

School Improvement Plan

School Year: **2017-2018**
 School: **Alfred J Gomes**
 Principal: **Ellyn Gallant**

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 (STAR Historical)			SY17-18 (STAR 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	262	104	59	125	10	5
Math	243	57	78	112	6	10
Science (grades 6-12 only)						

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
- Envision Math 2.0 assessments
- DIBELs
- English in a Flash data
- Reading Street CCR Weekly/Unit assessments
- Formative assessment: exit tickets and topic assessments
- Lexia reports
- Examples of student work/Looking at student work
- STAR 360
- ACCESS
- Writing CFA

Instructional data:

- Observation data on curriculum and instruction
- Learning walks with targeted look-fors
- Teacher evaluations
- Feedback to teachers

Student indicator data:

- Student attendance
- IEPs and 504s
- Building Based support team
- Disciplinary data
- SPED referrals
- Progress reports
- Individual student conferences
- McKinney/Vento
- RTI data
- Report Cards
- Individual teacher data meetings
- Mobility/transitional students
- Intervention data
- ESL case study learning walks

Teacher data:

- Teacher attendance
- Teacher Tiers
- Pre/post observation conferences
- Individual teacher data meetings
- Panorama
- Teacher evaluations
- Learning walks with targeted focus based on assessment data
- Coaching Plans

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

DIBELS

Historical DIBELS BOY data: (% of students well below (intensive) category)				
Grade:	BOY 2016/2017	EOY 2016/2017	BOY 2017/2018	EOY 2017/2018
Kindergarten	60%	13%	71%	
Grade 1	55%	23%	47%	
Grade 2	32%	24%	37%	

Grade:	15-16 BOY DIBELS for ELL students:		16-17 BOY DIBELS for ELL students:		17-18 BOY DIBELS for ELL students:	
	# ELL Students total	% in intensive	# of ELL Students total	% in intensive	# of ELL Students total	% in intensive
Kindergarten	57	38%	77	68%	47	74%
Grade 1	63	33%	72	54%	89	50%
Grade 2	48	52%	72	35%	62	39%

2016-2017 STAR ELA DATA

Teacher Name	GE BOY	GE EOY	INCREASE	Median SGP
ELA Grade 2	1.7	2.5	+0.8	52
ELA Grade 3	2.0	3.0	+1.0	67
ELA Grade 4	2.5	4.1	+1.6	77
ELA Grade 5	3.1	5.1	+2.0	79

2016-2017 STAR MATH DATA

Teacher Name	GE BOY	GE EOY	INCREASE	Median SGP
Math Grade 2	1.7	3.0	+1.3	63
Math Grade 3	2.3	4.2	+1.9	82
Math Grade 4	3.3	5.0	+1.7	71
Math Grade 5	3.9	5.3	+1.4	65

Highlights

- Grades 3, 4, and 5 met the ELA & Math target to increase grade level equivalency by one grade level, as well as increase the scaled score by 100 points or more BOY to EOY.
- Grade 2 ELA saw similar growth, with a .8 grade level equivalency increase, just missing the target of 1 year's growth, however met the target increasing 100 scaled score points BOY to

EOY.

- Grade 3 STAR Math decreased students in level 1 by 26% (BOY to EOY) and increased students in level 4 by 20% (BOY to EOY).
- Grade 4 STAR ELA decreased students in level 1 by 15% (BOY to EOY) and increased students in level 4 by 18% (BOY to EOY).
- Grade 4, due to their teacher collaboration, intentional planning to differentiate and identify specific HOT and SEI strategies, instructional coaching and use of our three best practices (gradual release, small group differentiated instruction and accountable talk), had the highest STAR growth from BOY to EOY.
- 2017 ACCESS data displayed that 193 students out of the 232 increased their language proficiency by at least one ACCESS level. (see data below)

# Students took the ACCESS	First time/ NA	Same Level	Gain +1	Gain +2	Gain +3	Gain +4	Sped/ EL	Exist from ESL
384	152	39	125	62	6	0	79	34

- Overall DIBELS data indicated that the school had its highest proficiency percentage of 71% in EOY dating back to 2012.
- Restructure of the literacy block for grades 3 – 5 to incorporate small group differentiated instruction on a continuous rotation, based on individual needs.
- Across all grade levels students increased their writing proficiency of writing BOY to EOY (see data below).

SY 2015-2016 Grades K-2

Writing to Sources	4	3	2	1	0
Number of Students BOY	2	18	41	62	125
Number of Students MOY	28	50	64	67	53
Number of Students EOY	32	57	75	64	24

SY 2016-2017 Grades K-3

Writing to Sources	4	3	2	1	0
Number of Students BOY	7	102	130	43	11
Number of Students MOY	77	105	75	19	13
Number of Students EOY	88	130	63	26	5

SY 2015-2016 Grades 3-5

Written Expression Score	3	2	1	0
Number of Students BOY	21	39	84	79
Number of Students MOY	55	86	65	40
Number of Students EOY	64	90	59	34

SY 2016-2017 Grades 3-5

Written Expression Score	3	2	1	0
Number of Students BOY	32	87	67	25
Number of Students MOY	66	81	64	8
Number of Students EOY	77	93	45	5

- Professional development, common planning time (CPT) and professional learning communities:** Due to the Expanded Learning Time Grant, all grades are able to have structured common planning time with the Teaching and Learning Specialist as well as embedded professional development, four times weekly. Each block is either dedicated to ELA, MATH, Parent engagement or data review in order to drive and tailor instruction. Teachers engage in a 2, 4, 6 week data review cycle with administration to review data and student work in order to drive instruction and purposefully plan for differentiation. Teachers receive one 45 min prep per day. Embedded professional development through weekly common planning time, data review meetings, coaching cycles and in house mentoring academy further support teacher instruction. Professional development is offered one time per month targeting our instructional focus and 3 best practices. Furthermore teachers engage in peer observation on an as needed basis with specific targeted “look fors” that will support their instruction.
- Outside community partners:** We have continued partnerships with our outside partners to support our instructional focus in the areas of comprehension and vocabulary development, and increase parent engagement. Some partners include: Buzzards Bay Writing program, the Lloyd center and Junior Achievement, just to name a few.

(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

- Our biggest struggles last year for ELA were reading comprehension and vocabulary, specifically the inferencing and context vocabulary skills embedded in Key Ideas and Details and Craft and Structure. It should be noted that one of the reasons for the weakness in these areas is our high level of students learning English and academic vocabulary simultaneously. We are addressing this by continuing to utilize our Reading Specialist intentionally focusing on grade levels 2 – 4. We are also increasing teacher collaboration with a focus on looking at student work and data collection as well as further professional development on ELL instructional strategies to build academic language. We redesigned the math and literacy blocks in grades 3-5 in order to engage students in differentiated small group instruction to target individual student needs.
- Grade 2 demonstrated the lowest median SGP STAR growth in ELA of 52 from BOY to EOY. Grade 2 also ended the school year in the 30th percentile in ELA missing the target of the 50th percentile. At MOY grade two was in the 38th percentile for ELA however they decreased their percentile ranking by 8 ending the school year in the 40th percentile missing the target of the 50th percentile.
- Grade 2 also demonstrated the lowest median SGP STAR growth in Math of 63 from BOY to EOY. At MOY grade two was in the 51st percentile for Math however they decreased their percentile ranking by 6 ending the school year in the 45th percentile missing the target of the 50th percentile.
- Grade 3 demonstrated the a median SGP STAR growth in ELA of 67 from BOY to EOY. Grade 3 also ended the school year in the 25th percentile in ELA missing the target of the 50th percentile. At MOY grade three was in the 28th percentile for ELA however they decreased their percentile ranking by 3 ending the school year in the 25th percentile missing the target of the 50th percentile.
- Although grade 5 received the highest SGP ELA STAR growth from BOY to EOY they still ended the year in the 29th percentile missing the target of the 50th percentile.
- Grade 5 demonstrated a median SGP STAR growth in Math of 65 from BOY to EOY. At MOY grade five was in the 51st percentile for Math however they decreased their percentile ranking by 10 ending the school year in the 41st percentile missing the target of the 50th percentile.
- Although math gains were noted, students are not performing at 80% proficiency. After reviewing last year's data we continue to struggle with attaining grade level proficiency. In order to address this, teachers will receive targeted professional development in grade level appropriate strategies that will increase students' ability to demonstrate flexibility in the computational methods they choose. 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: After review of our preliminary 2017 MCAS scores, it is evident that science continues to be a high priority area. In order to address this, teachers will incorporate science into project based learning as well as integrate the new science curriculum and district maps into daily instruction. Gomes School has continued partnerships with the Lloyd Center and Whaling

Museum as well as increased our opportunities with Sea Lab.

- A transient student population continues to impact overall proficiency rates. On average, Gomes School enrolls approximately 100 students after October 1st.

