School Improvement Plan

School Year 2015-2016
School: *Roosevelt Middle School*
Principal: *Daniel Bossolt*

Section 1. Set goals aligned to the AIP

Instructions: *Analyze EOY Galileo data from last year to help 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 and Math for grades 6-12*
2. *BY EOY, the district will see at least 10% of students in warning move into needs improvement in ELA and Math*
3. *By EOY, the district will see at least 10% of students in proficient move into advanced in ELA and Math*

Note: Since EOY PARCC scores might not be available yet, please use EOY Galileo scores from last year as a substitute baseline proficiency level for planning purposes. You should have a system to revisit your student data throughout the year, as we get data from BOY Galileo, PARCC, MOY Galileo, and other assessments.

(a) Describe the goals you have for student outcomes, in terms of approximate <u>number</u> of students that you need to move to meet each of the three goals listed above.

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1. By EOY, Roosevelt will show a 40% reduction in students not proficient or advanced in ELA and math for grades 6-8.
- **In grade 6, Roosevelt will improve to proficiency approximately <u>60 students in ELA</u> and <u>50 students in math.</u>**
- **In grade 7, Roosevelt will improve to proficiency approximately <u>60 students in ELA</u> and <u>60 students in math.</u>**
- **In grade 8, Roosevelt will improve to proficiency approximately <u>40 students in ELA</u> and <u>50 students in math.</u>**

2. By EOY, Roosevelt will see at least 10% of students in warning move into needs improvement in ELA and math.
- **In grade 6, Roosevelt will move at least 6 students in ELA and 7 students in math out of the warning category.**
- **In grade 7, Roosevelt will move at least 5 students in ELA and 10 students in math out of the warning category.**
- **In grade 8, Roosevelt will move at least 5 students in ELA and 9 students in math out of the warning category.**

3. By EOY, the district will see at least 10% of students in proficient move into advanced in ELA and math.
- **In grade 6, Roosevelt will move at least 7 students in ELA and 5 students in math into the advanced category.**

- **In grade 7, Roosevelt will move at least 5 students in ELA and 3 students in math into the advanced category.**
- **In grade 8, Roosevelt will move at least 7 students in ELA and 3 students in math into the advanced category.**

*(According to 14-15 EOY Galileo -Data will be updated using 15-16 BOY Galileo Benchmark Data when available)

(b) Describe the process or system you will use to revisit student data throughout the year and track progress toward your goals as new data become available.

Here are some examples for tracking student data that could be helpful resources:

- *Putting every student name on a post-it and tracking them across achievement levels based on the most current benchmark assessment data*

- *Tracking proficiency levels on unit assessments by grade level or classroom*

- *Tracking number of students demonstrating mastery by standard to help identify what parts of the content need revisiting*

You can find data wall systems online, for example:

- *Photos and samples: http://www.teachthought.com/teaching/what-a-data-wall-looks-like/*
- *DESE guidance, see section 6.2.2T) http://www.doe.mass.edu/apa/ucd/ddtt/toolkit.pdf*

Roosevelt will track progress toward our goals and utilize new student data throughout the year to inform our instruction by:
- **Creating a data wall: Student names will be placed on magnets and/or post-its and divided by content, team and achievement level. In TCT, Data will be used to drive instruction and placement of students in MARS-math and reading support intervention classes. Teachers will use most current data to continually update data walls and track progress of student learning goals.**
- **Continuous completion of the data cycle: (Item analysis by standard/Re-teach/Re-assess) of BOY/MOY benchmark data and CFAs in math and ELA throughout the year.**
  - ➢ **Identification and focused planning grounded in the mastery of CCSS standards.**
  - ➢ **Priority standards should be identified using overall grade level data, sub-group data, and/or individual classroom based needs.**

Section 2. Use data to determine school-specific strengths and weaknesses for each AIP objective

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 improve 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. Not every objective may be a focus area for every school. The district's four objectives are outlined on page 3.

