

School Improvement Plan

School Year 2015-2016

School: *Thomas R. Rodman Elementary School*

Principal: *Kim M. Marshall*

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 number of students that you need to move to meet each of the three goals listed above.

- **Aligning with the district goals, grades 3 & 4 will need to decrease by 40% the students scoring needs improvement and warning and move them to proficient and advanced. They will need to move 6 – 7 students.**
- **Grades 3 & 4 will also need to increase by 10% students scoring proficient and move them to advanced. They will need to move 4 – 5 students.**
- **Grades 2 and 5 need to continue meeting the district and school goals as they have consistently done in the last 2 calendar years.**

(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>

- Data Walls will be displayed in depth in the staff room using post-it notes to track student progress using district benchmark assessments, unit assessments in both ELA and Math, CFA's, and will be tiered by colors.
- Staff will use District Benchmarks Galileo assessments and DIBELS results to maintain a classroom data binder to track their own students to ensure ownership of their student's progress.

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

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

Progress towards the District AIP goal and Rodman's SIP goal of a 40% decrease in students scoring needs improvement/warning from BOY to EOY on Galileo Benchmarks.

Grade Level	Pretest % Needs Improvement/Warning	Posttest % Needs Improvement/Warning	% Decreased
Math 02	36% (14) Rodman/Kempton	33% (13) Rodman/Kempton	3% (1)
ELA 02	54% (21)) Rodman/Kempton	40% (16) Rodman/Kempton	14% (5)
Math 03	45% (14) Rodman/Kempton	23% (8) Rodman/Kempton	22% (6)
Math 05	69% (11) Rodman Scores Only	25% (4) Rodman Scores Only	64% (7)
ELA 05	56% (9)) Rodman Scores Only	38% (6) Rodman Scores Only	33% (3)
Science 05	69% (11) Rodman Scores Only	38% (6) Rodman Scores Only	45% (5)

According to the data, Grade 3 from Kempton and Grades 2 & 5 from Rodman met the school and district goals. Once the data was combined it affected the Grade 3 Math outcomes from Rodman, along with Grade 2 outcomes from Kempton, shifted the results.

Progress towards the District AIP goal and Rodman’s SIP goal of a 10% increase in students scoring proficient/advanced from BOY to EOY on Galileo Benchmarks.

Grade Level	Pretest % Proficient	Posttest % Proficient	Change
Math 02	64% (25) Rodman/Kempton	67% (26) Rodman/Kempton	+3% (1)
ELA 02	46% (18) Rodman/Kempton	60% (24) Rodman/Kempton	+14% (6)
Math 03	58% (19) Rodman/Kempton	77% (27) Rodman/Kempton	+29% (8)
Math 05	31% (5) Rodman Scores Only	75% (12) Rodman Scores Only	+44%
ELA 05	44% (7) Rodman Scores Only	63% (10) Rodman Scores Only	+19%
Science 05	31% (5) Rodman Scores Only	63% (10) Rodman Scores Only	+32%

According to the data, Grade 3 from Kempton and Grades 2 & 5 from Rodman met the school and district goals. Once the data was combined it affected the Grade 3 Math scores, along with Grade 2 results which is where lower increases and decreases are evident.

Dibels 2014/15

Progress towards the District AIP goal and Rodman’s SIP goal of a 40% increase in students scoring benchmark on the DIBELS Composite Scores from BOY to EOY.

Grade Level	Pretest % Composite	Posttest % Composite	% Increased Benchmarked Students
K	45% (19) Rodman/Kempton	73% (29) Rodman/Kempton	+28% (10)
01	67% (28) Rodman/Kempton	81% (34) Rodman/Kempton	+14% (6)
02	82% (36) Rodman/Kempton	98% (44) Rodman/Kempton	+16% (8)

With the exception of Grade 5, the scores have been combined to reflect the combination of scores from the newly merged Kempton School into Rodman. A new SILT team has been formed and above is the representation of incoming data as we combined the percentages and student population.

