

CAMPBELL

School Improvement Plan (SIP) Guidelines and Template



Overview

The goal of the School Improvement Plan (SIP) process is to create a strong plan to raise student achievement at your school. Your SIP should outline the work you will do this year to meet the end-of-year student achievement goals outlined in the district's SY18-19 District Plan.

An effective SIP will:

- Be based in data analysis
- Reflect school-specific needs identified through this data analysis and be aligned to the priorities outlined in the AIP
- Be regularly updated throughout the year if student work suggests that progress is not on track

Process

There are 4 steps to the SIP process:

1. **Set goals aligned to the District Plan:** Set student learning goals that meet the final outcomes in the DP.
2. **Use data to determine school-specific strengths and weaknesses:** Analyze data, especially student work, to identify your school's strengths and focus areas for the upcoming school year. Focus on assessing your school's progress related to the objectives in the AIP.
3. **Develop strategies to address focus areas:** Develop strategies and specific action steps you will take to address the reasons students struggle, which you identified in Step 2. Include a small set of quarterly benchmarks to help you assess whether you are on track to meet your end-of-year goals along the way.
4. **Implement and revise throughout the year:** Implement the SIP, and continue to use the plan as a "living" document throughout the year. If student data suggests that a strategy is not working, the SIP should be revised and updated to reflect the actions you will take to ensure students learn. Instructional liaisons will meet with each principal quarterly (in November, February, and April) to conduct a "deep dive" on student performance and progress, and to discuss what mid-course corrections may be required.

Please submit a draft of your SIP to Karen Treadup by Friday, October 5. Feedback on SIPs will be provided by Friday, October 19.

You are encouraged to develop your SIP in collaboration with your staff, such as your School Instructional Leadership Team (SILT). Members of the SILT may include:

- Principal
- Teaching Learning Specialist (if applicable)
- One teacher each from K-2 and 3-5 (elementary schools), or from each content area (secondary schools)
- A special education teacher
- An ELL teacher
- Member of the guidance team

School Improvement Plan

School Year 2018-2019
 School: Elwyn G. Campbell
 Principal: Lisa Wheelden

Section 1. Set goals aligned to the District Plan:

1. By MOY, K and 1 students will realize at least a 20% reduction in students Not Meeting Benchmark in grades k and 1 in DIBELS.
2. BY EOY, K and 1 students will realize at least a 40% reduction in students Not Meeting Benchmark in grades K and 1 in DIBELS.
3. By MOY, 50% of Campbell students will achieve the 66% SGP moderately ambitious STAR Student Goal in both ELA and Math.
4. By EOY, 88% of Campbell students will reach their projected/targeted STAR Student Goal in both ELA and Math.

	SY17-18 (Historical)			SY18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Mean SGP
MCAS 2.0 Data ~ Grade 3-4-5						
ELA	45%	497.3	56.2	50%	499.3	60%
Math	32%	491.9	44.7	50%	497.0	60%

	BOY 18-19 (Historical)			EOY 18-19 (Goals)		
	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP	% of students Meeting or Exceeding Expectations	Average Scaled Score	Median SGP
STAR Data ~ Grade 2-3-4-5						
ELA	Grade 2 –51% Grade 3 –43% Grade 4 –25% Grade 5 -20%	Grade 2 – 225 Grade 3 – 326 Grade 4 – 425 Grade 5 – 473		60% for grades 2-5	Grade 2 – 352 Grade 3 – 479 Grade 4 –593 Grade 5 – 693	60%ile for grades 2-5
Math	Grade 2 –32% Grade 3 –39% Grade 4 –41% Grade 5 –17%	Grade 2 –410 Grade 3 –508 Grade 4 –602 Grade 5 – 651		60% for grades 2-5	Grade 2 – 544 Grade 3 – 636 Grade 4 – 711 Grade 5 – 780	60%ile for grades 2-5

		BOY 18-19 (Historical)		EOY 18-19 (Goals)	
		% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations	% of students Meeting or Exceeding Expectations	% of students Not Meeting Expectations
DIBELS Data ~ Grade K-1-2					
DIBELS Composite Score	Grade K –37% Grade 1 –70%	Grade K –63% Grade 1 –30%		Grade K –80% Grade 1 –80%	Grade K –20% Grade 1 –20%

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

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

2018 Academic Data (MCAS, STAR, DIBELS, etc):

MCAS

ACHIEVEMENT DATA Grades 3-5			
2017	2018	Change +/-	Targets
ELA 491.1	ELA 497.3	+6.2	<ul style="list-style-type: none"> Exceeded 6 out of 7 targets Declined EL and former EL
MATH 495.2	MATH 491.9	-3.3	<ul style="list-style-type: none"> Exceeded 1 target: Lowest Performing group Declined 6 out of 7 targets
SCIENCE 65.2	SCIENCE 71.3	+6.1	<ul style="list-style-type: none"> Exceeded 2 out of 2 targets

