grade 5**, the following standards look to be our strongest:

RL.5.8a
Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
RI.5.3

Explain the relationship or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, or technical text based on specific information in the text.
RF.5.3
Know and apply grade-level phonics and word analysis skills in decoding words.

Based on STAR Math BOY 2017-2018 (Grade 2) and 2017 MCAS (Grade 3-5) results:

In **Grade 2**, the following standards look to be our strongest:
2.MD.A
Measure and estimate lengths in standard units.
2.OA.B
Add and subtract within 20.

In **Grade 3**, the following standards look to be our strongest:
3.MD.B
Represent and interpret data.
3.NBT.A
Use place value understanding and properties of operations to perform multi-digit arithmetic.

In **Grade 4**, the following standards look to be our strongest:
4.G.1.03
Determine which figure has a given number of lines of symmetry.
4.NBT.2.06
Determine the remainder when a four-digit number is divided by a one-digit number.
4.NF.2.03.c
Find the sum of two mixed numbers with like denominators.

In **Grade 5**, the following standards look to be our strongest:
5.MD.2.02
Solve a real-world problem presented on a line plot by adding fractions.
5.NBT.1.02
Determine the quotient of a decimal and a power of ten.
5.NBT.1.04
Given a real-world context, round a given decimal to the nearest tenth.
5.NF.2.04.b
Determine the area of a rectangle with fractional side lengths.

(b) What did students struggle with last year? Why? Please consider data by grade level and subject.

Based on STAR Reading BOY 2017-2018 (Grade 2) and 2017 MCAS Preliminary Report (Grade 3-5) results. We believe that our areas of struggle listed below was the lack of shifting from oral responses to written response in grade 2 and lack of critical thinking skills to which the students were exposed. The MCAS Preliminary shows in grade 3 the struggle of understanding point of view because staff did not implement the gradual release model throughout the standard consistently. Grades 4-5 areas of concern that students struggled with was able to explain how the author uses reasons and evidence to support particular points of view because of the lack of exposure and revisiting that standard through mini-lessons.

Based on STAR Reading BOY 2017-2018 (Grade 2) and 2017 MCAS (Grade 3-5) results:

In **Grade 2**, the following standards look to be areas of concern:

RI.2.1
Ask and answer such questions as who, what, where, when, why, and how to demonstrate understanding of key details in a text.
RI.2.2
Identify the main topic of a multi-paragraph text as well as the focus of specific paragraphs within the text.
RI.2.8
Describe how reasons support specific points the author makes in a text.

In **Grade 3**, the following standards look to be areas of concern:

RI.3.6
Distinguish their own point of view from that of the author of a text.
RL.3.6
Distinguish their own point of view from that of the narrator of those of the characters.

In **Grade 4**, the following standards look to be areas of concern:

RI.4.8
Explain how an author uses reasons and evidence to support particular points in a text.
RI.4.10
By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
RL.4.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

In **Grade 5**, the following standards look to be areas of concern:

RI.5.8
Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).
RI.5.10
By the end of the year, read and comprehend informational texts, including history/social studies,

science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.

RL.5.10
By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently.

Based on STAR Math BOY 2017-2018 (Grade 2) and 2017 MCAS (Grade 3-5) results:

In **Grade 2**, the following standards look to be areas of concern:

2.MD.C
Work with time and money.
2.OA.A
Represent and solve problems involving addition and subtraction.

In **Grade 3**, the following standards look to be areas of concern:

3.MD.C
Geometric measurement: understand concepts of area and relate area to multiplication and to addition.
3.MD.D
Geometric measurement: recognize perimeter as an attribute of plane figures and distinguish between linear and area measures.

In **Grade 4**, the following standards look to be areas of concern:

4.G.1.01
Determine which two-dimensional figure has the given number of acute angles.
4.G.1.02
Identify the two-dimensional figure with only obtuse angles.
4.OA.1.03
Solve multi-step real-world problems using multiplication and division, and interpret a remainder.