(b) What did students struggle with last year? Why? Please consider data by grade level and subject. Questions to consider include:

Progress towards the District AIP goal and Rodman’s SIP goal of a 40% decrease in students scoring needs improvement/warning from BOY to EOY on Galileo Benchmarks.

Grade Level	Pretest % Needs Improvement/Warning	Posttest % Needs Improvement/Warning	% Decreased
ELA 03	45% (14) Rodman/Kempton	45% (14) Rodman/Kempton	0% (0)
Math 04	70% (21) Rodman/Kempton	70% (22) Rodman/Kempton	0% (0)
ELA 04	60% (18) Rodman/Kempton	65% (22) Rodman/Kempton	-5% (-4)

Progress towards the District AIP goal and Rodman’s SIP goal of a 10% increase in students scoring proficient/advanced from BOY to EOY on Galileo Benchmarks.

Grade Level	Pretest % Proficient	Posttest % Proficient	Change
ELA 03	58% (19) Rodman/Kempton	54% (19) Rodman/Kempton	-4% (0)
Math 04	30% (9) Rodman/Kempton	29% (9) Rodman/Kempton	-1% (0)
ELA 04	40% (12) Rodman/Kempton	29% (9) Rodman/Kempton	-11% (3)

The strongest classrooms and grades are as follows:

- **Grade 3 – Kempton**
- **Grade 2 – Rodman**
- **Grade 5 – Rodman**
- **Grades K, 1, & 2 DIBELS Results were all strong from both schools**
- **One of my grade 3 classrooms and both grade 4 classrooms showed little growth in district benchmark testing.**
- **Students are struggling most in locating Key Ideas and Details and Close Reading in ELA, and also displayed weaknesses understanding fractions, and multi-step word problems in Math.**

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 one 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 not 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).

<p>Primary Focus Area: Build students capacity to access complex text by increasing comprehension in grades K-5 through close reading activities with a focus on key ideas and details</p> <p>2-3 Secondary Focus Areas:</p> <ul style="list-style-type: none"> • Increase students understanding of place value with a particular focus on fractions and multi-step word problems and incorporate manipulatives in daily lessons • Build connections with students

#1 Build students capacity to access complex text by increasing comprehension in grades K-5 through close reading activities with a focus on key ideas and details

Activities	Person(s) Responsible	By when
Provide bi-monthly literacy based professional development opportunities for K-5 staff on effective engagement using close reading strategies.	Administrator TLS	Bi-Monthly
Use the Reading Street materials to plan lessons that will bring students to mastery focusing on close reading strategies and key ideas and detail standards directly aligned to Common Core and District Curriculum Maps	Classroom Teacher SPED Teacher TLS	October 21, 2015- June 10, 2016
Based on classroom observations, provide timely growth producing feedback with an focus on accessing complex text using close reading strategies	Administrators	Weekly September 8 th , 2015- June 10, 2016
To ensure students are being provided with rigorous high-level tasks, collect and review student work samples during literacy instruction in core and intervention periods every 4 weeks to measure progress by following the “Looking at Student Work Protocol” in TCT’s and SILT’s	Administrator SILT TCT’s	2nd Wednesday of every month October-May
Strategically identify 40% of students who have been identified as needing intensive support and measure progress through Reading Street Assessments, and Close Reading Assessments	Classroom Teacher Administrator	October 23, 2015

#2 Secondary Focus Area: Increase our focus on fractions and multi-step word problems and incorporate manipulatives in daily lessons

Activities	Person(s) Responsible	By when
Provide bi-monthly literacy based professional development opportunities for K-5 staff on effective engagement strategies using enVisionmath resources.	Administrators TLS	Beginning October 5, 2015 and bi-monthly until June 10th, 2016
Use enVisionmath assessments to identify students in need of strategic supports based on the analysis of student writing samples	Administrators Classroom Teachers	September BOY January 2016 MOY May 2016 EOY
Use the enVisionmath materials to plan lessons that will bring students to mastery of specific skills and standards including the structure of whole group and small group interventions directly aligned to Common Core and District Curriculum Maps	Classroom Teacher SPED Teacher TLS	October 21, 2015- June 10, 2016
Conduct a minimum of ten classroom visits per week to ensure rigorous instruction with an emphasis on “Bell to Bell” instruction	Administrators	Weekly September 8 th , 2015- June 10, 2016
Provide bi-monthly enVisionmath based professional development opportunities for K-5 staff on effective engagement strategies and lesson planning.	Administrators TLS	Beginning October 7 th , 2015 and bi-monthly until June 10 th , 2016

