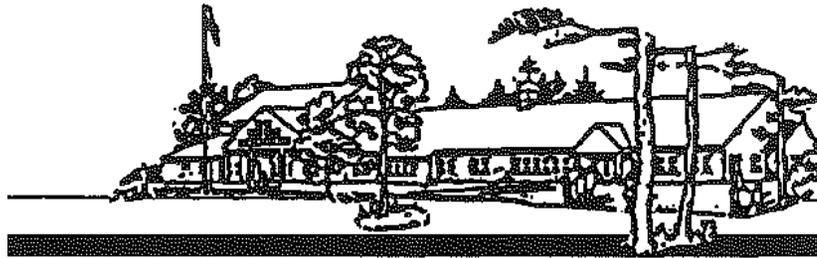


# Whately Elementary School Improvement Plan 2018/19



**Goal #1** Educators at WES will plan for and deliver instruction that is differentiated to meet the needs of all learners. (Aligned with *Instructional Practice* element of the district strategic plan)

Objective: Educators at WES will increase the frequency and fine-tune the focus of small group instruction with attention to oral language development. We will use ongoing formative assessment to guide small group work in Math, Reading and Writing.

| Strategic Action  | Timeline                                    | Responsible Parties                                 | Resources needed   | Measures of Successful Implementation   |
|---|---|---|--|---|
| Walkthroughs  | 4 times monthly through the end of June     | Principal<br>Curriculum Director                    | time   | Walkthrough data will indicate an increase in the number of classrooms utilizing small group, focused instruction.  |
| Progress Monitoring   | Monthly                                     | Each teacher individually<br>Principal              | A system for tracking several data points in one location (Powerschool)                    | Student growth in reading level and writing ability based on the Lucy Calkins rubric from one month to the next. Growth in math and reading as indicated by NWEA.   |
| Faculty Meeting Discussion and problem solving around delivering small group, focused instruction | Monthly                                     | Principal   | None   | Data from classroom observations that indicates efficient, effective use of small group instruction<br>Student data (reading text level, writing scores, math assessments etc) that indicates consistent growth |
| Training IAs  | On-going throughout the 2018/19 school year | Principal<br>Reading Specialist (Wendy Will)<br>IAs | Footprints to Literacy kits for each grade K-4<br><br>Guided Reading text by Irene Fountas | Data from observations of students working in small groups with IAs using Literacy Footprints.<br>Accelerated progress in regard to reading text level.   |

# Whately Elementary School Improvement Plan Alignment with State and Local Standards and Expectations

**Goal #1** Educators at WES will plan for and deliver instruction that is differentiated to meet the needs of all learners.

**Objective:** Educators at WES will increase the frequency and fine-tune the focus of small group instruction with attention to oral language development. We will use ongoing formative assessment to guide small group work in Math, Reading and Writing.

## **Alignment with Frontier Regional School Union 38 Strategic Plan**

Instructional Practice- Continually demonstrate research based instructional practices that ensure all students' learning needs are being met.

## **Alignment with State Standards for Teachers**

IA1 Subject Matter Knowledge

IA2 Child and Adolescent

IA3 Well structured Units and Lessons

IB1 Variety of Assessment Methods

IB2 Adjustment to Practice

IIA2 Student Engagement

IIA3 Meeting Diverse Needs

## **Alignment with State Standards for School Level Administrators**

IA1 Standards-Based Unit and Lesson Support

IB3 Meeting Diverse Needs

IC2 Adjustment to Practice

**Goal #2** - 85% of students will demonstrate one year's growth or more in writing based on the Lucy Calkins Learning Progression. 100% of students will demonstrate growth. (Aligned with *Assessment and Analysis* element of the district strategic plan)

Objective: Educators at WES will regularly collaborate in a protocol (LASW) for looking at and analyzing student writing to calibrate our expectations for what standards-meeting work looks like in each grade in order to deliver focused, individualized writing instruction.

