

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	Mid-Year Accomplishments
<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 <i>Skillful Teacher</i> 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. 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>Leading Well Online Summer Study Group (Lucy Calkins)</p> <p>“What to Look For” Observation Guides 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"> ● 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 <i>Skillful Teacher</i> 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. 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</p>	<p>June 2019- June 2020</p>	<p>Principals Curriculum Director Literacy Coach</p>	<p>Elementary Schedules</p> <p>CHITT Teams</p>	<p>Teams of teachers are collaborating to make the work of the FAR Cycle</p>

and how they will utilize the FAR Cycle steps.		Mathematics Coach Elementary Librarian Classroom Teachers Special Education Teachers Reading Specialists Specialists (Art, Music, PE, Instrumental) ELL Teachers	CHITT Resources from RBT	more authentic and purposeful with the inner core curriculum.
--	--	---	--------------------------	---

School Improvement Plan 2019-2020
Goal #3

- *Given opportunities for movement, by June 2020, students in grades K-5 will increase their independence and time on learning.*
- *Students will increase time on learning demonstrated by a 10% decrease in non-medical nurse visits, absences, and tardies.*

Implementation Strategies	Time	Who	Resources	Mid-Year Accomplishments
Special Education Team will collaborate with the 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	Sensory Hallways were installed, one in the primary wing and the other one was installed in the intermediate wing.
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	11% increase in Nurse Visits from T1(18-19) to T1(19-20) 34% decrease in Tardies from T1(18-19) to T1(19-20) 49% decrease in Absences from T1(18-19) to T1(19-20)

<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>The schedule includes 15 minutes of SEL daily in every classroom. The School Social Worker works regularly with individual grade levels. SEL Team plans activities demonstrating activities that can be utilized in the classroom including all 5 competencies.</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>Social Worker piloting SEL lessons in a specific classroom during I/E block once a week. Bulletin Boards in the main lobby promoting kindness.</p>