

# NEWTON

## PUBLIC SCHOOLS

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### Memorandum

To: David Fleishman, Superintendent of Schools

From: Joseph Russo, Assistant Superintendent for Elementary Education

Date: May 8, 2014

Re: **School Improvement Plans**

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The elementary principals, represented by Mindy Johal (Burr), Kathleen Smith (Underwood) and Diana Beck (Zervas), will report on their School Improvement Plans. Along with Assistant Superintendent for Elementary Education, Joe Russo, they will present an overview as to the approach and direction taken when preparing the plans, consulting with the school councils who act as an advisory group to the principal and the faculty. The principals will share some of the common goals in their plans and will speak to some specific initiatives at their buildings. After the brief presentation, we will be available for questions.

In addition, the Elementary School Improvement Plans for each school are available for your review. The plans for Bowen and Franklin are still in development and will be forwarded at a later date.

JR/mm

# Angier Elementary School Improvement Plan 2014 -2016

## **EDUCATIONAL GOALS:**

A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.

A2. Provide students with a coherent, consistent, and aligned pre-K through grade 12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.

A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.

A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.

A5. Effectively implement new Educator Evaluation System with a focus on teaching and learning.

A6. Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.

<b>Improvement Strategies/Activities</b>	<b>Objective</b>	<b>Outcomes and Measurement</b>
<b>Writing</b>	A1	By the spring of 2015 all students will write narrative, opinion and informational writing
Implement the new Lucy Calkins Writing	A2	

<p>Curriculum units through the following actions:</p> <ul style="list-style-type: none"> <li>➤ Create and implement a schedule that includes recommended writing four times per week.</li> <li>➤ Participate in monthly district wide and school-wide professional development in writing.</li> <li>➤ Teachers will review student writing, plan and implement instruction to meet the needs of all students, reflect on each unit and share best practices in their PLCs.</li> <li>➤ Teachers will conduct peer observations during writing blocks.</li> <li>➤ Students will participate in peer and teacher writing conferences.</li> <li>➤ Students will conduct self-assessments based on the Lucy Calkins student friendly rubric.</li> <li>➤ Students will revise, edit and publish writing pieces in each unit.</li> </ul>	<p>A3 A4 A5</p>	<p>pieces guided by teachers implementing the Lucy Calkins <i>Units of Study in Opinion, Information and Narrative Writing</i>. Growth will be measured by on demand writing assessments scored using the rubric for each unit, MCAS/PARCC.</p>
<p><b>Professional Learning Communities</b> Continue to provide weekly Professional Learning Community time and space for all grade level teams and their collaborators to enable common pacing, share best practice, conduct peer observations, develop common formative assessments, analyze results of data, and plan interventions and enrichments.</p>	<p>A1 A2 A4 A5</p>	<p>Continue to refine Professional Learning Communities (PLC) initiative. Further develop connections between PLCs and Response to Intervention. (RTI)</p> <p>Regular education teachers, learning center teachers, special education teachers and RTI staff will meet to look at student data,</p>

<p>Review effectiveness of Tuesday afternoon PLC initiative. Use faculty meetings to share feedback about effective PLC meetings. Evaluate and revise RTI initiative as necessary.</p>		<p>articulate students needs and plan for small group interventions and extensions. As a result, our Achievement Gap will be narrowed.</p>
<p><b>Social Emotional Learning</b>  Support children in acquiring the knowledge, attitudes, and skills necessary to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations.</p> <ul style="list-style-type: none"> <li>➤ Review school values and rules</li> <li>➤ Identify Tier 1 core outcomes/power standards in the social-emotional curriculum.</li> <li>➤ Create and use screening tool to identify students in need of SEL supports.</li> <li>➤ Determine other data points for identifying potentially at risk students (attendance, homework completion, etc.)</li> <li>➤ Create Tier 2 activities to support students identified as at-risk from the</li> </ul>	<p>A1 A4 A6</p>	<p>Increased student availability for learning as evidenced by a variety of factors including time on task, school attendance, class participation, student self-assessment, etc.</p>

screening tool.		
<p><b>Response To Intervention</b> Utilize common assessment data to provide students with targeted reading and math intervention/enrichment.</p> <ul style="list-style-type: none"> <li>➤ Develop a protocol for analyzing assessment data.</li> <li>➤ Utilize classroom teachers and support staff in flexible ways to deliver RTI small group instruction.</li> <li>➤ On-going progress monitoring of student growth to ensure mastery has been attained.</li> <li>➤ Revise instruction as needed through PLC collaboration.</li> <li>➤ Use iReady as a tutoring tool for students who did not score a P on the 2013-2014 MCAS.</li> </ul>	<p>A1 A2 A3 A4</p>	<p>All students will achieve benchmark levels or higher on District Determined Measures in reading and math.</p> <p>Movement from Level 2 Status.</p> <p>Increase number of students scoring at Proficient and Advanced.</p> <p>Decrease the number of students in Warning as measured by the MCAS.</p> <p>Children meet grade level benchmarks in ELA and Math.</p>

**MANAGERIAL AND OPERATIONAL GOALS**

- B1. Continue to develop and refine plans to address long-term facilities across the system.
- B2. Review and update enrollment trends preschool through grade 12 and develop both short and long term facilities plans as needed.
- B3. Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.
- B4. Examine the effectiveness of the restructuring of elementary special education.
- B5. Continue to build the network infrastructure throughout the district and the hardware capacity in each building.
- B6. Increase the diversity of faculty and staff
- B7. Complete contract settlements with all collective bargaining units.

<b>Improvement Strategies/Activities</b>	<b>Objective</b>	<b>Outcomes and Measurements</b>
Work with city and school officials, the project manager, furniture and equipment consultant, and architects for the reconstruction of the Carr School.	B1 B2 B3	Identify building and programming needs through Feasibility Study.  By planning and working closely with the various stakeholders, the transition from Angier to Carr will happen smoothly.
Managing the transition to Carr School in 2014 then the transition back to the new Angier building in 2016.	B1 B2 B3	Faculty and parents pack the Angier School in June of 2014. Furniture, materials and school equipment are moved to the Carr School in August of 2014.
Work with the various teams and groups of experts and city officials to plan and	B1 B2	Faculty and community members have input to the design and construction of a

<p>build a new school building by the year 2016.</p> <p>Attend meetings throughout the year at the Education Center and Newton City Hall that pertain to building the new Angier School.</p>	<p>B3</p>	<p>new school building.</p> <p>Information is shared. All involved have knowledge of concerns, issues, changes, and timelines of events (moving, construction, budget).</p>
<p>Communicate the changes and give updates about the transition to Carr and the building of the new school to the staff and community through newsletters, the PTO website, the Angier School website, Blasts, Principal Coffees, PTO/Principal meetings and community meetings.</p>	<p>B1 B2 B3</p>	<p>Clear and accurate communication is disseminated in a timely manner.</p> <p>Faculty and community members are aware of the upcoming changes, bus transportation issues, packing and moving schedule, and construction timeline.</p>

**COMMUNITY GOALS**

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies

<b>Improvement Strategies/Activities</b>	<b>Objective</b>	<b>Outcomes and Measurements</b>
<p>Continue to enhance home/school communicate through the use of electronic weekly newsletters (The Greensheet) and Blasts.</p>	<p>C1</p>	<p>Use school newsletter, web site, principal coffees, PTO meetings and other school-wide events to engage and inform parents, and strengthen the home-school</p>

<p>Maintain school and classroom websites.</p> <p>Conduct 4-6 Principal Coffees within each school year.</p> <p>Invite parents to grade specific curriculum events.</p>		<p>partnership.</p> <p>Teachers update their classroom websites to provide the most recent information to their families. Parents feel more connected and have a clear understanding of classroom expectations.</p>
<p>Hold one PTO meeting at the 12th Baptist Church in Roxbury to facilitate and encourage partnership with METCO parents.</p>	<p>C1</p>	<p>METCO parents feel our strong commitment to them and the METCO program. Greater understanding of the concerns of METCO families.</p>
<p>Work with Angier's Social Action Committee/PTO Presidents and School Council to support school-wide giving initiatives each year. Food drive for Newton Food Pantry, Soles for Souls (shoe drive), Cradle to Crayons (clothing drive), Read-A-Thon For The Children of Haiti Orphanage, and Best Buddies bakes sale as well as fifth grade fifteen-hour community time.</p>	<p>C1</p>	<p>Students learn about ways to help others, about organizing and working collaboratively, the importance of giving, and the need for empathy.</p>
<p>Students work with visiting artist David Fichter and Angier's art teacher to create and complete a mosaic mural for the new Angier School building.</p>	<p>C1</p>	<p>Children, staff and community members draw and build the mural using mosaics. The project begins in 2014 at the current Angier School and is completed in 2016 with the installation at the new Angier</p>



		School. School/Community project focuses on the transition and connects the old to the new school.
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## Burr School Improvement Plan 2014 -2016

### EDUCATIONAL GOALS:

A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.

