Thomas R. Rodman Elementary School
Plan Overview 2019-2020, 2020-2021, & 2021-2022
9/21/2020 Updated

Mission
We are committed to motivating and supporting all students as they become academically and socially responsible citizens throughout their journey to becoming lifelong learners.

Vision
Encourage a commitment to academic excellence through positive, equitable and dynamic learning experiences.

Core Values
We are committed to treating all people with respect, including ourselves. We will take responsibility for our actions by striving for excellence, equity, accountability, and high expectations. We are also committed to caring for one another and working cooperatively.

Theory of Action
If we cultivate high quality instruction, provide effective student support systems, and build strong family and community relationships, then all students will achieve their full potential.

Strategic Objectives

1. High Quality Instruction: *Increase student achievement by strengthening teaching and learning.*	2. Effective Student Support Systems: *Create an inclusive, culturally responsive learning environment.*	3. Strong family and community relationships: *Empower families and the community through collaboration*	4. Organizational Team Excellence: *Cultivate and recruit a highly skilled workforce.*	5. Enhance Positive Public Profile: *Implement effective strategies to raise the profile and reputation of Rodman School.*

Strategic Initiatives

1.1 Promote strategies in the district Educational Equity Plan that provide tiered supports for all learners	2.1 Support educational equity practices that align with the district Educational Equity Plan strategies.	3.1 Build and sustain two-way communication using multiple modalities for authentic engagement.	4.1. Provide targeted professional development to build capacity of the district's staff.	5.1. Create and implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences.

1.2 Provide differentiated professional development to all staff that includes strengthening content, pedagogy, and the use of instructional technology to build staff capacity.	2.2 Provide differentiated professional development to all staff that focuses on mindsets conducive to educating the whole child to build staff capacity.	3.2 Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate and empower families.	4.2 Create opportunities for staff to continue having peer classroom visits and observe model lessons both online and in person	
1.3. Implement instructional strategies and an aligned curriculum that promote high expectations and engagement in all classrooms.	2.3 Build authentic relationships and a learning environment that ensures students feel valued.			
1.4 Expand learning opportunities for all students that lead to college and career readiness	2.4 Use tiered supports to effectively meet the social/emotional needs of all learners.			
Outcomes				

Outcome 1.A. Increase the percentage of grade 3-5 students who meet or exceed grade level expectations on the ELA MCAS.

The percentage of students who meet or exceed grade level expectations will increase by at least 10% each year, from 65% in 2019 to 85% in 2022.

Outcome 1.B Increase the percentage of grade 3-5 students who meet or exceed grade level expectations on the Math MCAS.

The percentage of students who meet or exceed grade level expectations will increase by at least 5% each year, from 73% in 2019 to 83% in 2022.

Outcome 1.D Increase the percentage of K-1 students who score At or Above Benchmark on DIBELS (2020)/STAR EOY.

The percentage of K students who score At or Above Benchmark will increase by 3% each year from 81% in 2019 to 90% in 2022.

The percentage of Grade 1 students who score At or Above Benchmark will increase by at least 7% each year from 59% in 2019 to 80% in 2022.

Outcome 1.E Increase the percentage of K-1 EL students making progress toward English language proficiency as measured by the ACCESS test.

The percentage of grade K-5 EL students making progress according to ACCESS test results will increase by 5% each year, from 72.4% in 2019 to 87.4% in 2022.

Outcome 2.A Decrease the chronic absenteeism rate for students in grades 1-5.

Decrease chronic absenteeism by 5% over the next 3 years from 12.2% in 2019 to 7.2% in 2022.

Outcome 3.A Increase the favorable response rate, about Thomas R. Rodman Elementary School, on the district family and community engagement surveys.
Results from district created survey will be used to develop target areas for the following school years.

Outcome 5.A Increase the type of media used to raise the profile and reputation of Thomas R. Rodman Elementary School.
Results from staff/parent/community survey will be used to drive creation of additional types of media featuring Thomas R. Rodman Elementary School (e.g. Facebook, NBPS Rodman Page, etc.)

Note: This Plan Overview template depicts a plan with four strategic objectives. Delete or add a column, as necessary, to accommodate a plan with three or five strategic objectives.

