

Smith 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	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 implement Remote Learning.</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.	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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Smith 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	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 	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 teachers at each school.</p>

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

Implementation Strategies	Time	Who	Resources	End of Year Accomplishments
Staff members will provide a daily/weekly support system for students through a building based Mentoring Program.	September 2019- June 2020	Principal Smith Staff	Joe Ristuccia, Safe/Supportive Schools	Smith Staff continued to support students' social/emotional needs on a daily basis. During Remote Learning a Student Engagement Team was formed to support students and

				families. The team included the Specialists, Social Worker, Student Support Aide and Principal. Mentors were assigned to students and they were able to connect with families via email, phone, mail and virtually.
Staff members will collaborate with the Social Worker and Third Grade Team to transform the green space outside of Pod A into an outdoor learning space that focuses on making learning real and accessible to all learning styles (Place-based Learning).	September 2019- June 2020	Principal Social Worker Third Grade Team	Center for Place-based Learning and Community Engagement Essex National Heritage Commission	Students in grade three have researched the space by reading and writing about the animals and the habitat. The third graders have also focused on inclusive recess practices in this space. They created friendship bracelets, walking sticks and acorn buddies. These items were left for anyone who visited the space. During the extended school closure, third grade parents shared that students have sought out and visited this calming area.
Staff members will work to create dedicated Quiet Zones for students to utilize for breaks and self-regulation	September 2019- June 2020	Principal Smith Staff Central Administration DPW OT/PT Staff	Joe Ristuccia, Safe/Supportive Schools Understanding Cam Foundation Grant https://squareup.com/store/understanding-cam-foundation	Smith School Social Worker, Michele Gross, received a \$560.00 grant to create a sensory space at Smith. With support from Central Administration, the DPW and Smith School Staff she has transformed the Science Lab into a sensory space. Students (with staff support) can access

				<p>the space, which includes a glider and footstool, a tent, a weighted blanket, weighted bean bag and other calming tools. Many students visited the sensory space and were able to identify the tools that help to best meet their needs.</p>
<p>School Nurse and Administrative Assistant will provide baseline data for the end of 2018-2019 school year. Data will be collected throughout the 2019-2020 year.</p>	<p>June 2019-June 2020</p>	<p>Principal Nurse Administrative Assistant</p>	<p>PowerSchool Health Manager</p>	<p><u>Nurse Visits</u> <u>2019-March 12, 2020:</u> 2291 as compared to 3120 on March 12, 2019.</p> <p><u>Tardies</u> <u>2019-March 12, 2020 14+:</u> 19 as compared to 36 in June 2019.</p> <p><u>Absences</u> <u>2019-March 12, 2020: 18+</u> 1 student as compared to 14 in June of 2019.</p>