#3 Secondary Focus Area: Build connections with students

Activities	Person(s) Responsible	By when
Ensure eye contact and smile when addressing students in guided and independent classroom activities	Classroom Teachers	Sept. 2015 – June 2016
Engage with students during weekly writing conferences	Classroom Teachers	Sept. 2015 – June 2016
Conduct a mini survey utilizing last year’s survey questions that pertained to student responses about connections to teachers	Principal	January 2016
<i>(Add more rows if necessary)</i>		

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

	Benchmark
<p>What I will see in <u>November</u> to know that students are on track to meet the end-of-year goal</p>	<p>We will see classroom instruction being driven by:</p> <ul style="list-style-type: none"> *Galileo (BOY) *CFA (Close Reading Strategies being Utilized) *CFA (enVisionmath) *DIBELS (Progress Monitoring)
<p>What I will see in <u>February</u> to know that students are on track to meet the end-of-year goal</p>	<p>We will see classroom instruction being driven by:</p> <ul style="list-style-type: none"> *CFA (Increased Scores in Key Idea and Details CCS) *Embedded Close Reading Strategies *CFA (enVisionmath) *DIBELS (MOY) *Galileo (MOY)
<p>What I will see in <u>April</u> to know that students are on track to meet the end-of-year goal</p>	<p>We will see classroom instruction being driven by:</p> <ul style="list-style-type: none"> *CFA (Close Reading Strategies embedded in instruction) *CFA (enVisionmath)

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
<p>Build students capacity to access complex text by increasing comprehension in grades K-5 through close reading activities with a focus on key ideas and details</p>	<p>“Bell to Bell” instruction (Planning needs to be a part of all practices in order to execute lessons)</p> <p>Students will be engaged, working with and through one another, students questioning one another, gradual release of responsibility embedded in lessons</p> <p>Close Reading activities daily</p>	<p>Teachers are beginning to utilize the practice, but it needs to be automatic not feel like steps when being observed</p> <p>Student stamina increased through classroom practice and activities</p>	<p>Smooth transitions, student engagement, teacher conferencing, and less teacher led</p> <p>Students working more directly with one another in engaging focused curriculum</p>
<p>Increase our focus on fractions and multi-step word problems and incorporate manipulatives in daily lessons</p>	<p>“Bell to Bell” instruction (Planning needs to be a part of all practices in order to execute lessons)</p> <p>Manipulatives in front of the students at all times to assist in a deep understanding of concept</p>	<p>Teachers are beginning to utilize the practice, but it needs to be automatic not feel like steps when being observed</p> <p>70% of staff engages the students regularly with manipulatives</p> <p>30% needs to be guided in the use and practice</p>	<p>Smooth transitions, student engagement, teacher conferencing, and less teacher led</p> <p>All students will have access to manipulatives daily in ensure in depth understanding of content taught</p> <p>30% of the staff will be guided in the use and practice through modeling and PD</p>

Build connections with students	Student interests inside and out of the school Eye contact, smiling, a general interest in the whole child	50% of staff regularly builds connections with students by engaging conversation with their students	Less teacher led instruction, more “Bell to Bell” instruction, which will allow the teacher to work with students more directly and know the child and what interests them 100% of staff will have built connections and engaged with their students
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(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.

