

Soule Road School School Improvement Plan 2017-2018

Mission

Together at Soule Road School:

We have character, we are safe, and we have fun. We CAN learn!

Core Values

Soule Road School is a community where students demonstrate character, participate in challenging and engaging learning opportunities, develop problem-solving skills and critical thinking skills and grow as individuals. Staff and students meet high standards in a safe, supportive, nurturing environment where all individuals are respected and appreciated.

Summary of School Initiatives

Summarize initiatives from the past year and new initiatives that will be happening in the upcoming year.

- **Strengthen core, standards-based instruction across the curriculum**
- **Implement an inclusive workshop model in literacy and math with small group, targeted instruction**
- **Using data cycle to inform research-based, multi-tiered instruction**
- **Integrate technology throughout the curriculum**
- **Develop data-based systems to improve practice**

GOAL 1

By the end of the 2017-2018 school year, the number of students in the “Partially Meeting Expectations” category on the MCAS English Language Arts will decrease by 10% resulting in an increase in the number of students in the “Meeting/ Exceeding Expectations” range. In addition, the median Student Growth Percentile for the 2018 MCAS in ELA will be at least 51 points.

Baseline level of performance and Data Sources used

- Improve critical thinking, reading comprehension and students’ ability to respond to texts in writing
- Meet the grade level standards for reading and writing

Data Sources:

1. FAST benchmark assessments for reading(CBM-R and Adaptive Reading)
2. Fountas & Pinnell Benchmark Assessment System
3. Common reading and writing assessments (80% or more of students will perform at 80% or greater proficiency)
4. MCAS: increase SGP to 51.0 or greater

Theory of Action

To improve literacy instruction and improve student literacy performance, teachers will establish and implement grade level standards of literacy instruction focused on the development of reading and writing skills/strategies. Through multi-tiered levels of instruction, students will become critical readers , writers and thinkers and will be able to apply the metacognitive skills and knowledge acquired through a variety of formative and summative assessments.

Action Plan - Improvement Strategies	Person(s) responsible for implementation	Timeline	Outcomes & Measurements	Resources Needed
<p>Practice: Implement explicit, targeted, standards-based literacy instruction using district developed curriculum guides</p>	<p>Literacy teachers with ongoing support from literacy coaches and the Literacy Leadership Team</p>	<p>2017-2018 School year</p>	<ol style="list-style-type: none"> 1. Benchmark Assessment System, reading assessments 2. FAST benchmark assessments in reading administered in September, January and May 3. Benchmark constructed responses administered 3x/year 4. Teacher developed reading and writing assessments administered regularly throughout the year 5. Student performance on assessments: 80% of students will demonstrate 80% proficiency or higher on school-based common assessments MCAS for English Language Arts administered in April 2018 6. DESE Accountability Data 2018 	<ul style="list-style-type: none"> ● Mentor texts for each unit (student copies of novels) ● Genre specific classroom libraries ● Digital resources, texts and assessments ● Audio files for each read aloud. ● Small group resources that connect to the objectives of Tier 1 lesson. ● Formative assessments/quick checks for grade book. ● Reflective student assessments per unit of study ● Professional learning opportunities such as peer modeling, peer observation, lesson study ● Additional coaching support for teachers in classrooms, etc. ● Additions to teacher resource libraries, including <u>Literacy Continuum</u>
<p>Data: Administer, evaluate and revise common literacy assessments that are embedded into the curriculum guides</p>				
<p>System: Implement components of the reading workshop: mini-lesson, guided practice, small group instruction, independent practice</p>				
<p>System: Utilize CP to study the curriculum units, plan explicit instruction to meet the goals and objectives within each unit of study, facilitate ongoing curriculum review and revision.</p>				

<p>System: Using the lesson study model, identify and implement instructional practices that will engage and meet the literacy needs of all learners.</p>				
<p>Data: Using the continuous cycle of formative and summative assessment , teachers will analyze data to plan multi-tiered instruction within the components of the workshop model.</p>				
<p>Practice: Integrate Technology Standards across the curriculum (instruction, practice, and assessment) to develop depth of literacy understanding.</p>				

GOAL 2

By the end of the 2017-2018 school year, the number of students in the “Partially Meeting Expectations” category on the MCAS Mathematics will decrease by 10% resulting in an increase in the number of students in the “Meeting/Exceeding Expectations” range. In addition, the median Student Growth Percentile for the 2018 MCAS in Math will be at least 51 points.

Baseline level of performance and Data Sources used

- Improve math foundational and conceptual understanding and students ability to solve rigorous math problems and think critically
- Meet the grade level standards for mathematics

Data Sources:

1. FAST benchmark assessments for math (Adaptive Math)
2. Grade level assessments (80% of students will achieve 75% or greater proficiency)
3. School Based Constructed Response Assessments
4. MCAS: maintain a SGP of 51.0 or greater

Theory of Action

To improve mathematics instruction and student math performance, teachers will establish and implement grade level standard of mathematics instruction utilizing the 2017 Massachusetts Curriculum Frameworks, including the eight “Standards for Mathematical Practice”, to develop foundational content and problem-solving skills/strategies. Through multi-tiered levels of instruction, students will become proficient mathematicians, problem solvers, and critical thinkers, and will be able to apply the skills and knowledge acquired through a variety of formative and summative assessments.

