



Great Oak Elementary School  
School Improvement Plan  
2019-2020

Submitted on behalf of the Great Oak School Improvement Council  
By Martha Jancaitis, Principal

**Great Oak Elementary School  
School Improvement Plan  
2019-2020**

The 2018-2019 Great Oak School Improvement Plan goals were developed as a result of the DPS Strategic Plan and a priority on students' social emotional growth.

**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.***

**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.***

**Goal #3:**

***By June 2020, with a focus on social-emotional growth and development, staff will consistently implement social-emotional curriculum, including Open Circle and Zones of Regulation, to support and to respond to school behaviors and expectations.***

**School Council Members:**

Martha Jancaitis, Principal  
Jennifer Koulopoulos, Teacher  
Donna McCarriston, Teacher  
Michele Sewyck, Parent  
DeWayne Davenport, Parent  
Peggy St. Pierre, 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 2018-2023)*
- *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	Mid Year Accomplishments
<p>A “Curriculum Agreement” is communicated to all stakeholders. This includes:</p> <ul style="list-style-type: none"> <li>● Expectations with the elementary schedules</li> <li>● Expectations of curriculum implementation</li> <li>● Explanation of why this matters</li> </ul>	<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 Aides Computer Paraprofessionals ELL Teachers</p>	<p>“Curriculum Agreement” developed with guidance from the <i>Skillful Teacher</i> text</p> <p>Elementary Schedules developed with guidance from the DESE: <a href="#">Scheduling Within a Tiered System of Support Elementary School</a></p>	<p>Curriculum is planned and stated. Consistency of implementation amongst grade level teams continues to increase.</p>
<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 communicated to students. (<i>Step 1 of the FAR Cycle</i>)</p>	<p>June 2019- June 2020</p>	<p>Principals Curriculum Director Literacy Coach Mathematics Coach Elementary Librarian Classroom Teachers Special Education Teachers Reading Specialists ELL Teachers</p>	<p>Inner Core Curriculum: Reading Units of Study Investigations Writing Units of Study</p> <p>Coaching High Impact Teacher Teams Binder</p>	<p>Teams of teachers are collaborating to make the work of the FAR Cycle more authentic and purposeful with the inner core curriculum.</p>
<p>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.</p>	<p>June 2019- June 2020</p>	<p>Principals Curriculum Director Literacy Coach Mathematics Coach Elementary Librarian Classroom Teachers Special Education Teachers Reading Specialists ELL Teachers</p>	<p>Literacy Coach Mathematics Coach</p> <p><a href="#">Leading Well Online Summer Study Group (Lucy Calkins)</a></p> <p><a href="#">“What to Look For” Observation Guides</a> from the DESE</p> <p>Inner Core Curriculum: Reading Units of Study Investigations Writing Units of Study</p>	<p>Elementary administrators utilize the updated version of the Unannounced Observation form to share observations and provide feedback to classroom teachers.</p>

## 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	Mid Year Accomplishments
<p>A “Curriculum Agreement” is communicated to all stakeholders. This includes:</p> <ul style="list-style-type: none"> <li>• Expectations with the elementary schedules</li> <li>• Expectations of curriculum implementation</li> <li>• Explanation of “why” this matters</li> </ul>	<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 Aides Computer Paraprofessionals ELL Teachers</p>	<p>“Curriculum Agreement” developed with guidance from the <i>Skillful Teacher</i> text</p> <p>Elementary Schedules developed with guidance from the DESE: <a href="#">Scheduling Within a Tiered System of Support Elementary School</a></p>	<p>Curriculum is planned and stated. Consistency of implementation amongst grade level teams continues to increase.</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 have chosen both professional practice goals and student learning goals focused on both SEL and the inner core curriculum.</p>
<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</p> <p>CHITT Teams</p> <p>CHITT Resources from RBT</p>	<p>Teams of teachers are collaborating to make the work of the FAR Cycle more authentic and purposeful with the inner core curriculum.</p>

## School Improvement Plan 2019-2020

### Goal #3

**By June 2023:**

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

**GOAL #3:** *By June 2020, with a focus on social-emotional growth and development, staff will consistently implement social-emotional curriculum, including Open Circle and Zones of Regulation, to support and to respond to school behaviors and expectations.*

<b>Implementation Strategies</b>	<b>Time</b>	<b>Who</b>	<b>Resources</b>	<b>Mid Year Accomplishments</b>
Great Oak Staff will define consistent school wide expectations for classroom, lunch, hallway, and recess as outlined in the Great Oak Value Matrix	September 2019	Principal Great Oak Staff	Great Oak Value Matrix (to be developed September 2019) Student Led Assemblies SEL Curriculum	Staff developed a Value Matrix that outlines expected behaviors for students. Each classroom has matrix posted and principal met with each individual class to review. Students are leading School Meeting once per month with a focus on our values of Respect, Responsibility, and Perseverance.
Great Oak School will continue to train and to support staff in the implementation of the Safety Care curriculum, which focuses on de-escalation strategies.	Fall 2019	Principal Social Worker Great Oak Staff	District BCBA	Currently eight staff members are Safety Care certified.
Great Oak Staff will collaboratively develop age-appropriate SEL toolkits for all classrooms for student use. The goal of the toolkit is to facilitate regulation and to provide tools for calming.	Fall 2019	Great Oak Staff Principal	Professional Learning Community Time Administrative Meetings	Some classrooms have a calming corner. Principal's office has calming corner, alternative seating options, and sensory fidgets.
Great Oak Staff will communicate and reinforce the school wide expectations outlined in the value matrix to students.	September 2019-June 2020	Great Oak Staff Principal Specialists Social Worker Student Support Aide	Great Oak Value Matrix Open Circle Curriculum Zones of Regulation Mindfulness	Each classroom has matrix posted and principal met with each individual class to review.
Great Oak Staff will utilize social-emotional learning blocks, built into the elementary schedule, to reinforce and to teach skills	September 2019-June 2020	Great Oak Staff Social Worker Principal	Open Circle Curriculum Elementary Schedule Zones of Regulation Mindfulness	Each classroom has designated SEL blocks.
School social worker, principal, specialists, special education staff, and student support aide will partner with classroom teachers to assist in fostering a classroom community centered on social-emotional health.	September 2019-June 2020	Principal Social Worker Specialists Special Education Student Support Aide District BCBA	Zones of Regulation Open Circle	SEL time is built into the schedule. Social worker, specialists, special education staff, and other support staff, join classrooms each morning to support students and teachers with the SEL block. Teachers collaborated during common planning time to share resources and ideas to support students' social-emotional health.