MCAS

GROWTH DATA: English Language Arts Grades 4-5			
Grade Level	Spring 2017	Spring 2018	Difference +/-
4th Grade	28%	47.8%	+19.8
5 th Grade	55%	65.6%	+10.6

GROWTH DATA: Mathematics Grades 4-5			
Grade Level	Spring 2017	Spring 2018	Difference
4th Grade	28%	24.3%	-3.7
5 th Grade	57%	67.3%	+10.3

MCAS

GROWTH: Science Grade 5			
Grade Level -5	Spring 2017	Spring 2018	Difference Year-over-Year
Exceeding Expectations	-	4%	+4
Meeting Expectations	21%	37%	+16
Partially Meeting	61%	37%	-24
Not Meeting	18%	22%	+4

Behavioral Data:

SY17-18, staff began giving PAW slips out for students who have been “Caught doing a good deed”.

Names are drawn at monthly assemblies for recognition. Monthly, students are recognized for displaying the “Charactertrait of the month” with a write up by the teacher explaining why the student earned the monthly award.

Data shows a 7 to 1 ratio for every 7 paws given, 1 office referral was made.

MONTH	PAWS SLIPS	OFFICE DISCIPLINE REFERRALS (ODRs)
October	46	3
November	58	6
December	29	6
January	52	10
February	39	3
March	44	7
Totals:	268	35

SCHOOL YEAR	SUSPENSIONS	CONDUCT CARDS/ODRs
2016/17	2	
2017/18 (through April)	2	35

Attendance Data:

Staff attendance: Average of 95%

Student attendance: Average of 90.7%

MCAS absenteeism rate indicates a 2% improvement from SY16-17 from 11% in SY 16-17 to 9% in SY 17-18.

This is attributed to reaching out to parents/ guardians about their child’s attendance early in the year and staying in

close contact with parents of students who are typically tardy and/or absent.

Also, the attendance officer initiated monthly celebrations for classrooms with the highest attendance.

Family Engagement Data:

Data shows more participation from students in PK-3 than in grades 4 and 5. One obstacle is transportation. With the ASD program at our school, students are bused from all parts of the city. Many parents from this group have limited transportation making it difficult to attend school functions. To ensure parents attend the IEP meetings, we work around the parent’s schedule and/or on occasion, provide a taxis so they can attend the meeting. Parents/Guardians are more likely to attend an event at Campbell during the holiday concert/ shows and end of the year celebrations.

We work closely with the PTO to help engage families to attend PTO sponsored events. The PTO continues to struggle with Keeping members and growing their group. However, they have gained more interest by creating the subgroup: Playground Committee where they are working toward fundraising \$250,000 for a playground to dedicate it to the fallen officer, Sean Gannon. This has brought community members together in conjunction with the PTO and playground committee and have raised at this time about 56% of the funds needed for the playground. They are confident they will reach the full amount and break ground in the spring.

SY 17-18 Elwyn G. Campbell	Date	Attendance and or , % of parents, and or # of students, etc?	Any Community Partners involved? Whom?	What was the goal or purpose for the activity or event?	Was the intended outcome / goal / purpose met? If so how do you know?
Event:					
PK-K Orientation	1-Sep	70% of parents		Students and Parents to meet teachers and gather information about Campbell School and learning	Goal: smooth transition for students from home to school; To open lines of communication between parents and teachers; parents and teachers communicate frequently
Open House k-5	20-Sep	77% of parents	Boy Scouts, YWCA	Students and Parents to meet teachers and gather information about learning	Goal: smooth transition for students from home to school; To open lines fo communication between parents and teachers; parents and teachers communicate frequently

Open House Pre-K	20-Sep	78% of parents		Students and Parents to meet teachers and gather information about learning	Goal: smooth transition for students from home to school; To open lines for communication between parents and teachers
PTO Mtg	9-Sep	3 parents, 1 teachers		Plan family events and fundraising for school playground	Fun Run activities and event was scheduled
PTO Mtg	4-Oct	6 parents, 2 teachers		Plan family events and fundraising for school playground; Change of officers by voting	Change of PTO president; Finalized Fun Run events were made
FUN RUN	18-Oct	62 parents	Mayor Mitchell	To raise \$8,000 for a playground; Get the community to recognize the need for a new playground	Students and staff raised over \$14,000; Mayor Mitchell gave PTO a contact to help with preparing the land for a playground
TEAM Meetings	Sep-Oct	10 families	Child and family, BDES	To create an individual educational plan to support student needs	An Individual educational plan was created and accepted
Trunk or Treat	27-Oct	139 students with parent/guardian		To provide a safe, family activity to build positive relationships between school and family and between families; collect canned goods for November holiday baskets for Campbell families in need	Positive feedback was received; canned goods were collected to put toward November holiday baskets
Team meetings	Nov		Child and family, BDES	To create an individual educational plan to support student needs	An Individual educational plan was created and accepted
PTO Mtg	14-Nov	15 members		To vote for offices	Officers were elected: PTO President, vice president, secretary