In **Grade 5**, the following standards look to be areas of concern:

5.NF.1.02
Determine whether a student has correctly estimated the sum of two fractions based on benchmark fractions, and choose the best justification for your answer.
5.OA.1.01
Find the value of a given expression with parentheses.
5.OA.1.02
Create an expression that represents a written equivalent using given numbers and operations.

Supports for Areas of Concern

According to SILT Team for the 2017-2018 school year, based on formative assessments including, but not specific to *Pearson Reading Street unit tests*, *Pearson envisionMath Topic Assessments*, *district common formative open responses*, and student work samples, we have identified writing in response to text across all content areas as a struggle. This includes deficits in the use of key ideas and details, identifying main idea, and summarizing in literature/informational text, comparing multiple texts to support an argument, and an evidence-based, explanatory approach to mathematical word problems.

For 2017-2018, support staff has been added to address areas of concern. An ESL teacher will deliver direct, level based instruction to ELs. A full-time TLS in Math/ELA will provide data analysis, coaching, and curriculum supports to all teachers. A full-time SPED teacher and a part-time SPED teacher will address the IEP (504, if applicable) accommodations. A Reading Specialist has been added to support students that are moderate risk and high risk in reading.
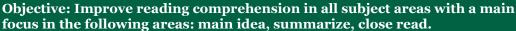
In partnership with the University of Massachusetts – Dartmouth, UMASS tutors will offer in-class assistance daily, working directly with students in small, strategic groups.

School-based professional development will be offered monthly to address school-based academic areas of concern and to identify/implement evidence-based practices daily in every classroom.

Additional direct, targeted instruction will be provided by all teachers after-school.

Parent teacher conferences will be held every trimester to discuss concerns and or celebrate successes. Weekly evaluations are sent home with academic and behavior comments and returned with parent/guardian signature(s). Homework will be differentiated for those students with different home environments and technology access. Parent Reports will be sent home to inform families about their childrens performance on Dibels and or STAR. Parent Packet of Resources will be sent home to assist familites in all academic areas.

Initiative 1.a: ELA
Objective: Improve reading comprehension in all subject areas with a main focus in the following areas: main idea, summarize, close read.

Team Members: Principal, Reading Specialist, TLS, Teachers

Final Outcomes:
Teacher Practice Goals

- Teachers will plan lessons tied to rigorous objectives with focus on the skill of main idea, summarize, and close reading in each story using ELA curriculum and Reading Street materials as guided by the Units of Study.

    - Measured through: Principal learning walks, announced/unannounced observations, and lesson plan reviews.

Student Learning Goals

- By EOY the district 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 DIBELS

- By EOY the district 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 DIBELS

What this means for teachers:
Teachers will focus on six key elements in their instruction and planning, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:
1. **Develop formative assessments around the primary focus areas of main idea, summarizing, close reading using STAR, Reading Street, CCR, Readworks, NewsELA, Teacher.depaul.edu resources, DRA, Exit Tickets, and Classroom Observations.**
2. **Expose students to different graphic organizers as visual aids to support their understanding of the focus areas. Use graphic organizers to identify exemplars of student work.**
3. **One Book One School (The One and Only Ivan) using the Novel Study Handout teacher's model the thinking process aloud to identify main idea, summarizing, and close reading strategies.**
4. **Using leveled readers, including at least one poem, to develop a Concept Map around the question of the week.**
5. **Align Reading Street stories to Units of Study to plan lessons with primary objectives to focus on the skill of the main idea, summarize, and close read in each story. Target specific power standards to develop mini-lessons (when needed).**
6. **Create and update classroom data folders and data walls using STAR and/or Dibels Progress Monitoring test results throughout the year to move students across the areas of improving levels and scores (5 levels for STAR and 4 levels for Dibels).**

What this means for building leadership:

Building Leadership will focus on five key elements in guiding and providing support to teachers in the form of targeted PD, observations, feedback, and improved curriculum materials:

1. **Develop and deliver well-targeted PD to address and support teacher concerns for specific instructional foci.**
2. **Plan and participate on learning walks with a clear observational focus to provide feedback that emphasizes the connection between planning, instruction, assessment, and student work analysis.**
3. **Identify at-risk students through data analysis during SILT, ADMIN, and TCT using DRA and Dibels/STAR correlated data.**
4. **Review lesson plans with teachers to provide feedback that emphasizes the connection between planning, instruction, assessment, and student work analysis.**
5. **Develop and update a school wide data wall for grades K-5 (K-2: Dibels, 2-5: STAR) to have data driven conversations throughout the year.**

Key Milestones (to be monitored at elementary, middle and high school levels):		
Nov. 1:	Feb. 1:	May 1:
➢ Students' formative assessments increasing scores in areas of main idea, summarizing, close reading skills.	➢ Students' formative assessments increasing scores in areas of main idea, summarizing, close reading skills.	➢ Students' formative assessments increasing scores in areas of main idea, summarizing, close reading skills.
➢ Individual student data folders will be maintained to measure progress toward goals.	➢ Individual student data folders will be maintained to measure progress toward goals.	➢ Individual student data folders will be maintained to measure progress toward goals.
➢ DRA assessment for students not *on level/advanced.*	➢ DRA assessment for students not *on level/advanced.*	➢ DRA assessment for students not *on level/advanced.*
➢ Dibels and STAR Progress Monitoring tests to build student motivation and develop intrinsic goal-setting for students.	➢ Dibels and STAR Progress Monitoring tests to build student motivation and develop intrinsic goal-setting for students.	➢ Dibels and STAR Progress Monitoring tests to build student motivation and develop intrinsic goal-setting for students.
➢ Collect students' work samples from Observation/Coaching Cycle learning walks.	➢ Collect students' work samples from Observation/Coaching Cycle learning walks.	➢ Collect students' work samples from Observation/Coaching Cycle learning walks.
➢ Providing teachers with feedback on lesson plans.	➢ Providing teachers with feedback on lesson plans.	➢ Providing teachers with feedback on lesson plans.
	➢ STAR Reading MOY	

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Learning Walks with foci of focus area content delivery		►——————————————————————————————►								
STAR/Dibels BOY, MOY, EOY		►→			►→					
STAR/Dibels Progress Monitoring		►——————————————————————————————►								
Maintaining Data Walls and Data Folders		►——————————————————————————————►								
DRA Assessments		►——————————————————————————————►								
Ongoing use of EQUIP protocol for LASW		►——————————————————————————————►								
Professional Development		►→		►→	►→		►→			►→
TCT		►——————————————————————————————►								
SWAT Team Intervention for focus area mini-lesson in small groups								►→		

Initiative 1.b: Writing

Objective: Improve Writing Skills across all content areas with a main focus on implementing graphic organizers to assist students with organization.

Team Members:	Principal, Reading Specialist, TLS, Teachers

Final Outcomes:
Teacher Practice Goals

- Teachers developing classroom exemplars and students understanding what the elements of and exemplar writing piece look like.
- Getting the students working together to develop a model piece of writing.

Student Learning Goals

- By the end of each unit, based on genre, 100% of students will show growth on writing scores.

    - Measured by weekly CCR Writing prompts.

What this means for teachers:
Teachers will focus on six key elements in their instruction and planning, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:
1. **Develop Writing Rubric Anchor Charts and use Student Exemplars for modeling writing.**
2. **Expose students to different graphic organizers as visual aids to support their understanding of the focus areas. Use graphic organizers to identify exemplars of student work.**
3. **Create and update student writing tool folders to support students and their needs in the writing process.**
4. **Create FCAs for looking at student work prior to writing.**
5. **Develop Writing Rubric with clear & specific expectations for each writing prompt.**
6. **Teachers will use EQUIP protocol for LASW.**

What this means for building leadership:
Building Leadership will focus on five key elements in guiding and providing support to teachers in the form of targeted PD, observations, feedback, and improved curriculum materials:
1. **Develop and deliver well-targeted PD to address and support teacher concerns for specific instructional foci (e.g., EQUIP protocol).**
2. **Plan and participate on learning walks with a clear observational focus to provide feedback that emphasizes the connection between planning, instruction, assessment, and student work analysis.**
3. **Identify at-risk students through data analysis during SILT, ADMIN, and TCT using LASW protocol.**
4. **Review lesson plans with teachers to provide feedback that emphasizes the connection between planning, instruction, assessment, and student work analysis.**

