School Improvement Plan

School Year: **2017-2018**
School: **Elwyn G. Campbell**
Principal: **Lisa Wheelden**

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.

	SY17-18 BOY (Historical)			**SY17-18 (Goals)**		
	# of students not Proficient/ Advanced	**# of students in Warning**	**# of students in Proficient**	**# of students not Proficient/ Advanced (40%)**	**# of students moving from Warning to Needs Improvement (20%)**	**# of students moving from Proficient to Advanced (20%)**
ELA	k-2 DIBELS 33 students STAR 2-5 80 students (below 50%ile)	k-2 DIBELS 23 students STAR 2-5 41 students (below 25%ile)	k-2 DIBELS 85 students STAR 2-5 59 Students (at/above 50%ile)	k-2 DIBELS 13 Students STAR 2-5 32 students (below 50%ile)	k-2 DIBELS 5 students STAR 2-5 8 students (below 25%ile)	k-2 DIBELS 17 Students STAR 2-5 16 students (at/above 95%ile)
Math	STAR 2-5 57 students (below 50%ile)	STAR 2-5 32 students (below 25%ile)	STAR 2-5 86 Students (at/above 50%ile)	STAR 2-5 23 students (below 50%ile)	STAR 2-5 7 students (below 25%ile)	STAR 2-5 17 students (at/above 95%ile)

ACCESS Testing: Comparison of SY2015/2016 and SY2016/2017

School CAMPBELL	# Students took the ACCESS	First time taking the ACCESS test	-2	-1	Same Level	Gain +1 Level	Gain +2 Levels	Gain +3 Levels	Gain +4 Levels	SPED/ ELL	Ready to EXIT from ESL Services
2015/2016	56	54%	0%	0%	9%	34 %	3.5%	0%	0%	12.5%	11%
2016/2017	54	20%	0%	2%	35 %	31 %	9%	2%	0%	15%	21%

Grade level Break Down of Data:

STAR Reading

Grade 2	Level	BOY (N)	BOY %	SS
	5	**0**	**0**	**261**
	4	17	51%	
	3	5	15%	
	2	10	30%	
	1	1	3%	

Grade 3	Level	BOY (N)	BOY %	SS
	5	**0**	**0**	**326**
	4	**10**	**22%**	
	3	**12**	**26%**	
	2	**18**	**39%**	
	1	**6**	**13%**	

Grade 4	Level	BOY (N)	BOY %	SS
	5	**0**	**0**	**433**
	4	11	34%	
	3	10	31%	
	2	8	25%	
	1	3	9%	

STAR Reading, con't

Grade 5	Level	BOY (N)	BOY %	SS
	5	**0**	**0**	**523**
	4	10	36%	
	3	11	39%	
	2	6	21%	
	1	1	4%	

STAR MATH

Grade 2	Level	BOY (N)	BOY %	SS
	5	**1**	**3%**	**422**
	4	7	19%	
	3	16	43%	
	2	11	30%	
	1	2	5%	

Grade 3	Level	BOY (N)	BOY %	SS
	5	**0**	**0**	**500**
	4	**6**	**13%**	
	3	**22**	**48%**	
	2	**16**	**35%**	
	1	**2**	**4%**	

Grade 4	Level	BOY (N)	BOY %	SS
	5	**0**	**0**	**608**
	4	6	19%	
	3	17	53%	
	2	7	22%	
	1	2	6%	

Grade 5	Level	BOY (N)	BOY %	SS
	5	**0**	**0**	**683**
	4	4	14%	
	3	16	57%	
	2	6	21%	
	1	2	7%	

DIBELS

DIBELS BOY SY17-18						
	Total K	%	Total Gr. 1	%	Total Gr. 2	%
R	12	32%	5	11%	6	16%
Y	2	6%	7	15%	1	2%
G	11	34%	9	20%	8	22%
B	12	37%	24	53%	21	58%

2016 Family Engagement: CAMPBELL School

EVENT	Participation
Pk-k orientation	65%
Open House k-5	80%
Pre-K	56%
TEAM Meetings	56 TEAMS, parent/guardians present
Parent/ Teacher conferences	72
School Council meeting	1 parent, 1 teacher, 1 Principal
Retention determination meetings w/parents	3 Kindergarten, 2 grade 1, 2 grade 2, 1 grade 5
Kindergarten Orientation (June)	23 families
9 PTO Meetings	6 parents, 1 teacher, 1 principal
Trunk or Treat	20 cars,
Harvest Dance	33%
Grade 4/5 Concert	75% of grade 4/5 families
Grade K, 1,2 music showcase	60% of grade K,1,2 families
Paint Night	26% (72 participants)
Muffins with Mom	65% (181 participants)
Grade 3 recorder, chorus/band spring concert	60% of grade 3-5 parents
Donuts with Dad	70%
5th grade promotion	95%
Pre-K End of year performance	93%
Kindergarten End of the Year performance	92%

2016 Social Emotional Learning: **CAMPBELL School**

Event	***Number of Students***
Office Referrals	24
Suspensions	**3**

**Office referral number does not represent number of times each of these students have been referred.

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

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

ELA progress:
Student Performance Data:
School-wide Galileo data shows:

- 37% of students moved from warning to needs improvement or higher exceeding our goal of 10% of students moving toward proficiency from warning.