Initiative 1: ELA



Team Members: Elyn Gallant, Jennifer Messier, Melissa Scanlon, Alexis Magoni, Irma Valerius, Christine Delano, Heidi Lima

Final Outcomes:

Instructional Staff Practice Goals:

- By EOY, data collected during OI, Principal and TLS learning walks will demonstrate that teachers at the Alfred J. Gomes Elementary School are (1) planning lessons tied to rigorous objectives using ELA curriculum and Reading Street materials as guided by the Units of Study (including the newly added revisions), (2) using assessment data to inform instruction, and (3) using the Writing Reference Guide (including newly added revisions).
- By 2017-2018 EOY, the Alfred J Gomes Elementary school will implement a district-wide SEI Program Cycle Review Process and will create a targeted ESL Action Plan to support academic achievement, English language development, and socio-emotional needs of all English Learners.
- Measured through: Review of learning plans, observations, individual teacher data conferences, Common Planning Time notes and learning walks with specific look fors:
 - The Gradual Release Model:
The purpose of this instructional model is to release of responsibility from teacher to student through the components of “I Do”, “We Do”, “You Do” in order to build student capacity, ownership and application of skills that will allow them to spend sustained time on complex rigorous tasks.
 - Accountable talk:
The purpose of this instructional practice is to enhance vocabulary development and rigorous oral, written language skills as well as increase student discourse and engagement using academic language.
 - Small group differentiated instruction:
The purpose of this instructional practice is for teachers to utilize data analysis in order to plan instructional practices that allow the curriculum to be appropriately accessible and rigorous, thus meeting individual student academic needs to accelerate growth and achievement.
- Develop an Individualized English Learner (EL) Learning Plan based on each student’s academic, socio-emotional, and English language development needs.
 - Measured through: ACCESS data, MCAS data, STAR data, DIBELS data, school interventions, English in a Flash data as well as written logs from adjustment counselors, Content Area Teachers (CAT), and Parent Support Specialists
- Utilize the NBPS ESL curriculum map that reflects PK-12 EL models (Push-in, pull-out, SLIFE, Newcomers, groups of student by proficiency level, etc.)
 - Measured through: Written curriculum map, ESL Curriculum Units, and ESL learning plans.

Student Learning Goals:

- By EOY the A.J. Gomes School will expect to see at least a 40% reduction in students “Not Proficient” and a 10% increase in students “Advanced” in Reading and ELA for Grades K-5 in STAR and DIBELS.
 - Measured through: STAR, MCAS 2.0 ELA Assessment and DIBELS
- By EOY the A.J.Gomes School will expect to 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
- By EOY the A.J. Gomes School will realize at least a 40% reduction in students in Levels 1, 2, and 3.
- By EOY the A.J. Gomes School will see at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5.0
 - Measured through: STAR and MCAS 2.0 ELA assessments
- By EOY 80% of identified EL students at the A.J. Gomes School will increase by at least one ACCESS level.
- By EOY 70% of identified EL students at the A.J. Gomes School wil increase at least one English proficiency level; as well as exit 10% of EL students from ESL instructional services.
 - Measured through: ACCESS testing results.
- By EOY the A.J. Gomes School will expect to see at least 10% of EL students in “Warning” move to “Needs Improvement” in ELA.
 - Measured through: ELA MCAS results.

What this means for instructional staff :

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

- 1.) Teachers will strive for deeper connections between planning with the district curriculum (the newly revised Units of Study and Writing Reference Guides). By delivering rigorous instruction, assessing student knowledge with rigorous standards, analyzing student data to make adjustments to instruction, formulating re-teaching plans and making 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 Adminstration and the TLS to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model.
- 3.) Teachers will have Professional Developemnt opportunities throughout the school year that are aligned to the Alfred J Gomes Professional Development Plan to support ELA instructional practices.
 - Teachers will focus on implementing new practices and strategies such as Project based learning, EL strategies to support levels 1-5 and incorporating 1:1 devices to improve instruction and analyze data in order to impact student achievement.
 - Teachers will plan their instruction while refecting on the new 2017 Reading Comprehension and Language Massachusetts Frameworks.

- 4) Teachers will plan their writing instruction at CPT to align with the Curriculum Units of Study and the Writing Reference Guides reflecting the new 2017 Massachusetts Frameworks.
- Teachers will focus their instruction on standards based practices as aligned in the Units of Study and Writing Reference Guides.
 - Common Planning Time will be utilized to look at student work and data in order to calibrate rubric scoring against the Writing to Sources for k-2 and the MCAS 2.0 rubric for grades 3-5 as well as develop targeted growth producing feedback that allows students to apply their learning.
 - Teachers will utilize strategies such that support all learners including but not limited to Cut and Grow, sentence frames, word banks, differentiated graphic organizers, RAFT, 7 step vocabulary and think-alouds.
- 5) Teachers in the Digital Learning Pilot will:
- Attend weekly digital action planning meetings.
 - Implement word processing and discussion threads into instruction through the use of Google platforms.
 - Conduct all testing online.
 - Create online individual student data portfolios.
 - Create a home to school digital learning connection.
- 6) Content Area Teachers (CAT) and ESL teachers will be expected to strive for deeper connections between their content curriculum by focusing on literacy and English language development while utilizing SEI strategies and academic vocabulary to increase student's English language proficiency and academic achievement.
- ESL teachers, in collaboration with CAT teachers and all school support staff, will develop Individualized Learning Plan for each of our "targeted" English Learners based on student's data (i.e. ACCESS, MCAS, STAR, DIBELS, etc.). This EL student plan will be written based on each student's academic, socio-emotional, English language development and literacy needs. It will be also linked with information regarding students' cultural background and life experiences.
 - CAT teachers with EL students in their classroom "must" continue to use SEI strategies and Can Do Descriptors to continue to plan instruction based on the ACCESS & MCAS data. SEI & ESL teachers will differentiate their lessons and provide individualized opportunities for learning and interventions needed in ELA, Math, and Science.

What this means for building leadership:

- 1.) Administration will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis.
- 2.) Administration will guide their SILTs and CPTs in collecting and making meaningful use of data (Reading Street, Envision, DIBELS, DRA, STAR, MCAS 2.0, and Writing CFA by genre).
- 3.) Administration will work with teachers to identify a specific instructional focus and to develop school-based PD and support systems that align with the ELA and district focus.
 - Use of 1:1 devices
 - Project Based Learning
 - ELL strategies to support levels 1-5
- 4.) Administration will have clear expectations surrounding the ELA Curriculum which will be used to focus teacher planning for learning and to deepen student learning in order to apply

skills and knowledge.

- Individual Data Defense meetings will be held with teachers every 2, 4 or 6 weeks (depending on teacher tier) in order to monitor individual student data, identifying trends, factors and underlying causes for lack of growth as well as developing instructional next steps.

5.)Principals will lead CAT & ESL teachers, TLS, Student Adjustment Counselors, Parent Support Specialists in working together to write an ESL Action Plan, aligned to the Alfred J Gomes SIP, to support Individualized EL Learning Plans. Based on the ACCESS and MCAS test results teachers will drive their instruction and will increase the use of SEI strategies and academic language in every lesson.

- Principals must emphasize to teachers that they need to promote classroom interaction by engaging students to produce more oral language, reading and writing. Principals should increase data-driven times where TLS, content teachers, and ESL teachers could have common planning or collaboration meetings to correlate standards and curriculum units. In addition, Principals are responsible to do 4-6 week check-ins (ESL Learning Walk, meeting with grade level teams, etc.) to monitor Individual EL Learning Plans progress.

What this means for our TLS:

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

- The TLSs will form and participate in learning walk teams targeting the implementation of the Curriculum Units of Study and the Writing Reference Guide.
- The TLSs will create and deliver mini PD sessions during CPT and monthly PD (within the year-long TLS PD) building her capacity as an instructional leader.
- The TLS will monitor and reflect on her own practices through the use of a reflection journal and discussions during monthly PD meetings.
- The TLS will facilitate CPT meetings with content teachers and ESL teachers to have collaboration meetings to correlate standards and curriculum units.

Key Milestones

Nov. 1:

- 2017 ELA Massachusetts Curriculum Frameworks for language, speaking, listening, reading, writing and reading foundation skills will be analyzed to crosswalk the old standards to the new in order to implement instructional shifts in all core classrooms and interventions to increase student growth and proficiency.
- Teachers will fully implement the ELA Curriculum Units of Study and Reference Guides aligned to the 2017 ELA standards.

Feb. 1:

- Continue all initiatives from BOY.
- Analyze STAR and DIBELS data to ensure that all students are demonstrating at least 50% proficiency at MOY.
- Progress monitor STAR, DIBELS and formative assessment data during data CPTs to identify trends in order to develop instructional next steps that will increase student proficiency.