Answer questions (a) and (b) in the space provided. Potential data sources to use to answer these questions include:

Student performance data:
- *PARCC/MCAS item analysis, if available*
- *Final exams*
- *DIBELs*
- *Galileo*
- *Formative assessments*
- *Examples of student work*

Instructional data:
- *Observation data on curriculum and instruction*
- *Feedback to teachers*

Student indicator data:
- *Student attendance*
- *IEPs and 504s*
- *Disciplinary data*
- *SPED referrals*
- *Graduation/dropout data*
- *Intervention data*
- *Mobility*
- *Course failures*

Teacher data:
- *Teacher attendance*
- *Teacher evaluations*
- *Tiering of teachers*
- *TELL Massachusetts survey*

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

- **Through our work with Focused Schools, Roosevelt developed a common instructional focus: Read to Know, Write to Show. Our goal was to embed this focus into every aspect of our school community.**

- **In grade 6, Roosevelt showed a 16% (39 students) improvement in students reaching the advanced category on the EOY math benchmark. In addition, in grades 7 & 8, there was an average increase of 7% in the advanced category on the EOY math benchmark.**

- **New PARCC aligned common formative assessment writing tasks showed some improvements in student writing.**
  - ➢ **In grade 6, there was a 33% increase in proficiency on the Literary Analysis task from MOY to EOY, and a 42% decrease in the warning category.**

- > **In grade 7, there was a 24% increase in proficiency on the Literary Analysis task from MOY to EOY.**

- **Roosevelt introduced its PBIS (PAWS) program in January 2015 and <u>will continue to revise and improve the program into the 15-16 school year.</u> The PAWS program was a direct response to the high amount of disciplinary referrals. (See Part B for data)**

- **The use of Galileo benchmark data and common formative assessments along with the TCT district protocol has structured teacher collaboration meetings that support the use of the data and action planning to meet the needs of our student population. This is evident in 100% attendance of our core academic and special education teachers at TCTs.**

(b) What did students struggle with last year? Why? Please consider data by grade level and subject. Questions to consider include:
- **Where are the strong classrooms and grades? How can you use them to lift up other grades and classrooms?**
- **What grades/classrooms are of the most serious concern?**
- **What does your data suggest are the reasons why students are struggling?**

- **Roosevelt continues to struggle with making progress in ELA. In grades 6-8, Roosevelt's proficiency levels dropped from the BOY to EOY benchmarks.**
  - > **In grade 6, there was a 10% decline in proficiency from the BOY, and only 32% of our grade 6 students were proficient on the 2015 EOY benchmark.**
  - > **In grade 7, there was a 23% decline in proficiency from the BOY, and only 22% of our grade 7 students were proficient on the 2015 EOY benchmark.**
  - > **In grade 8, there was a 9% decline in proficiency from the BOY, and only 38% of our grade 8 students were proficient in the 2015 EOY benchmark.**
  - > **New PARCC aligned common formative assessment writing tasks showed the need to address the CCSS writing standards with a focus on W.1-Argument, W.2-Informative/Explanatory and W.3-Narrative. BOY data on the Narrative CFA resulted in an average of 10% of students at proficiency. PARCC data will need to be analyzed to determine growth of student achievement.**
  - > **Although all CCSS reading standards are a concern, focus areas should be reading anchor standards linked to craft and structure, RL/I. 4-6.**

- **Although we had some gains in math, Roosevelt continues to struggle with moving students from warning and needs improvement into proficiency.**
  - > **In grade 7, 51% (102) of students were in the warning category on the EOY benchmark; this was a 10% increase from the BOY benchmark.**
  - > **In grade 8, 48% (87) of students were in the warning category on the EOY benchmark; this was an 11% increase from the BOY benchmark.**
  - > **In grade 6, 44%, in grade 7, 24%, and grade 8, 26% of students were proficient on the EOY benchmark.**

Roosevelt continues to struggle with regularly disruptive behavior, a high amount of disciplinary referrals, and a decline in overall school culture.