MOVIE NIGHT	8-Dec	150 people	Papa Ginos	PTO Event: To encourage family engagement through a Movie Night with concessions	New parent volunteers; money raised from concessions covered costs of the event.
Music Showcase for grades K,1,2	14-Dec	40 people		Showcase for parents to see what students are learning in music.	Positive feedback was received by parents.
Pk Holiday Show and Milk and cookies with parents	20-Dec	77% (40/50 families)		Holiday concert for PK students and build positive relationships with families.	Yes, parents were appreciative of the opportunity to see their child in concert an visit their child's classroom with the teachers.
Winter Chorus and Band concert	21-Dec	20 families (32%)		Holiday concert for grades 4 and 5	
TEAM Meetings	Nov. 8-Feb	36 Families	Child and family, BDES	To create an individual educational plan to support student needs	An Individual educational plan was created and accepted
Snow Ball Dance	2-Feb	195 people		PTO Event: To encourage family engagement through a Snow Ball Dance with concessions	Positive feedback was received; It was a well attended event; lots of family interactions
PTO Mtg	8-Feb	11 people	Carlos Reis, SEPAC	Update PTO on special eduction services	
TEAM Meetings	Feb- 8-May	33 Families	Child and family, BDES	To create an individual educational plan to support student needs	An Individual educational plan was created and accepted
PTO Meeting	3-May	9 adults	Christine from Mayor's office, Bruce Oliveira, School Committee member	To discuss naming of playground: In honor of Sgt. Sean Gannon and discuss fundraising; Update PTO event calendar	voted to name playground after Sgt. Sean Gannon; PTO updated event calendar
Muffins with Mom	8-May	110 families		Bring families together through a mother's day event	Yes, families sat together enjoying breakfast with eachother. Many

					thanked us for a great event.
Friday Walking Club	May 4,11,18,25	10-15 families		Promote exercise and healthy decisions	Families participated in all Fridays in May.
Playground Committee mtg	31-May	12 adults	Michael Mederios, Rockland Trust	Fundraising for the Sgt. Sean Gannon Memorial Playground	Treasurer was elected; more fundraising ideas shared
Kindergarten Welcome	7-Jun	15 families		Welcome families to Campbell School	Positive feedback was given; thoughtful questions wre asked by attendees
Book Fair/ donuts for Dad	14-Jun	135 familes	Honey Dew Donuts donated donuts	Book fair was to get books in hands of students before summer vacation. Donuts for Dad was to promote family time	Lots of families visited the book fair
PK Celebration	15-Jun	50 famlies		End of the Year Celebration	To send students off for summer thinking positively about school
Field Day	19-Jun	60 families		End of the Year Celebration	To promote team work and camaraderie
Kindergarten promotion	20-Jun	38 families		End of the Year Celebration	To send students off for summer thinking positively about school
Grade 5 Promotion	21-Jun	26 families		End of the Year Celebration; Award ceremony recognizing achievements	To send students off for summer thinking positively about school

(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?**

DIBELS DATA:

GRADE	SY17-18	SY18-19 BOY
K	BOY 62% EOY 80%	37%
1	BOY 73% EOY 67%	70%
2	BOY 80% EOY 70%	NA

Current kindergarten is a concern. Last year our kindergarteners came in showing stronger skills in knowing

letters and sounds at 62% proficiency. This year our kindergarteners are at 37% proficient. This is 25% lower than last years kindergarten students. Data shows students who attend NBPS Pre-K at Campbell are better prepared for kindergarten than private pre-schools. The district has formed partnerships with private daycares/ pre-schools in the past where teachers collaborated on best practices and visited Campbell and other schools to observe a pre-K classroom.

Our kindergarten and grade 1 students struggled last year with sight words and writing. The writing program was revamped last year to better meet the needs of Campbell students. Teachers began to draw on personal experiences to write about which led students to become more engaged in the idea of writing to communicate an idea. We purchased the Empowering Writer’s program and have provided professional development for teachers and they will utilize the program as a resource for lesson planning as well as student friendly resources which are embedded throughout each lesson. This is one way to ensure teachers are showing students that there is a true connection between reading and writing. It will strengthen writing instruction because it provides teachers with tools to utilize that promote the teaching of writing skills and a clear scope and sequence of writing following the common core writing standards.

STAR READING DATA:

GRADE	SY17-18	SY 18-19 BOY
2	BOY 48% EOY 46%	BOY 54%
3	BOY 18% EOY 30%	BOY 43%
4	BOY 35% EOY 22%	BOY 24%
5	BOY 39% EOY 48%	BOY 20%

Across all grade levels ELA is a weakness for our students.