- 38% of grade 4 students moved into proficiency and 31% of grade 5 students moved into proficiency approaching the target of 40% of students in grades 2-5 will move to proficiency.

Instructional Data:
- After a reset, all grade levels engaged students in a repurposed ELA block consisting of 5 areas of literacy instruction: Concept Board Development, Building Background Knowledge, vocabulary development, Concept development/Close Readng, Writing creating a block with more targeted instruction and focus as evidenced in literacy audits, learning walks and observational data.

Student Data:
- When comparing proficiency of ELA standards vertically, the progression of student proficiency from Key Ideas and Detail to Craft and Structure is evident.

This means:
- 3rd graders showed proficiency in all but 2 standards (RL3.2, RI3.3) of Key Ideas and Details
- 4th graders showed proficiency in all standards of Key Ideas and Details but not in Craft and Structure or Integration of knowledge and Ideas
- 5th graders showed proficiency in all standards of Key Ideas and Details, all but 3 standards (RL4.4, 4.5, RI 4.6) in Craft and Structure, but not in Integration of knowledge and ideas.

Math progress:
Student Performance Data:
School-wide Galileo Data shows:

- 54% of students moved from warning to needs improvement or higher exceeding our goal of 20% of students will move from warning to needs improvement.

- 78% of studets (36 out of 46 students) moved from proficiency into advanced.

Instructional Data:
- Teachers in grades 3-5 engaged students in at least 3 HOT questions weekly providing timely and targeted descriptive feedback to students as evidenced by planning for learning, learning walk and observational data, and analyzing student work.

Student Data shows proficiency levels are not strong but growth is evident in the following areas:

- accessing the higher order thinking problems
- solving math using multiple strategies
- explaining their thinking
- math fluency

Social Emotional Learning Progress:

- Teachers use a clip up/ clip down behavior system with in their class. More opportunities for positive reinforcement was evident last year through the following:

- School-wide initiative of highlighting monthly Character Traits and positively recognizing students by giving "Caught Being Good" slips. Slips were entered into a raffle.

- "Student of the Month" awards for students who who exemplified the character trait of the month and/or showed exemplary effort in academics

Family Engagement progress:

- Partnering with PTO, a teacher representative attended 6 out of 9 PTO meetings
- During the Literacy night event, 2 teachers showed parents how to navigate through reading websites like Lexia and Starfall
- Teachers worked with parents assisting them to upload "Bouncepages", the EnVision app for smart phones and/or tablets. This allows parents/gardians to access the math lesson for the day to review with their child.

(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?**

ELA: Overall proficiency in literacy is a concern school-wide. Students are making growth however it is not enough to bring them to proficiency. Grades 2, 4, and 5 were most concerning. Grade 2 especially with low growth in reading. A reset of our literacy block was done outlining the expectations of each area of instruction. Looking at Student Work protocol was initiated to monitor learning outcomes and determine necessary next steps for learning and differentiation. The reset was fully implemented by mid-year which was a bit late to "catch up" on learning. Students engaged in reading from Reading Street resources. They did not have the opportunity to read more lengthy text selections like trade books to help build stamina and the love of books.

ELA School-wide Concerns:

- Determining meaning of words and phrases as they are used in a text.
- Standards with in Craft and Structure
- Standards with in Integration of knowledge and ideas
- Reading fluency and stamina

K-1

- DIBELS: Students not achieving proficiency in DIBELS struggle with fluency, segmenting words and

non-sense words.

Gr. 2

- DIBELS: Students struggle with building stamina to read the whole selection which impacts the outcome of the retell.
- RL.1 and RI.1 Ask and answer questions to demonstrate understanding of key details in a text
- RL.2 Recount stories to determine central message, lesson, or moral
- RI.2 Identify the main topic of a multiparagraph text as well as the focus of specific paragraphs with in the text.

Gr. 3

- RL.2 Recount stories to determine central message, lesson, or moral. Explain how it is conveyed through key details in the text.
- RL.3 Describe characters in a story and explain how their actions contribute to the sequence of events.
- RI.3 Describe the relationship between a series of historical events, scientific ideas, or concepts, or steps in technical procedures in a text using language that pertains to time, sequence, and cause/effect.