> - **In 14-15, Roosevelt averaged 87 discipline referrals per grade each month, with a total of 1,749 for the year.**
> - **In 14-15, Roosevelt averaged around 81 suspensions per grade for a total of 244.**
> - **According to the student survey administered in spring 2015, only 46% of students reported a favorable response to feeling like Roosevelt had a welcoming environment.**
> - **According to the district staff survey administered in spring 2015, only 39% of Roosevelt staff reported a favorable response to overall school climate. In addition, only 35% are satisfied with the school as a place to work, and only 11% responded favorably to staff morale being high at Roosevelt.**

Section 3. Develop strategies/actions to address focus areas

Instructions: Based on your analysis of student needs in Section 2, especially question (b), identify 2-4 focus areas for your school to pursue this year. These focus areas should be high-impact levers that you believe will drive student achievement, and should be aligned to the AIP. In the space below, list each focus area and the specific strategies and activities you will complete as part of this focus area to raise student achievement.

Once you have developed these focus areas, identify <u>one</u> benchmark that you will use to measure student progress by November 1, February 1, and May 1. These benchmarks should be based on student work—not adults' actions. They will be used as part of the focus areas that you discuss with your instructional liaison. You do <u>not</u> need a benchmark for each individual focus area.

(a) List your school's primary focus areas and 1-3 secondary focus areas for this year. At least one should be ELA/literacy-focused and at least one should be math-focused. These focus areas could be either general (e.g., improve reading comprehension, improve writing) or standard-specific (e.g., improve narrative writing).

Primary Focus Area:
- **Implement Roosevelt's instructional focus, Read to know and Write to show, across all disciplines to increase reading/responding proficiency.**

Two Secondary Focus Areas:
- **Revamp our behavioral management system with enhanced PBIS, and improve the culture of the staff and students.**
- **Improve math achievement; specifically with regard to multi-step, higher order, math word problems**

- **#1 Primary Focus Area: Implement our instructional focus, Read to know. Write to show, across all disciplines to increase reading/responding proficiency.**

Activities	Person(s) Responsible	By when
Review data from RMS '14-'15 BOY – EOY Galileo ELA results	Principal	8/1/15
Revamp last year's instructional focus with enhanced clarity, goals, and resources	Principal, TLS	9/10/15
Hold initial PD and ongoing training around the close reading and writing strategies we will implement to teach all students	Principal	9/16/15 and all year until 6/2016
Regular TCT meetings that focus on teacher analysis of data and student work within these areas	ELA, Math, Science, Social Studies and SPED Teachers TLSs	At least weekly all 15-16 sy
Observable classroom practices that support the instructional focus. (e.g. close reading, annotation of text and questions, summarizing, accountable talk, student-teacher conferences, etc)	Principal, AP, TLS, Teachers	9/2015-6/2016
Tracking of student progress on a range of assessments	Teachers, SILT, TLSs, and TCT members	Monthly through 15-16 sy
Implementation of a researched based ELA curriculum across all grades as well as new reading intervention approach	NBPS Data Manager, all MS principals, TLS, selected reading and SpEd teachers	8/2015 – 6/2016
Restructure intervention "MARS" classes to organize students by academic need and create a focused instructional plan that meets the needs of ALL learners.	HR team teachers, SpEd and ELL teachers, and administration	Nov. '15-June '16

- **#2 Secondary Focus Area: Revamp our behavioral management system with enhanced PBIS, and improve the culture of the staff and students.**

Activities	Person(s) Responsible	By when
Analyze behavioral, cultural, and discipline data	Principal	8/1/15
Post common expectations continuously review and reinforce them	All RMS staff and students	Consistently all '15-'16 sy
Streamline and strengthen our PBIS system	Principal, PLT, admin team, PBIS committee, all staff	Regularly all '15-'16
Hold regular PD and additional training around PD with resources	Principal, PBIS committee, state PBIS team	Monthly all '15-'16
Create a NB Middle School PLC team aligned in practice, partnerships, and during/after school programming.	Middle School Principals, selected staff, and community and organizational partners.	Regularly beginning in 7/2015 – 6/2016
Reestablish the STAR room into the Student Success Center with new programming and support	Jason DeFalco-CAO, Principal, School-based Wrap Around Manager, and SSC room teacher.	7/2015 – ongoing
Implement three tiers of school-wide, classroom, and individual positive/negative consequences, interventions, and supports.	All stakeholders including parents and students	Every day of '15-'16 sy