A2. Provide students with a coherent, consistent, and aligned pre-K through grade 12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.

A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.

A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.

A5. Effectively implement new Educator Evaluation System with a focus on teaching and learning.

A6. Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
Implement the Teacher's College New York (TCNY) Writing Curriculum units through the following actions:  Maintain class schedules that include writing 4 times per week.  Review student writing in collaborative teams (e.g. grade-level teams working with Special Educators), and adjust both whole-class and small-group instruction in response to the data collected. (Score all pre and post on-demand TCNY unit assessments.)  Literacy specialist will coach teachers to learn and implement the new units.	A1 A2	All students will work towards developing proficiency as writers within all genres taught. Progress will be measured through on-demand pre and post TCNY unit assessments and State mandated tests.
Conduct Professional Learning Community (PLC) meetings:	A1	Teachers will plan and review curriculum, have a

<p>Weekly: focus on student achievement by analyzing results of assessment data, and planning small-group interventions and enrichments;</p> <p>Tuesday afternoons: STAT, common pacing, best practices, continue with focusing on student achievement.</p>	<p>A2 A4</p>	<p>common understanding of grade-level benchmarks, develop and use common assessments, articulate student needs with specialists and other grade levels, and jointly plan small group sessions for intervention and extension. As a result, our Achievement Gap will be narrowed.</p>
<p>Utilize common assessment data to provide students with targeted reading and math intervention and enrichment.</p> <p>Develop a protocol for analyzing assessment data</p> <p>Utilize classroom teachers and support staff in flexible ways to deliver small group instruction.</p> <p>On-going progress monitoring of student growth to ensure mastery has been attained.</p> <p>Revise instruction as needed through weekly PLC collaboration. Allow time for teachers to share current year's RTI data with receiving teachers.</p>	<p>A1 A4</p>	<p>The percentage of students achieving and exceeding benchmark on both in-class assessments, District Determined Measures (DDMs) and statewide assessments (e.g. MCAS or PARCC) will increase. Appropriate supports will be in place to address the needs of each student. As a result, our Achievement Gap will be narrowed.</p>
<p>Support children in acquiring the knowledge, attitudes, and skills necessary to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations, through social curricula: Open Circle, Steps to Respect, and Responsive Classroom.</p> <p>Develop a plan for articulating our core values in a child-friendly way, soliciting input from students, teachers, and families.</p> <p>Focus monthly on one value during All School Meeting.</p>	<p>A1 A4 A6 A3</p>	<p>All students will know and display an understanding of the Burr School Core Values which will support a respectful and caring educational environment in which all students will become more empathetic, engaged, and ethical citizens.</p>

<p>Identifying Professional Development needs in the area of technology for teachers at Burr.</p> <p>Provide training &amp; support for staff in digital tools so they can fully utilize them. Staff meetings will regularly include technology instruction and training by the IT department and/or school staff based on needs identified by the staff.</p>	<p>A1 A2 A3 A4</p>	<p>Teachers will become proficient in using current technologies to enhance and support learning.</p>
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## MANAGERIAL AND OPERATIONAL GOALS

- B1. Continue to develop and refine plans to address long-term facilities across the system.
- B2. Review and update enrollment trends pre-school through grade 12 and develop both short and long term facilities plans as needed.
- B3. Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.
- B4. Examine the effectiveness of the restructuring of elementary special education.
- B5. Continue to build the network infrastructure throughout the district and the hardware capacity in each building.
- B6. Increase the diversity of faculty and staff.
- B7. Complete contract settlements with all collective bargaining units.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
<p>Continue to evaluate space needs of our community, and work closely with Buildings and Operations to ensure that the needs of our students and faculty are being addressed.</p> <p>Work with Central Administration to manage enrollment by thoughtful</p>	<p>B1 B2</p>	<p>Burr will continue to be a facility in which teachers, students, and families can create a strong and vibrant learning community.</p> <p>Enrollment will be managed to ensure that</p>

placement of students who reside in buffer zones.		programming at Burr does not become compromised. Space will be available for small group teaching, special education service delivery, pull out groups for instrumental music lessons, ELL, and tech projects.
Support Playground Committee to coordinate community building of playground.	BI	New playground will be installed in fall of 2014.

## COMMUNITY GOALS

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies

<b>Improvement Strategies/Activities</b>	<b>Objective</b>	<b>Outcomes and Measurements</b>
<p>PTO and school staff will engage multiple stakeholders in planning, organizing, and attending school activities.</p> <p>Partner with the PTO to improve outreach to all parents.</p> <p>Survey parents to determine interests, needs, and preferred timing of events/workshops. Strategically plan events to maximum participation.</p>	C1	<p>New playground will be installed in fall of 2014.</p> <p>Percentage of parents who participate in school community activities will increase.</p>
<p>NPS staff will offer annual workshops for parents about responsible use of social media and technology.</p>	C1	<p>Parents will learn strategies to support and monitor children in appropriate and safe use of social media and technology.</p>

## **Cabot School Improvement Plan 2014-2016**

### **EDUCATIONAL GOALS:**

- A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.
  
- A2. Provide students with a coherent, consistent, and aligned pre-K through grade 12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.
  
- A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.
  
- A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.
  
- A5. Effectively implement new Educator Evaluation System with a focus on teaching and learning.
  
- A6. Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.

<b>Improvement Strategies/Activities</b>	<b>Objective</b>	<b>Outcomes and Measurements</b>
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<p><b>Writing</b>  Create and implement a schedule that includes recommended writing time per week.</p> <p>Provide district wide professional development opportunities and opportunities to attend Teachers College trainings.</p> <p>Teachers will review student writing, plan and implement instruction to meet the needs of all students, reflect on each unit and share best practices in their PLCs and during faculty meetings.</p> <p>Teachers will conduct peer observations and model teaching in colleagues' rooms during writing blocks.</p> <p>Students will participate in peer and teacher writing conferences.</p> <p>Students will conduct self assessments based on the Lucy Calkins student friendly rubric.</p> <p>Students will revise, edit and publish writing pieces in each unit.</p>	<p>A1 A2</p>	<p>By the spring of 2015 all students will write narrative, opinion and informational writing pieces guided by teachers implementing the Lucy Calkins <i>Units of Study in Opinion, Information and Narrative Writing</i>. Growth will be measured by on demand writing assessments scored using the rubric for each unit.</p>
<p><b>Professional Learning Committees</b>  Continue to provide biweekly PLC time and space for all grade level teams and their collaborators to enable common pacing, share best practice, conduct peer observations, develop common formative assessments, analyze results of data, and plan interventions and enrichments.</p> <p>Review effectiveness of Tuesday afternoon PLC initiative. Use faculty meetings to share feedback about effective PLC meetings. Evaluate and revise RTI</p>	<p>A1 A2 A4</p>	<p>Teaming.  Continue to refine Professional Learning Communities (PLC) initiative. Further develop connections between PLCs and Response to Intervention. (RTI).</p>

<p>initiative as necessary.</p> <p>Provide monthly opportunities for teachers to observe colleagues.</p> <p>Provide training and support for staff in digital tools to enhance learning and teacher collaboration.</p>		
<p><b>Social Emotional Learning</b>  Support children in acquiring the knowledge, attitudes, and skills necessary to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations.</p> <p>Review school values and rules</p> <p>Identify Tier 1 core outcomes/power standards in the social-emotional curriculum</p> <p>Identify and use screening tools to identify students in need of SEL supports</p> <p>Determine other data points for identifying potentially at risk students (attendance, homework completion, etc.)</p> <p>Create Tier 2 activities to support students identified as at-risk from the screening tool.</p> <p>Expand collaborative student work through buddies, Thursday program, and school wide events.</p>	<p>A1  A4  A6</p>	<p>Increased student availability for learning as evidenced by a variety of factors including time on task, school attendance, class participation, student self-assessment, etc.</p> <p>By June of 2015</p> <p>By June of 2015</p> <p>By October of 2014</p> <p>By September of 2014</p> <p>By December of 2014</p> <p>By December of 2014</p>
<p><b>Response To Intervention</b>  Examine the effectiveness of tier one instruction for the range of learners. Ensure</p>	<p>A1  A4</p>	<p>90% of students will achieve benchmark levels or higher on</p>