Our students show weakness in the following domain/ cluster:

- Language: Vocabulary Acquisition and Use
- Reading: Key ideas and Details, Craft and Structure
- Writing: Constructed Response

Why?

- Students need to engage with more than one standard at a time during the week. Questions and activities need to spiral through multiple standards so students have the opportunity to engage in multiple activities that revisit “taught” standards.
- Students need more small group targeted instruction as detrined by STAR/ DIBELS assessments in reading utilizing materials at their instructional reading level.
- Teachers need a clear scope and sequence for writing instruction with appropriate resources that give students direct instruction of skills and opportunities to follow the writier’s workshop model.

Plan:

- From January 2018- March 2018, Teachers engaged in PD lesson planning and utilizing SEI strategies to support EL students. Teachers will continue to utilize the “Go To Strategies” for EL learners.
- New position was created, Reading Specialist, to work with small groups from k-5, daily. Students will work on targeted areas of weakness as determined by STAR 360 and DIBELS assessments.
- Build a guiding reading library so students can engage in reading at their instructional level as determined by the DRA assessment.
- Implement the Empowering Writer’s program for a more focused writing instruction plan.

STAR MATH DATA:

GRADE	SY17-18	SY 18-19 BOY
2	BOY 22% EOY 51%	BOY 32%
3	BOY 18% EOY 52%	BOY 39%
4	BOY 19% EOY 31%	BOY 41%
5	BOY 14% EOY 48%	BOY 17%

Students in grades 2-4 are showing stronger results when compared to SY17-18 BOY STAR results.

Our students are weak in the following domain/cluster:

- Geometry
- Measurement and Data
- Number and operations- Fractions
- Word problems

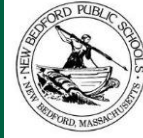
Why?

- Geometry and Measurement and Data are the last topics in mathematics to learn in the EnVision program
- Students are not regularly engaging in science experiments where they would use measurement skills
- Students are not developing a solid foundation in multiplication and division concepts to make connections to fractions.
- Low proficiency in reading is leading to students not accessing complex word problems. We find they can do the computation in isolation but struggle when paired with a word problem.

Plan:

- Spiral geometry and measurement and data lessons throughout the year, focusing on vocabulary and conceptual understandings
- Engage students in deliberate number talks to solidify the way they are thinking about numbers and visit misconceptions
- Pilot "Every One Counts; Calendar Math to initiate number talks
- Slow the pace and build a solid conceptual understanding in grade 2 and 3 when teaching multiplication and division concepts
- Deliberately teach students to break down the word problem sentence by sentence, strengthen math vocabulary, and identify "What the question is asking".

Initiative 1: ELA



Team Members: Principal, Teachers, Reading Specialists

Final Outcomes:

Teacher Practice Goals

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

- (1) utilizing the Focus Areas for Literacy Instruction to plan rigorous lessons using the ELA Units of Study, curriculum maps for phonics, Empowering Writers, and Reading Street materials; (2) using assessment data to inform differentiated instruction.
- (2) implementing Empowering Writers that delivers strong writing mini-lessons and provides students with anchor charts, models and daily opportunities to write
- (3) facilitating intentional, deep, discussions about texts that require students to “prove” their thinking when writing across all content
- (4) data from the BBST will show that student will demonstrate improvement in their specific area of need.
- (5) progress monitoring in DIBELS will follow the district schedule. Progress monitoring in STAR will be every 6 weeks.

Student Learning Goals

- By MOY, K and 1 students will realize at least a 20% reduction in students Not Meeting Benchmark in grades k and 1 in DIBELS.
- BY EOY, K and 1 students will realize at least a 40% reduction in students Not Meeting Benchmark in grades K and 1 in DIBELS.
- By MOY, 50% of Campbell students will achieve the 66% SGP moderately ambitious STAR Student Goal in ELA.
- By EOY, 80% of Campbell students will reach their projected/targeted STAR Student Goal in ELA.

What this means for teachers:

1. Teachers will continue to implement the structured literacy block that was established in the 18-19 school year.
2. Teachers will use the Curriculum Maps and Guides to plan and deliver rigorous instruction
3. Teachers will utilize data from formal benchmarks and informal assessment to plan and guide instruction
4. Teachers will continue to shift the “heavy lifting” to students through the gradual release model.
 - a. Teachers will establish strong writing routines and expectations early in the year in order to focus writing time on specific, targeted mini-lessons
 - b. Teachers will provide models, differentiated instruction and supports for students based on student need (IEP, EL support, 504)
5. Teachers will utilize STAR 360 and DIBELS data to form intervention and enrichment groups and implement the RTI model at least 2 days per week
6. Teachers will adhere to the guidelines of the BBST process as outlined in the BBST district flow chart
7. Teachers will work with the BBST team to provide appropriate interventions prior to referral to special education. Data analysis will be used to determine need and plan of action
8. Teachers will have continued PD opportunities, aligned to the literacy goals of Campbell and the district.
 - a. Teachers will work together during Admin Time to work on scoring and analyzing writing pieces across grade levels.
9. Teachers will be observed during learning walks and receive targeted ELA feedback

concerning their implementation of the Curriculum Units of Study, and intentional, deeper discussions with students.

