



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
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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

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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	End of 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 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: Scheduling Within a Tiered System of Support Elementary School</p>	<p>Phase 1: March 30th-April 3rd: Optional/Accessible Learning Experiences</p> <p>Phase 2: April 6th-May 8th: Remote Learning</p> <p>Phase 3: May 11th-June 18th: Strengthen Remote Learning</p> <p>The expectations and guidelines for each phase were communicated to all stakeholders and implemented by teams of teachers at each school.</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, including all stakeholders, consistently meet to develop and implement plans for Remote Learning. This work includes learning about the technology resources necessary to</p>

				implement Remote Learning.
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	Administrators meet weekly with their teachers to help support the implementation of Remote Learning.

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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	End of Year Accomplishments
A “Curriculum Agreement” is communicated to all stakeholders. This includes: <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 Aides Computer Paraprofessionals ELL Teachers	“Curriculum Agreement” developed with guidance from the <i>Skillful Teacher</i> text Elementary Schedules developed with guidance from the DESE: Scheduling Within a Tiered System of Support Elementary School	Phase 1: March 30th-April 3rd:Optional/Accessible Learning Experiences Phase 2: April 6th-May 8th: Remote Learning Phase 3: May 11th-June 18th: Strengthen Remote Learning The expectations and guidelines for each phase were communicated to all stakeholders and

				implemented by teams of teachers at each school.
Teacher Teams will develop a student learning goal and professional practice goal based on students' needs.	June 2019- June 2020	Principals Curriculum Director Literacy Coach Mathematics Coach Elementary Librarian Classroom Teachers Special Education Teachers Reading Specialists Specialists (Art, Music, PE, Instrumental) ELL Teachers	Teach Point Student Data from SY18-19 BOY Data from SY19-20 Elementary Schedules	Based on the state guidance at the end of April, teacher teams adjusted their Remote Learning Plans to focus on the Priority Standards in order to prepare students to enter the upcoming grade level.
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.	June 2019- June 2020	Principals Curriculum Director Literacy Coach Mathematics Coach Elementary Librarian Classroom Teachers Special Education Teachers Reading Specialists Specialists (Art, Music, PE, Instrumental) ELL Teachers	Elementary Schedules CHITT Teams CHITT Resources from RBT	Teachers will assess all students in the Fall of 2020 in order to develop a plan for the school year that supports students both social emotionally and academically. Teachers will utilize the FAR Cycle to make adjustments to this plan throughout the school year.

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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.*

Implementation Strategies	Time	Who	Resources	End of Year Accomplishments
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	Great Oak Staff completed this in Fall 2019; shared with staff, students, and families. Posters are in each classroom, common areas, and hallways.
Great Oak School will continue to train and to support staff in the implementation of the Safety Care	Fall 2019	Principal Social Worker Great Oak Staff	District BCBA	Support staff has been offered multiple professional development opportunities, provided by the district

curriculum, which focuses on de-escalation strategies.				BCBA staff, to deepen their understanding of de-escalation strategies. Social worker and principal are consulting with aides and teachers to support families.
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	During all phases of remote learning, staff provided SEL resources to families in the form of pre recorded videos, live check in sessions, and online resources. The school social worker conducted counseling sessions for students via Google Meets, as needed. Principal met weekly with each grade level team to discuss students and families who needed additional support; social worker and principal contacted those families to provide resources and SEL supports.
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	Through the daily SEL morning meetings provided to families during remote learning, teachers are reinforcing the expectations of respect, responsibility, and perseverance.
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	During all phases of remote learning, staff provided SEL resources to families in the form of pre recorded videos, live check in sessions, and resources. The school social worker conducted counseling sessions for students via Google Meets, as needed. Teachers held weekly Google Meets focused on strengthening classroom community and SEL strategies.
School social worker, principal, specialists, special education staff, and student support aide will partner with	September 2019-June 2020	Principal Social Worker Specialists	Zones of Regulation Open Circle	During all phases of remote learning, staff provided SEL resources to families in the

<p>classroom teachers to assist in fostering a classroom community centered on social-emotional health.</p>		<p>Special Education Student Support Aide District BCBA</p>		<p>form of pre recorded videos, live check in sessions, and online resources. The school social worker conducted counseling sessions for students via Google Meets, as needed. Teachers held weekly Google Meets focused on strengthening classroom and school community and SEL strategies. Special education staff, including speech and language pathologists, Specialists, aides, social worker and principal joined these weekly meetings.</p>
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