<p>implementation of a consistent reading, writing and mathematics Tier 1 program.</p> <p>Utilize common assessment data to provide students with targeted reading, writing and math intervention/enrichment.</p> <p>Develop a protocol for analyzing assessment data.</p> <p>Utilize classroom teachers and support staff in flexible ways to deliver RTI small group instruction. Maintain an intervention schedule that is flexible and responsive to student needs.</p> <p>Progress monitor student growth to ensure mastery has been attained.</p> <p>Revise instruction as needed through PLC collaboration.</p> <p>Explore the use of questioning language to deepen understanding &amp; engage students in meaningful dialogue/communication.</p>		<p>District Determined Measures in reading, writing and math.</p> <p>MCAS measures: 70% of students in grades 4-5 will receive a SGP rating of 60% or better.</p> <p>80% of students in grades 4-5 in NI and W (2013) will receive a SGP rating of 60% or better.</p> <p>85% of students in Grades 3,4 and 5 will score at Proficient and Advanced. The number of students in Warning will decrease by 50% as measured by the MCAS</p>
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**MANAGERIAL AND OPERATIONAL GOALS:**

- B1. Continue to develop and refine plans to address long-term facilities across the system.
- B2. Review and update enrollment trends pre-school through grade 12 and develop both short and long term facilities plans as needed.
- B3. Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.
- B4. Examine the effectiveness of the restructuring of elementary special education.
- B5. Continue to build the network infrastructure throughout the district and the hardware capacity in each building.
- B6. Increase the diversity of faculty and staff

B7. Complete contract settlements with all collective bargaining units.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
<p><b>Facility</b>            Work with city and school committees on the planning of the new Cabot School.</p> <p>Plan the transition to Carr School in 2016.</p> <p>Attend meetings throughout the year at the Education Center and Newton City Hall that pertain to building the new Cabot School.</p> <p>Communicate the changes and give updates about the transition to Carr and the building of the new school to the staff and community through newsletters, the PTO website, School website, blasts, PTO/Principal meetings and community meetings.</p>	<p>B1            B2            B3</p>	<p>Identify building and programming needs through Feasibility Study.</p> <p>By planning and working closely with the various stakeholders, the transition from Cabot to Carr will happen smoothly.</p> <p>Faculty and community members have input to the design and construction of a new school building.</p> <p>Information is shared. All involved have knowledge of concerns, issues, changes and timelines of events (moving, construction, budget).</p> <p>Clear and accurate communication is disseminated in a timely manner.</p> <p>Faculty and community members are aware of the upcoming changes, bus transportation issues, packing and moving schedule and construction timeline.</p>

<p><b>Program development</b> Inventory Tier 1 materials and ensure purchase of complete classroom books/textbooks/materials for each classroom.</p> <p>Evaluate the effectiveness of Tier 2 and 3 materials and purchase needed SRB support materials for reading and mathematics.</p> <p>Purchase of high quality literature for classrooms and library.</p>	B3	90% of students will achieve benchmark levels or higher on District Determined Measures in reading and math.
<p><b>Diversity</b> Work with the district diversity committee. Actively recruit and hire candidates of color.</p>	B6	Expand diversity of faculty.
<p><b>Special education</b> Reduce the rate of referral for special education testing and special education services.</p> <p>Expand use of special education team for consultation to PLCs and active classroom consultation for students.</p> <p>Expand compliance with timelines for evaluations and meetings.</p> <p>Expand use of individual student support plans (ISSP) and Building Curriculum Accommodation Plan (BCAP).</p>	B4	<p>90% of students will achieve benchmark levels or higher on District Determined Measures in reading, writing and math.</p> <p>95% compliance with timelines.</p> <p>Use of ISSPs for 95% of students receiving Tier 2 support.</p>

**COMMUNITY GOALS:**

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies

<b>Improvement Strategies/Activities</b>	<b>Objective</b>	<b>Outcomes and Measurements</b>
<p>Publish biweekly newsletters.</p> <p>Maintain updated web sites.</p> <p>Conduct 4-6 Principal Coffees within each school year.</p> <p>Invite parents to grade specific curriculum events.</p>	C1	Use school newsletter, web site, principal coffees, PTO meetings and other school-wide events to engage and inform parents, and strengthen the home-school partnership.
<p>Hold one PTO meeting in Roxbury to facilitate and encourage partnership with METCO parents.</p>	C1	METCO parents feel our strong commitment to them and the METCO program. Greater understanding of the concerns of METCO families.
<p>Support school-wide giving initiative each year.</p>	C1	Students learn about ways to help others, about organizing and working collaboratively, the importance of giving and the need for empathy.

## Countryside School Improvement Plan 2014-2016

### EDUCATIONAL GOALS:

A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.

A2. Provide students with a coherent, consistent, and aligned pre-K through grade 12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.

A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.

A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.

A5. Effectively implement new Educator Evaluation System with a focus on teaching and learning.

A6. Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
<p><b>WRITING</b></p> <p>Create and implement a schedule that</p>	<p>A1 A2 A3</p>	<p>By the spring of 2015 all students will write narrative, opinion and informational writing pieces guided by teachers implementing the Lucy</p>

<p>includes recommended writing time per week.</p> <p>Participate in district wide professional development .</p> <p>Teachers will review student writing, plan and implement instruction to meet the needs of all students, reflect on each unit and share best practices in their PLCs.</p> <p>Teachers will conduct peer observations during writing blocks.</p> <p>Students will participate in peer and teacher writing conferences.</p> <p>Students will conduct self - assessments based on the Lucy Calkins student friendly rubric.</p> <p>Students will revise, edit and publish writing pieces in each unit.</p>	<p>A4</p>	<p>Calkins <i>Units of Study in Opinion, Information and Narrative Writing</i>. Growth will be measured by on demand writing assessments scored using the rubric for each unit.</p>
<p><b>PROFESSIONAL LEARNING COMMUNITIES</b></p> <p>Continue to provide weekly PLC time</p>	<p>A1 A2</p>	<p>Continue to refine Professional Learning Communities (PLC) initiative. Further develop connections between PLCs and Response to Intervention. (RTI)</p>

<p>and space for all grade level teams and their collaborators to enable common pacing, share best practice, conduct peer observations, develop common formative assessments, analyze results of data, and plan interventions and enrichments.</p> <p>Review effectiveness of Tuesday afternoon PLC initiative. Use faculty meetings to share feedback about effective PLC meetings. Evaluate and revise RTI initiative as necessary.</p>	<p>A4 A5</p>	<p>Collaboration of regular education teachers, special educators, ELL and intervention staff looking at at student data , student needs and plan for small group interventions.</p>
<p><b>SOCIAL EMOTIONAL LEARNING</b></p> <p>Support children in acquiring the knowledge, attitudes, and skills necessary to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations.</p> <p>Review school values and rules.</p> <p>Identify Tier 1 core outcomes/power standards in the social-emotional curriculum.</p>	<p>A1 A4 A6</p>	<p>Increased student availability for learning as evidenced by a variety of factors including time on task, school attendance, class participation, student self-assessment, etc.</p>

<p>Determine data points for identifying potentially at risk students (attendance, homework completion, etc.).</p> <p>Create Tier 2 activities to support students identified as at-risk from the screening tool.</p> <p>Establish a Student Council for Grade 5.</p> <p>Continue to hold weekly BEST meetings..</p> <p>Establish an in-house mentoring program for at-risk students..</p> <p>Update protocols for Best and TST.</p> <p>Finalize BCAP.</p>		<p>Improve school spirit and climate</p> <p>Teachers will gain additional strategies for supporting students in need.</p> <p>Students will feel more confident and connected.</p> <p>Help to build a common understanding of procedures.</p>
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<p><b>RESPONSE TO INTERVENTION</b></p> <p>Utilize common assessment data to provide students with targeted reading and math intervention/enrichment.</p> <p>Develop a protocol for analyzing assessment data.</p>	<p>A1 A2 A3 A4</p>	<p>All students will achieve benchmark levels or higher on District Determined Measures in reading and math.</p> <p>.</p>
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<p>Utilize classroom teachers and support staff in flexible ways to deliver RTI small group instruction.</p> <p>Conduct on-going progress monitoring of student growth to ensure mastery has been attained.</p> <p>Revise instruction as needed through PLC collaboration.</p>		
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**COMMUNITY GOALS**

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies

Improvement Strategies/Activities	Objective	Outcomes and Measurements
<p>Publish weekly newsletters.</p> <p>Maintain updated web sites.</p> <p>Conduct 4-6 Principal Coffees within each school year.</p>	<p>C1.</p>	<p>Use school newsletter, web site, principal coffees, PTO meetings and other school-wide events to engage and inform parents, and strengthen the home-school partnership.</p>

<p>Invite parents to grade specific curriculum events and school shares.</p> <p>Hold Math and Literacy Night.</p> <p>Promote additional multicultural activities and workshops</p>		<p>Parents from diverse cultures will feel more connected to Countryside.</p>
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Horace Mann Elementary School Improvement Plan  
2014 -2016

**EDUCATIONAL GOALS:**

- A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.
- A2. Provide students with a coherent, consistent, and aligned pre-K through grade 12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.
- A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.
- A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.
- A5. Effectively implement new Educator Evaluation System with a focus on teaching and learning.
- A6. Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.