Action Plan - Improvement Strategies	Person(s) responsible for implementation	Timeline	Outcomes & Measurements	Resources Needed
<p>Practice: Implement explicit, targeted, standards-based mathematics instruction using district developed curriculum guides.</p>	<p>Mathematics Teachers with ongoing support from math coach and the Mathematics Leadership Team</p>	<p>2017-2018 School year</p>	<ol style="list-style-type: none"> 1. FAST benchmark assessments in mathematics administered in September, January and May 2. Grade level math assessments administered regularly throughout the year 3. Benchmark constructed responses administered 3x/year 4. Student performance on assessments: 80% of students will achieve 75% or higher proficiency 5. MCAS for Mathematics administered in May 2018 6. DESE Accountability Data 2018 7. End of unit reflection 8. Data team meetings, 3x/year 	<ul style="list-style-type: none"> • Additional math coach to provide support to teachers in classrooms • Professional learning opportunities such as peer modeling, peer observation, lesson study • Updated pacing guides • Digital resources, programs and assessments • Small group resources for Tier 1 & 2 support • Standards-based resources and materials • Computers/chromebooks • Technology/computer training for mathematics teaching and learning • Reliable, wireless internet access
<p>Data: Administer, evaluate and revise common mathematics assessments that are embedded into the curriculum guides</p>				
<p>Practice: Integrate Technology Standards across the curriculum (instruction, practice, and assessment) to develop depth of mathematical understanding.</p>				
<p>System: Implement components of the math workshop: mini-lesson, guided practice, small group instruction, independent practice.</p>				

<p>System: Utilize CP to study the curriculum units, plan explicit instruction to meet the goals and objectives within each unit of study, facilitate ongoing curriculum review and revision.</p>				
<p>Data: Using the continuous cycle of assessment , teachers will analyze data to plan multi-tiered instruction within the components of the workshop model.</p>				
<p>System: Using the lesson study model, identify and implement instructional practices that will engage and meet the mathematics needs of all learners.</p>				
<p>Practice: Use school-based math Open Response Benchmarks to identify strengths and weaknesses in written responses, and provide explicit instruction to improve performance.</p>				

GOAL 3

Students will demonstrate positive growth as measured by a decrease in behavioral office interventions as well as an increase in observed and reported positive behaviors across school settings.

Baseline level of performance and Data Sources used

Write a summary of the concern to justify the reason for the goal.

- Social emotional health is a correlate to academic achievement.
- Social emotional health supports students' overall well-being in school and beyond.

Data Sources:

1. Behavioral Intervention Tracking Forms, monthly
2. Student surveys, 3x per year
3. SAEBRs, 3x per year
4. Tiered Fidelity Inventory, 3x per year

Theory of Action

To improve the social and emotional development of students, a Positive Behavior Intervention Support (PBIS) framework will be utilized in order to create a healthy climate in which *all* members of the Soule Road community feel safe and included across school settings. PBIS will specifically be utilized to assist students in learning socially expected behaviors for all school contexts. In addition, when students receive multi-tiered levels of social/emotional skills instruction, they are able to demonstrate increasingly appropriate behaviors across all settings. As a result, expected behaviors will become universal at Soule Road School.

Action Plan - Improvement Strategies	Person(s) responsible for implementation	Timeline	Outcomes & Measurements	Resources Needed
<p>Practice: Use explicit instruction, modeling, positive teacher language, and role-playing to teach behavioral expectations (school-wide/classroom expectations)</p>	<p>Faculty/Staff and School Culture Leadership Team</p>	<p>2017-2018 School year</p>	<ol style="list-style-type: none"> 1. Behavioral Intervention Tracking Forms, monthly 2. Student surveys, 3x per year 3. SAEBRs, 3x per year 4. Tiered Fidelity Inventory, 3x per year 	<ul style="list-style-type: none"> • Meaningful, relevant PD (e.g., providing RC training to new teachers, PBIS trainings) • Training/ refresher for RC • Time/structures to collaborate with one another • Professional learning opportunities such as peer modeling, peer observation, lesson study • Behavior data tracking system • SEL coaching
<p>Practice: Provide explicit positive feedback, using school-wide acknowledgement system (Penny slips) to students for exhibiting the expected behaviors associated with the school-wide/classroom expectations at a ratio of 4:1</p>				
<p>System: Utilize CP to support teachers implementation of the tenets of Responsive Classroom and the 8 PBIS practices</p>				
<p>Practice:</p>				

Integrate behavioral expectations in academic instructional blocks.				
System: Use the lesson study model, identify instructional practices and strategies that will engage and meet the SEL needs of all learners				
Data: Using the continuous cycle of assessment, teachers will analyze data to plan multi-tiered SEL instruction				