May 1:

- Continue all initiatives and PD as needed.
- Analyze STAR and DIBELS data to ensure that all students are demonstrating at least 80% proficiency at EOY.
- Continue to progress monitor STAR, DIBELS and formative assessment data during Data CPTs to identify trends to develop instructional next steps that will increase

<ul style="list-style-type: none"> ➤ EL Strategies incorporated into all aspects of ELA instruction including but not limited to Cut and Grow, sentence frames, word banks, differentiated graphic organizers, RAFT, 7 step vocabulary and think-alouds . ➤ Analyze MCAS 2.0, BOY STAR and DIBELS benchmark BOY and formative assessment data during data CPT to identify trends to develop instructional next steps. ➤ Individual teacher data defense meetings will be held every 2, 4 or 6 weeks depending on teacher tier to monitor individual student data, identifying trends, factors and underlying causes for lack of growth as well as developing instructional next steps. ➤ Use of CPT time to analyze data and to implement more complex tasks for students to apply their learning. ➤ Weekly standing meetings with the Alfred J Gomes Digital Learning team for 1:1 device support and development of targeted learning practices that deepen student achievement through complex tasks. ➤ Implementation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement. ➤ Teachers will receive Professional Development on Project Based Learning (PBL). Teachers will develop and implement, the first of three, 	<ul style="list-style-type: none"> ➤ Continue the use of the RTI model in 6 week cycles to increase student proficiency. The use of formative and summative assessments will be utilized to modify groups as necessary. ➤ The RTI team will meet weekly including a 3 week check in with the ESL and Special Education staff and to determine the effectiveness of the intervention and develop instructional next steps to further deepen student progress. ➤ Continue to use English in a Flash with all level 1 and 2 ELL students daily for 15 minutes during Gomes Schools 2 hour uninterrupted literacy block to progress monitor and to develop individual student learning plans. ➤ Continue to provide staff with PBL PD. Teachers will develop and implement, their second of three, 21st Century PBL planning forms after review from Administration and TLS. ➤ Continuation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement. ➤ 1:1 device PD given by the digital learning team to the remainder of the staff for full implementation 	<p>student proficiency.</p> <ul style="list-style-type: none"> ➤ Continue the use of the RTI model in 6 week cycles to increase student proficiency. The use of formative and summative assessments will be utilized to modify groups as necessary. ➤ The RTI team will meet weekly including a 3 week check in with the ESL and Special Education staff and to determine the effectiveness of the intervention and develop instructional next steps to further deepen student progress. ➤ Continue to use English in a Flash with all level 1 and 2 ELL students daily for 15 minutes during Gomes Schools' 2 hour uninterrupted literacy block to progress monitor and to develop individual student learning plans. ➤ Continue to provide staff with PBL PD. Teachers will develop and implement, their final of three, 21st Century PBL planning forms after review from Administration and TLS. ➤ Continuation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of
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<p>21st Century PBL planning forms after review from Administration and TLS.</p> <ul style="list-style-type: none"> ➤ An RTI model will be implemented in 6 weeks cycles to increase student proficiency. The use of formative and summative assessments will be utilized. ➤ The RTI team will meet weekly including a 3 week check in with the ESL and Special Education staff and to determine the effectiveness of the intervention and develop instructional next steps to further deepen student progress. ➤ English in a Flash will be implemented with all level 1 and 2 ELL students daily for 15 minutes during Gomes Schools' 2 hour uninterrupted literacy block. ➤ Teachers will receive Professional Development on the following: PBL, EL, poetry standards and the new 2017 Massachusetts Curriculum Frameworks. ➤ Teachers in the digital learning pilot will attend weekly digital action planning meetings. Implement word processing and discussion threads through Google platforms. Conduct all testing online and create online individual student data portfolios. 	<p>in grade 3-5 for SY 18-19.</p> <ul style="list-style-type: none"> ➤ Students in the 1:1 digital learning pilot program will begin to take their 1:1 devices home to create a 24/7 learning community. ➤ Teachers in the digital learning pilot will continue to: attend weekly digital action planning meetings, implement word processing and discussion threads through Google platforms, conduct all testing online, create online individual student data portfolios and implement a home to school digital learning connection. 	<p>individual students to support academic achievement.</p> <ul style="list-style-type: none"> ➤ Continue to give 1:1 device PD given by the digital learning team to the remainder of the staff for full implementation in grade 3-5 for SY 18-19. ➤ Teachers in the digital learning pilot will continue to : attend weekly digital action planning meetings, implement word processing and discussion threads through Google platforms, conduct all testing online, create online individual student data portfolios, and implement a home to school digital learning connection. ➤ Teachers in the digital learning pilot will analyze the effectiveness of the program through the analysis of student growth and proficiency data.
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
ELA Learning Walks:										
Continue ELA Focused Learning Walks with building administration and TLS.	→									
Document Learning Walk observations and data.	→									
Conduct weekly ESL Learning Walks to identify “ELs at risk” and to develop and Individualized EL Learning Plan for each student based on social emotional, language, and academic EL needs.	→									
Professional Development:										
EL Strategies to support levels 1-5.	→									
21 st Century Project-Based Learning	→									
1:1 Device and digital learning platform				→						
2017 ELA Massachusetts Curriculum Frameworks	→									
Curriculum:										
EL Strategies incorporated into all ELA instruction to support language development.	→									
Planned writing units that incorporate daily mini-lessons, small group differentiated instruction and the use of teacher/peer conferences that supports the shifts in 2017 frameworks.	→									
Use of Data CPT to analyze data and implement more complex tasks for students to apply their learning.	→									
Development and implementation of 21 st Century Project-Based learning plan 1.	→									
Implementation of 21 st Century Project-Based learning plan 2.				→						

Initiative 2: Math



Team Members: Ellyn Gallant, Jennifer Messier, Melissa Scanlon, Caroline Bell and Lisa Vieira-Griffin, Kayla Fleurent-Corey, Stacey Pimental

Final Outcomes:

Instructional Staff Practice Goals

- By EOY, data collected during OI, Principal and TLS learning walks will demonstrate that teachers at the Alfred J. Gomes Elementary School are (1) planning math lessons tied to rigorous objectives using the math curriculum map and Envisions curriculum components as guided by the 2017 Massachusetts Frameworks, (2) using assessment and progress monitoring data to inform instruction. (3) embedding practices that emphasize conceptual understanding in all parts of their lessons.
- By 2017-2018 EOY, the Alfred J Gomes Elementary school will implement a district-wide SEI Program Cycle Review Process and will create a targeted ESL Action Plan to support academic achievement, English language development, and socio-emotional needs of all English Learners.
- Measured through: Review of learning plans, observations, individual teacher data conferences, Common Planning Time notes and learning walks with specific look fors:
 - The Gradual Release Model:
The release of responsibility from teacher to student through the components of “I Do”, “We Do”, “You Do” in order to build student capacity, ownership and application of skills that will allow them to spend sustained time on complex rigorous tasks.
 - Accountable talk:
To enhance vocabulary development, oral and written language skills as well as to increase student discourse and engagement using academic language.
 - Small group differentiated instruction:
Through the use of data analysis teachers will plan instructional practices that allow the curriculum to be appropriately accessible and rigorous by meeting individual student academic needs in order to accelerate growth and achievement.
- Develop an Individualized English Learner (EL) Learning Plan based on each students’ academic, socio-emotional, and English language development needs.
 - Measured through: ACCESS data, MCAS data, STAR data, school interventions, English in a Flash data, written logs from adjustment counselors, Content Area Teachers (CAT), and Parent Support Specialists
- Utilize the NBPS ESL curriculum map that reflects PK-12 EL models (Push-in, pull-out, SLIFE, Newcomers, groups of student by proficiency level, etc.)

- Measured through: Written curriculum map, ESL Curriculum Units, and ESL learning plans.

Student Learning Goals

- By EOY the A.J. Gomes School will realize at least a 40% reduction in students in Levels 1, 2, and 3.
- By EOY the A.J. Gomes School will see at least 10% of students in Level 1 move into Level 2 or 3 and at least 10% of students in Level 4 move into Level 5.0
Measured through: STAR and MCAS 2.0 Math assessments
- By EOY 80% of identified EL students at the A.J. Gomes School will increase by at least one ACCESS level.
- By EOY 70% of identified EL students at the A.J. Gomes School will increase at least one English proficiency level; as well as exit 10% of EL students from ESL instructional services.
 - Measured through: ACCESS testing results.
- By EOY the A.J. Gomes School will see at least 10% of EL students in “Warning” move to “Needs Improvement” in Math
 - Measured through: Math MCAS 2.0 results.

What this means for instructional staff:

- 1.) Teachers will tie their lessons to rigorous objectives, emphasize computational fluency and conceptual understanding, and use data cycles to continuously monitor and adjust their instruction.
- 2.) Teachers will make key shifts in their practice using the cycle of effective instruction, while receiving support in the form of targeted PD at CPT and feedback from observations.
- 3.) 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.
- 4.) Use of data at CPT time will be utilized to look at student work to calibrate rubric scoring and growth producing feedback in order to implement more complex tasks for students to apply their learning.
- 5.) 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 Administration and the TLS to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model.
- 6.) Teachers will utilize strategies that support all EL learners throughout their math instruction. For example, but not limited to: Cut and Grow, sentence frames, word banks, 7-step vocabulary and think-a-louds.
- 7.) Teachers in the digital learning pilot will:
 - attend weekly digital action planning meetings
 - Implement word processing and discussion threads through Google platforms
 - Conduct all testing online
 - Create online individual student data portfolios
 - Create a home to school digital learning connection
- 8.) Content Area Teachers (CAT) and ESL teachers will be expected to strive for deeper connections between their content curriculum focusing on literacy and English language development utilizing SEI strategies, language objectives and academic vocabulary to

increase students English language proficiency and academic achievement.