- **#3 Secondary Focus Area: Improve math achievement; specifically with regard to multi-step, higher order, math word problems**

Activities	Person(s) Responsible	By when
Review data from RMS '14-'15 BOY – EOY Galileo Math results	Principal	8/1/15
Revamp last year's instructional focus with enhanced clarity, goals, and resources	Principal TLS	9/10/15
Hold initial PD and ongoing training around the close reading and PARCC level responses/solutions	Principal	9/16/15 and all year until 6/2016
Regular TCT meetings that focus on teacher analysis of data and student work within these areas	All math and science teachers and new TLS	At least weekly all '15-'16 sy
Tracking of student progress on a range of assessments	Teachers, SILT, and TCT members	Monthly through '15-'16 sy
Observable classroom practices that support the school instructional focus and increased rigor. (e.g. KNSA, accountable talk, differentiated multi-step, higher order	Principal, AP, TLS, Math Teachers	09/2015-06-2016

word problems)		
Restructure intervention "MARS" classes to organize students by academic need and create a focused instructional plan that meets the needs of <u>ALL</u> learners.	HR team teachers, SpEd and ELL teachers, and administration	Nov. '15- June '16
After school program that embeds three hours of math enrichment and intervention each week	Bridge Program, C4C, select teachers, and Principal	Oct. '15 – July '16

(b) How will you measure student progress along the way? Please list at least <u>one</u> way you will measure <u>student progress</u> by November 1, February 1, and May 1.

	Benchmark
What I will see by <u>Nov. 1</u> to know that students are on track to meet the end-of-year goal	- **Results from the BOY Galileo in ELA and math** - **Results from BOY writing CFAs** - **Comparison statistics re. conduct cards and/or disciplinary action between Sept./Oct. '14 and Sept./Oct. '15**
What I will see by <u>Feb. 1</u> to know that students are on track to meet the end-of-year goal	- **Results from the MOY Galileo in ELA and math** - **Data from last spring's PARCC assessments** - **Results from recent writing CFAs** - **Comparison statistics re. conduct cards and/or disciplinary action between Oct. '14 – Feb '15 and Oct. '15 – Feb. '16** - **Progress Reports/report cards**
What I will see by <u>May 1</u> to know that students are on track to meet the end-of-year goal	- **Results from ongoing writing CFAs** - **Analysis of student work with evidence of our instructional focus during TCTs** - **Progress reports/report cards** - **Comparison statistics re. conduct cards and/or disciplinary action between Feb '15 – April '15 and Feb. '16 – April '15** - **School based student survey prior to Panorama survey**

Note: This year, Office of Instruction liaisons will meet with principals twice monthly to conduct learning walks with an emphasis on monitoring and supporting the implementation of SIPs, including how well teachers are implementing key strategies from recent trainings. Liaisons will help principals develop and execute plans to provide extra support to teachers, as needed.

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
• **Implement our instructional focus, Read to know. Write to show, across all disciplines to increase reading/responding proficiency.**	Students will be fully engaged in text and media while showing this engagement through close reading/viewing, annotation, and responding. Teachers across all content will weave in close reading, annotation, and writing strategies into their ranges of content in a consistent way through the gradual release structure.	In math, teachers had formal training in the KNSA annotation model – aligned to our new model. Also, the school did introduce a similar focus and annotation practice that was implemented in some classes last year.	Teachers must commit to try to model and teach these practices in their classes immediately.

Teachers have to infuse their units and lessons with a range of quality and engaging texts.

