

2017-18 School Improvement Plan – Whately Elementary

Introduction:

The current SIP will focus on the areas listed below: “Diversity of Learners”; “Community Connections” and “Early Childhood Initiatives”. These are the same three initiatives that were chosen for the 2016-17 SIP. Each of these initiatives are relevant to both the changing population of our schools as well as the larger initiatives in our District, Commonwealth and the nation.

Below is an outline of our new SIP. We consider this a “work in progress” and the plan will evolve as the objectives are further defined and established.

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We expect that these goals will be achievable over a 2 to 3 year period:

### **1. Diversity of Learners**

As our students abilities and needs evolve, our response is to have a reflective practice that meets students where they are. This means adapting and incorporating curriculum and instruction that is most effective for a variety of learners across the following domains.

- Academic/Instructional – differentiating instruction, accessing student interests, setting the bar high for rigorous academics.
- Social/Emotional – helping students navigate an ever more complex world of interpersonal relationships, social media, mass media, competition and expectations)

Also, a connected training initiative to meet this diversity is already underway:

- Mike Anderson - Differentiation through Choice
  - Faculty share information via newsletter related to this professional development and our peer coaching practice.
  - A workshop for parents where “differentiation” and other academic/instructional and social/emotional programs can be presented. (Some of this is already underway as outlined above.)

The following Massachusetts Teaching & Learning Standards and Elements are supported by the initiative above: I-A-2, Child and Adolescent Development; I-A-4, Well Structured Lessons; I-B-2, Adjustment to Practice; I-C-2, Sharing Conclusions with Colleagues, I-C-3, Sharing Conclusions with Students; II-A-2, Student Engagement; II-A-3, Meeting Diverse Needs; II-B-1, Safe Learning Environment; II-B-2, Collaborative Learning Environment; II-C1, Respecting Differences; II-C-2, Maintaining Respectful Environment; II-D-3, Access to Knowledge.

## **2. Community Connections**

Outreach to our parent community and larger community helps us to build school community. Research consistently indicates that involved parents/families is the single most influential variable in a child's school success.

- Collaborative learning Opportunities/Learning Communities with parents (e.g., recent workshops for families on anxiety and grieving and helping children thrive/social skills)
- 4-H Programs
- Parent questionnaire for targeted volunteering (i.e. Career Day)
- Use Technology/Social Media/Google Classroom/ Newsletter/Whately Scoop for outreach to families and community.
- Accessing local resources- (Frontier Redhawk Readers, local artists and authors, Hitchcock Center, College Museums)
- Promote student-driven, grade level presentations at All School meetings
- All school Play- parent volunteers
- Inviting the larger community to our events (e.g., concerts, school play, Veteran's and Memorial Day assemblies, workshops.)

The following Massachusetts Teaching & Learning Standards and Elements are supported by the initiative above: III-A-1, Parent/Family Engagement; III-B-1, Learning Expectations; III-B-2, Curriculum Support; III-C-1, Two-Way

Communication; III-C-2, Culturally Proficient Communication; IV-A-1, Reflective Practice; IV-C-1, Professional Collaboration; IV-E-1, Shared Responsibility.

### **3. Early Childhood Initiatives**

Around the Commonwealth (and the nation) there is a renewed focus on the importance of Early Childhood support and learning. Both the Department of Secondary and Elementary Education and the Massachusetts Elementary School Principals Association are renewing their commitment to the Early Childhood experience. (See handout). Our local Collaborative for Educational Services also has a strong Early Childhood focus.

- Full Day Preschool – started this year and is doing very well.
- Bridge with Early Intervention Programs in the community that serve children ages 0-3 years old.
- Community outreach/collaboration around identification of potential pre-K students in our communities and providing early interventions.
- Parent education around the importance of Early Childhood initiatives and participation.
- Collaborative IEP development with local Early Intervention providers.

The following Massachusetts Teaching & Learning Standards and Elements are supported by the initiative above: I-A-2, Child and Adolescent Development; I-A-4, Adjustment to Practice; I-C-2, Sharing Conclusions with Colleagues, II-A-2, Student Engagement; II-A-3, Meeting Diverse Needs; II-B-1, Safe Learning Environment; II-B-2, Collaborative Learning Environment; II-C1, Respecting Differences; II-C-2, Maintaining Respectful Environment; III-A-1, Parent/Family Engagement; III-B-1, Learning Expectations; III-B-2, Curriculum Support; III-C-1, Two-Way Communication; III-C-2, Culturally Proficient Communication; IV-A-1, Reflective Practice; IV-C-1, Professional Collaboration; IV-E-1, Shared Responsibility.



## NEXT STEPS:

In each of the 3 areas outlined above, our School Council will take the lead in promoting, organizing, or otherwise supporting specific activities that will promote the objectives of each goal area. This work will begin with our next meeting as a group where we will prioritize an action plan for each goal area and start the process.

Respectfully submitted by the WES School Council,

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