Improvement Strategies/Activities	Objective(s)	Outcomes and Measurements
<p style="text-align: center;"><b>Response To Intervention</b></p> <p style="text-align: center;"><i>Horace Mann will have a data-driven and systematic RtI program that effectively utilizes the collaborative inquiry process to provide students with targeted reading instruction to ensure continued improved and academic achievement for all student groups.</i></p> <p><b><u>Focus 1: RtI model/program</u></b> <i>Beginning in 2014-2015, operate RtI in a systematic and consistent model throughout K-2.</i></p> <ol style="list-style-type: none"> <li>1. Establish an Instructional Team comprised of classroom teachers, coaches, special educator, and principal.</li> <li>2. Develop a pilot model of intervention that prioritizes grade-levels, content areas, consistency, and sustainability.</li> <li>3. Identify and obtain research-based instructional programs/curricula for benchmark skills.</li> <li>4. Train intervention providers in curricula</li> <li>5. Teacher teams and intervention providers will have training in the inquiry process (Fuchs &amp; Fuchs Model?).</li> <li>6. Revise instruction as needed through</li> </ol>	<p>A1 A2 A4 A5</p>	<p>By June 2015: 90% of students in K-2 will meet grade level benchmarks in ELA</p> <ol style="list-style-type: none"> <li>1. Instructional Team will convene with at least three teachers and three coach members at least monthly until June 2014.</li> <li>2. A viable pilot model for RtI will be drafted that includes: grade-specific schedule, frequency, staffing, and content area by May 2014.</li> <li>3. HM's RtI program will have outlined specific and systematic sequence of programming/instruction for tier 2 students in K-2 by June 2014.</li> <li>4. 100% of intervention service providers will utilize the same program with fidelity during the 2014-2015 school year.</li> <li>5. &amp; 6. By Spring 2015, teacher teams will utilize the inquiry process to collaboratively analyze data and to reflect on and improve instruction.</li> </ol>

collaborative analysis of data.		
<p><b>Focus 2: Data Collection</b> <i>Use on-going progress monitoring of student performance to measure growth and ensure mastery for all student groups.</i></p> <ol style="list-style-type: none"> <li>1. Identify benchmark ELA indicators for each grade-level.</li> <li>2. Identify appropriate assessments as indicators of benchmark skills.</li> <li>3. Develop an accessible and collaborative data collection tool.</li> <li>4. Establish universal timelines and protocol for data collection/progress monitoring.</li> <li>5. Train classroom teachers and all intervention service providers to utilize data collection tool (both input and analysis).</li> </ol>	<p>A1 A2 A4 A5</p>	<p>By Spring 2015:</p> <ol style="list-style-type: none"> <li>1. A K-2 span of benchmark indicators will be published on Google Docs.</li> <li>2. A curriculum based assessment will be identified for 100% of the benchmark indicators.</li> <li>3. 100% of faculty will have access to a K-2 data collection tool.</li> <li>4. A K-2 schedule and sequence for progress monitoring will be published on Google Docs.</li> <li>5. By September 2015, 100% of K-2 teachers and service providers will be using data collection tools to assess student learning and instructional practices.</li> </ol>

<p style="text-align: center;"><b>Writing</b></p> <p><i>Continue to implement and improve the new Lucy Calkins Writing Curriculum units through the following actions:</i></p> <ol style="list-style-type: none"> <li>1. Students will revise, edit and publish writing pieces in each unit.</li> <li>2. Teachers will review student writing, plan and implement instruction to meet the needs of all students, reflect on each unit and share best practices in their PLCs.</li> <li>3. Teachers will conduct peer observations during writing blocks.</li> </ol>	<p>A1 A2 A3 A4 A5</p>	<p>By the spring of 2015:</p> <ol style="list-style-type: none"> <li>1.       <ol style="list-style-type: none"> <li>a. 100% of students will publish at least one narrative, opinion and informational writing pieces guided by teachers implementing the Lucy Calkins <i>Units of Study in Opinion, Information and Narrative Writing</i>.</li> <li>b. 80% of students at each grade level will score a 3 or higher on end of unit assessments.</li> </ol> </li> <li>2. All grade level teams will develop and publish a protocol for LASW that includes reviewing and assessing student work, and evaluating and planning instruction based on student work analysis.</li> <li>3. At least one pair of teachers at each grade level will conduct a peer observation during a writing block and share feedback with the grade level team.</li> </ol>
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<p style="text-align: center;"><b>Social Emotional Learning</b></p> <p><i>Support children in acquiring the knowledge, attitudes, and skills necessary to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations.</i></p> <ol style="list-style-type: none"> <li>1. Review school values and communicate expectations</li> <li>2. Craft school-wide assemblies to support school values and core SEL outcomes.</li> <li>3. Identify Tier 1 core outcomes/power standards in the social-emotional curriculum</li> <li>4. Create and use screening tool to identify students in need of SEL supports.</li> <li>5. Determine other data points for identifying potentially at risk students (attendance, homework completion, etc.)</li> <li>6. Create Tier 2 activities to support students identified as at-risk from the screening tool.</li> <li>7. Support continued professional development around Responsive Classroom practices</li> <li>8. Train support staff in Responsive Classroom practices</li> </ol>	<p>A1 A4 A6</p>	<p>Increased student availability for learning as evidenced by a variety of factors including teacher pre and post screening assessments, classwork and homework completion rates, school attendance, student self-assessments, etc.</p> <ul style="list-style-type: none"> <li>● Students progress will be measured individually using measures that correlate to the particular issue or problem.</li> </ul>
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**MANAGERIAL AND OPERATIONAL GOALS**

B1. Continue to develop and refine plans to address long-term facilities across the system.

B2. Review and update enrollment trends preschool through grade 12 and develop both short and long term facilities plans as needed.

B3. Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.

**B4. Examine the effectiveness of the restructuring of elementary special education.**

B5. Continue to build the network infrastructure throughout the district and the hardware capacity in each building.

**B6. Increase the diversity of faculty and staff**

B7. Complete contract settlements with all collective bargaining units.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
<p>Consult with city planners around required building improvements.</p> <ol style="list-style-type: none"> <li>1. Specific concerns at this time are around:               <ol style="list-style-type: none"> <li>a. the quality of the instructional space for our music program,</li> <li>b. air and sound quality issues in our art room.</li> </ol> </li> <li>2. Utilize efforts of the PTO to work towards the replacement of the Horace Mann playground</li> </ol>	<p>B1</p>	<ol style="list-style-type: none"> <li>1.               <ol style="list-style-type: none"> <li>a. Measure sound levels in the music room while DAD staff and music classes are running simultaneously.</li> <li>b. Measure the air flow and air quality in the art room.</li> </ol> </li> </ol>



**COMMUNITY GOALS**

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies

Improvement Strategies/Activities	Objective	Outcomes and Measurements
<p style="text-align: center;"><b><u>Home &amp; School Collaboration</u></b></p> <p style="text-align: center;"><i>Horace Mann will develop strong collaborative relationships with all families</i></p> <ol style="list-style-type: none"> <li>1. Utilize electronic newsletters and the School Messenger System to support timely communication between home and school.</li> <li>2. Maintain school and PTO websites and calendar.</li> <li>3. Solicit feedback and survey family needs and concerns.</li> <li>4. Conduct 4-6 Principal Coffees within each school year.</li> <li>5. Offer collaborative curriculum events to support home-school partnership</li> </ol>	<p>C1</p>	<p>During 2014-2015 School Year</p> <ol style="list-style-type: none"> <li>1. 100% of teachers and principal provide updated information to families via electronic newsletters and/or websites at least once a month with regularity and consistency.</li> <li>2. By September 2014, the PTO and School Council will publish a schedule for submissions to and publication of school/PTO website and calendar.</li> <li>3. By July 2014, 50% response rate to end-of-year parent survey.</li> <li>4. At least 4 principal coffee events (2 morning 2 evening) will be conducted around pertinent issues, as identified by parent surveys.</li> <li>5. At least 2 curriculum events will be offered targeting areas identified by parent surveys.</li> </ol>

<p>1. Identify, plan, and carry out targeted parent outreach to underrepresented subgroups.</p>		<p>1.</p> <ul style="list-style-type: none"><li>a. At least one PTO meeting held in Boston to facilitate and encourage partnership with METCO parents.</li><li>b. Conduct a family survey to identify topics/areas of concern with at least 50% response rate of high-needs groups.</li><li>c. 100% of classroom teachers will be able to identify languages spoken in students' homes and will provide a link to Google Translate to translate classroom newsletters and/or websites.</li></ul>
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**Lincoln-Eliot Improvement Plan  
2014-2016**