Gr. 4

- RL.4 Determining meaning of words and phrases as they are used in a text.
- RL.5 Analyze the structure of texts, including how specific sentences, paragraphs, and larger protions of the text relate to each other and the whole.

Gr. 5

- RL.4 Determining meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similies
- RI.5 Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Math

Overall all proficiency in math is a concern for all grade levels. Because of the low reading proficiency, students have difficulty accessing word problems. Although we have made some shift from procedural math to conceptual math experiences, this continues to be a struggle. Students have difficulty building/creating models to represent the math being presented. This is the foundation of conceptualizing the math. More work is needed in this area with teachers to fully support student learning in mathematics.

Math School-wide Concerns:

School-wide Concerns:

- Mathematical Practice 1: Make sense of problems and preserve in solving them.
- Mathematical Pracitce 2: Construct viable arguments and critique the reasoning of others.
- Mathematical Practice 4: Model with mathematics
- Fractions

Grade 2

- MA2.MD- Measurement and Data: time, money, graphs

Grade 3

- MA-3.NF Number and Operations-Fractions with denominators 2,3,4,6,8
- MA3.MD Measurement and Data: time to nearest minute and interval, drawing graphs to represent data

Grade 4

- MA-4.OA: word problems
- MA-4NBT Number and Operations in Base Ten

Grade 4 con't

- MA-4NF Number and Operations- Fractions
- MA-4 MD Measurement and Data

Grade 5

- MA-5NF Number and Operations- Fractions
- MA-5.G Geometry

Social Emotional Learning Concerns:

- A strong BBST process is not currently in place. This needs to be more structured and monitored.
- Teachers need to build a toolbox of strategies to better meet the social/ emotional needs of our students.
- A structure that defines minor behaviors and major behaviors needs to be determined to establish continuity across grade levels and clear expectaions for management of behaviors.
- PBIS training for teachers is necessary to build a more positive school culture.

Family Engagement Concerns:

- Gathering subgroup data needs to be monitored in order to know if we, as a school community, are supporting all students and their families.
- Working with in the contract, opportunities for family engagement with teachers after school hours is limited to Open House. Most teachers are usually willing to support an event outside the contractual terms at least once per year.

Initiative 1: ELA

Team Members: Principal, TLS, and Teachers

Final Outcomes:
Teacher Practice Goals

By EOY, data collected during learning walks will demonstrate that teachers at Campbell are

- (1) utilizing the Focus Areas for Literacy Instruction to plan rigorous lessons using the ELA Units of Study, curriculum maps for phonics, Writing Resource Guides, and Reading Street materials; (2) using assessment data to inform differentiated instruction.
- (3) implementing a 6-day writing cycle (as outlined in the Writing Reference Guides) that delivers strong writing mini-lessons and provides students with anchor charts, models and daily opportunities to write
- (4) facilitating intentional, deep, discussions about texts that require students to "prove" their thinking
- (5) data from the BBST will show that student will demonstrate improvement in their specific area of need.

Student Learning Goals

- By EOY, Campbell will realize:
  - A 20% increase of students moving from "Proficient" to "Advanced"
  - A 40% reduction of students in "Not Proficient" or "Advanced" in Reading and ELA
  - A 20% reduction of students in "Warning"

Measured through: STAR Reading, DIBELS, and MCAS 2.0

What this means for teachers:

1. Teachers will continue to implement the structured literacy block that was established in the 16-17 school year.
2. Teachers will use the Curriculum Maps and Guides to plan and deliver rigorous instruction
3. Teachers will utilize data from formal benchmarks and informal aseesment to plan and guide instruction
4. Teachers will continue to shift the "heavy lifting" to students through the gradual release model.
   a. Teachers will establish strong writing routines and expectations early in the year in order to focus writing time on specific, targeted mini-lessons
   b. Teachers will provide models and supports for students based on student need (IEP, EL support, 504)
5. Teachers will utilize STAR 360 and DIBELS data to form intervention and enrichment groups and implement the RTI model at least 2 days per week
6. Teachers will adhere to the guidelines of the BBST process as outlined in the BBST district flow chart
7. Teachers will work with the BBST team to provide appropriate interventions prior to referral to special education. Data analysis will be used to determine need and plan of action

8. Teachers will have continued PD opportunities, aligned to the literacy goals of Campbell and the district.
   a. Teachers will work together during Admin Time to work on scoring and

analyzing writing pieces across grade levels.

9. Teachers will be observed during learning walks and receive targeted ELA feedback concerning their implementation of the Curriculum Units of Study, Writing Guides, and intentional, deeper discussions with students.
10. Teachers will leverage the relationships with students to accelerate student learning

What this means for building leadership:

Principals will:

1. Provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis.
2. Guide their SILTs and TCTs in collecting and making meaningful use of data (CCR, DIBELS, DRA, STAR, MCAS 2.0)
3. 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.
    a. Principials will devote Admin Time to allow teachers to work together on scoring and analyzing writing (across grade levels).
    b. Provide PD to develop a solid Building Based Support Team (BBST) that aligns with the district guidelines and provide support for the team.

