

Highlands Elementary School



School Improvement Plan 2019-2020

Submitted on behalf of the Highlands School Improvement Council

By: Paula Jones, Principal

Highlands Elementary School School Improvement Plan 2019-2020

The 2019-2020 Highlands School Improvement Plan goals were developed as a result of the DPS Strategic Plan and a priority on continued development of strong communication with families and community. Specifically, the third goal reflects our school's commitment to the continued learning about SEL competencies and supporting all of our students.

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, Students will increase time on learning demonstrated by a 10% decrease in non-medical nurse visits, absences, and tardies.

School Council Members:

Paula Jones, Principal
Patrick Cox, Teacher
Eric Dugan, Teacher
Community Member - Ben Thomas
Parents - Katy Doherty

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	Final 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</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.</p>

		ELL Teachers		This work includes learning about the technology resources necessary to 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.

School Improvement Plan 2019-2020 Goal #2

<p>By June 2023:</p> <ul style="list-style-type: none"> <i>All students are independent learners who are active and responsible for their learning. (Strategic Plan 2018-2023)</i> <p>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.</p>				
Implementation Strategies	Time	Who	Resources	Final 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 	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	<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</p>

				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.

School Improvement Plan 2019-2020 Goal #3

<p>By June 2023:</p> <ul style="list-style-type: none"> <i>All students will be supported in an inclusive, emotionally supportive and culturally responsive environment. (Strategic Plan 2018-2023)</i> <p>GOAL #3: By June 2020, Students will increase time on learning demonstrated by a 10% decrease in non-medical nurse visits, absences, and tardies.</p>				
Implementation Strategies	Time	Who	Resources	Final Accomplishments
Highlands staff will post, define, teach and respond to consistent school-wide expectations for classroom, lunch, hallway and recess as outlined in the Highlands Values Matrix.	September 2019 – June 2020	Principal Highlands Staff	Highlands Values Matrix Student Led Assembly SEL Curriculum School Based Rubric/Reporting	PBIS committee formed and have met four times this school year. Staff survey given in January and continuing to move forward refining our PBIS system. Prior to closure and remote learning students and staff participated in a visit of 9 high volume areas of the school and explicitly reviewed the “Paws-i-tive” expectations for those areas. Our three pillars are, “Respect, Responsibility, and Safety.”
Computer Paraprofessional and Library Aide will collaborate with the school principal and Director of Technology	June-September 2019	Principal Director of Technology Library Aide	DPW Signature School Products: https://signatureschoolproducts.com/	During remote learning, our computer paraprofessional has engaged students with on-line interactive STEM activities.

on creating a MakerSpace environment adjacent to the school's library.		Computer Paraprofessional DPW		<p>During remote learning, our Library Aide has done interactive live read alouds for grade level spans of K-1, 2-3, and 4-5.</p> <p>MakerSpace is up and running. The Library Aide and the Computer Aide work collaboratively to implement monthly MakerSpace for all students K-5. The space is also utilized for larger meetings and small groups of students daily as needed.</p>
School Nurse and Administrative Assistant will provide baseline data for the end of 2018-2019 school year.	August 2019	Principal Nurse Administrative Assistant	PowerSchool Health Manager	<p><u>Nurse Visits '18-'19:</u> 5429 <u>Tardies '18-'19/14+:</u> 96 <u>Absences '18-'19/18+:</u> 32</p> <p><u>Nurse Visits '19-'20 mid-year:</u> 2692 <u>Tardies '19-'20/mid-year 7+:</u> 38 <u>Absences '19-'20/9+:</u> 11</p> <p><u>Nurse Visits '19-'20 March 12, 2020:</u> 3337</p>
Staff/Faculty will better understand the 5 competencies	August 2019-June 2020	Principal 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	CASEL (Collaborative for Academic, Social, and Emotional Learning) ECLC Grant SEL Vision Statement/DPS	<p>All staff participate in the "soft landing" of students on a daily basis - from 8:30-8:45 daily students and staff engage in an SEL.</p> <p>During remote learning, students continued to engage in SEL lessons during their morning meeting and Google Meets.</p>
Staff/Faculty will provide movement breaks for students	September 2019-June 2020	Principal All Highlands staff	MakerSpace Mindfulness Yoga Brain Gym GoNoodle	<p>We continue to provide structured movement breaks for students who are on IEP's/504's</p> <p>We continue to provide structured movement breaks for students who ask.</p>