**EDUCATIONAL GOALS:**

- A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.
- A2. Provide students with a coherent, consistent, and aligned pre-K through grade12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.
- A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.
- A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.
- A5. Effectively implement new Educator Evaluation System with a focus on teaching and learning.
- A6. Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
<p><b>Writing Goal</b></p> <ul style="list-style-type: none"> <li>• Schedule consistent writing block minimum 4 times per week.</li> <li>• Support classroom teachers in implementing new writing curriculum through building and district- based professional development.</li> <li>• Provide PLC time for teachers to meet with Literacy Coaches to</li> </ul>	<p>A2. By the end of the 2013-14 school year all grade level teachers will implement three Lucy Calkin’s units (Narrative and Opinion) resulting in common language and vertical alignment of writing, consistent with common core expectations.</p>	<ul style="list-style-type: none"> <li>• Classes at all grade levels will implement a 45-60 minute writing block a minimum of 4 times per week.</li> <li>• All classroom teachers will participate in professional development with the Literacy Coaches.</li> <li>• All classroom teachers will implement the Calkin’s Units of Study with fidelity               <ul style="list-style-type: none"> <li>○ SY 13-14: Narrative &amp; Opinion</li> </ul> </li> </ul>

<p>analyze writing against the Calkin's Writing Rubric and to plan instruction.</p>		<ul style="list-style-type: none"> <li>○ SY 14-15: Informational</li> <li>• All students will show growth in their writing stamina and skill as measured against grade-level benchmarks.</li> <li>• All classroom teachers will utilize the Calkin's writing rubric to measure student progress and target instruction.</li> <li>• Writing will be celebrated on the walls of the school.</li> </ul>
<p><b>RTI Goal</b></p> <ul style="list-style-type: none"> <li>• Identify Power Standards in Reading, Writing, and Math to target foundational skills needed to achieve proficiency at each grade level.</li> <li>• Develop common assessments and data analysis system to monitor student progress to ensure mastery of skills at benchmark levels.</li> <li>• Develop a PLC protocol for analyzing assessment data.</li> <li>• Schedule daily RTI instruction block in reading and math at each grade level to support and challenge students to their personal best level.</li> <li>• Use staff in flexible ways to deliver RTI small group instruction.</li> <li>• Revise instruction as needed through RTI team collaboration.</li> </ul>	<p>A1 &amp; A4: Develop RTI System to address ELA and Math achievement.</p> <p>Develop a PLC protocol for analyzing assessment data to provide students with targeted reading and math intervention and enrichment.</p> <p>Develop menu of research-based instructional strategies to target instruction in reading and math intervention.</p>	<ul style="list-style-type: none"> <li>• Grade level teams and support staff (Title I, ELA Aides, Intervention Aide, and ELL staff) will meet monthly to analyze current assessment data, target student need, and plan small group interventions.</li> <li>• All students will show consistent momentum in moving towards to benchmark levels in reading and math.</li> <li>• Students in grades 4 &amp; 5 will achieve a SGP of 60% or higher.</li> <li>• The number of students achieving at Proficient and Advanced levels will increase each year.</li> <li>• The number of students in Needs Improvement and Warning will decrease each year.</li> </ul>
<p><b>Professional Learning Community Goal</b></p> <ul style="list-style-type: none"> <li>• Develop PLC structure and protocols for grade level teams, specialist teams,</li> </ul>	<p>A3. Ensure that instruction cultivates curiosity, and incorporates communication,</p>	<ul style="list-style-type: none"> <li>• Grade level teams will meet with literacy and math coaches and curriculum coordinators during PLC time to collaborate</li> </ul>

<p>and vertical teams to develop curriculum and instructional practice.</p> <ul style="list-style-type: none"> <li>• Develop and schedule internal learning walks within the school to share best practices, opportunities for collaboration, and professional inquiry.</li> </ul>	<p>collaboration, critical thinking and opportunities for students to create and invent.</p> <p>A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.</p>	<p>on curriculum and best practices.</p> <ul style="list-style-type: none"> <li>• Grade level teams will meet regularly with support staff (ELL, Special Education, BEST support staff) during PLC times to collaborate on effective practices that support the needs of the range of diverse learners within each classroom.</li> <li>• Vertical teams will meet to align curriculum and share practices.</li> <li>• Classroom teachers and support staff will participate in learning walks to support collaboration and professional development.</li> </ul>
<p><b>Social-Emotional Goal</b></p> <ul style="list-style-type: none"> <li>• Strengthen BEST Team by developing team protocols and roles.</li> <li>• Provide school-based BEST Initiative Professional Development</li> <li>• Build school-wide culture of respect, understanding, and community.</li> </ul>	<p>A1: Provide a learning environment to support the needs of all students.</p> <p>A6: Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.</p> <p>A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of</p>	<ul style="list-style-type: none"> <li>• The BEST Team will streamline and organize the BEST referral process.</li> <li>• BEST Team will collaborate with district support teams to deliver professional development so that faculty will become more knowledgeable and comfortable in supporting students with emotional needs.</li> <li>• Lincoln-Eliot School will develop our internal support system (school psychologist, social worker, and internal BEST Team support) for supporting students with emotional/behavioral needs.</li> <li>• Lincoln-Eliot School will work with Central Administration to increase the</li> </ul>

	<p>student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.</p>	<p>social/emotional support we offer students and families by increasing time for the school social worker and school psychologist.</p> <ul style="list-style-type: none"> <li>• The BEST Team will identify and develop community support network.</li> <li>• The faculty will develop opportunities for student leadership, responsibility, and recognition.</li> <li>• The faculty will identify and implement school-wide social/emotional program to build consistency of expectations and language across the school</li> </ul>
<p><b>Support for ELL Students</b></p> <ul style="list-style-type: none"> <li>• Develop ELL support for students by strengthening collaboration between ELL team, classroom teachers, and support staff.</li> <li>• Support teachers in RETELL Training and Certification.</li> <li>• Provide coaching for classroom teachers to develop instructional practices that support ELL students.</li> </ul>	<p>A1: Provide a learning environment to support the needs of all students. A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.</p>	<ul style="list-style-type: none"> <li>• All staff will complete the RETELL Training or certification options by 2016 to ensure instruction meets the range of ELL students serviced at Lincoln-Eliot.</li> <li>• ELL teachers will coach and co-teach with classroom teachers to collaborate on best instructional practices to support ELL students.</li> </ul>

**MANAGERIAL AND OPERATIONAL GOALS**

- B1. Continue to develop and refine plans to address long-term facilities across the system.
- B2. Review and update enrollment trends pre-school through grade 12 and develop both short and long term facilities plans as needed.
- B3. Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.
- B4. Examine the effectiveness of the restructuring of elementary special education.
- B5. Continue to build the network infrastructure throughout the district and the hardware capacity in each building.
- B6. Increase the diversity of faculty and staff
- B7. Complete contract settlements with all collective bargaining units.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
<p><b>Building Maintenance Plan</b></p> <p>Build and maintain a school facility in which all members of the community will be proud of being members of a vibrant learning community.</p>	<p>B1. Continue to develop and refine plans to address short &amp; long-term facilities of Lincoln-Eliot School.</p> <p>B2. Review and update enrollment trends pre-school through grade 12 and develop both short and long term facilities plans as needed.</p>	<ul style="list-style-type: none"> <li>• Lincoln-Eliot School Site Council will survey staff and families regarding building, playground and facilities needs.</li> <li>• Lincoln-Eliot School will work with the Operations Department to ensure the building and facilities are up-to-date and maintained to ensure a safe and effective learning environment.</li> <li>• Lincoln-Eliot School will work with the Park and Recreation Department to ensure a safe and engaging playground environment.</li> <li>• Lincoln-Eliot will document requests and progress on projects.</li> <li>• Lincoln-Eliot will create a Space Committee to address effective placement of classrooms in order to promote effective collaboration and instruction within grade level teams.</li> </ul>

Technology Growth and Maintenance	Update and maintain technology needs of L-E to provide effective instruction and to support student's learning needs.	<ul style="list-style-type: none"><li>• Lincoln-Eliot will work with the Technology Specialist and IT Department to develop a 5-year technology plan to address school needs.<ul style="list-style-type: none"><li>○ Add speakers for classrooms to increase use of technology</li><li>○ Update and increase the numbers of printers</li><li>○ Update computers that have aged-out. (Grade 3)</li><li>○ Update and increase the number of laptops to match the increase in classrooms (Gr. 4 &amp; 5)</li><li>○ Increase number of SMART Boards in classrooms.</li></ul></li></ul>
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**COMMUNITY GOALS**