- ESL teachers, in collaboration with CAT teachers, and all school support staff will develop an Individualized Learning Plan for each of our “targeted” English Learners based on student’s data (i.e. ACCESS results, MCAS, STAR, etc.). This EL student plan will be written based on each student’s academic, socio-emotional, English language development and literacy needs. It will be also linked with cultural background and student’s life experiences.
- CAT teachers with EL students in their classroom “must” continue using SEI strategies, Can Do Descriptors, and planning instruction based on the ACCESS & MCAS data. SEI & ESL teachers will differentiate their lessons and provide individualized opportunities for leaning and interventions needed in Math, and Science.

What this means for building leadership:

1.) Administration will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. Principals will have clear expectations surrounding the Math Curriculum to be used to focus teacher and student learning expectations in their classrooms.

2.) Administration and TLS will guide their SILTs and CPT’s in collecting and making meaningful use of data (STAR, MCAS 2.0, and Envisions assessments)

3.) Administration and TLS will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the Math maps and district focus.

- Use of 1:1 devices
- Project based learning
- ELL strategies to support levels 1-5 with a specific focus on math vocabulary to promote academic language.

4.) Administration and TLS will have clear expectations surrounding the Math Curriculum to be used to focus teacher planning for learning and deepen student learning to apply skills and knowledge.

- Individual Data Defense meetings will be held with teachers every 2, 4 or 6 weeks (depending on teacher tier) monitoring individual student data, identifying trends, factors and underlying causes for lack of growth as well as developing instructional next steps.

5.) Principals will lead CAT & ESL teachers, TLS, Student Adjustment Counselors and Parent Support Specialist by working together to write an ESL Action Plan, aligned to our school SIP, to support Individualized EL Learning Plans. Based on the ACCESS and MCAS test results teachers will drive their instruction and will increase the use of SEI strategies and academic language into every lesson.

- Principals must emphasize to teachers that they need to promote classroom interaction by engaging students to produce more oral language, reading and writing. Principals should increase data-driven times where TLS, content teachers, and ESL teachers could have common planning or collaboration meetings to correlate standards and curriculum units. In addition, Principals are responsible to do 4-6 weeks check-ins (ESL Learning Walk, meeting with grade level teams, etc.) to monitor Individual EL Learning Plans progress.

What this means for our TLS:

In addition to the above, the TLS will participate in year-long professional development targeting the coaching cycle and their role in improving student outcomes.

- TLSs will create and deliver mini PD sessions during CPT and monthly PD (within the year-long TLS PD) building her capacity as a instructional leader.
- TLS will facilitate CPT meetings with content teachers and ESL teachers to have collaboration meetings to correlate standards and curriculum units.

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

Nov. 1:

- 2017 Math Massachusetts Curriculum Frameworks have been updated and will be utilized to assist students in the following areas; making sense of mathematical concepts, mathematical rigor, performing mathematical procedures fluently (math facts), and using mathamaical concepts in problem solving applications to increase student growth and proficiency.
- Teachers will fully implement the updated NBPS math maps.
- 1 CPT per month will be used for Science PD and curriculum planning with grades K-5.
- Teachers will fully implement NBPS Science maps.
- Receive Pearson Science materials and classroom teachers will implament materials in their classrooms.
- Analyze MCAS 2.0 and Pearson Science BOY assessment data during data CPT to identify trends and to develop instructional next

Feb. 1:

- Continue all initiatives from BOY.
- Analyze STAR and Envision data to ensure that all students are demonstrating at least 50% proficiency at MOY.
- Progress monitor STAR and formative assessment data during data CPT's to identify trends to develop instructional next steps that will increase student proficiency.
- 1 CPT per month will be used for Science PD and curriculum planning with grades K-5.
- Analyze Pearson Science assessments to ensure that all student are demonstrating 50% proficiency at MOY.
- Pearson Science assessments data will be utilized to identify trends and develop instructional next steps that will increase student proficiency.
- Continue to provide staff with PBL PD. Teachers will develop and


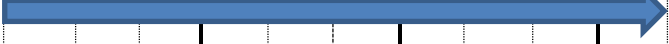
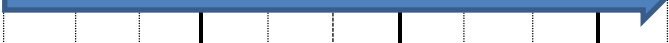
May 1:

- Continue all initiatives and PD as needed.
- Analyze Star and Envision data to ensure that all students are demonstrating at least 80% proficiency at EOY.
- Continue to progress monitor STAR and formative assessment data during data CPT's to identify trends to develop instructional next steps that will increase student proficiency.
- 1 CPT per month will be used for Science PD and curriculum planning with grades K-5.
- Analyze Pearson Science assessments to ensure that all students are demonstrating 80% proficiency at EOY.
- Pearson Science assessments data will be utilized to identify trends and develop instructional next steps that will increase student proficiency.

<p>steps.</p> <ul style="list-style-type: none"> ➤ EL Strategies incorporated into the math instruction to support student academic language development. ➤ Analyze MCAS 2.0, STAR and Envision benchmark BOY and formative assessment data during data CPT to identify trends to develop instructional next steps. ➤ Individual teacher data defense meetings will be held 2, 4 or 6 weeks depending on teacher tier to monitor individual student data, identifying trends, factors and underlying causes for lack of growth as well as developing instructional next steps. ➤ Use of CPT time to analyze STAR data (2-5) based on computational fluency for each grade level. ➤ Weekly standing meetings with the Alfred J Gomes Digital learning team for 1:1 device support and development of targeted learning practices that deepen student achievement through complex tasks ➤ Implementation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement. 	<p>implement, their second of three, 21st Century PBL planning forms after review from Administration and TLS.</p> <ul style="list-style-type: none"> ➤ Continuation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement. ➤ 1:1 device PD given by the digital learning team to the remainder of the staff for full implementation in grades 3-5 for SY 18-19. ➤ Students in the 1:1 digital learning pilot program will begin to take their 1:1 devices home to create a 24/7 learning community. ➤ Teachers in the digital learning pilot will continue to : attend weekly digital action planning meetings, implement word processing and discussion threads through Google platforms, conduct all testing online, create online individual student data portfolios as well as implement a home to school digital learning connection. 	<ul style="list-style-type: none"> ➤ Continue to provide staff with PBL PD. Teachers will develop and implement, their final of three, 21st Century PBL planning forms after review from Administration and TLS. ➤ Continuation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement. ➤ Continue to give 1:1 device PD given by the digital learning team to the remainder of the staff for full implementation in grade 3-5 for SY 18-19. ➤ Teachers in the digital learning pilot will continue to : attend weekly digital action planning meetings, implement word processing and discussion threads through Google platforms, conduct all testing online, create online individual student data portfolios as well as implement a home to school digital learning connection. ➤ Teachers in the digital learning pilot will analyze the effectiveness of the program through the analysis of student
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<ul style="list-style-type: none"> ➤ Teachers will receive Professional Development on Project Based Learning (PBL). Teachers will develop and implement, the first of three, 21st Century PBL planning forms after review from Administration and TLS. ➤ STAR progress monitoring data in grades 2-5 will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for individual students. ➤ Teachers will receive Professional Development on PBL and ELL that support core math instruction. ➤ Teachers in the digital learning pilot will: attend weekly digital action planning meetings. Implement word processing and discussion threads through Google platforms. Conduct all testing online and Create online individual student data portfolios. 		<p>growth and proficiency data.</p>
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Math Learning Walks:										
Math focused learning walks with building administration and TLS.	→									
Document Learning Walk observations and data.	→									
Conduct weekly ESL Learning Walks to identify “ELs at risk” and to develop and Individualized EL Learning Plan for each student based on social emotional, language, and academic EL needs.	→									
Professional Development:										
EL Strategies to support levels 1-5.	→									
21 st Century Project-Based Learning	→									
1:1 Device and digital learning platform				→						
2017 Math Massachusetts Curriculum Frameworks	→									
NBPS Science Maps, Pearson Science and Next Generation Science Standards		→								
Curriculum:										
EL Strategies incorporated into all Math & Science instruction to support language development.	→									
Use of Data CPT to analyze data and implement more complex tasks for students to apply their learning.	→									
Development and implementation of 21 st Century Project-Based learning plan 1.	→									
Implementation of 21 st Century Project-Based learning plan 2.				→						
Implementation of 21 st Century Project-Based learning plan 3.							→			
RTI model implemented in 6 week cycles to close individual student academic gaps.	→									
DATA:										
MCAS 2.0 Math data collection and review	→									
MCAS 2.0 Science data collection and review	→									
Collect and analyze STAR Math BOY, MOY and EOY	→					→			→	
Collect and analyze Pearson Science BOY, MOY and EOY	→					→			→	
Collect and analyze Envision Assessments	→									

<p>Review and analyze ACCESS reports by grade level and analyze to determine where EL students are making progress vs. EL student's needs.</p>	
<p>Implementation of the SEI program cycle review and development of EL Individualized Learning Plans through weekly EL case studies.</p>	
<p>Individual teacher data defense meetings will be held 2, 4 or 6 weeks depending on teacher tier to monitor</p>	

Initiative 3: Science



Team Members: Ellyn Gallant, Jennifer Messier, Melissa Scanlon, Caroline Bell and Kelesy O'Connell, Kayla Fleurent-Corey, Stacey Pimentel

Final Outcomes:

Instructional Staff Practice Goals

- By EOY, data collected during OI, Principal and TLS learning walks will demonstrate that teachers at the Alfred J. Gomes Elementary School are (1) planning Science lessons tied to rigorous objectives using the NBPS Science curriculum map (grades 3-5) and Pearson Science curriculum components as guided by the 2016 Massachusetts Science Frameworks, (2) using assessment and progress monitoring data to inform instruction.