EXAMPLE

Focus area 1:	Build students capacity to access complex text by increasing comprehension in grades K-5 through close reading activities with a focus on key ideas and details		
Instructional strategy:	Close Reading Strategies that will increase comprehension	Approximate dates:	October – December
Meeting	Learning objectives for teachers		Support needed
Oct. PD Session 2	Teachers will learn close reading strategies in depth that will increase comprehension		
Nov. PD Session 1	Teachers will learn strategies for teaching students to question a text to maintain engagement with the text and construct meaning. Teachers will learn how to assess these strategies and differentiate accordingly. (All of these are connected and are Close Reading Strategies)		
Oct. SILT Meeting	Teachers will review and analyze formative assessments for monitoring comprehension and bridging background knowledge. Teachers will learn		

	how to assess these strategies and differentiate accordingly.	
Oct. TCT Meeting	(optional) Teachers share results of close reading activities and how they have been monitoring them	
Nov. PD Session 2	Teachers will learn strategies for teaching students to use visualizing and inferring to understand what a text states implicitly	
Nov. SILT Meeting	Review and analyze formative assessments for monitoring visualizing and inferring.	
Nov. TCT Meeting	(Optional) Teachers will develop/share lesson plans using RS resources and assessments for monitoring comprehension through Close Reading strategies	
Dec. PD Session 1	Teachers will learn strategies for teaching students to determine importance in nonfiction texts	

Focus area 2:	Increase our focus on fractions and multi-step word problems and incorporate manipulatives in daily lessons		
Instructional strategies:	Explore Place Value and Instruction Explore Whole and Parts of a Whole and instruction Explore multiplication/division models and instruction Explore fraction and decimal models and instruction	Approximate dates:	January - March
Meeting	Learning objectives for teachers		Support needed
Jan. PD Session 1	Teachers will learn strategies for developing student conceptual understanding of place value through exploring number size, relations, number decomposing and reconfiguring with the use of manipulatives.		Math Director TLS
Jan. PD Session 2	Teachers will learn strategies for developing student conceptual understanding of wholes and parts of a whole through exploring models and using manipulatives.		Math Director TLS
Jan. SILT Meeting	(Optional) Review and analyze formative assessments for demonstrating conceptual understanding of place value and wholes using manipulatives.		

Jan. TCT Meeting	(Optional) Teachers will develop/share lesson plans for developing conceptual models and how they instruct students in wholes and parts of a whole using manipulatives.	
Feb. PD Session 1	Teachers will learn strategies for developing student conceptual understanding of multiplication and division through exploring base ten models using manipulatives.	
Feb. PD Session 2	Teachers will learn strategies for developing student conceptual understanding of decimals through exploring part-whole representations, manipulative, and visual representation.	
Feb. SILT Meeting	Review and analyze formative assessments for demonstrating conceptual understanding of base ten and wholes using manipulatives.	
Fed. TCT Meeting	(Optional) Review and analyze formative assessments for demonstrating conceptual understanding of base ten and wholes using manipulatives with grade level/horizontal teams.	
March PD Session 1	Teachers will locate resources and share strategies in grade level teams to create CFA's and lessons for multi-step word problems	
March PD Session 2	Teachers will reflect and share out strategies in grade level teams that were successful in the classroom when solving multi-step word problems	

Focus area 3:	Building Student Connections		
Instructional strategies:	Understanding how to make connections	Approximate dates:	April - June
Meeting	Learning objectives for teachers		Support needed
April PD Session 1	We will create a survey based on last years to gauge if the connections we made this year were improved by 50%		Principal/Teachers
April PD Session 2	Compile and score surveys by grade level teams		
April SILT Meeting	Review and analyze data to determine if the 50% increase was met		
April TCT Meeting	(Optional) Reflect and determine how you improved your connections and		

	things you will work on	
May PD Session 1	Develop stronger relationships between students and teachers	Bill Delany
May PD Session 2	Develop stronger relationships between students and teachers	Kim Bettencourt
May SILT Meeting	Analyze EOY Data to see if scores raised significantly and discuss if we think it could have been because we improved our student connections	
May TCT Meeting	(Optional) Reflect and determine how you improved your connections and things you will work on	
June PD Session 1	Develop stronger relationships between ELL students and teachers	Sonia Walmsley