Key Milestones (to be monitored at elementary, middle and high school levels):		
<u>Nov. 1:</u> ➢ Students' writing samples increasing scores in FCAs. ➢ Individual student writing tool folders will be maintained to support students in the writing process. ➢ Collect students' work samples to conduct EQUIP protocol for LASW. ➢ Providing teachers with feedback on lesson plans. ➢ Writing rubric Anchor Charts are student-teacher developed and displayed in classrooms. ➢ District Writing Collection Data.	<u>Feb. 1:</u> ➢ Students' writing samples increasing scores in FCAs. ➢ Individual student writing tool folders will be maintained to support students in the writing process. ➢ Collect students' work samples to conduct EQUIP protocol for LASW. ➢ Providing teachers with feedback on lesson plans. ➢ Writing rubric Anchor Charts are student-teacher developed and displayed in classrooms. ➢ District Writing Collection Data.	<u>May 1:</u> ➢ Students' writing samples increasing scores in FCAs. ➢ Individual student writing tool folders will be maintained to support students in the writing process. ➢ Collect students' work samples to conduct EQUIP protocol for LASW. ➢ Providing teachers with feedback on lesson plans. ➢ Writing rubric Anchor Charts are student-teacher developed and displayed in classrooms. ➢ District Writing Collection Data.

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Learning Walks										
Maintaining Writing Tool Folders										
Ongoing use of EQUIP protocol for LASW										
Professional Development										
TCT										
Develop Writing Rubric Anchor Charts										
Develop targeted writing rubrics										

Initiative 2: Math

Objective: Improve problem-solving skills with a focus on fractions, estimation, and number sense.

Team Members: Principal, TLS, Teachers

Final Outcomes:
Teacher Practice Goals

- Teachers will plan lessons tied to rigorous objectives with focus on the skill of problem-solving with fractions, estimation, and/or number sense.

    - Measured through: Principal learning walks, announced/unannounced observations, and lesson plan reviews.

Student Learning Goals

- By EOY the district 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 DIBELS

- By EOY the district 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 DIBELS

What this means for teachers:
Teachers will focus on two key elements in their instruction and planning, while receiving support in the form of targeted PD, observations, feedback, and improved curriculum materials:

1. **Develop formative assessments around the primary focus areas of fractions, estimation, and/or sense using STAR, enVisionMATH, Exit Tickets, and Classroom Observations.**
2. **Create and update classroom data folders and data walls using STAR Progress Monitoring test results throughout the year to move students across the areas of improving levels and scores.**

What this means for building leadership:
Building Leadership will focus on five key elements in guiding and providing support to teachers in the form of targeted PD, observations, feedback, and improved curriculum materials:

1. **Develop and deliver well-targeted PD to address and support teacher concerns for specific instructional focii.**
2. **Plan and participate on learning walks with a clear observational focus to provide feedback that emphasizes the connection between planning, instruction, assessment, and student work analysis.**
3. **Identify at-risk students through data analysis during SILT, ADMIN, and TCT using STAR data.**
4. **Review lesson plans with teachers to provide feedback that emphasizes the connection between planning, instruction, assessment, and student work analysis.**
5. **Develop and update a school wide data wall for grades 2-5 to have data driven conversations throughout the year.**