Measured through: Review of learning plans, observations, individual teacher data conferences, Common Planning Time notes and learning walks with specific look fors:

- The Gradual Release Model:
The release of responsibility from teacher to student through the components of “I Do”, “We Do”, “You Do” in order to build student capacity, ownership and application of skills that will allow them to spend sustained time on complex rigorous tasks.
- Accountable talk:
To enhance vocabulary development, oral and written language skills as well as to increase student discourse and engagement using academic language.
- Small group differentiated instruction:
Through the use of data analysis teachers will plan instructional practices that allow the curriculum to be appropriately accessible and rigorous by meeting individual student academic needs in order to accelerate growth and achievement.
- Utilize the NBPS Science curriculum map that includes the the Pk-12 ESL and Special Education model (Push-in, pull-out, newcomers, groups of student by proficiency level, etc.) to support all learners
 - Measured through: Learning plans, Person Science Formative and Summative assessments and the The 2017-2018 MCAS Legacy Science results.

Student Learning Goals

- By EOY the A.J. Gomes School will see at least 10% of students in “Warning” move to “Needs Improvement” in Science, 10% of “Needs Improvement” move to “Proficient” and 10% of “Proficient” move to “Advanced”.
 - Measured through: The 2017-2018 MCAS Legacy Science results in comparison to the 16-17 results.

What this means for instructional staff:

- 1.) Teachers will tie their lessons to rigorous objectives and use data cycles to continuously monitor and adjust their instruction.
- 2.) Teachers will make key shifts in their practice using the cycle of effective instruction, while receiving support in the form of targeted PD at CPT and feedback from observations.
- 3.) Teachers will be provided with Science curriculum and a scope and sequence aligned to the Massachusetts Curriculum frameworks that will provide a focus for their instructional practice.
- 4.) Use of data at CPT time will be utilized to look at student work to calibrate rubric scoring and growth producing feedback in order to implement more complex tasks for students to apply their learning.
- 5.) 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 Administration and the TLS to structure and deliver their lessons in a way that promotes increased rigor for students through the gradual release model.
- 6.) Teachers will utilize strategies that support all EL learners throughout their Science instruction. For example, but not limited to: Cut and Grow, sentence frames, word banks, 7-step vocabulary and think-a-louds.
- 7.) Teachers in the digital learning pilot will:
 - attend weekly digital action planning meetings
 - Implement word processing and discussion threads through Google platforms
 - Conduct all testing online
 - Create online individual student data portfolios
 - Create a home to school digital learning connection
- 8.) Content Area Teachers (CAT) and ESL teachers will be expected to strive for deeper connections between the Science curriculum focusing on literacy and English language development utilizing SEI strategies, language objectives and academic vocabulary to increase students English language proficiency and academic achievement.
 - ESL teachers, in collaboration with CAT teachers, and all school support staff will develop an Individualized Learning Plan for each of our “targeted” English Learners based on student’s data (i.e. ACCESS results, MCAS, STAR, etc.). This EL student plan will be written based on each student’s academic, socio-emotional, English language development and literacy needs. It will be also linked with cultural background and student’s life experiences.
 - CAT teachers with EL students in their classroom “must” continue using SEI strategies, Can Do Descriptors, and planning instruction based on the ACCESS & MCAS data. SEI & ESL teachers will differentiate their lessons and provide individualized opportunities for learning and interventions needed in Science.

What this means for building leadership:

- 1.) Administration will provide feedback that emphasizes the connection between planning, instruction, assessment and student work analysis. Principals will have clear expectations surrounding the Science Curriculum to be used to focus teacher and student learning expectations in their classrooms.
- 2.) Administration and TLS will guide their SILTs and CPT’s in collecting and making meaningful use of data (STAR, MCAS 2.0, and Pearson Science assessments)

3.) Administration and TLS will work with teachers to identify a specific instructional focus and develop school-based PD and support systems that align with the Science maps and district focus.

- Use of 1:1 devices
- Project based learning
- ELL strategies to support levels 1-5 with a specific focus on math vocabulary to promote academic language.

4.) Administration and TLS will have clear expectations surrounding the Science Curriculum to be used to focus teacher planning for learning and deepen student learning to apply skills and knowledge.

- Individual Data Defense meetings will be held with teachers every 2, 4 or 6 weeks (depending on teacher tier) monitoring individual student data, identifying trends, factors and underlying causes for lack of growth as well as developing instructional next steps.

5.) Principals will lead CAT & ESL teachers, TLS, Student Adjustment Counselors and Parent Support Specialist by working together to write an ESL Action Plan, aligned to our school SIP, to support Individualized EL Learning Plans. Based on the ACCESS and MCAS test results teachers will drive their instruction and will increase the use of SEI strategies and academic language into every lesson.

- Principals must emphasize to teachers that they need to promote classroom interaction by engaging students to produce more oral language, reading and writing. Principals should increase data-driven times where TLS, content teachers, and ESL teachers could have common planning or collaboration meetings to correlate standards and curriculum units. In addition, Principals are responsible to do 4-6 weeks check-ins (ESL Learning Walk, meeting with grade level teams, etc.) to monitor Individual EL Learning Plans progress.

What this means for our TLS:

In addition to the above, the TLS will participate in year-long professional development targeting the coaching cycle and their role in improving student outcomes.

- TLSs will create and deliver mini PD sessions during CPT and monthly PD (within the year-long TLS PD) building her capacity as a instructional leader.
- TLS will facilitate CPT meetings with content teachers and ESL teachers to have collaboration meetings to correlate standards and curriculum units.

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

Nov. 1:

- Review 2016 Science Massachusetts Curriculum Frameworks and all grade level teachers will utilize these to assist students in building science proficiency.
- Grades 3-5 teachers will fully implement the updated NBPS

Feb. 1:

- Continue all initiatives from BOY.
- Analyze Pearson Science data to ensure that all students are demonstrating at least 50% proficiency at MOY.
- 1 CPT per month will be used for Science PD and



May 1:

- Continue all initiatives and PD as needed.
- Analyze Pearson Science data to ensure that all students are demonstrating at least 80% proficiency at EOY.
- 1 CPT per month will