What this means for building leadership:

Principals will:

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

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

Nov. 1:

- Continue ELA Focused Learning Walks throughout all grades
- Plan for teachers (Grade 1& 2) to visit another school to observe Writing
- Create and implement an RTI model, occurring at least 2 days per week; utilize STAR data and formative assessments to guide and inform instructional groupings and planning
- STAR Progress Monitoring and Learning Progression data will be utilized to create differentiated student groups and to guide instructional planning
- Collect and Analyze Empowering Writing student samples
- Determine surface level v. deeper level learning activities
- Grades K-2 will implement a Phonics Reference Guide containing Phonics skills to increase Pre-Reading

Feb. 1:

- Continue ELA Focused Learning Walks
- Continue to use STAR Progress Monitoring, Learning Progression and formative assessment data to guide and inform instructional groupings and planning for RTI
- Provide PD on Argumentative/Literary Analysis Writing
- Collect and Analyze Empowering Writers samples pre and post
- Continued analysis of student engagement in surface level v. deeper level learning activities
- Continue to collect and review STAR and DIBELS data to identify the skills that students are ready to learn in ELA

May 1:

- Continue all initiatives from the beginning of the year
- Continue ELA Focused Learning Walks
- Continue to use STAR Progress Monitoring, Learning Progression and formative assessment data to guide and inform instructional groupings and planning for RTI.
- Provide PD on Empowering Writers
- Continued analysis of student engagement in surface level v. deeper level learning activities
- Continue to collect and review STAR and DIBELS data to identify the skills that students are ready to learn in ELA

<p>skills for students to become fluent readers at their grade level.</p> <ul style="list-style-type: none"> ➤ ELL Strategies are incorporated into daily ELA instruction ➤ MCAS 2.0, STAR and DIBELS data will be collected and reviewed to identify the skills that students are ready to learn in ELA ➤ Implement the BBST process following district guidelines 		
--	--	--

Roadmap										
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
Professional Development										
Visible Learning for Literacy, Fisher, Frey, Hattie; Book Talk and application of strategies										
Provide PD on BBST following district guidelines										
Use administrative directed time to analyze data and to implement more complex tasks for students to apply their learning; Surface v. Deeper v. transfer										
Provide PD to develop knowledge of new Writing program; incorporate 'make and take' sessions to support teachers as they prepare for each writing genre.										
Provide time to allow teachers to work together on scoring and analyzing writing (across grade levels).										
ELA Learning Walks										
Conduct ELA focused learning walks with Principal.										
Data										
Teachers will utilize STAR 360 and DIBELS data to form intervention and enrichment groups and implement the 6 week RTI cycle.										

Set student centered short term goals based on formative assessment data every 6 weeks	
Collect and analyze B.O.Y., M.O.Y., and E.O.Y. DIBELS and STAR ELA data	
Collect and analyze Empowering writers samples	
Utilize the BBST process in order to maintain a targeted approach to support students' academic needs	
Progress monitoring in DIBELS will follow the district schedule. Progress monitoring in STAR will be every 6 weeks.	

Initiative 2: Math



Team Members: Teachers, Principal

Final Outcomes:

Teacher Practice Goals

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

- (1) Planning rigorous lesson objectives that emphasizes conceptual understanding, use of math vocabulary and explaining responses in words
- (2) Meeting regularly with grade level teams and vertical teams and are effectively collaborating using assessment data to inform instruction.
- (3) Establishing at least 1 graphic organizers and establish clear expectations for students to utilize when solving higher order thinking questions; and give descriptive feedback to students in grades 1-5, at least 3 times per week.
- (4) Facilitating intentional, deep, discussions about math concepts that require students to “prove” their thinking
- (5) Providing more targeted instructional support for English as a Second Language students and special education student
- (6) Connecting math and science skills with hands-on science experiments when appropriate

Student Learning Goals

1. *By MOY, 50% of Campbell students will achieve the 66% SGP moderately ambitious STAR Student Goal in Math.*
2. *By EOY, 80% of Campbell students will reach their projected/targeted STAR Student Goal in Math.*

What this means for teachers:

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

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

What this means for building leadership:

Principals will:

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

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

Nov. 1:

- Utilize and refine as needed, the “Looking at Student Work” protocol during ADMIN time
- Develop a plan for PD on conceptual understanding in math
- Collect and analyze math BOY data; Star, MCAS 2.0,
- Collect and analyze EnVision topic assessment
- Determine surface level v. deeper level learning activities
- Implement the BBST process following district guidelines

Feb. 1:

- Utilize and refine as needed, the “Looking at Student Work” protocol
- PD on conceptual understanding in math
- Collect and analyze math MOY data; Star
- Collect and analyze EnVision topic assessment
- Apply intentional strategies for surface level, deeper level, and transfer level of learning

May 1:

- Utilize and refine as needed, the “Looking at Student Work” protocol
- PD on conceptual understanding in math
- Collect and analyze math EOY data; Star
- Collect and analyze EnVision topic assessment
- Apply intentional strategies for surface level, deeper level, and transfer level of learning

Roadmap

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

Initiative 3: SEL (Social Emotional Learning)



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

Final Outcomes:

Teacher Practice Goals

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

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

Student Learning Goals

Students will:

- Participate in recommended interventions as prescribed by the BBST team. This will be measured through observation, progress monitoring, and student work.
- Demonstrate knowledge of basic school motto and follow rules in the building. This will be demonstrated by an increase in positive acknowledgements/ referrals sent to the office.
- Through using Social Thinking methodology and The Zones of Regulation curriculum, students will increase self-awareness and learn tools they can use to regulate emotions and states to meet environmental, academic and social demands.

What this means for teachers:

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






What this means for building leadership:

1. Leadership will provide training, as needed, on the BBST process to staff.
2. Leadership will support the staff in allowing time for social skills lessons to be taught.
3. Leadership will promote and support PBIS initiatives across the entire school building to include the entire school staff.
4. Leadership will ensure that the behavioral data is entered into the SWIS data base to allow for analysis of program effectiveness.

<p>Key Milestones (to be monitored at elementary, middle and high school levels):</p> <p><u>Nov. 1:</u></p> <ul style="list-style-type: none"> ➤ BBST Teams will be fully up and running. ➤ BBST PD and forms given to staff and meetings are scheduled. ➤ PBIS Committee will have first meeting to discuss specific plans for 2018-19 school year (incentive programs, school motto, data collection, etc) ➤ Coach and Team members attend first round of second year of PBIS Academy ➤ Social Thinking and Zones of Regulation methodology is being implemented in the classroom with all staff grades K-5. 	<p><u>Feb. 1:</u></p> <ul style="list-style-type: none"> ➤ Implementation of PBIS initiatives (incentive programs, school motto, data collection, etc) continues ➤ PBIS Committee will be collecting data regarding teacher referrals and incorporating social skills lessons. ➤ Coach and Team members attend second round of PBIS Academy ➤ Social Thinking and Zones of Regulation methodology is being implemented with students grades K-5 in the classroom with all staff grades K-5. 	<p><u>May 1:</u></p> <ul style="list-style-type: none"> ➤ Continue all initiatives from the beginning of the year ➤ Final data collection round to inform PBIS plan for the following school year
--	---	---

Roadmap											
Activity	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	
<u>Professional Development</u>											
PBIS team is active		➤									
Coach and Team attends DESE provided PBIS Academy workshops;		➤									
PD provided to staff on PBIS and SEL			➤								
Implementation of PBIS initiatives (incentive programs, school motto, data collection, etc)	➤										
<u>Instruction</u>											
Social Thinking and Zones of Regulation methodology is being implemented with students grades K-5 by staff in the classroom.		➤									
<u>Data</u>											
Social Thinking and Zones of Regulation											



methodology is being implemented by staff with students grades K-5.									
Administer a pre- and post-assessments to students on Social Thinking and Zones of Regulation									
Administer a pre- and post-assessment to teachers on tier 2 and tier 3 student areas of social and emotional needs									
Utilize the BBST process in order to maintain a targeted approach to support students' academic needs									

Initiative 4: Parent and Community Engagement



Final Outcomes:

Teacher Practice Goals:

By EOY, school-wide data will reflect:

- Teachers supporting and positively impacting family engagement within their classrooms and within the school to create a more welcoming, supportive, and inclusive environment where parents can be active participants within their children's academic lives.
- Teachers will support PTO initiated events and attend and/or support at least one PTO or Playground committee meeting or event.
- The use of cultural relevant practices and methodology to create a warm and welcoming environment for our students and their families.
- Increased communication with families about student attendance beginning early in the year and continuing throughout the year.

Teacher Practice Goals:

- Teachers will keep parents informed of their child's academic, attendance, and/or behavioral successes and/or needs on a regular basis; through face to face communication, phone call, weekly written reports
- Teachers will invite parents in to their classrooms for an academic presentation at least once during the year.
- Teachers will attend and/or support at least one PTO and/or Playground committee meeting or event.
- Teachers will be the first line of defense communicating with parents the importance of attendance and their child's education.