| Strategic Initiative   | Timeline   | Responsible Parties   | Resources  | Measure of Success  |
|--|--|-----------------------|--|---|
| PD to learn the protocol for looking at student work efficiently | On-going throughout the 2018/19 school year during early release days and faculty meetings | Principal             | Writing Pathways by Lucy Calkins<br>A Guide to the Common Core Writing Workshop by Lucy Calkins<br>Student Writing | Collaborative work from Professional Development that indicates reflection and discussion on current practices  |
| Add LASW sessions to bi-weekly schedule                          | Bi-weekly throughout the school year during flex time                                      | Teachers              | Student writing time   | Increase in the number of writing pieces that are analyzed and scored   |
| Guided analysis of student writing that is standards-meeting     | On-going throughout 2018/19 school year  | Principal<br>Teachers | Writing exemplars, Lucy Calkins rubrics  | *An increase in the rigor/expectations for student writing that aligns to grade-level standards.<br>*Student work that demonstrates one year's growth in writing based on the Lucy Calkins Learning Progression.<br>*Classroom instruction that reflects an alignment to student needs. |
| Sharing student writing and student writing scores with families | At the end of each writing unit  | Teachers              | Lucy Calkins Rubrics, Other writing resources used in classroom instruction  | Increased understanding for parents of grade-level expectations for writing and their child's progress toward meeting those expectations  |

## **Whately Elementary School Improvement Plan Alignment with State and Local Standards and Expectations**

**Goal #2** - 85% of students will demonstrate one year's growth or more in writing based on the Lucy Calkins Learning Progression. 100% of students will demonstrate growth.

Objective: Educators at WES will regularly collaborate in a protocol (LASW) for looking at and analyzing student writing to calibrate our expectations for what standards-meeting work looks like in each grade in order to deliver focused, individualized writing instruction.

### **Alignment with Frontier Regional School Union 38 Strategic Plan**

Assessment and Data Analysis Refine the current assessment system and strengthen teachers' use of data to better utilize the Massachusetts Tiered System of Supports (MTSS), including an effective Early Warning System (EWS).

### **Alignment with State Standards for Teachers**

IA1 Subject Matter Knowledge

IB1 Variety of Assessment Methods

IB2 Adjustment to Practice

IIA3 Meeting Diverse Needs

IC1 Analysis and Conclusions

IC2 Sharing Conclusions with Colleagues

IC3 Sharing Conclusions with Students

### **Alignment with State Standards for School Level Administrators**

IA1 Standards-Based Unit and Lesson Support

IB2 Quality and Effort of Work

IB3 Meeting Diverse Needs

IC1 Variety of Assessment Methods

IC2 Adjustment to Practice

IIC2 Time for Collaboration

IID2 Student Learning Measures

**Goal #3** Educators at WES will consistently follow a system for identifying and addressing student needs that is clear and consistent in order to provide targeted support, intervention or enrichment in a timely manner. (Aligned with *Special Education Services* element of district strategic plan)

Objective: A team of WES educators will clarify the Student Support Team process and define each step (identifying the concern, team problem-solving, selection and implementation of interventions, progress monitoring, pursuing long-term supports)

| Strategic Initiative  | Timeline                       | Responsible Parties  | Resources needed   | Measures of Success  |
|---|--------------------------------|--|--|--|
| Develop a Flow-chart for intervention/evaluation  | September 2018 - February 2019 | Principal<br>Special Education Inclusion Teachers (Terri Anderson, Emily Czepiel, Christine Huntley) | State laws on special education identification<br><br>Comprehensive list of intervention resources available | A flow chart that is complete and easy to comprehend which outlines every step of the process from initial concern through implementation of interventions and/or services that successfully meet student needs. |
| Weekly meeting of Special Ed Team Leaders   | 2018/19 school year            | Principal<br>Special Ed Inclusion Teachers   | Time   | A comprehensive guide to the student support process   |
| Develop protocol for documenting student support concerns and interventions                     | September 2018 - February 2019 | Principal<br>Members of the student support team   | Spreadsheet program  | An efficient, effective tool for tracking a student's journey through the student support process  |
| Align data collection needs with Powerschool  | September 2018 - February 2019 | Principal  | Access to Powerschool for special education team leaders   | Ability to look in one place for all performance and progress data   |
| Training for all staff on student support process   | March 2019                     | Principal<br>Student Support Team  | Student Support Guide and Flowchart  | Execution of a system that puts the correct resources in place to meet student needs in a timely manner  |
| Detailed information shared with parents about our student support process and their role in it | March 2019                     | Principal<br>Student Support Team<br>Classroom teachers  | Completed flow chart   | Parents who are able to easily access the process for student support  |

## **Whately Elementary School Improvement Plan Alignment with State and Local Standards and Expectations**

**Goal #3** Educators at WES will consistently follow a system for identifying and addressing student needs that is clear and consistent in order to provide targeted support, intervention or enrichment in a timely manner.