TLS's will:

1. Participate in learning walks targeting the implementation of the Curriculum Units of Study and Writing Reference Guides
2. Create and deliver PD to teachers regarding the Curriculum Units of Study and Writing Reference Guides
3. Lead the BBST process and guide staff in participating with in the guidelines that have been defined by the district.

Key Milestones (to be monitored at elementary, middle and high school levels):		
<u>Nov. 1:</u> ➢ Continue ELA Focused Learning Walks throughout all grades ➢ Plan for teachers (Grade 1& 2) to visit another school to observe Writing ➢ Create and implement an RTI model, occuring at least 2 days per week; utilize STAR data and formative assessments to guide and inform instructional groupings and planning ➢ STAR Progress	<u>Feb. 1:</u> ➢ Continue ELA Focused Learning Walks ➢ Continue to use STAR Progress Monitoring, Learning Progression and formative assessment data to guide and inform instructional groupings and planning for RTI ➢ Provide PD on Argumentative/Literary Analysis Writing ➢ Collect and Analyze Argumentative/Literary Analysis Writing (Pre & Post)	<u>May 1:</u> ➢ Continue all initiatives from the beginning of the year ➢ Continue ELA Focused Learning Walks ➢ Continue to use STAR Progress Monitoring, Learning Progression and formative assessment data to guide and inform instructional groupings and planning for RTI. ➢ Provide PD on Reaserch Simulation writing projects ➢ Collect and analyze

Monitoring and Learning Progression data will be utilized to create differentiated student groups and to guide instructional planning ➢ Collect and Analyze Narrative Writing ➢ Determine surface level v. deeper level learning activities ➢ Grades K-2 will implement a Phonics Reference Guide containing Phonics skills to increase Pre-Reading skills for students to become fluent readers at their grade level. ➢ ELL Strategies are incorporated into daily ELA instruction ➢ MCAS 2.0, STAR and DIBELS data will be collected and reviewed to identify the skills that students are ready to learn in ELA ➢ Implement the BBST process following district guidelines	➢ Continued analysis of student engagement in surface level v. deeper level learning activities ➢ Continue to collect and review STAR and DIBELS data to identify the skills that students are ready to learn in ELA	Reaserch Simulation writing projects ➢ Continued analysis of student engagement in surface level v. deeper level learning activities ➢ Continue to collect and review STAR and DIBELS data to identify the skills that students are ready to learn in ELA

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Professional Development										
Visible Learning for Literacy, Fisher, Frey, Hattie; Book Talk and application of strategies										
Provide PD on BBST following district guidelines										
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning; Surface v. Deeper v. transfer										
Provide PD to develop knowledge of new Writing Guides; incorporate 'make and take' sessions to support teachers as they prepare for each writing genre.										
Provide time to allow teachers to work together on scoring and analyzing writing (across grade levels).										
ELA Learning Walks										
Conduct ELA focused learning walks with Principal and TLS										
Data										
Teachers will utilize STAR 360 and DIBELS data to form intervention and enrichment groups and implement the 6 week RTI cycle.										
Set student centered short term goals based on formative assessment data every 6 weeks										
Collect and analyze B.O.Y., M.O.Y., and E.O.Y. DIBELS and STAR ELA data										
Collect and analyze Narrative, Opinion/Argumentative, and Research Simulation Writing Data										
Utilize the BBST process in order to maintain a targeted approach to support students' academic needs										

Initiative 2: Math

Team Members: Teachers, TLS, Principal

Final Outcomes:

Teacher Practice Goals

By EOY, data collected during learning walks will demonstrate that teachers at Campbell are:

- (1) planning rigorous lesson objectives that emphasize conceptual understanding
- (2) meeting regularly with TLS, grade level teams and vertical teams and are effectively collaborating using assessment data to inform instruction.
- (3) establish 2-3 graphic organizers for students to utilize when solving higher order thinking questions and give descriptive feedback to students in grades 1-5, at least 3 times per week.
- (4) facilitating intentional, deep, discussions about math concepts that require students to "prove" their thinking
- (5) providing more targeted instructional support for English as a Second Language students and special education students

Student Learning Goals

- By EOY, Campbell will realize:
  - A 20% increase of students moving from "Proficient" to "Advanced"
  - A 40% reduction of students in "Not Proficient" or "Advanced" in Math
  - A 20% reduction of students in "Warning"

  Measured through: STAR Math and MCAS 2.0

What this means for teachers:

1. Teachers will follow the district scope and sequence and tie lessons to rigorous objectives, emphasize conceptual understanding, and use data cycles to monitor and adjust instruction.
2. Teachers will collaborate on teaching practices and their effectiveness on student learning.
3. Teachers will develop more opportunities for students to engage in complex tasks so students can apply their learning.
4. Teachers, in grades 1-5 will model and provide an exemplar for the grade preferred graphic organizer for students to utilize when solving higher order thinking questions and give descriptive feedback to students at least 3 times per week
5. Teachers will utilize data from formal benchmarks and informal aseesments to plan and guide instruction
6. Teachers will continue to shift the "heavy lifting" to students through the gradual release model.
   a. Teachers will establish strong routines and expectations around each math focus area; Solve and Share, visual learning, guided practice, independent practice, and small group work
   b. Teachers will provide models and supports for students based on student need (IEP, EL support, 504)
7. Teachers will have continued PD opportunities, aligned to the Math goals of Campbell and the district.
   a. Teachers will work together during Admin time to establish agreed upon graphic organizers and exemplar for solving higher order thinking questions
   b. Teachers will engage in PD to build capacity in conceptual thinking in

mathematics.

8. Teachers will be observed during learning walks and receive targeted feedback concerning their implementation of conceptual understandings, teaching strategies and their effects on learning, and intentional, deeper discussions with students.
9. Teachers will work with the BBST team to provide appropriate interventions prior to referral to special education. Data analysis will be used to determine need and plan of action
10. Teachers will leverage the relationships with students to accelerate student learning

What this means for building leadership:

Principals will:

1. Provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis.
2. Guide their SILTs and TCTs in collecting and making meaningful use of data (Topic and Performance assessments, STAR, MCAS 2.0)
3. Work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the math and district focus.
   a. Principials will devote Admin Time to allow teachers to work together on scoring and analyzing higher order thinking questions with in and across grade levels.
   b. Provide PD to strengthen teachers capacity in delivering instruction around conceptual understanding
   c. Provide PD to develop a solid Building Based Support Team (BBST) that aligns with the district guidelines and provide support for the team.

TLS's will:

1. Participate in learning walks targeting the implementation of conceptual understanding in math, implementation of the graphic organizer for the higher order thinking questions and descriptive feedback students receive

2. Provide resources and support to teachers in the areas of developing conceptual unerstanding and utilizing descriptive feedback

3. Lead the BBST process and guide staff in participating with in the guidelines that have been defined by the district.

Key Milestones (to be monitored at elementary, middle and high school levels):		
<u>Nov. 1:</u> ➢ Utilize and refine as needed, the "Looking at Student Work" protocol ➢ Develop a plan for PD on conceptual understanding in math ➢ Collect and analyze math BOY data; Star, MCAS 2.0, ➢ Collect and analyze EnVision topic assessment and performance assessment data	<u>Feb. 1:</u> ➢ Utilize and refine as needed, the "Looking at Student Work" protocol ➢ PD on conceptual understanding in math ➢ Collect and analyze math MOY data; Star ➢ Collect and analyze EnVision topic assessment and performance assessment data	<u>May 1:</u> ➢ Utilize and refine as needed, the "Looking at Student Work" protocol ➢ PD on conceptual understanding in math ➢ Collect and analyze math EOY data; Star ➢ Collect and analyze EnVision topic assessment and performance assessment

➢ Determine surface level v. deeper level learning activities ➢ Implement the BBST process following district guidelines	➢ Apply intentional strategies for surface level, deeper level, and transfer level of learning	data ➢ Apply intentional strategies for surface level, deeper level, and transfer level of learning

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Professional Development										
Visible Learning for Literacy, Fisher, Frey, Hattie; Book Talk and application of strategies										
Provide PD on BBST following district guidelines										
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning; Surface v. Deeper v. transfer										
Provide PD to build teacher capacity in conceptual understandings in mathematics										
Provide time to allow teachers to work together on scoring and analyzing student work on Higher Order Thinking questions and providing feedback on the descriptive feedback the student received. (across grade levels).										
Data										
Teachers will utilize STAR 360 and topic assessments to form intervention and enrichment groups and implement the 6 week RTI cycle.										
Set student centered short term goals based on formative assessment data every 6 weeks										
Utilize the BBST process in order to maintain a targeted approach to support students' academic needs										
Collect and analyze B.O.Y., M.O.Y., and E.O.Y. STAR math data										

Initiative 3: SEL (Social Emotional Learning)

Team Members: Nichole Brody, Jay Lewis, Debra Long, Louise Weigel, Kate Donly

Final Outcomes:

Teacher Practice Goals

By EOY, data collected during leanring walks will demonstrate that staff at Campbell are:

- Implementing PBIS systems, as a result, demonstrating an increase in positive to negative teacher referrals to a 4:1 ratio.
- Supporting Social Thinking and Zones of Regulation methodology that is being implemented by the School Adjustment Counselor providing Tier 2 and Tier 3 students with behavioral and emotional supports and interventions.
- Supporting Social Thinking and Zones of Regulation methodology being implemented with students grades k-5 during the health enrichment time at least bi-weekly.