Student Learning Goals:

- Increased family engagement and diversifying the family engagement activities is creating an atmosphere in which parents and the school are aligned and working together to support students' full academic potential.
- Students will arrive to school ontime everyday, unless ill, requiring a doctor's visit.

What this means for teachers:

Teachers will:

1. Actively keep track and document families and parents as they engage with regarding their students
2. Develop ways to continually create a welcoming classroom so students feel safe and supported
3. Continue open lines of communication with their parents.
4. Teachers will attend/ support a PTO and/or playground committee meeting or event.

What this means for building leadership:

Principal will:

1. Continue to work closely with and support PTO initiatives
2. Continue open lines of communication with families and community members/ agencies
3. Determine ways to increase family and community participation for in-school and after-school events.
4. Continue strengthening partnerships with community members/ agencies
5. Communicate to families and community on school-wide initiatives using District Website and additional social media pages.

6. Monitor subgroup participation data and make adjustments to activities based on family needs.
7. Send communications to parents using multiple modes in native languages: written, School Messenger calling system, social media
8. Implement an attendance incentive to recognize monthly class attendance and monitor and meet with families on chronic absenteeism for their child.
9. Work closely with the attendance office staying abreast with their 3 students.

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

Nov. 1:

- Identify Family Engagement Team
- Provide professional development on expectations of family engagement and the collection of data.
- Assist PTO through the process of voting for offices and acclimate new members to Campbell School
- Collaborate with PTO and assist in planning activities for families and students throughout the year
- Send Monthly newsletters
- Reach out to current School Council team members to inquire about their participation and hold election if necessary
- Utilizing District Website and creating social media page to communicate important information (dates, initiatives, events, etc) to the Campbell School community.
- Monitor participation school-wide and by subgroups
- Monitor chronic absenteeism and reach out to families in need of support
- Monthly assemblies recognizing top highest class attendance

Feb. 1:

- Determine at least 2 family engagement activities; 1 in-school, 1 after-school
- Collect MOY data
- Attend and actively participate in PTO
- Continue to be a contributing participant in monthly PTO meetings
- Send monthly newsletters
- Hold School Council meeting
- Plan a Family Literacy Night highlighting students' work in poetry
- Monitor participation school-wide and by subgroups
- Make adjustments to how we meet the needs of all families based on subgroup data
- Monitor chronic absenteeism and reach out to families in need of support
- Monthly assemblies recognizing top highest class attendance

May 1:

- Collect EOY data
- Attend and actively participate in PTO
- Continue to be a contributing participant in monthly PTO meetings
- Send monthly newsletters
- Hold 2nd School Council meeting
- Engage families in at least 1 more family engagement activity
- Hold a Family Literacy Night
- Monitor participation school-wide and by subgroups
- Make adjustments to how we meet the needs of all families based on subgroup data
- Monitor chronic absenteeism and reach out to families in need of support
- Monthly assemblies recognizing top highest class attendance

Roadmap

Activity

Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May
-----	-----	-----	-----	-----	-----	-----	-----	-----	-----

Section 4. Develop a targeted PD plan to support SIP

(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 <u>changes</u> in teacher practice related to this focus
WRITING	<p>Teachers: Connect writing minilessons to reading lessons</p> <p>Implement minilessons on targeted skills/ standards in I do, We do, You do fashion.</p> <p>Allow students to practice the writing skill and bring the class back to share out writing</p> <p>Bring students through the writing process after students have had time to practice and receive feedback on the targeted skill.</p> <p>Conference with students weekly on writing and provide descriptive feedback for students to improve upon their written piece.</p> <p>Provide students with clear expectations by utilizing rubrics and exemplary writing pieces.</p> <p>Allow opportunities for students to analyze written work and provide descriptive feedback.</p> <p>Connect writing skills with writing across all content</p>	<p>Teachers have a clear scope and sequence of writing skills the follow.</p> <p>Teachers utilize the resources from the Empowering Writer’s program to support learning.</p> <p>Teachers are motivated to utilize the new initiative of Empowering Writers.</p> <p>Teachers utilize anchor charts and word walls/ folders to support student writing</p>	<p>Teachers implement minilessons and follow the concept of Writer’s Workshop model.</p> <p>Weekly conferences with students about their writing progress setting next step goals.</p> <p>Students do the “heavy lifting” analyzing and revising student writing based on the given descriptive feedback and rubrics.</p> <p>Students in k-2 will engage in authentic writing rather than copying a frame and filling in the blank.</p>