<p>Science maps.</p> <ul style="list-style-type: none"> ➤ 1 CPT per month will be used for Science PD and curriculum planning with grades K-5. ➤ Teachers will fully implement NBPS Science maps. ➤ Receive Pearson Science materials and classroom teachers will implement materials in their classrooms. ➤ Analyze MCAS Science and Pearson Science BOY assessment data during data CPT to identify trends and to develop instructional next steps. ➤ EL Strategies incorporated into the science instruction to support student academic language development. ➤ Analyze MCAS 2.0 and Pearson Science benchmark BOY and formative assessment data during data CPT to identify trends to develop instructional next steps. ➤ Individual teacher data defense meetings will be held 2, 4 or 6 weeks depending on teacher tier to monitor individual student data, identifying trends, factors and underlying causes for lack of growth as well as developing instructional next steps. ➤ Weekly standing meetings with the Alfred J Gomes Digital learning team for 1:1 	<p>curriculum planning with grades K-5.</p> <ul style="list-style-type: none"> ➤ Pearson Science assessments data will be utilized to identify trends and develop instructional next steps that will increase student proficiency. ➤ Continue to provide staff with PBL PD. Teachers will develop and implement, their second of three, 21st Century PBL planning forms after review from Administration and TLS. ➤ Continuation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement. ➤ 1:1 device PD given by the digital learning team to the remainder of the staff for full implementation in grades 3-5 for SY 18-19. ➤ Students in the 1:1 digital learning pilot program will begin to take their 1:1 devices home to create a 24/7 learning community. ➤ Teachers in the digital learning pilot will continue to : attend weekly digital action planning meetings, implement word processing and discussion threads through Google 	<p>be used for Science PD and curriculum planning with grades K-5.</p> <ul style="list-style-type: none"> ➤ Analyze Pearson Science assessments to ensure that all students are demonstrating 80% proficiency at EOY. ➤ Pearson Science assessments data will be utilized to identify trends and develop instructional next steps that will increase student proficiency. ➤ Continue to provide staff with PBL PD. Teachers will develop and implement, their final of three, 21st Century PBL planning forms after review from Administration and TLS. ➤ Continuation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement. ➤ Continue to give 1:1 device PD given by the digital learning team to the remainder of the staff for full implementation in grade 3-5 for SY 18-19. ➤ Teachers in the digital learning pilot will continue to : attend weekly digital action planning meetings,
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<p>device support and development of targeted learning practices that deepen student achievement through complex tasks</p> <ul style="list-style-type: none"> ➤ Implementation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support academic achievement. ➤ Teachers will receive Professional Development on Project Based Learning (PBL). Teachers will develop and implement, the first of three, 21st Century PBL planning forms after review from Administration and TLS. ➤ Pearson Science data in grades 3-5 will be utilized to create differentiated student groups and use learning progressions to guide instructional planning for individual students. ➤ Teachers will receive Professional Development on PBL and ELL that support core science instruction. ➤ Teachers in the digital learning pilot will: attend weekly digital action planning meetings. Implement word processing and discussion threads through Google platforms. Conduct all testing online and Create online individual student data portfolios. 	<p>platforms, conduct all testing online, create online individual student data portfolios as well as implement a home to school digital learning connection.</p>	<p>implement word processing and discussion threads through Google platforms, conduct all testing online, create online individual student data portfolios as well as implement a home to school digital learning connection.</p> <ul style="list-style-type: none"> ➤ Teachers in the digital learning pilot will analyze the effectiveness of the program through the analysis of student growth and proficiency data.
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Science Learning Walks:										
Science focused learning walks with building administration and TLS.	→									
Document Learning Walk observations and data.	→									
Conduct weekly ESL Learning Walks to identify “ELs at risk” and to develop and Individualized EL Learning Plan for each student based on social emotional, language, and academic EL needs.	→									
Professional Development:										
EL Strategies to support levels 1-5.	→									
21 st Century Project-Based Learning	→									
1:1 Device and digital learning platform				→						
NBPS Science Maps and Pearson Science 2016 Massachusetts Science Frameworks		→								
Curriculum:										
EL Strategies incorporated into all Science instruction to support language development.	→									
Use of Data CPT to analyze data and implement more complex tasks for students to apply their learning.	→									
Development and implementation of 21 st Century Project-Based learning plan 1.	→									
Implementation of 21 st Century Project-Based learning plan 2.			→							
Implementation of 21 st Century Project-Based learning plan 3.						→				
RTI model implemented in 6 week cycles to close individual student academic gaps.	→									
DATA:										
MCAS Legacy Science data collection and review	→									
Collect and analyze Pearson Science BOY, MOY and EOY	→					→			→	
Collect and analyze Pearson Science Unit Assessments	→									
Review and analyze ACCESS reports by grade level and analyze to determine where EL students are making progress vs. EL student’s needs.	→									

<p>Implementation of the SEI program cycle review and development of EL Individualized Learning Plans through weekly EL case studies.</p>	
<p>Individual teacher data defense meetings will be held 2, 4 or 6 weeks depending on teacher tier to monitor</p>	

Initiative 4: SEL (Social Emotional Learning)



Team Members: Ellyn Gallant, Jennifer Messier, Kim Daniels, Cherri Sharland, Hollie Rodrigues, Caitlin Gette-King, Matthew Hill

Final Outcomes:

By EOY Alfred J Gomes School will have evidence of using socio-emotional learning through data intergration and incorporation of PBIS action plan and implementation of The Zones of Regulation Curriculum.

As measured through: SWIS suspension and behavioral data with office referral forms, student and staff attendance, Tier two and Tier three PBIS behavior plan data supported through PBIS and the Zones of Regulation program.

Staff Practice Goals:

- Staff will implement universal positive behavior interventions through the use of PBIS to benefit and impact all students and staff through building common language that supports and builds a strong school culture.
- Staff will participate in professional development to discuss, reflect upon, and implement action steps in response to PBIS data
- School Adjustment Counselors will integrate the Zones of Regulation curricula into our pre-existing PBIS model to support students' social emotional development.
- The Alfred J Gomes School will ensure that at least 85% of students who are brought through the BBST process will be provided with appropriate referral, intervention and monitoring to promote an increase in student achievement and decrease in student behavioral incidents.

Student Learning Goals:

- Students will utilize skills learned through the Zones of Regulation Curriculum in conjunction with the Alfred J Gomes schoolwide PBIS model in order to increase self regulation including, emotional control, sensory regulation, and executive functioning skills.
- Students will be able to use the Zones of Regulation to visually and verbally monitor how they are feeling in the moment in order to identify if they are following the PBIS universal expectations.
- Students will participate in recommended interventions as prescribed by the PBIS team. Students will be expected to fully engage in the learning process scaffolded with academic supports and actively participate in behavioral and social/emotional interventions provided at least 85% of the time. This will be measured through observation, progress monitoring, and student work

What this means for staff:

- The Gomes School PBIS team will work to establish a universal positive student support systems by looking at school SWIS data and trends to drive continued school based action plans, professional development, and systems analysis.
- The Zones of Regulation curriculum will be used effectively in conjunction with PBIS.
- Staff will participate in socio-emotional and trauma PD that will support a comprehensive understanding of our diverse student population in order to create a bridge between students emotional learning, English language development, academic achievement, health, and well-being.
- Staff will participate in weekly BBST and SEI program Cycle review case studies to

support students holistically.

- Teachers in the 1:1 pilot classrooms will ensure that most tiered /differentiated materials are offered digitally to maintain student confidentiality as well as to decrease the stigma for below level learners.
- General education, special education, and related service staff will work with BBST team to provide appropriate interventions prior to referral to Special Education. These interventions will be consistently implemented, data collected, and review of data will be done at specified intervals. Data analysis will be used to determine need for ongoing support, for different supports, or for referral to Special Education.
- Staff will work with the PBIS team to develop appropriate Tier 2 and Tier 3 behavior interventions and supports.

What this means for building leadership:

- Administration and their leadership teams will play an essential role in looking at and evaluating the effectiveness of the their PBIS action plan working towards the decrease of Tier 2 and 3 behaviors that impact time on learning. Emphasis will be placed on communicating positive system implementation and sharing of the positive supports with parents and the greater school community.
- Administration will support the work of building based support teams including the PBIS team to positively impact the schools culture and climate in order to decrease tier 2 and tier 3 behaviors.
- Administration will model positive and consistent expectations that will build a common language and vision for the school that integrates the PBIS action plan and Zones of Regulation.
- Administration will be expected to participate in the BBST process at least quarterly and ensure that the process is being followed as indicated in the BBST Guidelines. Administration are further expected to monitor interventions being provided to ensure that all interventions are being carried out as prescribed.

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

Nov. 1:

- PBIS team members will attend PBIS trainings and should be using the SWIS data collection program.
- The Alfred J Gomes School will fully implement their PBIS action plan and complete the tiered fidelity inventory.
- The Alfred J Gomes school adjustment counselors will compile a case load of students who will benefit from additional social emotional supports and create individual support plans as necessary
- The Alfred J Gomes school

Feb. 1:

- Continue all initiatives from BOY.
- The Alfred J Gomes School will realize a decrease in tier 2 and tier 3 behaviors that impact time on learning
- The Alfred J Gomes School will have completed at least 50% of their action plan according to the TFI.
- The Alfred J Gomes School will report out their SWIS data during SILT and staff meetings

May 1:

- Continue all initiatives from MOY
- The Alfred J Gomes School will realize a decrease in tier 2 and tier 3 behaviors that impact time on learning.
- The Alfred J Gomes School will have completed at least 70% of their action plan according to the TFI.
- The Alfred J Gomes School will report out their SWIS data during

<p>adjustment counselors will implement the Zones of Regulation curriculum with students in small groups and in their social skills classes.</p> <ul style="list-style-type: none"> ➤ The Alfred J Gomes School will establish a BBST protocol and set the meeting schedule for the year to review individual student cases to support both social emotional and academic progress. ➤ Implementation of the SEI program cycle review and action plan through weekly EL case studies and learning walks that support the high priority needs of individual students to support both social emotional and academic achievement. 	<p>and revise their action plan as necessary.</p> <ul style="list-style-type: none"> ➤ The Alfred J Gomes school adjustment counselors will monitor their case load of students who require Tier 2 and 3 behavioral interventions through the data analysis of the BOY-MOY individual and small group support plans as well as SWIS data. 	<p>SILT and staff meetings and revise their action plan as necessary.</p> <ul style="list-style-type: none"> ➤ The PBIS team will unpack BOY-MOY data to identify school wide and grade level trends to adjust the PBIS action plan for SY 18-19 as necessary. ➤ The Alfred J Gomes school adjustment counselors will monitor their case load of students who require Tier 2 and 3 behavioral interventions through the data analysis of the BOY-MOY individual and small group support plans as well as SWIS data.
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Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Professional Development:										
PBIS Cohort 2: attend statewide trainings for cohort 2 Alfred J Gomes School PBIS action plan development.		➔			➔			➔		
Zones of Regulation: School Adjustment counselors attend PD with Wendy Miranda and implment accodingy to the plan				➔						
SWIS Training with Jariel Verne for program implementation and data analysis	➔									
PBIS:										
Fully implement PBIS Action Plan			➔							
Update PBIS Action Plan at December and February trainings					➔					
Complete Tiered Fidelity inventory - (TFI)		➔			➔			➔		
Alalyze data from SWISS to identify behavioral trends				➔						
Develop tier 2 and tier 3 support plans				➔						
Zones of Regulation:										
SACs will implement curriculum with students in social small groups.			➔							
BBST:										
BBST will develop protocol and teacher packet.	➔									
BBST will set meeting schedule for the school year.			➔							

Initiative 5: Parent and Community Outreach



Team Members: Ellyn Gallant, Jennifer Messier, Monica Dasilva, Gisanny Monteiro, Kelsey O’Connell, Kristen Hemphill

Final Outcomes:

By EOY, The Alfred J Gomes Elementary School will have evidence of diversified parent, family and community engagement activities. By tiering our activities through a framework that looks at the differing levels of academic and non-academic supports that families and the surrounding community may need in order to build a strong “school ~ home partnership”.