Student Learning Goals

Students will:

- Participate in recommended interventions as prescribed by the BBST team. This will be measured through observation, progress monitoring, and student work.
- Demonstrate knowledge of basic school motto and follow rules in the building. This will be demonstrated by an increase in positive acknowledgements/ referrals sent to the office.
- 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:

1. Staff will adhere to the guidelines of the BBST process as outlined in the BBST district flow chart
2. Staff will work with the BBST team to provide appropriate interventions prior to referral to special education. Data analysis will be used to determine need and plan of action
3. Staff will meet with PBIS Team to develop and monitor progress, data, assess efficacy and make changes as needed.
4. Staff will be challenged to meet the 4:1 ratio of positive to negative recognitions of student behaviors.
5. Staff will develop social skills lessons to directly model and teach specific behavioral expectations.

What this means for building leadership:

1. Leadership will provide training on the BBST process to staff.
2. Leadership will support the staff in allowing time for social skills lessons to be taught.
3. Leadership will promote and support PBIS initiatives across the entire school building to include the entire school staff.

Key Milestones (to be monitored at elementary, middle and high school levels):		
Nov. 1: ➢ BBST PD and forms given to staff	Feb. 1: ➢ BBST Teams will be fully	May 1: ➢ Continue all initiatives

and meetings are scheduled. ➢ PBIS Committee will have first meeting to discuss specific plans for 2017-18 school year (incentive programs, school motto, data collection, etc) ➢ Coach and Team members attend first round of PBIS Academy ➢ Social Thinking and Zones of Regulation methodology is being implemented with students grades k, 4 and 5 during the health enrichment time at least bi-weekly.	up and running. ➢ Implementation of PBIS initiatives (incentive programs, school motto, data collection, etc) ➢ PBIS Committee will be collecting data regarding teacher referrals and incorporating social skills lessons. ➢ Coach and Team members attend second round of PBIS Academy ➢ Social Thinking and Zones of Regulation methodology is being implemented with students grades 1-3 during the health enrichment time at least bi-weekly.	from the beginning of the year ➢ Coach and Team members attend third round of PBIS Academy ➢ Final data collection round to inform PBIS plan for the following school year

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Professional Development										
PBIS team is formed										
Coach and Team attends DESE provided PBIS Academy workshops;										
PD provided to staff on PBIS										
Implementation of PBIS initiatives (incentive programs, school motto, data collection, etc)										
Instruction										
Social Thinking and Zones of Regulation methodology is being implemented with students grades k, 4 and 5 during the health enrichment time at least bi-weekly.										
Data										
Social Thinking and Zones of Regulation methodology is being implemented with students grades 1-3 during the health enrichment time at least bi-weekly.										
Administer a pre- and post assessments to students on Social Thinking and Zones of Regulation										
Administer a pre- and post assessment to teachers on tier 2 and teir 3 student areas of social and emotional needs										
Utilize the BBST process in order to maintain a targeted approach to support students' academic needs										

Initiative 4: Parent and Community Outreach

Final Outcomes:
Teacher Practice Goals:

By EOY, school-wide data will reflect:

- Teachers supporting and positiviely impacting family engagement within their classrooms and within the school to create a more welcoming, supportive, and inclusive environment where parents can be active participants within their children's academic lives.
- In accordance with the educator evaluation system parent/family engagement and the use of cultural relevant practices and methodology is an expectation, and an area for constant growth for all educators within the school.

Student Learning Goals:

- Increased fanily engagement and diversifying the family engagement activities is creating an atmosphere in which parents and the school 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.
- (https://www.education.com/reference/article/benefits-parent-involvement-research/)

What this means for teachers:

Teachers will:

- Actively keep track and document families and parents as they engage with regarding their students
- Develop ways to continually create a welcoming classroom
- Continue open lines of communication with their parents.

What this means for building leadership:

Principal will:

- Continue to work closely with and support PTO initiatives
- Continue open lines of communication with families and community members/ agencies
- Determine ways to increase family and community participation for in-school and after-school events.