Thomas R. Rodman Elementary School Action Plan Template, 2019-2020, 2020-2021, & 2021-2022

(While the Plan Overview is a 3-year outlook, this Action Plan is specifically a 1-year outlook for this SY.)

GOAL 1. High Quality Instruction: Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.1: Promote strategies in the district Educational Equity Plan that provide tiered supports for all learners.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Become familiar with district developed monitoring tool to measure implementation of Educational Equity practices during Learning Walks.	Principal, TLS	Nov 2020	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Use district monitoring tool to determine the baseline of the implementation of equity practices.	Principal, TLS	Nov 2020	
100% of classroom teachers will demonstrate at least a 20% (if not at 80%) increase from the baseline of the implementation of equity practices.	Principal	May 2021	

GOAL 1. High Quality Instruction: Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.2: Provide differentiated professional development to all staff that includes strengthening content, pedagogy, and the use of instructional technology to build staff capacity.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Participate in Lexia PD as well as Myon PD.	Principal, TLS	9/2020-6/2021	
Provide PD on ELA curriculum maps and Standards Based Lesson Planning/Delivery for the hybrid model	Principal, TLS	9/2020-6/2021	
Provide PD on effective writing instruction	Principal, TLS	9/2020-6/2021	
Survey teachers to determine areas of need related to incorporation of instructional technology for the hybrid model of instruction.	Principal, TLS	9/2020	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Development of comprehensive PD calendar for 2020-21 school year.	Principal, TLS	August 2020	
100% of classroom teachers will demonstrate 20% increase (if not already at/above 80%) on indicators related to PD topics during Learning Walks and Formal Observations.	Principal, TLS	Sept-June	
Post PD surveys will provide feedback to drive future PD needs (SMART PD evaluations)	Principal	Sept-June	
Classroom teachers will demonstrate an increase in indicators related to district platforms (Google Classroom, Myon, Lexia, etc.) during Learning Walks and Formal Observations.	Principal	Sept-June	

GOAL 1. High Quality Instruction: Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.3: Implement instructional strategies and an aligned curriculum that promote high expectations and engagement in all classrooms.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Review previous MCAS performance data by subgroup and teacher to determine focus areas for grade level common planning meetings, PD opportunities for teachers and TLS support.	Principal, TLS, classroom teachers	Aug-Sep	
Provide PD on STAR for K-1 classroom teachers for year one of program implementation.	Principal	Aug	
Provide PD on effective use of Instructional Guide and NBPS Platforms utilizing INTRANET for staff.	Principal, TLS	Sep	
Provide PD on ELA curriculum maps and standards based lesson planning/delivery.	Principal, TLS	Sep	
Provide PD on Math topics iReady pilot program	Principal, TLS	Oct-May	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Rodman School grade 3-5 teachers will demonstrate effective use of data analysis in lesson planning.	Principal, TLS	Sep-June	
100% of teachers will demonstrate an increase in the use of the Instructional Guide as measured through Learning Walks focused on Student Engagement, Positive Climate, Analysis and Inquiry and Instructional Dialogue.	Principal, TLS	Sep-June	
100% of grade K and one teachers will use the STAR program with fidelity.	Principal, TLS	Sep-June	

100% of classroom teachers will create and deliver standards-based lesson plans focused on ELA and Math standards-based curriculum maps.	Principal, TLS	Sep-June	

GOAL 1. High Quality Instruction: Increase student achievement by strengthening teaching and learning.

Strategic Initiative 1.4 Expand learning opportunities for all students that lead to college and career readiness.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Evaluate and implement effective programs to ensure higher level-learning is acquired according to ability.	Principal	Oct	
Evaluate field trip opportunities that provide learning opportunities for students that lead to college and career readiness (e.g. Sea Lab, Museum of Science, NB site)	Principal, classroom teachers	Sep-June	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
At least 80% of students in grades 3-5 who utilize self-paced platforms will increase their scores on formative/summative assessments by 10%.	Principal	Oct-June	
100% of teachers taking students on virtual field trips will incorporate content into related science and social studies lessons.	Principal	Sept-June	

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.
Strategic Initiative 2.1 Support educational equity practices that align with the district Educational Equity Plan strategies.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Become familiar with district developed monitoring tool to measure implementation of Educational Equity practices that creates an inclusive, culturally responsive learning environment.	Principal	Nov	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Use district monitoring tool to determine the baseline of the implementation of equity practices.	Principal, TLS	Nov	
100% of classroom teachers will demonstrate at least a 20% (if not at 80%) increase from the baseline of the implementation of equity practices.	Principal, TLS	June	