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies

Improvement Strategies/Activities	Objective	Outcomes and Measurements
<p><b>Family &amp; Community Communication</b></p> <ul style="list-style-type: none"> <li>• Update the LE Website</li> <li>• Publish monthly L-E Leader Newsletter</li> <li>• Host Grade-level and School-wide Family Events.</li> <li>• Host Parent Coffees to inform parents about school-wide initiatives and to address parent concerns.</li> </ul>	<p>C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies</p>	<ul style="list-style-type: none"> <li>• The LE Website will be up-to-date and provide more interactive information for families.</li> <li>• The monthly L-E Newsletter will be published electronically and as a hard copy to reach all families.</li> <li>• Host Title I Math Morning to share strategies families can use at home to support math learning and mastery.</li> <li>• Host Title I Poetry Celebrations to coincide with our Poet in Residence.</li> <li>• Host grade level and classroom-based Author Publishing Celebrations to share student writing.</li> <li>• Host grade level and school-wide Music Programs &amp; Informances to share what students are learning in our music program.</li> <li>• Host school-wide Art Show to share what students are learning in visual arts.</li> <li>• Share Lincoln-Eliot news with larger community by publishing events in the Newton Tab and other community resources.</li> <li>• Host Parent Coffees a minimum of 4 times per year (quarterly).</li> </ul>

# Mason-Rice School Improvement Plan 2014-2016

## **Theme A: SUPPORT HIGH ACADEMIC ACHIEVEMENT**

### Objectives:

- A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.
- A2. Provide students with a coherent, consistent, and aligned pre-K through grade12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.
- A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.
- A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures.
- A5. Provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.

Improvement Strategies/Activities	Objectives	Outcomes and Measurements
Implement the new Lucy Calkins Writing Curriculum units (Narrative, Opinion, Informational and Poetry) through the following actions:  Maintain class schedules that include Writing 4 times per week  -Review student writing in collaborative teams (e.g. grade-level teams working with Special Educators), and adjust both	A1 A2 A3 A4	All students will develop proficiency as writers within all genres taught as indicated on pre and post Calkins unit assessments and MCAS/PARCC.

whole-class and small-group instruction in response to the data collected. (Score all pre and post on-demand Calkins unit assessments.)		
Implement district units of study for Reading at each grade level.	A1 A2 A4 A5	Teachers will attend system-wide professional development to ensure a smooth transition to consistent and vertically articulated reading program. Standardized test scores (Gates, MCAS) will rise 5%
Implement new Every Day Math program as now aligned with Common Core Standards.	A1. A5. A2. A3 A4.	Teachers will attend system-wide professional development in keeping with revised Every Day Math curriculum. Standardized test scores (TBD) will increase 5%.
Teachers read and understand all IEP and 504 accommodations for each child, and consistently implement their use in the classroom.	A1 A4	All student accommodations will be provided for students throughout the year in all subject areas. Special education staff and general education teachers will review accommodations during weekly consult meetings and annual update meetings.
Plan for the use of standard graphic organizers within each grade level and among grade level clusters.	A1 A2 A4 A5	Evaluation of student writing samples using building-based and Calkins rubrics will indicate an improvement of 10% in assessments.
Find more opportunities to share the work being done from grade to grade (vertical articulation.)	A1 A2 A4 A5	Classroom teachers will visit other classrooms at Mason-Rice twice each year and a classroom outside of Mason-Rice once each year.
Continue our work to develop and	A1	Classroom teachers, literacy specialist and

expand effective Response to Intervention (RTI) based on a careful and thorough use of data. Use our personnel effectively to provide the support children need to thrive.	A4	RTI teacher and aide will work closely with one another to ensure that all student needs are being met. Standardized assessments of these children will indicate a growth of 10% in reading and math.
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**MANAGERIAL AND OPERATIONAL GOALS**

- B1. Continue to develop and refine plans to address long-term facilities across the system.
- B2. Review and update enrollment trends pre-school through grade 12 and develop both short and long term facilities plans as needed.
- B3. Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.
- B4. Examine the effectiveness of the restructuring of elementary special education.
- B5. Continue to build the network infrastructure throughout the district and the hardware capacity in each building.
- B6. Increase the diversity of faculty and staff
- B7. Complete contract settlements with all collective bargaining units.

Improvement Strategies/Activities	Objectives	Outcomes and Measurements
Continue to evaluate the space needs of our community, and work closely with Buildings and Operations to ensure that the needs of our students and faculty are being addressed. Address new challenges created with changing Buffer Zones while helping the City address burgeoning population growth.	B1 B2 B3	- Mason-Rice School will continue to be a facility in which teachers, students, and families can create a strong and vibrant learning community.
Continue to actively engage our Technology Committee in evaluating	B3 B5	Maintain accurate inventory of all hardware and software, purchase updated equipment as

the appropriate integration of technology in our classrooms.		needs develop. Identify appropriate personnel to work with teacher on integrating programs such as Raz-Kids, Lexia, etc. Be prepared for the implementation of PARCC assessments.
Actively seek to increase the racial and ethnic diversity of faculty.	B6	Search committees will make every effort to identify, hire and retain minority candidates.

## COMMUNITY GOALS

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies.

Improvement Strategies/Activities	Objectives	Outcomes and Measurements
Enhance communication with families through weekly newsletters, updated web site, periodic Principal Coffees, and other events intended to inform parents of all matters related to community, curriculum and achievement.	C1.	Parents and community members will be knowledgeable about and engaged with instruction, curriculum, and community-building events at Mason-Rice School.
Celebrate academic, social and emotional growth of students and model our Core Values through Principal Stars assemblies	C1	Use this one program along with others to improve the Social and Emotional Learning (SEL) of all students. Find opportunities to commend children for excellent behavior in hallways, playground, the Centre.
Organize a teacher “field trip” to the different neighborhoods of Boston to better understand their unique culture, history and flavor.	C1	Teachers will better understand the neighborhoods where many of our students live, better enabling them to meet the needs of these students.
Nurture a respectful and caring educational environment in which all students learn to become empathetic, engaged and ethical citizens.	C1	Share and elaborate upon the school’s Core Values as developed during the 2012-2013 school year. Teach Open Circle and Steps to Respect program as required.
Cultivate collaborations both within and beyond the district that support and enhance improved teaching and learning.	C1	Visit other schools within Newton and in other communities to observe best practice. Use the internet and Skype to build relationships with communities around the globe.

Memorial-Spaulding Elementary School

School Improvement Plan

2014-2016

### 2013-2014 School Council Members

Name:	Role:
Lisa McManus	Principal
Amy Montalto	Teacher
Andrea Youngsman	Teacher/Assistant Principal
Emily Rosenbaum	Parent
Michael Cassidy	Parent- METCO
Jennifer Russell	Parent
Bonnie Croopnick	Community Member
Karen Pino	Memorial-Spaulding Extended Day Program

### School Council Meeting Dates

The School Council collaborates on a regular basis to discuss the direction the school takes in regard to reasonable and measurable goals. All meetings are held on Thursdays from 4:00 – 5:30 PM in the Conference Room.

Dates:

October 2, 2013

December 4, 2013

January 15, 2014

February 27, 2014

April 2, 2014

June 4, 2014



## Memorial-Spaulling School Improvement Plan 2014-2016

### EDUCATIONAL GOALS:

A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.

A2. Provide students with a coherent, consistent, and aligned pre-K through grade 12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.

A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.

A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.

A5. Effectively implement new Educator Evaluation System with a focus on teaching and learning.

A6. Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.

