

Phase 1: Comprehensive Needs Assessment

Comprehensive Needs Assessment

Mission:

Vision:

Core Values:

Collaborative Stakeholders Represented:

This work represents the collaborative work between the educators and school board of Marlboro Elementary School.

Broad Area(s) of Focus Based on Data Review:

Professional Learning (PL) in mathematics and writing proficiency-based instruction, curriculum and assessment.

Professional Learning for Instructional Leaders

Development of an MTSS framework for instruction

Development of Personalized Learning Plans for all students

Identified Priority Problems/Problems of Practice:

Achievement data indicates our students are generally not performing at the level needed to meet state standards. As a school community , we have decided to focus on the professional learning of our educators, particularly in the fields of mathematics and literacy instruction. This work will also include personalized learning and multi-tiered levels of support frameworks to broaden our understanding of how to reach the needs of all of our students.

Root Cause Analysis Results:

Results of our RCA concluded that we needed to focus on four main areas: Professional Learning to strengthen student learning (math & literacy as priorities), and the social emotional health of students.

Results of the Spring 2107 Marlboro Family, Student, and Staff Surveys indicate a high overall level of satisfaction with the school. Areas that can use continued improvement are, according to the Family Survey, communication with parents regarding students' meeting the

proficiency standards; the Staff Survey, improvement in ability to differentiate instruction; and the Student Surveys, deeper understanding of Personalized Learning Plans for 7th and 8th graders.

Theory of Action:

With new leadership, we are just beginning to develop a theory of action to address the needs and root causes we have identified. We have recognized that we need to develop a theory of action that helps us create a systematic and unified approach to professional development, curriculum, assessment, instruction, and student learning. Our first action step will be to develop a comprehensive system for providing, reinforcing, and supporting professional learning for our teachers. We are unified in our belief that we need to have a clear focus for professional learning that allows and promotes individualized learning, without distracting from the WCSU goals. We are committed to focusing on one content area each year and determining, as a team, whether we are ready to move forward to approach new content area instruction, including MTSS and personalized learning initiatives.

Phase 2: Plan and Test Changes for Improvement

Plan Changes for Improvement

<p>What do we want to accomplish?</p> <p>SMART Goal #1 Math</p>	<p><u>Commitment #1: MATH K-4</u></p> <p>SMART Goal: For the 2017-2018 school year, students will demonstrate growth in their ability to use number sense when working within grade level math standards as defined by the 2011 Math Frameworks (CCSS) and measured by Advantage Math Recovery.</p>
<p>What change can we make that will result in improvement?</p>	<p>To make good on our commitment in #1, we will:</p> <p><u>Action Items:</u></p> <ul style="list-style-type: none"> ● Review Math CCSS relating to number sense ● Create a testing schedule for AVMR/PNOA ● Define number talks and their importance. ● Implement Number Talks - become more natural by implementing them 2-3 per week ● Utilize the book “Number Talks” and AVMR books as a resource ● Create, Implement, and Evaluate Number Sense Curriculum ● Weekly Team Planning Time ● 3 data meetings following testing window

	<ul style="list-style-type: none"> ● Peer/Principal Observations ● Intervention will be provided to students not meeting the benchmark as identified by data using the the LCAS (Aimsweb) <p>Systems-Change Benchmarks</p> <ul style="list-style-type: none"> ● Test students using PNOA/AVMR ● Create testing database for PNOA/AVMR results (August 2017) ● Provide CCSS benchmarks for student progression ● Provide Curriculum resources that are assessment informed ● Provide an information math parent night <p>Teacher-Change Benchmarks</p> <ul style="list-style-type: none"> ● Define and conduct Number Talks ● Implement curriculum that addresses student needs as identified by PNOA/AVMR ● Create, implement, and evaluate current curriculum ● Unpack CCSS for Number Sense both horizontally and vertically ● Teach and provide support for student “soft” skills ● Support a student’s growth mindset <p>Student-Change Benchmarks</p> <ul style="list-style-type: none"> ● Skills to be an active participant in number talks ● Skills for effective mathematical discourse ● Value efficiency ● Possess flexibility with numbers ● Proficient in grade level number sense standards ● Have a mathematical growth mindset
<p>How will we know our interventions and/or innovations resulted in improvements?</p>	<p>We will collect measurable data on teaching and learning using a cadre of different strategies.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> ● Data from PNOA/AVMR Benchmark Testing Results ● Conducting a survey of teachers mid-year and end of year to determine whether teachers have gained knowledge and adopted practices from professional learning opportunities including PL days, grade level meeting, teacher leader PD, etc. ● Collection of data to determine if mathematical strategies are being implemented with fidelity. (i.e.