Objective: A team of WES educators will clarify the Student Support Team process and define each step (identifying the concern, team problem-solving, selection and implementation of interventions, progress monitoring, pursuing long-term supports)

### **Alignment with Frontier Regional School Union 38 Strategic Plan**

Special Education Services - Create a continuum of supports and services for learners with special needs that will be delivered in the least restrictive environment.

### **Alignment with State Standards for Teachers**

IA2 Child and Adolescent Development

IIA3 Meeting Diverse Needs

IVE1 Shared Responsibility

### **Alignment with State Standards for School Level Administrators**

IB3 Meeting Diverse Needs

IIA1 Operational Systems and Routines

**Goal #4** Students at WES will receive instruction in the tools and strategies that foster social and emotional well-being. (Special Ed/Social Emotional Learning)

Objective: To provide instruction that promotes social/emotional development to support readiness to learn in a classroom community.

| Strategic Initiative  | Timeline         | Responsible Parties  | Resources needed  | Measure of Success  |
|---|------------------|--|---|---|
| Polly Bath trainings  | On-going 2018/19 | Polly Bath<br>Climate and Culture Team<br>All teaching staff (teachers and IAs)                      | Polly Bath Videos   | Development of a common language and understanding around strategies that support self-management |
| Second Step   | On-going 2018/19 | Teachers<br>School Psychologist<br>IAs   | Second Step Program<br><br>Classroom time devoted to deliver of Second Step lessons | A year of Second Step Lessons delivered during one school year                                    |
| Friendship groups   | On-going 2018/19 | School Psychologist  | Second Step Program   | Students who are able to engage in discussion about social and emotional strategies.              |
| Develop staff ability for guided problem-solving to support conflict resolution | On-going 2018/19 | School Psychologist<br>Principal<br>All teaching staff   | Second Step Program<br>Polly Bath Videos<br>Professional articles                   | Reduction in the number of student to student incidents that require adult intervention           |
| Bi-Weekly Student Support Team Consults   | On-going 2018/19 | Student support team (special ed teachers, SLP, psychologist, OT, PT, principal, classroom teachers) | System for tracking and progress monitoring   | Social/emotional supports that are targeted to meet student needs                                 |
| Bridging SEL instruction from school to home - communicating with families      | On-going 2018/19 | Teachers<br>School Psychologist<br>IAs, principal  | Second Step Program,<br>System for sharing news about our SEL instruction           | Development of a common language and understanding around strategies that support self-management |

## **Whately Elementary School Improvement Plan Alignment with State and Local Standards and Expectations**

**Goal #4** Students at WES will receive instruction in the tools and strategies that foster social and emotional well-being. (Special Ed/Social Emotional Learning)

Objective: To provide instruction that promotes social/emotional development to support readiness to learn in a classroom community.

### **Alignment with Frontier Regional School Union 38 Strategic Plan**

This goal does not align directly to one of the three elements of the strategic plan. It is in accordance with the district vision which states: Frontier Regional and Union 38 Schools will create vibrant, collaborative, engaging, learning communities that empower students to become successful and self-sufficient participants in society

### **Alignment with State Standards for Teachers**

IA2 Child and Adolescent Development

IIA2 Student Engagement

IIA3 Meeting Diverse Needs

IIB1 Safe Learning Environment

IID1 Creating and Maintaining a Respectful Environment

IIE1 High Expectations

### **Alignment with State Standards for School Level Administrators**

IIA2 Social - Emotional Well-being

IIA3 Student Health and Safety

IVB1 Policies and Practices