As Measured through:

- the use of various data points to track parent, family and community participation at events in regards to percentage of families engaged, what form of engagement, and attendance at school activities.
 - We will have at least 80% of family members attended at least 1 district or school sponsored event throughout the school year.
 - We will have 95% of students and 50% of families will participate in the Panorama survey so the school may identify and develop action plans on how to address the needs identified.

Staff Practice Goals:

- The goal is for teachers to support and positively impact family / community engagement within their classrooms and within the school to create a more welcoming, supportive, and inclusive environment where family and community members can be active participants within the students’ academic lives.
- In accordance with the educator evaluation system parent / family engagement and the use of cultural relevant practices and methodology is an expectation, and an area for constant growth for all educators, and schools.

Student Learning Goals:

- Students will demonstrate greater academic achievement, sense of belonging, improved self-motivation and esteem as measured through the panorama survey.
- Students will demonstrate improved behavior and a reduction in disciplinary referrals as measured by SWIS data.
- Students create a sense of ownership over the Alfred J Gomes School 4 core values of being Safe, Kind, Respectful and Responsible.

What this means for Staff :

- Staff will model the universal PBIS expectations and implement positive supports for student behaviors and establish a safe learning environment that maximizes time on learning.
- Staff will actively keep track and document families and parents they engage with regarding their students and ways to continually create a welcoming classroom and lines of communication with their parents.
- Staff will actively participate in family engagement events planned by the Parent

Engagement Committee.

- Staff will participate in opportunities that strengthen the relationship between the school and the surrounding community organizations such as but not limited to the United way, YMCA, Junior Achievement, the Lloyd Center, Project Grow, Buzzards Bay Writing and Coastline Elderly.

What this means for building leadership:

- Administration will collaborate with teams (school based, district level and community members) to plan and schedule various family engagement opportunities.
- Administration will work side-by-side with teachers in assisting them in understanding the survey feedback, lead the discussion around major findings and drive the SIP planning process.
- Administration will provide the necessary professional development opportunities to support relationships that positively impact student learning.
- Administration will provide regular and helpful feedback to teachers in the areas outlined above correlating to standard 4 of the teacher evaluation rubric.
- Administration will work with students and families to increase participation rates at engagement events.
- Administration will coordinate the work with community partners to ensure alignment between partner efforts, the district’s AIP and his/her school improvement plan.
- Administration will assign a staff member responsible for keeping their school’s communication up to date.
- Administration will meet with partners at least quarterly to monitor and review the effectiveness of their programming and alignment to the SIP .

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

Nov. 1:

- The Alfred J Gomes Elementary school will establish a family engagement team and schedule our meeting for SY 17-18.
- The Alfred J Gomes Elementary school will map out monthly parent enagement events including but not limited to family nights, PTO events, coffee hours, embedded parent engagement events, and weekly Parent engagement common planning times.
- Work in collaboration with the “South End Engaged” Team in order to develop and

Feb. 1:

- Continue all initiatives from BOY.
- Monitor parent participation to ensure that we achieve at least 80% of family members will attend at least 1 school sponsored event by EOY.
- Host a family engagement event to introduce 1:1 devices at home in order to create a 24/7 home-school learning connection.
- The Alfred J Gomes Elementary school will

May 1:

- Continue all initiatives from MOY.
- Monitor parent participation to ensure that we have achieved at least 80% of family members have attended at least 1 school sponsored event throughout the school year. If findings indicate that we have not met our 80%, identify an action plan to prevent barriers for SY 18-19.
- Unpack and analyze all survey results to drive

<p>implement the 17-18 action plan.</p> <ul style="list-style-type: none"> ➤ The Alfred J Gomes Elementary school will develop and host at least one School Council meeting with community partners to ensure quality and refine practices as necessary. The meeting schedule for the SY 17-18 will be set. ➤ Have all community partner alignment plans completed. ➤ The Alfred J Gomes School will use the headphone translation system at family engagement events. ➤ Various methods of two way communication in native languages will be used on a frequent basis to inform the parents/ families and the community of Gomes school events through the use of the Gomes Gazette, School Messenger, Gomes School web site as well as informal and formal notices. ➤ Student of the month assemblies will be held to support and highlight student achievement. ➤ Parent/ family surveys will be sent home in order to identify needs and services that will further support our school community. ➤ Staff including the The Alfred J Gomes School Parent Support Specialist will be present at Open House and other family engagement events to increase participation. 	<p>have a well established plan to roll out various school and district based surveys e.g. Panaroma and ELT surveys.</p>	<p>SIP for SY 18-19.</p> <ul style="list-style-type: none"> ➤ Teachers in the digital learning pilot will determine the effectiveness of the program through the analysis of student growth and proficiency data. ➤ The Alfred J Gomes Elementary school will host the final School Council meeting with community partners to ensure quality and refine practice as necessary.
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Roadmap

Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Family Engagement:										
Establish a family engagement team and schedule our meeting for SY 17-18.	➔									
Map out monthly parent engagement events including but not limited to family nights, PTO events, coffee hours, embedded parent engagement events, and weekly Parent engagement common planning times.	➔									
Parent/ family surveys will be sent home to further support our school community.	➔					➔				➔
The Gomes School Parent Support Specialist will be present at Open House and other family engagement events to increase participation.	➔									
Host a family engagement event to introduce 1:1 devices at home in order to create a 24/7 home-school learning connection.						➔				
Send family engagement data (participation at school events) to the NBPS wrap around manager.				➔						
Community Engagment:										
Develop and host at least one School Council meeting with community partners to ensure quality and refine practice as necessary. As well as set the furture SY 17-18 meeting dates.			➔							
Work in collaboration with the “South End Engaged” Team in order to develop and implementing the 17-18 action plan.	➔									
Have all community partner alignment plans completed.	➔									

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?

(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.

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
Reading Comprehension and Vocabulary	<ul style="list-style-type: none"> Teachers will model small group differentiated instruction, vocabulary and targeted EL and RTI strategies. Students will engage in small group differentiated instruction that meets their needs and goals. Teachers and students will utilize graphic organizers that support 	Teachers will continue to implement a literacy block that incorporates small group instruction.	<p>The desired expectation of teachers is to further differentiate and tier their small group instruction in order to support individual student needs.</p> <p>The student expectation is to complete work independently and attain 80% proficiency towards the standard.</p>

	individual needs such as the Frayer Model, to organize and enhance their vocabulary development		
<i>Developing Math Computational Fluency</i>	<ul style="list-style-type: none"> • Small group differentiated centers during math block to encourage computational fluency. • Teacher-led small group during center time with teachers utilizing “number talks” and other strategies • Teachers will create purposeful strings of related problems that move students along the continuum of math proficiency. • Teachers will utilize grade-level computational math continuum at teacher-led centers to determine areas for student growth. 	Teachers have implemented EnVision 2.0 math program with fidelity. During a math lesson, they guide students from concrete to abstract mathematical understandings. Teachers’ math mindset has expanded and translated into more effective instructional practices. STAR assessment provides more in-depth look at student gaps.	Teachers will continue to utilize small group time during the math block to reinforce math skills and clear up any student misconceptions. This time will also focus on computational fluency so that students have efficient and accurate methods for computing. Teachers utilize several data points to determine next steps for students to achieve grade level computational fluency.
<i>Writing</i>	<ul style="list-style-type: none"> • Teachers will deliver standards based writing instruction on the three main types of writing (narrative, argumentative/literary analysis and research simulation) • Teachers will cross walk the old common core standards with the new Massachusetts ELA 2017 curriculum frameworks refine 	Teachers have developed standards based writing instruction in correlation with writing rubrics resulting in an increase in overall CFA data.	To provide high quality writing instruction with growth producing feedback that meets the Massachusetts ELA 2017 curriculum frameworks and individual student needs in order to accelerate student growth.

	<p>their practices and develop daily writing mini-lessons and align with NBPS Units of Study.</p> <ul style="list-style-type: none"> • Teachers will look at student work to determine if they are able to independently apply the targeted skills taught through writing mini-lesson • In order to demonstrate proficiency based upon the Writing to Sources rubric for grades K-2 and the MCAS 2.0 rubric for grades 3-5. 		
<i>Science</i>	<ul style="list-style-type: none"> • Teachers will utilize the Next Generation Science Standards in correlation with the NBPS science map using the Person Science curriculum and materials. • Teachers will unpack and develop a grade level PBL science project with a multi-disciplinary underscore of ELA and Math. 	<ul style="list-style-type: none"> • Currently, teachers integrate science into their daily math and ELA blocks utilizing the cross-disciplinary materials in envision 2.0 and Reading Street. • Teachers are motivated to unpack and use the to new Perason Curriculum and materials. 	<ul style="list-style-type: none"> • Teachers will continue to utilize cross-disciplinary materials with a deeper focus on their specific grade level science standards. • Teachers will provide science instruction utilizing a project-based instructional model.