Key Milestones (to be monitored at elementary, middle and high school levels):		
Nov. 1:	Feb. 1:	May 1:
➢ Students' formative assessments increasing scores in areas of fractions, estimation, and/or number sense skills.	➢ Students' formative assessments increasing scores in areas of fractions, estimation, and/or number sense skills.	➢ Students' formative assessments increasing scores in areas of fractions, estimation, and/or number sense skills.
➢ Individual student data folders will be maintained to measure progress toward goals.	➢ Individual student data folders will be maintained to measure progress toward goals.	➢ Individual student data folders will be maintained to measure progress toward goals.
➢ STAR Progress Monitoring tests to build student motivation and develop intrinsic goal-setting for students.	➢ STAR Progress Monitoring tests to build student motivation and develop intrinsic goal-setting for students.	➢ STAR Progress Monitoring tests to build student motivation and develop intrinsic goal-setting for students.
➢ Collect students' work samples from Observation/Coaching Cycle learning walks.	➢ Collect students' work samples from Observation/Coaching Cycle learning walks.	➢ Collect students' work samples from Observation/Coaching Cycle learning walks.
➢ Providing teachers with feedback on lesson plans.	➢ Providing teachers with feedback on lesson plans.	➢ Providing teachers with feedback on lesson plans.

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Learning Walks with foci of focus area content delivery	➡									➡
STAR BOY, MOY, EOY		➡				➡				
STAR Progress Monitoring	➡									➡
Maintaining Data Walls and Data Folders	➡									➡
Ongoing use of EQUIP protocol for LASW	➡							➡		
Professional Development				➡				➡	➡	
TCT	➡									➡
SWAT Team Intervention for focus area mini-lesson in small groups									➡	

Initiative 3: SEL (Social Emotional Learning)
Objective: Mediate the reward/consequence systems in place through PAWS Team.

Team Members: Principal, SAC, Psychologist, PBIS Team

Final Outcomes: : The Brooks students will have increased social support which will enable increased results in social emotional data and academics.

Teacher Practice Goals

- Teachers will develop classroom-based methods of teaching and reinforcing positive/desired behaviors, based on the outline provided by the school-wide positive behavior plan.
- Teachers developing competence and confidence in following school-wide procedures for addressing problem behaviors (with the support of administration)

Student Learning Goals

- By the end of the 2017-2018 school year, there will be 80% fidelity of delivery of school-wide positive behavior intervention systems.

What this means for teachers: Teachers will implement school-wide behavior/discipline procedures and reinforcment of positive/desired behaviors (based on the school's Core Values), with the support of the Principal, SAC, Psychologist, and PBIS/PAWS team.

What this means for building leadership: Administration will have a streamlined method for addressing negative behaviors and for guiding all staff in the teaching and reinforcement of positive behaviors (based on the school's Core Values). Collection of data to analyze effectiveness of PBIS system will be ongoing and reviewed.

Key Milestones (to be monitored at elementary, middle and high school levels):		
Nov. 1: ➤ Review updated matrices with the PBIS Team and get posters made to display ➤ SAC will begin implementing Zones of Regulation curriculum with Tier 2 students ➤ PBIS Team will finalize the new office referral forms for minor and major offenses ➤ Order the paws tokens for the school wide positive behavior intervention system	Feb. 1: ➤ Posters of school expectations will be visible and students will have been taught the expectations ➤ SAC will continue to provide Tier 2 students with Zones of Regulation curriculum ➤ PBIS team will roll out the school wide positive behavior intervention system utilizing paws tokens for meeting school wide expectations	May 1: ➤ SAC will continue to target Tier 2 and Tier 3 students utilizing the Zones of Regulation curriculum ➤ SAC, psych, and principal will establish baseline data of office discipline referrals received throughout the year (through Excel and/or SWIS system) to help in planning goals for Year 2

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Zone of Regulation Curriculum Implementation		→————————————————————————————————→								
Create posters for expectations		→——→								
Create and finalize materials needed for PBIS	→——→									
Establish baseline data for Year 2 planning									→——→	
Professional Development		→				→			→	
PAWS Assembly for Student of the Month				→ → → → → → → →						→
PAWS Weekly Winners		→————————————————————————————————→								
Zone of Regulation Survey						→				→
Ongoing collection of Major/Minor Offense data		→————————————————————————————→								

Initiative 4: Parent and Community Outreach
Objective:

Team Members:	Principal, PTA, TLS, SAC, School Psychologist

Final Outcomes:
Teacher Practice Goals

- Teachers will develop and implement a consistent communication system between home and school tha provides academic and social emotional support through repeated routines between home and school

Student Learning Goals

- Students will maintain progress toward grade level standards.