Improvement Strategies/Activities	Objective	Measurements and Desired Outcomes
<p><b>Writing</b></p> <ul style="list-style-type: none"> <li>• Implement the new Lucy Calkins Writing Curriculum units</li> </ul>	<p>A1 A2 A3 A4</p>	<p>By the Spring of 2015 all students will develop proficiency as writers within all genres taught as indicated on pre and post Calkins unit assessments and MCAS/PARCC.</p>

<p>(Narrative and Opinion) through the following actions:</p> <ul style="list-style-type: none"><li>• Create and implement a schedule that includes Writing 4 times per week</li><li>• Participate in monthly professional development sessions focused on Writing.</li><li>• Review student writing in collaborative teams (e.g. grade-level teams working with Special Educators), and adjust both whole-class and small-group instruction in response to the data collected.</li><li>• Teachers will conducted peer observations.</li><li>• Engage students in peer and teacher conferences about their writing.</li><li>• Students will conduct self - assessments based on the Lucy Calkins student friendly rubric.</li><li>• Students will revise, edit and publish writing pieces in each unit.</li><li>• Create opportunities at faculty meetings for the Integrating the Arts Committee to provide PD in the areas of writing and reading.</li></ul>		<p>Memorial-Spaulding Leadership Team will continue to support developing PD for teachers around writing and Response to Intervention (RTI) for writing.</p> <p>Opportunities provided to express content knowledge through a creative/physical modality.</p>
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<p><b>Teaming</b></p> <ul style="list-style-type: none"> <li>• Conduct Professional Learning Community (PLC) meetings, both intra-grade level and inter-grade level, on Tuesday afternoons for the purposes of common pacing, sharing effective instructional practices, conducting peer observations, developing common formative assessments, analyzing results of assessment data, planning effective transitions between grade levels, and planning small-group interventions and enrichments</li> <li>• Weave specialists (Art, Music, PE, Library,, Math Coach, Literacy Specialists, and Special Ed) into PLC times 2x /year</li> <li>• Grade level Curriculum Maps shared with specialists</li> </ul>	<p>A1 A2 A3 A4</p>	<p>Teachers will plan and review curriculum, have a common understanding of grade-level benchmarks, develop and use common assessments, articulate student needs with specialists and other grade levels, and jointly plan small group sessions for intervention and extension. As a result, our Achievement Gap will be narrowed.</p>
<p><b>Response To Intervention- RTI</b></p> <p>Utilize common assessment data to provide students with targeted reading and math intervention and enrichment.</p> <ul style="list-style-type: none"> <li>• Develop a protocol for analyzing assessment data</li> <li>• Utilize classroom teachers and support staff in flexible ways to deliver small group instruction.</li> <li>• On-going progress monitoring of student growth to ensure mastery has</li> </ul>	<p>A1 A2 A4</p>	<p>The percentage of students achieving and exceeding benchmark on both in-class assessments and statewide assessments (e.g. MCAS or PARCC) will increase. Appropriate supports will be in place to address the needs of each student. As a result, our Achievement Gap will be narrowed.</p>

<p>been attained.</p> <ul style="list-style-type: none"> <li>● Revise instruction as needed through weekly PLC collaboration.</li> <li>● Work with district RTI Team to provide teachers with time and training to implement RTI.</li> </ul>		
<p><b>Social-Emotional</b></p> <ul style="list-style-type: none"> <li>● Use the Responsive Classroom approach to support children in acquiring the knowledge, attitudes, and skills necessary to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations.</li> <li>● Develop the school-wide behavior plan.</li> <li>● Continue implementation of Zones of Regulation Program and provide booster lessons in year 3.</li> <li>● Provide Leadership opportunities with Student Council and Buddy classes.</li> </ul>	<p>A3 A6</p>	<p>Use screening tool (SEARS) to identify students in need of social and emotional learning supports.</p> <p>Create Tier 2 interventions to support students identified as at-risk on the screening tool. Provide small social groups.</p> <p>Provide Tier 3- individual support when needed.</p> <p>All staff are trained in Responsive Classroom 1</p> <p>All staff are using Responsive Classroom strategies the way it is designed.</p> <p>Decrease in behavior problems.</p> <p>Children are able to problem solve and communicate more effectively.</p>

**MANAGERIAL AND OPERATIONAL GOALS**

- B1. Continue to develop and refine plans to address long-term facilities across the system.
- B2. Review and update enrollment trends pre-school through grade 12 and develop both short and long-term facilities plan as needed.
- B3. Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.
- B4. Examine the effectiveness of the restructuring of elementary special education.
- B5. Continue to build the network infrastructure throughout the district and the hardware capacity in each building.
- B6. Increase the diversity of faculty and staff
- B7. Complete contract settlements with all collective bargaining units.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
Identify building needs for renovation or replacement. Communicate with Newton Public Schools Operations Department to ensure that these projects are completed.	B1	Be a facility in which teachers, students, and families can create a strong learning community.
Actively recruit and attempt to hire candidates of color.	B6	
Implement and review Newton Public Schools security procedures focused on student and staff safety during the school day.	B1	Be a safe and secure environment with reasonable measures in place to ensure the well being of students and staff.
Work with PTO to raise money for a new playground structure and continue technology support.	B3	

Bus Parking-consider changing bus zone – off of Brookline street. Increase signage and supervision of parking on Clifton Path. Paint new cross walk.	B1	
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**COMMUNITY GOALS**

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
Enhance communication with families through weekly newsletters, updated web site, monthly Principal Coffees, and Literacy, Math, and Social-Emotional mornings and PTO meetings in Boston. Conduct a survey to determine how best to meet community needs.	C1	Parents and community members will be knowledgeable about and engaged with instruction, curriculum, and community-building events. School council will use the results of the survey to improve to identify needs and improve communication.
Utilize Student Council, in partnership with PTO (including parents and teachers), to design monthly assemblies, school spirit days, School community events, and community service projects	C1	Students will develop strong school spirit and support non-profit organizations focused on serving others.

## Peirce Elementary School Improvement Plan 2014-2016

### EDUCATIONAL GOALS:

- A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.
- A2. Provide students with a coherent, consistent, and aligned pre-K through grade 12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.
- A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.
- A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.
- A5. Effectively implement new Educator Evaluation System with a focus on teaching and learning.
- A6. Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.

Improvement Strategies/Activities	Objective	Measurements and Desired Outcomes
Implement the new Lucy Calkins Writing Curriculum units (Narrative and Opinion) through the following actions: -Create and implement a schedule that	A1 A2 A3	All students will develop proficiency as writers of both narrative and opinion pieces as indicated on unit post-assessments and MCAS (Fourth Grade).

<p>includes Writing 4 times per week</p> <p>Participate in monthly professional development sessions focused on Writing.</p> <p>Review student writing in collaborative teams (e.g. grade-level teams working with Special Educators), and adjust both whole-class and small-group instruction in response to the data collected.</p> <p>Engage students in peer and teacher conferences about their writing.</p> <p>Students will conduct self assessments based on the Lucy Calkins student friendly rubric.</p> <p>Students will revise, edit and publish writing pieces in each unit.</p>		
<p>Conduct Professional Learning Community (PLC) meetings, both intra-grade level and inter-grade level, on Tuesday afternoons for the purposes of common pacing, sharing</p>	<p>A1 A2 A4</p>	<p>Teachers will plan and review curriculum, have a common understanding of grade-level benchmarks, develop and use common assessments, articulate student needs with specialists and other grade levels,</p>



<p>effective instructional practices, conducting peer observations, developing common formative assessments, analyzing results of assessment data, planning effective transitions between grade levels, and planning small-group interventions and enrichments (e.g. Stretch Your Brain).</p>		<p>and jointly plan small group sessions for intervention and extension. As a result, our Achievement Gap will be narrowed.</p>
<p>Utilize common assessment data to provide students with targeted reading and math intervention and enrichment.</p> <ul style="list-style-type: none"> <li>● Develop a protocol for analyzing assessment data</li> <li>● Utilize classroom teachers and support staff in flexible ways to deliver small group instruction.</li> <li>● On-going progress monitoring of student growth to ensure mastery has been attained.</li> <li>● Revise instruction as needed through weekly PLC collaboration.</li> </ul>	<p>A1, A4</p>	<p>The percentage of students achieving and exceeding benchmark on both in-class assessments and statewide assessments (e.g. MCAS or PARCC) will increase. Appropriate supports will be in place to address the needs of each student. As a result, our Achievement Gap will be narrowed.</p>
<p>Continue our schoolwide emphasis on Making Thinking Visible and Responsive Classroom and use these strategies to create strong classroom dialogue focused on strategic thinking, respectful dialogue, and collaborative problem-solving, and social/emotional intelligence.</p>	<p>A3 A6</p>	<p>Our students will be strong thinkers who demonstrate the ability to exchange ideas, collaborate, and explain their thinking processes in areas of academic and social growth.</p>

Cultivate curiosity, creativity, and collaboration through our Fine Arts, Visual Arts, Creative Arts and Sciences, and Physical Education/Health and Wellness programs.	A2 A3 A6	We will develop the “whole child” and help students to develop their skills of creativity, collaboration, and critical thinking.
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**MANAGERIAL AND OPERATIONAL GOALS**

- B1. Continue to develop and refine plans to address long-term facilities across the system.
- B2. Review and update enrollment trends pre-school through grade 12 and develop both short and long term facilities plans as needed.
- B3. Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.
- B4. Examine the effectiveness of the restructuring of elementary special education.
- B5. Continue to build the network infrastructure throughout the district and the hardware capacity in each building.
- B6. Increase the diversity of faculty and staff
- B7. Complete contract settlements with all collective bargaining units.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
Identify building needs for renovation or replacement. Communicate with Newton Public Schools Operations Department to ensure that these projects are completed.	B1	- Peirce School will continue to be a facility in which teachers, students, and families can create a strong and vibrant learning community.