	<p>survey, principal observation, feedback)</p> <ul style="list-style-type: none"> • Use of LCAS data to demonstrate student proficiency by grade level content and skills areas.
Funding Source(s)	CFP Grant (SWP3 blended funds) & Local Budgets

Plan Changes for Improvement

<p>What do we want to accomplish?</p> <p>SMART Goal #2 Math</p>	<p><u>Commitment #2</u>: MATH K-8</p> <p>SMART Goal: For the 2017-2018 school year, teachers will implement mathematical performance tasks. Performance tasks will be created using a common unit template and be a high level of rigor as defined by Webb’s Depth of Knowledge.</p> <p>Tasks as defined by Jo Boaler, “Open tasks typically have more than one right answer, take longer to complete, and draw on different skill-sets and concepts. These types of tasks promote a growth mindset because they help students focus on the learning process, rather than just the final answer. Additionally, open tasks allow students of <i>mixed ability levels</i> to engage in the problem, which helps all students feel successful and capable in the classroom.”</p>
<p>What change can we make that will result in improvement?</p>	<p>To make good on our commitment in #2, we will:</p> <p><u>Action Items:</u></p> <ul style="list-style-type: none"> • Define complex open tasks • Create standardized rubrics for math write-ups/presentations • Overview of common unit template. • Use math CCSS and practices to build open tasks • Create, Implement and evaluate grade-level tasks • Task and student work review • 4 complete performance tasks (1 per quarter) <p>Systems-Change Benchmarks</p> <ul style="list-style-type: none"> • Implement Common Unit Template

	<ul style="list-style-type: none"> ● Implement Webb’s Depth of knowledge ● Provide open task examples at staff meetings ● Principal will hold a Math Parent Night ● Review SBAC data <p>Teacher-Change Benchmarks</p> <ul style="list-style-type: none"> ● Write 4 complex open tasks using common unit template ● Resources such as: <u>Mathematical Mindset</u> Chapter 5 ● Prepare for Math Learning Fair ● Review Math CCSS and Practices ● Creating rubrics to evaluate tasks ● Vary ways for students to present their work. ● Teach and evaluate “soft skills” <p>Student-Change Benchmarks</p> <ul style="list-style-type: none"> ● Communicate their knowledge through various forms; paper, digital, presenting, oral ● Soft skills to solve complex problems such as: organization, communication, asking good questions
<p>How will we know our interventions and/or innovations resulted in improvements?</p>	<p>We will collect measurable data on teaching and learning using a cadre of different strategies.</p> <p>Strategies may include:</p> <ul style="list-style-type: none"> ● Conduct a survey of parents who participate in the Math Parent Night for their understanding of complex and rigorous mathematics. ● Survey teachers mid-year and end of year to determine whether teachers have gained knowledge and adopted practices from professional learning opportunities including PL days, grade level meeting, teacher leader PD, etc. ● Collection of data to determine if mathematical strategies are being implemented by reviewing curriculum and peer/principal observations. ● Review Student work for high levels of rigor as measured by Marlboro’s LCAS
<p>Funding Source(s)</p>	<p>CFP Grant (SWP3 blended funds) & Local Budgets</p>