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.
Strategic Initiative 2.2 Provide differentiated professional development to all staff that focuses on mindsets conducive to educating the whole child to build staff capacity.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
	Principal	Oct	
Design and provide follow up PD based on teacher survey and Learning Walk data on Positive Environment.	Principal, TLS	Oct	
Provide PD on educating the whole child using the Instructional Guide, the revised District Curriculum Accommodation Plan (DCAP) and the revised BBST/SEI-PCR protocols and guidelines.	Principal, TLS	Sep	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Effective use of revised DCAP and BBST forms.	Principal, TLS, teachers	Sep-June	
Inventory of PD opportunities posted on SMART PD.	Principal	Sep-June	
Utilize survey results to drive SEL PD topics.	Principal	Sep-June	

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.
Strategic Initiative 2.3 Build authentic relationships and a learning environment that ensures students feel valued.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Become familiar with NBPS District Look-For Rubric and Monitoring Tool related to Positive Climate as well as learning platforms for hybrid teaching and learning.	Principal, TLS	Sep	
Incorporate strategies for improving student/staff relationships into SEL PD.	Principal, TLS, SAC	Nov	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Establish a baseline using NBPS District Look-For Rubric and Monitoring Tool related to District Look-Fors.	Sep 2020	Oct	
100% of staff will demonstrate at least a 20% improvement in meeting District Look-Fors as evidenced during Building Learning Walks, District Learning Walks and Observations.	June 2020	June	

GOAL 2: Effective Student Support Systems: Create an inclusive, culturally responsive learning environment.
Strategic Initiative: 2.4 Use tiered supports to effectively meet the social/emotional needs of all learners.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Conduct an inventory of available supports in Rodman School.	Principal, SAC, TLS	Sept	
Review district BBST/SEI-PCR protocols and guidelines.	Principal, TLS	Sept, Jan, Mar	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
PD on DCAP and BBST and SEI-PCR	Principal, TLS	Sep, Jan, Mar	
85 % of students referred to the BBST/SEI-PCR will show improvement in overall academic achievement and behavior?	Principal, TLS, SAC, classroom teachers	Sep-June	

GOAL 3: Strong family and community relationships: Empower families and the community through collaboration

Strategic Initiative 3.1 Build and sustain two-way communication using multiple modalities for authentic engagement.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Recruit staff for Family Engagement Team and send Team to district Family Engagement PD and meetings.	Principal	Sep	
Identify what families and educators see as the most effective and preferred technology tools that support uniform and two-way communication (e.g. social media, apps)	Principal	Sep	
Communicate with families about how to get involved and the purposes of various groups: PATHS, School Council, etc. within Ashley School.	Principal, classroom teachers	Sep	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Based on results of stakeholder survey, preferred media sites will be created (e.g. Facebook, Instagram)	Principal, TLS	Oct	
Baseline data used to create technology tools that support uniform and two-way communication (e.g. social media, apps)	Principal, TLS	Oct	
We will see a 10% increase in parent/community participation in various groups: PATHS, School Council, etc. within Rodman School.	Principal, TLS	Sep-June	

GOAL 3: Strong family and community relationships: Empower families and the community through collaboration
Strategic Initiative 3.2 Implement multiple access points and opportunities for collaboration, and partnerships that engage, educate and empower families.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Create building expectations for implementing parent-teacher conferences in order to cultivate two-way communication and authentic relationships.	Principal, TLS, SAC, classroom teachers	Nov	
FELT members will disseminate family engagement meeting information to staff to incorporate in their outreach to families.	FELT members, Principal	Nov-June	
Principal and SAC will identify supports currently available to Rodman Families and assess their effectiveness.	Principal, SAC	Oct	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
SAC will outreach families to provide on-site or off site supports to families upon referrals from staff.	SAC, Principal	Sep-June	
Staff will incorporate family engagement strategies into their outreach to families.	Principal, classroom teachers	Sep-June	
100% of classroom teachers will conference with at least 80% of their families during parent/teacher conferences.	Principal, classroom teachers	Dec	

4. Organizational Team Excellence: *Cultivate and recruit a highly skilled workforce.*
Strategic Initiative 4.2. Provide targeted professional development to build capacity of the district's staff.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Provide PD on next steps in PBIS.	Principal, PBIS team		

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Evidence of PBIS initiatives will be seen during learning walks and formal observations.	Principal	Oct-June	
Decrease in discipline referrals as evidenced by ASPEN data	Principal	Oct-June	

GOAL 5: Enhance Positive Public Profile: Implement effective strategies to raise the profile and reputation of Ashley School.
Strategic Initiative: 5.1. Create and implement a strategic communications plan that outlines specific steps to inform and engage internal and external audiences.

