

**Willis E. Thorpe Elementary School
School Improvement Plan
2019-2020**

**Submitted on behalf of the Thorpe School Advisory Council
by:
Rita Ward
August 9, 2019**

2019 – 2020 School Council Members

Rita Ward – Principal

Kristen Crowley – Learning Center Teacher

Courtney Henrick - Social Worker

Chris Proctor - Assistant to the Principal/Third Grade Teacher

Sonia Shaffaval - Parent

Glenn Boutchie - Community Member

School Improvement Plan 2019-2020

Goal #1

By June 2023:

- Teachers will implement student-centered, standards-based curricula across the district. (Strategic Plan)
- The stated curriculum matches the lived curriculum. (Skillful Teacher)

GOAL #1: By June 2020, 80% of students can articulate the “why?” for each unit of the “inner core curriculum” of reading, writing and mathematics (Step 1 of the FAR Cycle). This will be measured through unannounced observations.

| Implementation Strategies | Time | Who | Resources | Current Status |
|--|----------------------------|---|---|---|
| <p>A “Curriculum Agreement” is communicated to all stakeholders. This includes:</p> <ul style="list-style-type: none"> • Expectations with the elementary schedules • Expectations of curriculum implementation • Explanation of why this matters | August 29, 2019 8:00 am | Principals Curriculum Director Literacy Coach Mathematics Coach Elementary Librarian Classroom Teachers Special Education Teachers Reading Specialists Specialists (Art, Music, PE, Instrumental) Library aide Computer Paraprofessionals ELL Teachers | <p>“Curriculum Agreement” developed with guidance from the Skillful Teacher text</p> <p>Elementary Schedules developed with guidance from the DESE: Scheduling Within a Tiered System of Support Elementary School</p> | Curriculum is planned and stated. The degree of implementation varies across grade levels and across schools. |
| <p>Professional development throughout the school year (June, August, Early Releases and Curriculum Team Meetings) focuses on developing a common/deeper understanding of why each reading, writing and mathematics unit is taught. The “why?” is then</p> | June 2019-June 2020 | Principals Curriculum Director Literacy Coach Mathematics Coach Elementary Librarian Classroom Teachers Special Education Teachers Reading Specialists | <p>Inner Core Curriculum: Reading Units of Study Investigations Writing Units of Study</p> <p>Coaching High Impact Teacher Teams Binder</p> | Curriculum is planned and stated. The degree of implementation varies across grade levels and across schools. |

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| communicated to students. (Step 1 of the FAR Cycle) | | ELL Teachers | | |
| Elementary administrators will develop a “Meeting Expectations for Curriculum Implementation Checklist” for the inner core curriculum (reading, writing, mathematics). This checklist will be shared with teachers and then utilized by administrators to guide feedback on unannounced observations. | June 2019- June 2020 | Principals Curriculum Director Literacy Coach Mathematics Coach Elementary Librarian Classroom Teachers Special Education Teachers Reading Specialists ELL Teachers | Literacy Coach Mathematics Coach Leading Well Online Summer Study Group (Lucy Calkins) “What to Look For” Observation Guides from the DESE Inner Core Curriculum: Reading Units of Study Investigations Writing Units of Study | Curriculum is planned and stated. The degree of implementation varies across grade levels and across schools. |

School Improvement Plan 2019-2020

Goal #2

By June 2023:

- All students are independent learners who are active and responsible for their learning. (Strategic Plan 2018-2023)

GOAL #2: By June 2020, all teacher teams will meet both their Student Learning Goal and Professional Practice Goal by utilizing the four steps of the FAR Cycle.