Teachers must have the same high expectations for their students' open & constructed responses using our school wide common rubric. |
| • **Revamp our behavioral management system with enhanced PBIS, and improve the culture of the staff and students.** | Complete buy-in from teachers where: All staff are practicing our RMS staff expectations. Teachers are proficient with knowledge of PBIS supports and interventions as evidence by their utilization of tier 1-3 strategies to reinforce/consequence aligned +/- behaviors. Complete buy-in from students | Roosevelt had a PBIS system introduced mid last year and some training around it, so there was somewhat of a foundation set for this year. This included an established PBIS committee with some additional teacher buy-in. | All teachers must buy in to this system through meeting of PBIS expectations and use of tiered supports/interventions. Also, more representation is necessary on our PBIS committee as well as more involvement in our school day and after school PBIS incentives/events. |

	where all are meeting RMS student expectations. Students are motivated by positive reinforcements and PAWS as evidence by consistent positive behavior, investment in tier 1-3 incentives, regular attendance, improvement in frequency of discipline issues compared to '14-'15, and favorable responses on climate surveys.		
• **Improve math achievement; specifically with regard to multi-step, higher order, math word problems**	Students will show increased ability to understand these types of math questions and problems through improved annotation of both as the year progresses. Teachers will use annotation strategies and evidence of this practice in student work to progress monitor and differentiate instruction based on areas of need.	Math teachers have been extensively trained in the KNSA method of annotation specifically with regard to PARCC –like math questions and problems.	There must be more collaboration among math teachers so that new math staff can gain the same knowledge that the veteran staff has. Also, a higher level of consistency is need across all math grade levels with regard to scope/sequence of units and lesson as well as KNSA annotation practice done in TCTs.

(b) Outline, by topic and by month, the PD programming and sequencing that will help your staff make the necessary changes in practice.
This section should be a year-long plan for teacher learning, analogous to a year-long plan that you might make for units and lessons when teaching a class. Each focus area is like a unit, where individual PD sessions and meetings are the lessons within that should build skills on top of previous lessons.

Focus area 1:	• **Implement our instructional focus, Read to know. Write to show, across all disciplines to increase reading/responding proficiency.**		
Instructional strategies:	- **Close Reading/Annotation** - **Open and Constructed Response writing** - **PBIS/RTI interventions**	**Approximate dates:**	Sept. '15 – June '16
Meeting	**Learning objectives for teachers**		**Support needed**
Sept PD 1 & 2	Introduce the revamped instructional focus and aligned teaching strategies. Also we will continue training around new PBIS system and tiered interventions.		
October PD 1 & 2 October 29th full day	Modeling and guided practice of close reading/annotation on a range of standard-based HOT <u>questions</u> from various content areas. 10/29 - Continued training and deeper understanding of PBIS with focus on tier 1 +/- behaviors and supports/interventions.		SILT, ELA TLS, and PBIS committee
November PD 1 & 2	Continued training and deeper understanding of PBIS with focus on tier 2 and 3 +/- behaviors and supports/interventions. Modeling and guided practice of close reading/annotation on a myriad of <u>texts</u> from various content areas.		SILT, ELA TLS, and PBIS committee
December PD 1& 2	Review and deeper dive into our strategies of close reading/annotation of more <u>texts</u>. Review of student work to analyze progress and proficiency levels of students with regard to close reading/annotation practice of <u>texts</u>.		SILT, TCT products, and TLSs
January PD 1 & 2	Continued training and deeper understanding of PBIS with a focus on school wide interventions, incentives, and events.		SILT and PBIS committee

	Review of annotation practice for HOT questions and aligned texts and its connection to PBIS through incentivizing this practice.	
February PD 1 & 2	Bridging the skills of close reading/annotation to that of open and/or constructed response writing. Guided practice for deeper understanding of proficient and exemplar OR/CR writing examples per our school-wide common rubric.	SILT and ELA TLS
March PD 1 & 2	Review of PBIS tier 1 interventions and supports. Guided practice for deeper understanding of proficient and exemplar OR/CR writing examples per our school-wide common rubric.	SILT and PBIS committee
April PD 1 & 2	Focus on high leverage areas of instruction (close reading, annotation, OR/CR, etc.) based on MOY and CFA data. Additional focus on target students' data including student work samples.	SILT and ELA TLS
May PD 1 & 2	Continued focus on high leverage areas based on data to prepare for Galileo EOY. Plan to implement highly motivating school-wide PBIS incentives/event to encourage effort and performance on EOY assessment.	SILT and PBIS committee
June PD 1 & 2	Review of PBIS success and areas of improvement as well as +/- of instructional focus and aligned strategies to finish year strong as well as prepare for launch next year.	SILT and PBIS committee