Monitoring Progress

Process Benchmark *What will be done, when, and by whom?*	Person Responsible	Date	Status
Utilize a variety of media to maximize awareness and support of Rodman School's goals, objectives and programs after surveying stakeholders to determine preferences.	Principal	Oct 1	
Review current format for monthly family newsletter in order to maximize awareness of Rodman goals, objectives and programs.	Principal	Oct 1	
Review of Rodman tab on NBPS website in order to keep information about goals, objectives, events and programs current.	Principal, TLS	Oct 1	

Measuring Impact

Early Evidence of Change Benchmark *What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?*	Person Responsible	Date	Status
Based on results of stakeholder survey, preferred media sites will be created (e.g. Facebook, Instagram)	Principal, TLS	Oct 1	
Based upon review of newsletter, revamp format to maximize awareness of Rodman goals, objectives and programs (e.g. Grade level news, Resources for parents)	Principal, Grade level teachers	Oct 1	
Monthly review and update of Rodman NBPS webpage	TLS, Principal	Oct-June	

Note: This Action Plan template depicts an example for one strategic initiative. For each strategic initiative, develop one set of aligned benchmarks – for both Process and Early Evidence of Change.

NBPS Guidance on Developing School Improvement Plans

Adopted, in part, from MA DESE's Planning for Success: http://www.doe.mass.edu/research/success/

What Are Mission, Vision and Core Values? The <u>mission</u> is the school's purpose and explains why the organization exists. The mission focuses on today and what the school does on an everyday basis. The <u>vision</u> is the school's aspirations for students and explains what the community values and why, and what future success looks like. <u>Core values</u> are the principles that guide the decision making and action that will help achieve the vision; they reflect what the school community believes in.

What is a Theory of Action? The <u>theory of action</u> is a strategic if-then statement about a high-leverage area of practice that is targeted for improvement. The theory of action connects a school-wide problem of practice (something within the school's control) with an aligned strategy/solution. The theory of action creates a logical chain connecting an area of growth to a proposed solution and its intended outcome. Example: if we incorporate instructional strategies across all content areas that promote student analysis and inquiry, then all students will achieve at higher academic levels.

What Are Strategic Objectives and Initiatives? <u>Strategic objectives</u> are the coherent group of overarching goals and key levers for improvement that will achieve the future vision. Strategic objectives articulate not only the "what" of the plan but also the "why." <u>Strategic initiatives</u> are the projects and programs that support and will achieve the strategic objectives. Strategic initiatives are the "how."

What Are Outcomes? <u>Outcomes</u> are the plan's expected results: what they will be, how they will be measured, and when they will occur. Outcomes are the SMART goals for the school: specific and strategic; measurable; ambitious and action-oriented; rigorous, realistic, results-focused; timed and tracked. Outcomes measure the school's success in achieving its vision and include specific targets for the improvement expected as a result of multi-year plan implementation.

What are Process Benchmarks? These implementation benchmarks monitor progress and specify what will happen, who will do it, and when. Example: Each grade-level team of teachers will adopt and implement five ELA standards-based common formative assessments by June 2020.

What are Early Evidence of Change Benchmarks? These implementation benchmarks monitor impact and identify changes you should begin to see if the plan is having its desired impact while being implemented. Early evidence benchmarks are indicators of effective implementation rather than measurements of interim results. Early evidence benchmarks might include changes in practice or attitude from sources such as classroom observation or surveys. Example: An increase in student use of oral language will be observed in 100% of ESL teachers' classrooms between October and January.

What is the status column for? This column will likely be blank at the beginning of the year. School leadership teams should add notes within this column throughout the year, tracking key information and the status of each benchmark.