

Highlands Elementary School



School Improvement Plan 2018-2019

Submitted on behalf of the Highlands School Improvement Council

By: Paula Jones, Principal

Highlands Elementary School School Improvement Plan 2018-2019

The 2018-2019 Highlands School Improvement Plan goals were developed as a result of a commitment to the district's strategic plan and mission, which emphasizes academic achievement for all students, and includes partnering with parents and the wider community. Collaboration with teachers, administrators and parents throughout the year greatly contributed to this process. The following groups were involved:

Highlands School Council
Highlands Faculty and Staff
Highlands Data Leadership team
Curriculum Leadership team

The members met during professional learning time and/or during after-school meetings to identify the following priorities for 2018-2019.

Goal #1:

By June 2019, students in K-2 will be taught three new Science Units and grades 3-5 will be taught four new Science Units utilizing the Amplify Science Curriculum. This curriculum is aligned to the NGSS (Next Generation Science Standards).

Goal #2:

By June 2019, 75% of all Highlands School students (K-5) will meet the benchmark on the identified, common assessments at the end of each Investigations unit.

Goal #3:

By June 2019, students in grades PreK-5 "will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions." (Definition of SEL)

School Council Members:

Paula Jones, Principal
Patrick Cox, Teacher Grade 5
Eric Dugan, Teacher Grade 3

Community Member - Ben Thomas, DCAT
Parent - Katy Doherty

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GOAL #1: By June 2019, students in K-2 will be taught three new Science Units and grades 3-5 will be taught four new Science Units utilizing the Amplify Science Curriculum. This curriculum is aligned to the NGSS (Next Generation Science Standards).				
Implementation Strategies	Time	Who	Resources	Current Status
Teachers will engage in professional learning focused on the on the Science practices and the implementation of the Amplify Curriculum.	August 2018-June 2019	All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director	Professional Resources: (Amplify Science Curriculum) District-wide Early Release Sessions	Teachers are utilizing Foss Kit Curriculum. The usage of the Foss Kit is not consistent throughout the district as it is not aligned with the NGSS Standards.
Teachers will be introduced to a new weekly schedule in order to ensure that there is sufficient time to teach the Science Units.	September 2018	All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	Professional Resources: (Powerschool Scheduling)	Schedules and the amount of time spent on Science Curriculum varies across the district.
Teachers will complete an end of the year survey and provide feedback to the established Science Team in order to guide our Professional Development for the 2019-2020 school year.	June 2019	All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director	Professional Resources: (Google Forms and Science Team)	No feedback has been provided by teachers as they have not begun implementing the new curriculum.

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<p>Learning Problem: The average percent of students, in grades 3-5, meeting or exceeding expectations on the 2017 MCAS was one percentage point lower than the state.</p>		<p>Learning Goal: 75% of all students (K-5) will meet the benchmark on the identified, common assessments at the end of each Investigations unit.</p>	
<p>Cause Being Addressed</p>	<p>Strategies (What is the sequence of activities that will lead to improved student results?)</p>	<p>Outcomes (Team Practice, Teacher Learning, Teacher Practice, Student Learning)</p>	<p>Evidence/Monitoring (What evidence/data will we use to show that outcomes are being met?)</p>
<p>Investigations is a research based curriculum that spirals and builds from K-5. Not all students are meeting the incremental benchmarks identified within each unit at each grade level.</p>	<p>Develop and administer formative assessments for each Investigations math unit.</p>	<p>Teachers provide students with frequent, effective feedback.</p> <p>Teachers model and teach students to self and peer assess.</p>	<p>Shared Google Docs (formative assessments, notes, reflections, plans for taking FIRME action)</p>
	<p>Teams implement a regular structure with a Step 1 and a Step 3-4 meeting every month.</p>	<p>Team meetings stay focused on their purpose and goal.</p> <p>Teams meet on a regular schedule.</p>	<p>Agendas</p>
	<p>Teams do Step 4 activities for learning about, taking action, and reflecting on success criteria and feedback.</p>	<p>Teachers identify characteristics of effective feedback.</p> <p>Teachers apply a process for students to use success criteria and feedback to improve their own and their peers products/performances</p> <p>Teachers offer greater student choice and differentiation in response to formative assessment.</p> <p>Students are able to use teacher feedback to improve their performance.</p> <p>Students are able to assess their own and their peers work to improve their performance.</p>	<p>Shared Google Docs (formative assessments, notes, reflections, plans for taking FIRME action)</p>

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GOAL #3: By June 2019, students in grades PreK-5 “will acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.” (Definition of SEL)				
Implementation Strategies	Time	Who	Resources	Current Status
Staff members will learn strategies and interventions for students with anxiety and oppositional behavior directly from Jessica Minahan, author of <i>The Behavior Code</i> .	August 2018 - February 2019	Special Education Staff Principal Two Classroom Teachers Social Worker School Psychologist	Jessica Minahan - 3 hour training on August 30th with 10 staff members, and then three times to consult with the team. Trained team will help implement strategies and interventions school wide.	Currently there is no consistently used strategies and interventions for students with anxiety and oppositional behavior.
Teachers will learn about and understand Social Emotional Learning	September 2018- June 2019	All Faculty Parents Social Worker Director of Student Services Principal	2018-2019 Strategic Plan CASEL (Collaborative for Academic, Social, and Emotional Learning) Open Circle Curriculum Olweus Anti-Bullying Program	Teachers have some understanding of SEL. Teachers do not know about CASEL. Teachers have not had recent training from Open Circle.
Teachers will set aside a specific time in their schedule to implement Social Emotional Learning.	September 2018- June 2019	All Faculty Parents Social Worker Director of Student Services Principal	PowerSchool Scheduler Common Planning Time	Currently, one time a week teachers are implementing Olweus Anti-Bullying Lessons and Open Circle Lessons.
Teachers will read and discuss various literatures to support Social Emotional Learning.	September 2018- June 2019	All Faculty Parents Social Worker School Librarian Director of Student Services Principal	School Library - 20+ books on the topic of SEL available to all educators in the school’s library (<i>50 Must-Have Picture Books to Teach Social Emotional Skills</i> , K. Moran July 12, 2017)	There is no designated area in the library for books on SEL topic.