- Continue strengthening partnerships with community members/ agencies
- Communicate to families on school-wide initiatives using District Website and additional social media pages.
- Monitor subgroup participation data and make adjustments to activities based on family needs.
- Send communications to parents using multiple modes in native languages: written, School Messenger calling system, media

Key Milestones (to be monitored at elementary, middle and high school levels):		
<u>Nov. 1:</u> ➢ Identify Family Engagement Team ➢ Provide professional development on expectations of family engagement and the collection of data. ➢ Assist PTO through the process of voting for offices and acclimate new members to Campbell School ➢ Collaborate with PTO and assist in planning activities for families and students throughout the year ➢ Send Monthly newletters ➢ Reach out to current School Council team members to inquire about their participation and hold election if necessary ➢ Utilizing District Website and creating social media page to communicate important information (dates, initiatives, events, etc) to the Campbell School community. ➢ Monitor participation school-wide and by subgroups	<u>Feb. 1:</u> ➢ Determine at least 2 family engagement activities; 1 in-school, 1 after-school ➢ Collect MOY data ➢ Attend and actively participate in PTO ➢ Continue to be a contributing participant in monthly PTO meetings ➢ Send monthly newsletters ➢ Hold School Council meeting ➢ Plan a Family Literacy Night highlighting students' work in poetry ➢ Monitor participation school-wide and by subgroups ➢ Make adjustments to how we meet the needs of all families based on subgroup data	<u>May 1:</u> ➢ Collect EOY data ➢ Attend and actively participate in PTO ➢ Continue to be a contributing participant in monthly PTO meetings ➢ Send monthly newsletters ➢ Hold 2nd School Council meeting ➢ Engage families in at least 1 more family engagement activity ➢ Hold a Family Literacy Night ➢ Monitor participation school-wide and by subgroups ➢ Make adjustments to how we meet the needs of all families based on subgroup data

Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Identify Family Engagement Team										
Provide professional development on expectations of family engagement and the collection of data.										
Assist PTO through the process of voting for offices and acclimate new members to Campbell School										
Attend PTO meetings and assist in planning and carrying out activities for families and students throughout the year										
Send Monthly newletters										
Identify School Council team members										
Hold School Council meeting										
Plan a Family Literacy Night highlighting students' work in poetry										
Hold a Family Literacy Night										
Monitor school-wide and subgroup participation and make adjustments to family engagement activities based on data										

Section 4. Develop a targeted PD plan to support SIP

Instructions: *Identify 2-3 instructional focus areas that are aligned to your school's SIP. Then, outline goals for teacher practice and how you will monitor changes in teacher practice. Lastly, build out a targeted PD plan to serve as a road map for providing training to teachers in your building. Where appropriate, indicate what support will be needed from the Office of Instruction for each PD activity.*

(a) What are the changes in teacher practice that need to occur to reach the goals set out in this plan?

Focus area	What exemplary practice will look like after PD (describe for teachers and students)	Current strengths in teacher practice related to this focus	Desired changes in teacher practice related to this focus
Deepening Instructional Practices	**Teachers :** *Planning-* Plans reflect planning for 3 levels of learning; Surface, Deep, Transfer Plan targeted instructional strategies with "Effect Size" in mind *Instruction-* Levels of learning are appropriately delivered based on desired student learning outcomes Progression of instructional strategies from surface level to transfer level are carried out Engage students in actions that fall with in the "Zone of Desiired Effects" as determined by Hattie (2012) *Reflection-* Reflect on lessons to determine impact on student learning. Students: Students consistently	Teachers' learning plans are well thoughtout for surface level learning. Teachers are beginning to go deeper with their planning and instructional strategies resulting in higher student learning. Majority of teachers are open to strengthening their instructional strategies Teachers are utilizing the TLS to support planning and/or instruction	Planning becomes intentional for desired learning outcomes. Teachers engage studetns in learnings within the Zone of Desired Effects (0.40-1.20) Teachers consistently engage students in 3 levels of learning: Surface, Deep, Transfer Teachers consistently reflect on their impact on learning and make adjustments determined by student outcomes Teachers and TLS consistently collaborate and reflect on teaching and learning

	engage in the 3 levels of learning and articulate which level they are working in and why; Surface, Deep, Transfer Students engage in actions that fall with in the "Zone of Desiired Effects" as determined by Hattie (2012) Based on formative and/or summative assessments, students set short term goals and track progress toward their goal Students' proficiency levels and growth increase		
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**
Social Emotional Learning: PBIS	Teachers: Clear agreed upon expectaions in all settings of the school Use common language incorporating Social Thinking and Zones of Regulation methodology Implementation of PBIS systems resulting in an increase in positive to negative teacher referrals to a 4:1 ratio. Social skills lessons fully implemented at a bi-weekly rate by SAC and Health teacher Staff will collaborate with BBST team members and adhere to the BBST	PBIS team members reflect all grade level spans: Pre-K to 2 and 3-5 in addition to SAC and Principal We have implemented some aspects of PBIS so teachers are familiar with PBIS Teachers differentiate behavioral support and implement behavior and safety plans	Teachers use common language in setting expectations school-wide Teachers shift from reprimand to positive reinforcement Behavioral data is collected monthly and analyzed More consistent direct instruction and modeling of social skills will occur.