	<p>Students:</p> <p>Students will make connections between reading and writing analyzing how authors used various writing skills.</p> <p>Students will practice and share with peers their own writing for peer revising</p> <p>Students will respond to descriptive feedback by revising their writing piece.</p> <p>Students will analyze various writing pieces using rubrics to strengthen knowledge of writing expectations</p> <p>Students will implement known writing skills to writing across all content.</p>		
<p>MATH: Conceptual Understandings in Math</p>	<p>Teachers:</p> <p>Pose questions that allow students to grapple with learning</p> <p>Model thinking to make visible to students</p> <p>Consistently allow and/or encourage students to use manipulatives during learning</p> <p>Engage students in HOT questions that require them to model learning and explain their thinking.</p> <p>Give descriptive feedback on HOT questions and allow for students to make adjustments, as needed.</p>	<p>Grades 2-5 have developed a graphic organizer to assist students to access word problems and show their thinking.</p> <p>Teachers are given descriptive feedback at least 3 times weekly to students on their responses to HOT questions</p> <p>Teachers are motivated for professional development on Conceptual Understanding in math.</p>	<p>Grade k-1 will utilize graphic organizer to use/ model with students when solving HOT questions</p> <p>After descriptive feedback to students' responses on HOT questions is given; time is allowed for students to respond to the feedback</p> <p>The use of manipulatives becomes part of the culture with in math classes</p> <p>Students are building a</p>

	<p>Students: Independently choose and implement structures, patterns and other models to represent math</p> <p>Choose appropriate manipulatives to solve mathematical problems</p> <p>Grapple with problems and explain their thinking orally and in written form</p> <p>Ask and answer questions about math and share strategies with their peers.</p> <p>Develop arguments defending their thinking and/or challenge the thinking of classmates to prove their answer is correct</p>		<p>“tool box” they can draw from when solving complex math problems.</p> <p>Students are doing the work; given opportunities to grapple, share their thinking and respond to descriptive feedback from both peers and teachers more consistently</p> <p>Intentional planning is evident for mathematical practice #4 Modeling for Mathematics</p>
<p>SPECIAL EDUCATION: Supporting students with Autism by differentiating instruction and/or behavioral supports</p>	<p>Teachers: Teachers understand the needs of all learners in their class evidenced by how student work and/or instruction is differentiated.</p> <p>Teachers utilize behavior plans with ease on a daily basis</p> <p>“Calm down” areas are indicated and utilized by students with in each classroom</p> <p>Students: Students with autism access the general education classroom with academic/ behavioral supports in place if needed.</p>	<p>Teachers can seek out ABA therapist and/or SAC if assistance in adjusting the behavior plan is needed.</p> <p>Teachers have created “Calm down” areas in their class to support students</p> <p>Teachers utilize special education tutors to assist in student learning needs.</p>	<p>Book: Autism Spectrum Disorder in the Inclusive Classroom, 2nd Edition</p>

	<p>Students are positively supported with behavior charts tailored for their particular need</p> <p>Students' work is appropriately modified to support the academic needs of each student</p>		
--	--	--	--

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

Focus area 1:	WRITING		
Instructional strategies:	Using the lens of Connecting reading and writing; How do authors implement writing strategies to their written work?	Approximate dates:	August-June
Meeting	Learning objectives for teachers		Support needed
August 28, 2018	Overview of Empowering Writer's program		EW staff to give PD to teachers
Sept-June; 2 Thursdays a month	<ul style="list-style-type: none"> Utilize PD videos for each lesson in the EW program to gain a further understanding of the objective for the lesson. Grade level teams analyze student writing pieces 		EW online HUB Rubrics Exemplary student work samples
November PD Day	Targeted PD for grades k-1; Q &A session for grades 2-5 to clear up any misconceptions/ issues about EW program		EW staff
January PD Day	Teachers collaborate with Pacheco teachers around EW; share out success/ issues		

Focus area 2:	Conceptual Understanding		
Instructional strategies:	<i>Modeling in mathematics and using manipulatives; building a "tool box" students can draw from</i>	Approximate dates:	January- June
Meeting	Learning objectives for teachers	Supports	
January Admin	Unpack mathematical practice #4; Model with Mathematics	Math TLS	
January Admin	Apply mathematical models to math and analyze student work	Math TLS	
January Admin	Looking at Student work protocol focusing on mathematical models in math	Math TLS	
February PD 1	Understanding how to incorporate manipulatives into core instruction in math	Math TLS	
February admin	Understanding how to incorporate manipulatives into core instruction in math	Math TLS	
March admin	Looking at Student Work protocol on MP #4		

Focus area 3:	SPECIAL EDUCATION: Book Talk: Autism Spectrum Disorder in the Inclusive Classroom, 2nd Edition		
Instructional strategies:	<i>Differentiating instruction for students with autism</i>	Approximate dates:	November-March
Meeting	Learning objectives for teachers	Support needed	
During Admn time: Every Tuesday beginning on November 13-March 26 th	To build capacity in how to reach and teach students with Autism.	Book Talk: Autism Spectrum Disorder in the Inclusive Classroom, 2 nd Edition; ordered through Scholastic	