What this means for teachers: Teachers will be able to maintain appropriate systems of communication between home and school that provides evidence of academic and social/ emotional support.

What this means for building leadership: The principal will maintain appropriate systems of communication between home and school that provides evidence of academic and social/emotional support.

Key Milestones (to be monitored at elementary, middle and high school levels):		
Nov. 1:	Feb. 1:	May 1:
➢ Introduction of PBIS Zones of Regulation.	➢ Reinforcing PBIS core values	➢ Reinforcing PBIS core values
➢ Teaching the "what" of the school PBIS Core Values of "Responsible, Respectful, and Ready to Learn".	➢ PBIS SEL curriculum	➢ PTA Meetings
➢ Academic Math Night	➢ Academic Math Night 2	➢ Cultural Night
➢ Academic ELA Night	➢ Academic ELA Night 2	➢ Movie Night
➢ PTA Meetings	➢ PTA Meetings	➢ Skating Party
➢ PBIS Family Night	➢ Skating at Carosel	➢ Ice Cream Social
➢ Holiday Fair Night	➢ Friends Day Dance	➢ Outdoor Movie Night
➢ Indoor Movie Night	➢ Parent/Teacher Conferences	➢ Parent/Teacher Conferences
➢ Parent/Teacher Conferences	➢ Paws Assemblys with families in attendance	➢ Paws Assemblys with families in attendence
➢ Paws Assemblys with families in attendence		

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Brooks Barbecue	→									
Trick o' Trunk			→							
Bristol County Savings Bank Financial Education-UMD student teaching 4th graders about Financial Literacy				→	→					
Community Outreach Thanksgiving Donation				→						
Holiday Fair					→					
Indoor Movie Night						→				
Friends Dance							→			
Cariselle Skating Night							→		→	
PBIS Family Night								→		
Brooks Brushes										→
Outdoor Movie Night										→
Sundae Night										→
PTA Meetings				→→→→→→→→→→→→→→→→						→
Grade Level Math Night				→		→				
Grade Level ELA Night					→		→			
PAWS Assembly for Student of the Month			→	→	→	→	→	→	→	→
Open House		→								
Parent Teacher Conferences every trimester to address any concerns and celebrate victories			→	→		→	→	→	→	
Child & Family Counseling & Caring Network		→→→→→→→→→→→→→→→→								→
Ongoing update of E.C. Brooks School Webpage		→→→→→→→→→→→→→→→→								→
Parent Report of Dibels and/or STAR on an occasional basis		→→→→→→→→→→→→→→→→								→

Section 4.

(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
ELA-Main Idea, Summarize, and Close Read	Using Reading Street and supplemental materials to align to the Units of Study. Students are gradually in charge of developing and creating their own concept map, developing ideas of understand vocabulary words in the selection. Students identifying the main idea, summarizing, and developing strategies for close reading using graphic organizers.	Teachers understanding Reading Street and how to utilize them for skill development across the curriculum.	Teachers getting students to take responsibility in their own learning. Teachers getting the students engaged in the learning process.
Writing	Teachers developing classroom exemplars with students through a writing rubric anchor chart for each writing prompt. Students understanding what the elements of an exemplar writing piece looks like. Students working together to develop a model piece of writing.	Teachers understanding of how to model writing.	Teachers working with the students to develop writing rubrics with the students through an anchor chart. Teachers develop a targeted rubric based on question.
Math-Fractions, Estimation, and Number Sense	Teachers develop a deeper understanding of approaches to teach students fractions to gain a better grasp of the concept. Students will understand when questions ask for approximate answers or exact answers. Students will have a variety of strategies to explain their responses to a question.	Teachers understanding of the enVisionMATH program and STAR Progress Monitoring.	Teachers developing multiple strategies in preparation for math lessons with the focus area as a concept.
Socio-Emotional	Teachers develop a consistent behavior consequence system to teach students appropriate behavior in a learning environment. Students develop an understanding of consequences and how they relate to their choice of actions.	Teachers classroom conductivity with students.	Teachers developing appropriate behaviors based on the needs of the students.

