

Highlands Elementary School

School Improvement Plan

2021-2022

Submitted on behalf of the Highlands School Advisory Council by:

John Obremski

Final Accomplishments

2021-2022 School Council Members

John Obremski, Principal

Edju Gasinowski, Grade Two Teacher /Assistant-to-the-Principal

Emily Keane, Fourth Grade Teacher

Nicole Trainor, Parent

Rebecca Vienneau, Parent

Gretchan Waldman, Parent

School Improvement Plan 2021-2022

Goal #1

All students will be supported in an inclusive, emotionally supportive and culturally responsive environment. (Strategic Plan 2018-2023)

GOAL #1: By June 2022 Highlands School will implement a collaborative plan for building a sense of belonging and partnership with the school community.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
Teachers will keep track of student attendance	September 2021-June 2022	Teachers Administrative Assistant Principal Social Worker Student Support Aide	Powerschool	Attendance was reviewed daily. Families were contacted. The district replaced the student attendance liason.
Guidance for SEL work with students will be provided during professional development time (scope and sequence).	September 2021-June 2022	Elementary SEL Team All Elementary Staff	Open Circle Lessons/Resources Zones of Regulation	Successfully implemented daily SEL block built into the schedule for each grade level.
Teachers will use PAWSITIVE ticket system for all students.	September 2021-June 2022	All Staff School Advisory Council	Tickets	Staff were able to continue to recognize positive behavior through the PAWSitive system.
School will email weekly updates to families	September 2021-June 2022	Principal	Monthly Events Grade Level Happenings District Updates Connect Ed	Connect Ed was used to keep families informed of school, district and town happenings and updates.
School will revisit the PBIS Survey from 2020. We will meet in teams to increase Positive Behavior Intervention Supports.	September 2021-June 2022	All Staff	Staff Literature, articles,	The Highlands Expectations Committee met several times after school and began to implement programs within the school. Programs included whole school morning meeting, school wide weekly focus, and pre covid expectations.

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Goal #2

Use an assessment system (formative and summative) to gain an understanding of and take action for each students' path to achievement (FAR Cycle). (Strategic Plan 2018-2023)

GOAL #2: By June 2022, 80% of all students will read at or above grade level as measured by the end of the year running records.


Implementation Strategies	Time	Who	Resources	Final Accomplishments
Teachers will utilize summer development time to analyze and reflect on reading data from the spring of 2021, in order to develop initial plans for student learning.	September 2nd and September 7th, 2021	All Elementary Staff	End of Year Data from Spring 2021	Middle of the Year (January 2022): 68% of grades 2-5 were reading at or above grade level. End of Year (June 2022): (TBD)% of grades 1-4 were reading at or above grade level.
Teachers will engage in professional development work around the areas of MTSS, High Impact Teacher Teams (FAR Cycle), and a Learning Acceleration approach.	September 2nd and September 7th, 2021	All Elementary Staff	RBT Materials End of Year Data from Spring 2021 MTSS Guidance from Department of Elementary and Secondary Education Acceleration Roadmap: Pathway to an Equitable Recovery (DESE)	The District Wide MTSS Leaders met in October, January and March of this school year. At these meetings, teacher leaders engaged in professional learning around the FAR Cycle, Small Group Instruction and Feedback. Teacher leaders also shared their work across schools and set goals to focus their work with their teams during their MTSS meetings.
Teacher Teams will meet on a consistent basis to engage in the steps of the FAR Cycle.	September 2021-June 2022	All Elementary Staff	Formative Assessments Running Records Conference Notes Reading Teachers Literacy Coach	During the 2021-2022 school year, teacher teams implemented the FAR Cycle on a weekly basis. Each team recorded their weekly steps on a reflection sheet.
Teacher Teams will meet on a consistent basis to plan for the weekly intervention/extension blocks using formative assessments.	September 2021-June 2022	All Elementary Staff	Formative Assessments Running Records Conference Notes Reading Teachers Literacy Coach	During the 2021-2022 school year, teacher teams planned for and engaged students in intervention/extension blocks.

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Goal #3

By June 2023, Provide professional learning for all educators to use instructional techniques that support student learning for all learners in an inclusive, emotionally supportive and culturally responsive way. (Strategic Plan 2018-2023)

GOAL #3: All students (PreK-5) will engage in multiple culturally responsive learning opportunities throughout the school year. DESE defines “culturally responsive” as *great teaching that is focused on promoting academic achievement, demonstrating cultural competence and fostering students sociopolitical awareness.* (Acceleration Roadmap, May 2021)

Implementation Strategies	Time	Who	Resources	Final Accomplishments
<p>Teachers will engage in learning about identity, equity and inclusion utilizing:</p> <ul style="list-style-type: none"> ● <i>Be the Change: Lessons and Strategies to Teach Social Comprehension</i> by Sara Ahmed ● <i>Each and Every Child: Using an equity lens when teaching in Preschool</i> from NAEYC. ● <i>Start Here Start Now: A Guide to Antibias and Antiracist Work in Your School Community</i> by Liz Kleinrock 	<p>September 2nd and September 7th, 2021</p>	<p>All Elementary Staff</p>	<p><i>Be the Change: Lessons and Strategies to Teach Social Comprehension</i> by Sara Ahmed <i>Each and Every Child: Using an equity lens when teaching in Preschool</i> from NAEYC</p>	<p>During August/September mandatory professional development, all staff engaged in reading and discussing portions of the specific professional texts in the first column.</p> <p>Teachers began their year by building classroom communities, developing classroom agreements and engaging in identity work with their students.</p>
<p>PreK- 2 teachers will implement at least 6 “own voices” picture books with their students.</p>	<p>September 2021-June 2022</p>	<p>PreK-2 Teachers Social Worker Elementary Librarian and Library Aides Principal Curriculum Director</p>	<p>District determined texts with teacher support (lessons, discussion questions, historical context, etc.)</p>	<p>All teachers, PreK-5, read more than 6 culturally responsive texts over the school year.</p> <p></p>

<p>Grades 3-5 teachers will implement four Civics Units from Primary Source and read aloud <i>Stamped for Kids</i> adapted by Sonja Cherry-Paul.</p>	<p>September 2021-June 2022</p>	<p>PreK-2 Teachers Social Worker Elementary Librarian and Library Aides Principal Curriculum Director</p>	<p>District determined texts with teacher support (lessons, discussion questions, historical context, etc.)</p> <p>“Cornerstones for Civics Engagement”. Units provide: Culturally responsive and grade appropriate sources and student materials, content that integrates with social studies and literacy instruction.</p>	<p>Teachers in Grades 3-5 implemented four Civics Units from Primary Source.</p> <p>Teachers in Grades 4 and 5 read aloud selected chapters, from <i>Stamped for Kids</i> adapted by Sonja Cherry-Paul. The selected chapters were incorporated into specific civics units, where the content aligned. The selected chapters were read aloud as one of multiple texts presented over the course of a unit.</p>
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