

**School Improvement Plan 2021-2022**  
**Goal: Safe and Supportive Learning Environment**

<i>All students will be supported in an inclusive, emotionally supportive and culturally responsive environment. (Strategic Plan 2018-2023)</i>				
<b>By June 2022, Thorpe School will implement a collaborative plan for building a sense of belonging and partnership with the school community.</b>				
<b>Implementation Strategies</b>	<b>Time</b>	<b>Who</b>	<b>Resources</b>	<b>Final Accomplishments</b>
Teachers will keep track of student attendance	September 2021-June 2022	Teachers Administrative Assistant Principal Social Worker Student Support Aide	Powerschool	Powerschool is utilized on a daily basis Monthly reports are generated to review attendance
Teachers will implement Social Emotional Learning as part of daily routine	September 2021-June 2022	All Staff	CASEL Open Circle Olweus Mindfulness	SEL Block is embedded in daily schedule
Thorpe's SEL Committee will examine school based structures with an equity lens to foster a sense of belonging and build strong relationships.	September 2021-June 2022	Members of the <i>Striving to be Anti-Racist Educators</i> Study Group School Advisory Council	<i>Being the Change</i> by Sara Ahmed  <i>Acceleration Roadmap</i> DESE	Thorpe's SEL Steering Committee developed a Tier 1 Behavior Management System for the school. T.I.G.E.R. 5. This was implemented during TIGER Week, February 28 - March 4th. <span style="background-color: #d3d3d3; padding: 2px;">TIGER WEEK - Faculty M...</span> On April 11th, students from 3rd and 4th grade presented T.I.G.E.R

				<p>5 at the School Committee Meeting.</p> <p> Thorpe School Committee</p>
<p>Examine creative ways for teachers to provide instruction for students utilizing outdoor spaces, i.e. the courtyards and the fields.</p>	<p>September 2021-June 2022</p>	<p>Principal Teachers Parent Advisory Council School Council</p>	<p>DPW Central Office Thorpe's PAC</p>	<p>In the fall of 2021 the smaller courtyard at Thorpe was cleared out and pavers were installed which created a new outdoor learning space for students.</p> <p>In the fall of 2022 the PreK students will have a new playground area and structure thanks to fundraising efforts, the DPW and Danvers Recreation.</p> <p>Fundraising efforts are underway for a new playground adjacent to the school. Monies raised will be combined with a 220K grant awarded to the town for that purpose. The playground completion date is anticipated to be during the 22/23 SY.</p>

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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.**

<b>Implementation Strategies</b>	<b>Time</b>	<b>Who</b>	<b>Resources</b>	<b>Final Accomplishments</b>
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’ socio-political awareness.* (Acceleration Roadmap, May 2021)**

<b>Implementation Strategies</b>	<b>Time</b>	<b>Who</b>	<b>Resources</b>	<b>Final Accomplishments</b>
Teachers will engage in learning about identity, equity and inclusion utilizing: <ul style="list-style-type: none"> <li>● <i>Be the Change</i>: Lessons and Strategies to Teach Social Comprehension by Sara Ahmed</li> <li>● <i>Each and Every Child</i>: Using an equity lens when teaching in Preschool from NAEYC.</li> <li>● <i>Start Here Start Now: A Guide to Anti Bias and Antiracist Work in Your School Community</i> by Liz Kleinrock</li> </ul>	September 2nd and September 7th, 2021	All Elementary Staff	<i>Be the Change</i> : Lessons and Strategies to Teach Social Comprehension by Sara Ahmed <i>Each and Every Child</i> : Using an equity lens when teaching in Preschool from NAEYC	During August/September mandatory professional development, all staff engaged in reading and discussing portions of the specific professional texts in the first column.  Teachers began their year by building classroom communities, developing classroom agreements and engaging in identity work with their students.

<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> Culturally Responsive ...</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>