	process as outlined in the BBST district flow chart PBIS Team will monitor progress, analyze data, assess efficacy, and make changes as needed. Students: Increase self-awareness and develop a "tool box" to use to self regulate emotions and states to meet environmental, academic and social demands. Use common language supporting Social Thinking and Zones of Regulation methodology Understand and explain school-wide and classroom expectations and their importance		
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**
Conceptual Understandings in Math	Teachers: Pose questions that allow students to grapple with learning Model thinking to make visible to students Consistantly allow and/or encourage students to use maniplulatives during learning Engage students in HOT questions that require them to model learning and explain their thinking. Give descriptive feedback	Grades 3-5 have developed a graphic organizer to assist students to access word problems and show their thinking. Teachers are given descriptive feedback at least 3 times weekly to students on their responses to HOT questions Teachers are motivated for professional development on Conceptual	Grade k-2 will develop a graphic organizer to use with students when solving HOT questions Verticle alignment of the use of 2-3 graphic organizers are established Descriptive feedback to students' responses on HOT questions is given. Time is allowed for students to respond to the feedback The use of manipulatives becomes part of the

	on HOT questions and allow for students to make adjustments, as needed. Students: Use structures, patterns and other models to represent math Choose appropriate manipulatives to solve mathematical problems Grapple with problems and explain their thinking orally and in written form Ask and answer questions about math and share strategies with their peers. Develop arguments defending their thinking and/or challenge the thinking of classmates to prove their answer is correct	Understanding in math.	culture with in math classes Students are doing the work; given opportunities to grapple, share their thinking and respond to descriptive feedback from both peers and teachers more consistently Intentional planning is evident for mathematical practice #4 Modeling for Mathematics

(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:	Deepening Instructional Practices		
Instructional strategies:	Surface, Deep, and Transfer Learning	**Approximate dates:**	September-February
Meeting	**Learning objectives for teachers**		**Support needed**
September PD 1	Introduce book talk, Visible Learning for Literacy Fisher, Frey, Hattie		
September PD 2	Understand impact of surface level learning		
October PD 1	Comparing instructional strategies of Surface level and Dep Level learning		
October SILT	Analyze MCAS data and identify areas to focus on		
November PD 1	Chapter 4: Comparing instructional strategies of Surface level, Deep Level learning, and Transfer		
November PD 2	Determine where 3 levels of instruction should occur with in learning plans		
November Admin	Looking at student work protocol to determine student work as surface level or deep level		
December PD1	Deeper understanding of Transfer learning		
December PD 2	Share out examples of student work representing 3 levels of learning		
January- June Admin.	Looking at student work protocol to determine student work as surface level, deep level, and Transfer		

Focus area 2:	Social Emotional learning		
Instructional strategies:	PBIS BBST	**Approximate dates:**	September-June
Meeting	**Learning objectives for teachers**		**Support needed**
September PD 1	Implementation of the BBST process following district guidelins		
September	PBIS Academy meets		DESE PBIS Academy staff
October PD 1	Understand what PBIS is and how it will be implemented with in the school		PBIS Coach and Team members
October Team meeting	Understand and Implement behavioral data collection plan.		PBIS Coach and Team members
December Team Meeting	Analysis of behavioral data and plan for next steps		PBIS Coach and Team members
January	PBIS Academy meets		DESE PBIS Academy staff
January PD 1	Updates and next steps as determined by PBIS academy work		
March Team meeting	Analysis of behavioral data and plan for next steps		PBIS Coach and Team members
March PD 1	Updates to staff and next steps as determined at Team meeting		PBIS Coach and Team members
May	Coach attends PBIS Academy		DESE PBIS Academy staff
May	Analysis of behavioral data and plan for next steps		PBIS coach and team members
June	PBIS Academy meets		DESE PBIS Academy staff
June PD	Reflection of PBIS and plans for next steps		

Focus area 3:	Conceptual Understanding		
Instructional strategies:	Modeling in mathematics and using manipulatives	**Approximate dates:**	January- June

Meeting	**Learning objectives for teachers**	**Support needed**
January PD 1	Unpack mathematical practice #4; Model with Mathematics	Math TLS
January PD 2	Apply mathematical models to math and analyze student work	Math TLS
January Admin	Looking at Student work protocol focusing on mathematical models to math	Math TLS
February PD 1	Understanding how to incorporate manipulatives into core instruction in math	Math TLS
February PD 2	Understanding how to incorporate manipulatives into core instruction in math	Math TLS
March admin	Looking at Student Work protocol on MP #4	
March PD	Sharing out Learning Walk data on use of manipulatives during core instruction in math. Teachers share how students used manipulatives during instruction	
April-June Admin	Looking at Student work Protocol focusing on MP #4 and HOT questions with descriptive feddback (with in grade level and verticle teams)	