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

Focus area 1:	ELA-Main Idea, Summarize, and Close Read		
Instructional strategies:	**Lesson planning with supplemental material in alignment with the Units of Study.**	**Approximate dates:**	Throughout year approximately every 2 months
Meeting	**Learning objectives for teachers**		**Support Leaders**
September 12-13, 2017 PD	Then-Now ELA Frameworks comparison		Principal, RS, TLS
December 5-6, 12-13, 2017 PD	Dibels/STAR Progress Monitoring Analysis for Main Idea, Summarize, and Close Read		Principal, RS, TLS
January 23-24, 2018 PD	Dibels/STAR MOY Analysis		Principal, RS, TLS
March 13-14, 2018 PD	SWAT Team Design for Main Idea, Summarize, and Close Read		Principal , RS, TLS, SPED, EL, Teachers
May 8-9, 2018 PD	Dibels/STAR Progress Monitoring Analysis for Main Idea, Summarize, and Close Read		Principal, RS, TLS
June 5-6, 2018 PD	Dibels/STAR EOY Analysis		Principal, RS, TLS

Focus area 2:	Writing		
Instructional strategies:	**Developing writing rubrics and exemplars with the students.**	**Approximate dates:**	Sept-November and throughout year
Meeting	**Learning objectives for teachers**		**Support Leaders**
September 19-20, 2017 PD	Developing writing rubric anchor chart		Principal, Teachers
October 17-18, 2017 PD	Continue developing writing rubric anchor chart		Principal, RS, Teachers
October 24-25, 2017 PD	Developing targeted writing rubric from released MCAS writing prompt		Principal, RS, Teachers
November 7-8, 2017 PD	Developing writing rubric anchor chart and targeted writing rubric		Principal, RS, Teachers
February 6-7, 2018 PD	Continue to analyze and design writing rubric		Princial, RS, Teachers
April 10-11, 2018 PD	Review student samples to develop exemplars from MCAS practice tests		Principal, RS, TLS, Teachers

Focus area 3:	Math-Fractions, Estimation, and Number Sense		
Instructional strategies:	**Lesson planning with multiple strategies to address concepts and understanding.**	**Approximate dates:**	Throughout the year
Meeting	**Learning objectives for teachers**		**Support Leaders**
November 14-15, 2017 PD	STAR Progress Monitoring of students analysis for Fractions, Estimation, and Number Sense		Principal, TLS, SPED
March 6-7, 2018 PD	STAR Math MOY analysis for Fractions, Estimation, and Number Sense		Principal, TLS, SPED
March 13-14, 2018 PD	SWAT Team Design for Fractions, Estimation, and Number Sense		Principal, TLS, SPED, EL, Teachers
April 10-11, 2018 PD	Review student samples to develop exemplars from MCAS practice tests		Principal, TLS, Teachers

Focus area 4:	Socio-Emotional		
Instructional strategies:	Provide support to all students to improve their overall social emotional well-being.	**Approximate dates:**	Throughout the year
Meeting	**Learning objectives for teachers**		**Support Leaders**
August 30, 2017 PD	Student Expectations		Principal, SAC, Psychologist
August 30, 2017 PD	Discuss WEEKLY PAWS celebration		Principal, Teachers
August 30, 2017 PD	Discuss Classroom Reward Programs (effective vs ineffective)		Teachers
August 30, 2017 PD	Behavioral Chart Program (Set-Up) School Year 2017-2018 DATA		Teachers, Principal, SAC
August 30, 2017 PD	Review office referrals, conduct cards, weekly evaluations		Teachers, SAC, Principal, Psychologist
August 30, 2017 PD	Set-up of Behavioral Chart Program / Look at class data on behavior (conduct cards, office referrals, SAC intervention, policy)		Teachers, SAC, Principal
January 9-10, 2018 PD	PBIS-Based on January PD for PBIS Team and will be delivered to whole faculty		Principal, SAC, Psychologist
April 3-4, 2018 PD	PBIS-Pre-Testing review of expectations		Principal, SAC, Psychologist