(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.

Reading Comprehension and Vocabulary	Reading Comprehension and Vocabulary: Key Ideas and Details and Craft and Structure		
Instructional strategies:	Small Group tiered Differentiated Instruction, RTI and ELstrategies	Approximate dates:	Continuously throughout year
Meeting	Learning objectives for teachers		Support needed
September CPT	<p>Introduction to NBPS ELA Units of Study with alignment to Reading Street and daily writing routine.</p> <p>2017 ELA Massachusetts Curriculum Frameworks for language, speaking, listening, reading, writing and reading foundation skills will be analyzed to crosswalk the old standards to the new in order to implement instructional shifts in all core classrooms and intervention to increase student growth and proficiency.</p> <p>Reviewing 16-17 EOY data and 17-18 baseline data to plan for small group differentiated instruction that targets EL and RTI strategies.</p>		Reading Street consultant to provide targeted support on strategies.
September and October CPT	Data cycle protocol for flexible grouping of students for intervention blocks and daily differentiated small group literacy instruction. Utilization of Reading Street ERI, RTI, ELD and My Sidewalks programs.		The office of instruction to sit-in on CPT for each grade level.
November-March	Embedded PD on reviewing/ calibrating 17-18 BOY-MOY data and the development of next steps to inform intervention blocks and daily differentiated small group literacy instruction that will accelerate student growth to meet 60% Proficiency by MOY and 80% proficiency by EOY.		The office of instruction to provide further guidance on district implementation and expectations.
April – June	PD will be based upon MOY data findings to see what areas staff need to inform instruction (TBD).		The office of instruction will provide further guidance on district implementation and expectations.
September – June CPT	EL strategies will be incorporated into all aspects		The office of instruction,

and PD	of ELA instruction including but not limited to sentence frames, word banks and differentiated instruction. Language objectives will be developed and tiered to support English language development.	ELA and ELL TLS and building administration
November-June	Coaching cycles with ELA TLS focusing on modeling close reading and vocabulary strategies (Graphic organizers such as the Frayer Model) while incorporating small group differentiated instruction and the use of the Gradual Release Model with a focus on the “You Do”.	Reading Street consultant to provide targeted support on strategies.
September – June PD and CPT	Teachers will receive Professional Development on Project Based Learning (PBL). Teachers will develop and implement, the first of three, 21 st Century PBL planning forms after review from Administration and TLS.	TLS, Administrators, 21 st Century ELT Facilitator
November- June PD and CPT	1:1 device PD given by the digital learning team to the remainder of the staff for full implementation in grade 3-5 for SY 18-19.	TLS, Administrators, 21 st Century ELT Facilitator

<i>Math</i>	<i>Developing Math Computational Fluency</i>		
Instructional strategies:	Gradual Release Model, Accountable Talk, Small Group Differentiated Instruction	Approximate dates:	Continuously throughout year
Meeting	Learning objectives for teachers	Support needed	
September - CPT	Alignment of NBPS math map to enVision 2.0 curriculum given student data points and the 2017 Massachusetts math frameworks. Creation of tracking device in order to ensure curriculum standards are met.	The office of instruction and building administration to sit in on CPT for discussion on curriculum mapping needs.	
October/ November – CPT	Math Number Talks – Teachers learn how to utilize number talks as a powerful tool for helping students develop computational fluency.	The office of instruction to provide further guidance on best practices to achieve grade level math fluencies.	
October - CPT	Create and adjust small group instructional time during math block to include differentiated math centers that engage students and move them towards computational fluency.	The office of instruction to provide further guidance on best practices to achieve grade level math fluencies.	
October (BOY) CPT and Progress Monitoring throughout the year	Analyze STAR data (2-5) based on computational fluencies for each grade level. Create differentiated center activities that will address proficiencies and move students towards mathematical fluency.	The office of instruction to provide further guidance on best practices to achieve grade level math fluencies.	
October/November	Grade level fluency continuums to be created with each grade-level as a focus for teachers during teacher-led small group time. This will allow teachers to track student progress and adjust instruction as necessary.	The office of instruction to provide further guidance on best practices to achieve grade level math fluencies.	
October- December - CPT	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.	The office of instruction to provide further guidance on small group differentiated math instruction.	

September – June – Data Common Planning Time	Data cycle protocol for flexible grouping of students for intervention block. Utilization of MDIS for intervention block to revisit skills that students need for further conceptual understanding.	The office of instruction and building administration
October-June	Coaching cycles with math TLS focusing on building teacher’s instructional strategies surrounding conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition.	The office of instruction and building administration to provide feedback to TLS on coaching cycle implantation and success.
September – June PD and CPT	Teachers will receive Professional Development on Project Based Learning (PBL). Teachers will develop and implement, the first of three, 21 st Centruy PBL planning forms after review from Adminstration and TLS.	TLS, Adminstratoins, 21 st Century ELT Facilitator
November- June PD and CPT	1:1 device PD given by the digital learing team to the reaminder of the staff for full implementation in grade 3-5 for SY 18-19.	TLS, Adminstratoins, 21 st Century ELT Facilitator

Writing		<i>Standards based Writing Instruction</i>	
Instructional strategies:	Gradual Release Model, Accountable Talk, Small Group Differentiated Instruction	Approximate dates:	Continuously throughout year
Meeting	Learning objectives for teachers		Support Needed
September CPT	Crosswalk the new 2017 writing standards with the old to refine practices to develop rigorous daily mini lessons.		The office of instruction ELA TLS and building administration
October CPT	Utilizing writing exemplars and rubrics to model and discuss 1. What good writing look 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 MCAS 2.0 writing rubric (3-5) during individual student conferences.		The office of instruction, ELA TLS and building administration
September- June	During data CPT teaches will 1. Calibrate writing scoring and expectations by using the LASW		The office of instruction, ELA TLS and building

	protocol using the Writing to Sources (K-2) and MCAS 2.0 writing rubric (3-5) 2. Calibrate high leverage growth producing feedback. 3. Next steps planning to drive writing instruction.	administration
September – June CPT and PD	EL strategies will be incorporated into all aspects of writing instruction including but not limited to sentence frames, word banks and differentiated instruction. Language objectives will be developed and tiered to support English language development.	The office of instruction, ELA and ELL TLS and building administration
October – June	Core content teachers in grades K-5 will engage in coaching cycles with ELA TLS 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.	The office of instruction, ELA TLS and building administration
September – June PD and CPT	Teachers will receive Professional Development on Project Based Learning (PBL). Teachers will develop and implement, the first of three, 21 st Century PBL planning forms after review from Administration and TLS.	TLS, Administrators, 21 st Century ELT Facilitator
November- June PD and CPT	1:1 device PD given by the digital learning team to the remainder of the staff for full implementation in grade 3-5 for SY 18-19.	TLS, Administrators, 21 st Century ELT Facilitator

Science	<i>Next Generation Science Standards and Massachusetts STE Curriculum Frameworks</i>		
Instructional strategies:	Gradual Release Model, Accountable Talk, Small Group Differentiated Instruction	Approximate dates:	Continuously throughout year
Meeting	Learning objectives for teachers		Support Needed
September SILT	Teachers strategized better use of research lab to provide students with project-based science instruction.		The office of instruction to provide further guidance on district implementation and expectations.
September CPT	Teachers to inform TLS of current science instruction and discuss needs to meet proficiency.		The office of instruction to provide further guidance on district implementation and

		expectations.
November CPT	Teachers will unpack and receive PD on the new Pearson Science curriculum and materials.	The office of instruction to provide further guidance on district implementation and expectations.
September- June	Coaching cycles with TLS to determine specific teacher needs and best practices for peer observations in science.	The office of instruction to provide further guidance on district implementation and expectations.
September – June CPT and PD	EL strategies will be incorporated into all aspects of writing instruction including but not limited to sentence frames, word banks and differentiated instruction. Language objectives will be developed and tiered to support English language development.	The office of instruction, ELA and ELL TLS and building administration
January PD	Along with the Lloyd Center for Environmental Education, teachers to unpack the NGSS/ Massachusetts STE Frameworks in order to ensure grade-level proficiencies are met.	The office of instruction to provide further guidance on district implementation and expectations.
September – June PD and CPT	Teachers will receive Professional Development on Project Based Learning (PBL). Teachers will develop and implement, the first of three, 21 st Century PBL planning forms after review from Administration and TLS.	TLS, Administrators, 21 st Century ELT Facilitator
November- June PD and CPT	1:1 device PD given by the digital learning team to the remainder of the staff for full implementation in grade 3-5 for SY 18-19.	TLS, Administrators, 21 st Century ELT Facilitator