Focus area 2:	• **Revamp our behavioral management system with enhanced PBIS, and improve the culture of the staff and students.**		
Instructional strategies:	Tier 1 -3 interventions and supports	**Approximate dates:**	Sept. '15 – June '16
Meeting	**Learning objectives for teachers**		**Support needed**
Sept PD 1 & 2	We will continue training around new PBIS system and tiered interventions stemming from our full day PBIS training on 9/1/15.		
October PD 1 & 2	Continued training and deeper understanding of PBIS with focus on tier 1		PBIS committee

	+/- behaviors and supports/interventions	
Oct. 29 PD day	Deep dive into PBIS tiered supports, interventions in response to tiered behaviors.	PBIS committee and DESE training
November PD 1 & 2	Continued training and deeper understanding of PBIS with focus on tier 2 and 3 +/- behaviors and supports/interventions.	PBIS committee
January PD 1 & 2	Continued training and deeper understanding of PBIS with a focus on tier 2 and 3. Check in on school wide interventions, incentives, and events.	PBIS committee and DESE training
January all day PD	Review of common expectations and tiered interventions to promote them. Also planning of winter classroom/school-wide incentives and tier 1-3 events.	PBIS committee
March PD 1 & 2	Review of PBIS tier 1 interventions and supports. State support.	PBIS committee and DESE
April PD 1 & 2	Review of PBIS tier 2 & 3 interventions and supports.	PBIS committee
May PD 1 & 2	Plan to implement highly motivating school-wide PBIS incentives/event to encourage effort and performance on EOY assessment.	PBIS committee and DESE training
June PD 1 & 2	Review of PBIS success and areas of improvement to finish year strong as well as prepare for launch next year.	PBIS committee

Focus area 3:	• **Improve math achievement; specifically with regard to multi-step, higher order, math word problems**		
Instructional strategies:	KNSA math annotation	**Approximate dates:**	Sept. '15 – June '16
Meeting	**Learning objectives for teachers**		**Support needed**
Sept PD 1 & 2	Introduce the revamped instructional focus and aligned teaching strategies and the parallels between the new annotation and KNSA.		Principal and TLS
October PD 1 & 2	Modeling and guided practice of close reading/annotation of a range of questions from various content areas including math PARCC questions.		SILT
November PD 1 & 2	Modeling and guided practice of close reading/annotation of a range of texts from various content areas including PARCC math word problems.		SILT
December PD 1& 2	Review of student work to analyze progress and proficiency levels of classes with regard to close reading/annotation (KNSA) practice with multi-step word problem.		SILT, TCT products, and TLSs

January PD 1 & 2	Review of annotation practice and its connection to exemplar PARCC solutions and exemplar math CFA student responses. Modeling and guided practice of this problem solving.	SILT, Math TLS, and TCT
February PD 1 & 2	Guided practice for deeper understanding of proficient and exemplar KNSA annotation per the KNSA template.	SILT and Math TLS
March PD 1 & 2	Guided practice for deeper understanding of proficient and exemplar solutions/responses per our school-wide common math rubric.	SILT and Math TLS
April PD 1 & 2	Focus on high leverage areas of instruction (KNSA and multi-step solution strategies) based on MOY and CFA data. Additional focus on target students' data including student work samples.	SILT and Principal
May PD 1 & 2	Continued focus on high leverage areas based on data to prepare for Galileo EOY. Plan to implement highly motivating school-wide PBIS incentives/event to encourage effort and performance on EOY assessment.	SILT and PBIS committee
June PD 1 & 2	Review of instructional focus, specifically with regard to KNSA alignment, to finish year strong as well as prepare for launch next year.	SILT and Math TLS