

BROPHY ELEMENTARY SCHOOL IMPROVEMENT PLAN UPDATE

**PROGRESS TOWARD 2018-2019
GOALS AND ACTION STEPS**

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Standard I: Curriculum, Planning, and Assessment

High Leverage Goal 1: *Deepen content knowledge in ELA and Math standards and shifts: knowledge of the progression of standards across grade levels*

Action Step(s)	Updates and Deliverables	Next Steps
<p>Deepen content knowledge through collaborative coplanning which results in the execution of rigorous, standards based, and engaging lessons</p>	<ul style="list-style-type: none">● For the past two years, Brophy Reading and Math Coaches have co-planned with grade level teams● Templates were created and grade team members and the coaches collaboratively plan together weekly● Administration complete Classroom Visit Rubrics to progress monitor Reading and Math Lessons● As part of the CTAP, this and other progress monitoring is reviewed by district leaders, the school and the Department of Elementary and Secondary Education minimally five times per year	<ul style="list-style-type: none">● Administration and coaches will continue to support this work● Universal Design for Learning (UDL) and Depths Of Knowledge (DOK) Professional Development with coaches and teachers to strengthen access and equity to Tier I instruction● Make necessary adjustments as a result of the data in the progress monitoring meetings

Standard I: Curriculum, Planning, and Assessment

High Leverage Goal 2: *Collaborative lesson planning and reflection: grade level collaboration to develop, implement, reflect, and refine common lessons and the use of a common learning plan template; use of a common learning plan template*

Action Step(s)	Updates and Deliverables	Next Steps
Literacy and Math Coaches meet with grade level teams for 45 minutes each week to collaboratively plan Reading and Math Lessons	<ul style="list-style-type: none">• Teachers and coaches use Depth of Knowledge (DOK) to level the standards. They then use that level to ensure that objectives are at the same level of rigor as the standard. Teachers are moving towards leveling the tasks to ensure that they match the DOK level of the standards.• Teachers are incorporating Universal Design for Learning (UDL) into lesson planning by offering student choice and varying the types of tasks we ask students to complete.	<ul style="list-style-type: none">• Teachers will level the tasks in individual lessons according to the Depth Of Knowledge (DOK) scale. Teachers will ensure that the task matches the same DOK level as the standard and the objective.• Teachers will use unit vocabulary lists that were created by teams to determine vocabulary words that need to be taught within each unit and lesson.• Coaches will calibrate through classroom visits the implementation of the designed lessons for feedback.

Standard II: Teaching All Students

High Leverage Goal 3: *Implement multiple, varied groupings with meaningful learning tasks: supporting all students in academics and social emotional development are part of the design*

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none">● Recreate a schedule where English as a Second Language (ESL) teachers co-teach with classroom teachers to provide Tier I ESL instruction● Recreate a schedule where Special Education teachers are meeting the needs of students within the classroom through a “push in” model● Create a schedule where grade teams and Special Education and English as a Second Language (ESL) teachers are able to co-plan with their grade level peers● Schedule data chats and execute in the Fall, Winter, and Spring to drive an adjustment of practice	<ul style="list-style-type: none">● Created schedule to align to a push in model for the 2018-2019 school year● Created schedule to provide opportunities for Special Education and English Language Development teachers to co-plan with grade level peers● Executed in the winter, spring and fall of 2018 and winter of 2019	<ul style="list-style-type: none">● Special Education and English as a Second Language (ESL) teachers, have begun and will continue to collaborate with the grade level teachers in the use of formative assessments to group and regroup students to best meet students’ needs● Schedule for Spring 2019 and expand to include Special Education and English as a Second Language (ESL) teachers

Standard II: Teaching All Students

High Leverage Goal 4: *Assessments to differentiate and adjust instruction: use of assessments to adjust practice*

Action Step(s)	Updates and Deliverables	Next Steps
Use formative assessments to adjust instruction	<ul style="list-style-type: none">• Formative assessments are part of the co-planned lesson plans in both reading and math• Reading end of unit assessments have been created using Google Forms, allowing students an opportunity to practice online assessments. All data is recorded electronically. Data is reviewed during co-planning and adjustments to instruction are made• District wide math end of unit assessments have been created by coaches that are standards based	Grade levels will vary the types of formative assessments they use with a focus on Universal Design for Learning and providing student choice when administering assessments

Standard III: Family and Community Engagement

High Leverage Goal 5: *Uses a variety of culturally responsive practices and communication strategies to support every family to participate actively and appropriately in the classroom and/or school community.*

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none"> ● Attendance reviewed by principal and social workers every six weeks ● Address and meet the needs of the community who have expressed a desire for more dual language options 	<ul style="list-style-type: none"> ● Letters sent home to parents explaining attendance expectations and the importance of attendance ● New Dual Language Spanish/English Program started 2018/19 ● Completed School Evidence of Partner Language (EPL). We are currently making all school signage and communications home accessible to families in three languages ● Instructional Leadership Team and Dual Language teachers collaborated on a school-wide Brophy mission statement that emphasizes our dedication to bilingualism and biliteracy ● Align Bilingual programming to research which supports and reflects a program that is additive and not subtractive 	<ul style="list-style-type: none"> ● Continue to enhance outlets for communicating with families about the importance of attendance ● Growing Dual Language by a grade and by two additional classes in 2019/2020 ● Continue to strengthen signage at Brophy in three languages ● Hold a Kindergarten parent information night for families interested in Dual Language

Standard IV: Professional Culture

High Leverage Goal 6: *Develop shared leadership using grade level and school leadership teams, focused on improving student achievement.*

Action Step(s)	Updates and Deliverables	Next Steps
<p>Brophy's Instructional Leadership Team is comprised of classroom teachers, the Principal, Vice Principal, Special Education teachers, English Language Development teachers, and instructional coaches who collectively work together to distribute leadership responsibilities, and use and analyze school-wide and grade level data to lead to instructional improvement and, in turn, improve student growth and achievement</p>	<ul style="list-style-type: none">Established a consistent meeting schedule (meets bi-weekly) as well as a communication plan to disseminate information to grade level teams and staff membersThe Instructional Leadership Team worked to develop Peer Observation cycles focused on the use of formative assessment and the use of multiple and varied groupings. During each cycle the team worked together to develop email correspondence, create a coverage schedule, create an observation sheet, and facilitate post observation debriefs	<ul style="list-style-type: none">Using Data, the Instructional Leadership Team is creating a plan to review the strategies we use to teach vocabulary schoolwide. We will research and create and disseminate a plan of action to improve our students achievement, as measured by iReady and MCAS in the domain of vocabularyThe Instructional Leadership Team will continue to the refine the peer observation tool and focus based on the needs and data analyzed