<p>What do we want to accomplish?</p> <p>SMART Goal #3 Literacy</p>	<p>SMART Goal: For the 2017-2018 school year, students will write one grade-level standards based writing piece. Staff will chose one of the following to work on: Narrative, Research Paper, Opinion, and Informative/Explanatory</p>
<p>What change can we make that will result in improvement?</p>	<p>To make good on our commitment in #3, we will:</p> <p><u>Action Items:</u></p> <ul style="list-style-type: none"> ● Implement a Common Unit Template ● Create, implement and evaluate a writing unit ● Collectively review ELA CCSS at each grade level ● Provide exemplar writing pieces ● Collectively evaluate student work ● Utilize Dibels, Aimsweb, and Spelling Inventory <p>Systems-Change Benchmarks</p> <ul style="list-style-type: none"> ● Implement Common Unit Template ● Implement Webb’s Depth of knowledge ● Provide guidance and resources for units ● Provide PD for teaching students peer review skills ● Review CCSS and Practices <p>Teacher-Change Benchmarks</p> <ul style="list-style-type: none"> ● Create a writing unit ● Implement and finish unit ● Teach peer review and editing skills <p>Student-Change Benchmarks</p> <ul style="list-style-type: none"> ● Write a grade-level narrative writing piece. ● Effectively peer review

How will we know our interventions and/or innovations resulted in improvements?	Teachers are able to write a rigorous standards-based writing unit that leads to student work showing proficiency as identified by writing rubrics.
Funding Source(s)	Local Budgets

Plan Changes for Improvement

<p>What do we want to accomplish?</p> <p>SMART Goal #4 Social & Emotional Health</p>	<p><u>Commitment #4</u>: K-8</p> <p>SMART Goal: By June, The Marlboro Community will review and revise the Marlboro School Handbook and explore resources that will support the social and emotional health of our students with guidance from students and community members.</p>
<p>What change can we make that will result in improvement?</p>	<p>To make good on our commitment in #4, we will:</p> <p><u>Action Items</u>:</p> <ul style="list-style-type: none"> ● Group of staff and community members will meet monthly to help shape a school culture handbook. ● Student Advisory Group for grades 3-8. One representative from each grade will meet with the principal each month. ● Work from this group will be brought to the whole staff quarterly for consideration and adoption. ● Research journals and evaluate programs like, Responsive Classroom, PBIS, Restorative Justice, Second Step... ● Areas of focus: <ul style="list-style-type: none"> ○ Review and organize current policies ○ Mission, Vision, Core Values, and common area expectations ○ Identify most pressing student need ● Student referral forms will be adopted <p>Systems-Change Benchmarks</p> <ul style="list-style-type: none"> ● Organize current policies and upload them on the MES google site.

	<ul style="list-style-type: none"> ● Organize and lead meetings for the year. ● Keeps notes from meetings. ● Bring various research and programs to the groups for review ● Communicate work with the whole community ● Create and implement student referral forms ● Surveys on school culture <p>Teacher-Change Benchmarks</p> <ul style="list-style-type: none"> ● A few staff members join the School Culture Team. At least one teacher, support staff, and a specialist. ● Communicate work to other staff. ● Utilize student referral forms <p>Student-Change Benchmarks</p> <ul style="list-style-type: none"> ● Create, educate and implement a student advisory group for students in grades 3-8.
How will we know our interventions and/or innovations resulted in improvements?	<p>Data - Evidence from assessments (climate survey)</p> <p>Data- Number of discipline and HHB reports</p>
Funding Source(s)	<p>Local budgets</p> <p>BEST Grant</p>

Test/Pilot the Change: Plan-Do-Study-Act Improvement Cycles

Describe the changes you made during your improvement cycles. Use as many cycles as needed to ensure the change is an improvement ready for implementation:

Phase 3: Implementation and Sustainability Plan

Implementation and Sustainability