| Implementation Strategies | Time | Who | Resources | Current Status |
|--|------------------------------------|---|---|---|
| <p>A “Curriculum Agreement” is communicated to all stakeholders. This includes:</p> <ul style="list-style-type: none"> • Expectations with the elementary schedules • Expectations of curriculum implementation • Explanation of “why” this matters | <p>August 29, 2019 8:00 am</p> | <p>Principals Curriculum Director Literacy Coach Mathematics Coach Elementary Librarian Classroom Teachers Special Education Teachers Reading Specialists Specialists (Art, Music, PE, Instrumental) Library Aide Computer Paraprofessionals ELL Teachers</p> | <p>“Curriculum Agreement” developed with guidance from the Skillful Teacher text</p> <p>Elementary Schedules developed with guidance from the DESE: Scheduling Within a Tiered System of Support Elementary School</p> | <p>Curriculum is planned and stated. The degree of implementation varies across grade levels and across schools.</p> |
| <p>Teacher Teams will develop a student learning goal and professional practice goal based on students’ needs.</p> | <p>June 2019- June 2020</p> | <p>Principals Curriculum Director Literacy Coach Mathematics Coach Elementary Librarian Classroom Teachers Special Education Teachers Reading Specialists Specialists (Art, Music, PE, Instrumental) ELL Teachers</p> | <p>Teach Point</p> <p>Student Data from SY18-19</p> <p>BOY Data from SY19-20</p> <p>Elementary Schedules</p> | <p>Teacher Teams are given a particular curriculum focus for both Student Learning Goals and Professional Practice Goals.</p> |

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| <p>Teacher Teams will implement the FAR Cycle with authenticity. Teacher Teams will determine when they meet and how they will utilize the FAR Cycle steps.</p> | <p>June 2019- June 2020</p> | <p>Principals Curriculum Director Literacy Coach Mathematics Coach Elementary Librarian Classroom Teachers Special Education Teachers Reading Specialists Specialists (Art, Music, PE, Instrumental) ELL Teachers</p> | <p>Elementary Schedules CHITT Teams CHITT Resources from RBT</p> | <p>FAR Cycle time is given on a particular day and time in the schedule.</p> |
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School Improvement Plan 2019-2020

Goal #3

| <p>Given opportunities for movement, by June 2020, students in grades K-5 will increase their independence and time on learning.</p> <p>Students will increase time on learning demonstrated by a 10% decrease in non-medical nurse visits, absences, and tardies.</p> | | | | |
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| Implementation Strategies | Time | Who | Resources | Current Status |
| Special Education Team will collaborate with principal to create a sensory hallway. | August 2019 | Principal DPW Basic Skills School Psychologist Social Worker BCBA - TLC Teacher Speech and Language Therapist | Sensory Paths: Sensory Pathways DEEP Grant | There is no sensory hallway in the building |
| School Nurse and Administrative Assistant will provide baseline data for the end of 2018-2019 school year. | June 2019 | Principal Nurse Administrative Assistant | PowerSchool Health Manager | <p><u>Nurse Visits 2018-2019:</u> 5646</p> <p><u>Tardies 2018-2019/14+</u> 24</p> <p><u>Absences 2018-2019/18+</u> 22</p> <p>Tardies/Absences 2018-2019</p> |

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| <p>Staff/Faculty will better understand the 5 SEL competencies</p> | <p>August 2019-June 2020</p> | <p>Principals Classroom Teachers Special Education Teachers Specialists (Art, Music, PE) Aides OT, PT Nurse Administrative Assistant Library Aide Social Worker Computer Paraprofessional Curriculum Director ECLC Steering Committee</p> | <p>CASEL (Collaborative for Academic, Social, and Emotional Learning) ECLC Grant SEL Vision Statement/DPS</p> | <p>Teachers have some understanding of SEL</p> |
| <p>Staff will determine the Core Values of the School and develop a Matrix for expected behaviors in all areas of the building</p> | <p>September 2019-June 2020</p> | <p>Principal Staff School Council</p> | <p>Open Circle Curriculum Olweus Anti-Bullying Material SEL Resources</p> | <p>Classroom Promises/Pledges School Rules</p> |