

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	End of Year Accomplishments
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	-In August 2018, teachers took part in a 2 day Science Training. One day was an Introductory training led by Amplify Science and the second day focused on teachers learning from the members of the Science Team and preparing for the first unit. -December Early Release was led by the Science Team. Teachers across the district utilized this time to collaborate with colleagues and prepare for the upcoming units. -At the January Science Team meeting, teachers met with district administrators and architects to help plan for the STEAM space in the new Smith School. -At the May Science Team, teachers reflected on the first year of implementation and made plans for continued professional development for SY19-20.
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)	-Teachers fully implemented their weekly schedules which have allowed for sufficient time for the implementation of the science curriculum. -Work has begun to revise the schedule for SY19-20. The revised schedules will include scheduled time for science instruction.
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)	In June, the science team will work with the Curriculum Director to create an end of the year Science Survey, which will drive continued Professional Development for the 2019-2020 school year.

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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.		Learning Goal: 75% of all students (K-5) will meet the benchmark on the identified, common assessments at the end of each Investigations unit.	
Cause Being Addressed	Strategies (What is the sequence of activities that will lead to improved student results?)	Outcomes (Team Practice, Teacher Learning, Teacher Practice, Student Learning)	End of Year Accomplishments
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.	Develop and administer formative assessments for each Investigations math unit.	Teachers provide students with frequent, effective feedback. Teachers model and teach students to self and peer assess.	Continued shared Google Docs (formative assessments, notes, reflections, plans for taking FIRME action)
	Teams implement a regular structure with a Step 1 and a Step 3-4 meeting every month.	Team meetings stay focused on their purpose and goal. Teams meet on a regular schedule.	Grade level teams met at least once every three weeks to engage in the FAR Cycle and taking FIRME Action.
	Teams do Step 4 activities for learning about, taking action, and reflecting on success criteria and feedback.	<ul style="list-style-type: none"> -Teachers identify characteristics of effective feedback. -Teachers apply a process for students to use success criteria and feedback to improve their own and their peers products/performances -Teachers offer greater student choice and differentiation in response to formative assessment. -Students are able to use teacher feedback to improve their performance. -Students are able to assess their own and their peers work to improve their performance. 	Continued shared Google Docs (formative assessments, notes, reflections, plans for taking FIRME action) As of June 2019, Grades K, 1, 2, 4, and 5 are reporting at least 75% of students are meeting the benchmark on the identified, common assessments at the end of each Investigations Unit.

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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	End of Year Accomplishments
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.	-The team has continued to consult with Jessica Minahan and we are continuing to implement strategies and interventions for students success in regards to social emotional learning. -The team also used the district SEL strategies guide to compliment the work we did with Jessica Minahan.
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 continue to learn and have continued understanding of SEL. -Specialists have shared with Faculty what they are engaging students with during their SEL time. SEL time was implemented with fidelity once a week with two grade levels.
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	Teachers continue to have one time a week teachers are implementing Olweus Anti-Bullying Lessons and Open Circle Lessons.

<p>Teachers will read and discuss various literatures to support Social Emotional Learning.</p>	<p>September 2018- June 2019</p>	<p>All Faculty Parents Social Worker School Librarian Director of Student Services Principal</p>	<p>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)</p>	<p>Currently, there is a designated area in the library for books on SEL topics. We have increased the collection by 20 books this year.</p>
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