

## 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"> <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>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 <a href="#">Leading Well Online Summer Study Group (Lucy Calkins)</a>  <a href="#">“What to Look For” Observation Guides</a> 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**

**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.**

<b>Implementation Strategies</b>	<b>Time</b>	<b>Who</b>	<b>Resources</b>	<b>End of Year Accomplishments</b>
<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>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>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>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.</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</p>	<p>Elementary Schedules</p> <p>CHITT Teams</p> <p>CHITT Resources from RBT</p>	<p>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,</p>

		Specialists (Art, Music, PE, Instrumental) ELL Teachers		emotionally and academically. Teachers will utilize the FAR Cycle to make adjustments to this plan throughout the school year.
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**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.**

<b>Implementation Strategies</b>	<b>Time</b>	<b>Who</b>	<b>Resources</b>	<b>End of Year Accomplishments</b>
The 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: <a href="#">Sensory Pathways</a> DEEP Grant	Sensory Hallways were installed, one in the primary wing and a second one 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	<p>There was an average increase of 18% in students going to the Nurse's office during T1 and T2 of the 19/20 SY as compared to the same period the previous year.</p> <p>There was a 7% increase in Tardies comparing T2 18/19 to 19/20</p> <p>There was a 17% decrease in Absences comparing T2 18/19 to 19/20</p>

<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</p>	<p>CASEL (Collaborative for Academic, Social, and Emotional Learning)  ECLC Grant  SEL Vision Statement/DPS</p>	<p>Each classroom, K to 5 had a scheduled SEL lesson each morning.  SEL lessons were an integral component of Remote Learning and links were provided in both Google Docs and Google Classroom. <a href="#">Third Grade Kindness Quilt</a></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>Curriculum Director ECLC Steering Committee  Principal Staff School Council</p>	<p>Open Circle Curriculum Olweus Anti-Bullying Material SEL Resources</p>	<p>Teachers, and Special Educators scheduled weekly Google Meets to check in with students, using their knowledge of the five competencies of SEL.  Thorpe’s SEL mentors modelled SEL lessons at the beginning of Faculty Meetings using the five competencies of SEL.  Remote Learning’s Choice time activities included multiple SEL lessons and videos for families to choose from based on need.  Support staff, teacher aides, and paraprofessionals, made videos, filmed read alouds, and other activities during Remote Learning for K-5 students to access during school closure.  Training by a representative for Trauma Sensitive Schools presented Part 1 of the program during a Faculty Meeting in February.</p>

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