Utilize Community Resources (e.g. PTO and NewtonServes) to improve the condition of our school building and grounds.	B1	- Peirce School will continue to be a facility in which teachers, students, and families can create a strong and vibrant learning community.
Implement and review Newton Public Schools security procedures focused on student safety during the school day.	B1	- Peirce School will be a safe and secure environment with reasonable measures in place to ensure the well-being of students and staff.

## COMMUNITY GOALS

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
Enhance communication with families through weekly newsletters, updated web site, monthly Principal Coffees, and grade-specific curriculum events (e.g. Authors' Breakfast).	C1.	Parents and community members will be knowledgeable about and engaged with instruction, curriculum, and community-building events at Peirce School.
Utilize Student Council, in partnership with our Town Meeting Team and our Social Action Committee (including parents and teachers), to design monthly assemblies, school spirit days, and service projects.	C1	Students will develop strong school spirit and build partnerships with a variety of local non-profit organizations focused on serving others.
Develop our emphasis on Health and	C1.	Students will develop understanding about health

Wellness through School Council, Student Council, Town Meeting, and Safe Routes to Schools.		and wellness and make informed choices about rest, nutrition, and exercise.
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## UNDERWOOD SCHOOL IMPROVEMENT PLAN 2014-2016

### DISTRICT EDUCATIONAL GOALS:

- A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.
- A2. Provide students with a coherent, consistent, and aligned pre-K through grade 12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.
- A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.
- A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.
- A5. Effectively implement new Educator Evaluation System with a focus on teaching and learning.
- A6. Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.

School Improvement Strategies/Activities	Objective	Outcomes and Measurements
Continue to provide weekly Professional Learning Community time and space for all grade level teams to develop a better understanding of Common Core State Standards, improve instructional practice, and analyze data to enhance student performance and provide students with targeted reading and math intervention/enrichment.	A1 A2 A4	<ul style="list-style-type: none"> <li>• An average SGP rating of 60% or better for students in grades 4 and 5.</li> <li>• Learning of students behind grade level accelerated, with more than a year's growth in a year's time.</li> <li>• Power standards articulated in reading, writing, and math at each grade level to guide instruction and intervention.</li> <li>• Assessments determined and utilized</li> </ul>

		to monitor the progress of student learning and effectiveness of interventions.
Support children in acquiring the knowledge, attitudes, and skills necessary to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations.	A1 A4 A6	<ul style="list-style-type: none"> <li>• Establish school wide rules.</li> <li>• Review school values.</li> <li>• Identify Tier 1 core outcomes/power standards in the social/emotional curriculum for grades K-2 and 3-5.</li> <li>• Create and use screening tool to identify students in need of social and emotional learning supports.</li> <li>• Determine data points for identifying potentially at risk students (attendance, homework completion, etc).</li> <li>• Create Tier 2 interventions to support students identified as at-risk on the screening tool.</li> </ul>
Increase collaboration of special area teachers (Library, Art, Music, and Physical Education) and grade level teams to improve instruction and reach the whole child.	A3	<ul style="list-style-type: none"> <li>• Each special area teacher partnered with one grade level to develop a unit of study with enduring understandings and essential questions related to content knowledge/skills and goals in the special area.</li> <li>• Opportunities provided to express content knowledge through a creative/physical modality.</li> <li>• Improved learning outcomes related to the unit for students.</li> <li>• New learning for teachers and ability to work as a team improved.</li> </ul>

## DISTRICT MANAGERIAL AND OPERATIONAL GOALS

- B1. Continue to develop and refine plans to address long-term facilities across the system.
- B2. Review and update enrollment trends pre-school through grade 12 and develop both short and long term facilities plans as needed.
- B3. Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.
- B4. Examine the effectiveness of the restructuring of elementary special education.
- B5. Continue to build the network infrastructure throughout the district and the hardware capacity in each building.
- B6. Increase the diversity of faculty and staff
- B7. Complete contract settlements with all collective bargaining units.

School Improvement Strategies/Activities	Objective	Outcomes and Measurements
Partner with the Operations Department to improve the interior cleanliness and appearance of the school.	B1	<ul style="list-style-type: none"> <li>• A school environment that is inviting and works for the educational process.</li> <li>• Positive perceptions and attitudes of teachers, students, and parents related to the school environment.</li> <li>• Repairs and maintenance carried out in a timely manner.</li> </ul>

## DISTRICT COMMUNITY GOALS

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies

School Improvement Strategies/Activities	Objective	Outcomes and Measurements
Use school newsletter, web site, principal coffees, PTO meetings and other school-wide events to engage and inform parents, and strengthen the home-school partnership.	C1	<ul style="list-style-type: none"> <li>• Newsletters sent every three weeks.</li> <li>• Updated web site maintained.</li> <li>• 4-6 Principal Coffees conducted within each school year.</li> <li>• Parents invited to attend grade specific curriculum events.</li> <li>• Home-school partnership perceived to be strong and continuously improving.</li> </ul>



**John Ward School  
School Improvement Plan  
2014 -2016**

**EDUCATIONAL GOALS:**

- A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.
- A2. Provide students with a coherent, consistent, and aligned pre-K through grade 12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.
- A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.
- A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.
- A5. Effectively implement new Educator Evaluation System with a focus on teaching and learning.
- A6. Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
<p><b>WRITING</b></p> <div style="border: 1px solid black; padding: 5px;"> <p>Create and implement a schedule that includes recommended writing time per week</p> <p>Provide district wide professional development</p> <p>Teachers will review student writing, plan and</p> </div>	<p>A1 A2</p>	<p>By the spring of 2015 all students will write narrative, opinion and informational writing pieces guided by teachers implementing the Lucy Calkins <i>Units of Study in Opinion, Information and Narrative Writing</i>. Growth will be measured by on demand writing assessments scored using the rubric for each unit.</p>

<p>implement instruction to meet the needs of all students, reflect on each unit and share best practices in their PLCs.</p> <p>Teachers will conduct peer observations.</p> <p>Students will participate in peer and teacher writing conferences.</p> <p>Students will conduct self-assessments based on the Lucy Calkins student friendly rubric.</p> <p>Students will revise, edit and publish writing pieces in each unit.</p>		
<p>Continue to provide weekly PLC time and space for all grade level teams and their collaborators to enable common pacing, share best practice, conduct peer observations, review common formative assessments, analyze results of data, and plan interventions and enrichments.</p> <p>Review effectiveness of Tuesday afternoon PLC initiative. Use faculty meetings to share feedback about</p>	<p>A1 A2 A4</p>	<p>Teaming</p> <p>Continue to refine Professional Learning Communities (PLC) initiative. Further develop connections between PLCs and Response to Intervention. (RTI)</p>

<p>effective PLC meetings. Evaluate and revise RTI initiative as necessary.</p>		
<p>Social Emotional Learning</p> <p>Support children in acquiring the knowledge, attitudes, and skills necessary to recognize and manage their emotions, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations.</p> <ul style="list-style-type: none"> <li>• Review school values and rules</li> <li>• Identify Tier 1 core outcomes/power standards in the social-emotional curriculum</li> <li>• Create/identify and use screening tools to identify students in need of SEL supports</li> <li>• Determine other data points for identifying potentially at risk students (attendance, homework completion, etc.)</li> <li>• Create Tier 2 activities to support students</li> </ul>	<p>A1 A4 A6</p>	<p>Increased student availability for learning as evidenced by a variety of factors including time on task, school attendance, class participation, student self-assessment, homework, etc.</p> <p>Through explicit teaching and continuous experience and practice, students develop the behaviors that enable their own learning and support and the learning of others in the whole group.</p> <p>Whole grade and whole school assemblies and activities characterized by active student engagement in the content resulting in significant social and/or academic learning for all.</p>

identified as at-risk from the screening tool		
<p>Goal - Response To Intervention</p> <p>Utilize common assessment data to provide students with targeted reading and math intervention/enrichment.</p> <ul style="list-style-type: none"> <li>• Develop a protocol for analyzing assessment data</li> <li>• In math, examine the role of assessment in determining placement in RTI and how it is used to support the group.</li> <li>• Utilize classroom teachers and support staff in flexible ways to deliver RTI small group instruction.</li> <li>• On-going progress monitoring of student growth to ensure mastery has been attained.</li> <li>• Revise instruction as needed through PLC collaboration.</li> <li>• Explore opportunities to provide RTI in grades 4 and 5.</li> <li>• Provide RTI OT for K/1</li> </ul>	A1, A4	All students will achieve benchmark levels or higher on District Determined Measures in reading and math.

**MANAGERIAL AND OPERATIONAL GOALS**

B1. Continue to develop and refine plans to address long-term facilities across the system.

B2. Review and update enrollment trends pre-school through grade 12 and develop both short and long term facilities plans as needed.

B3. Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.

- B4. Examine the effectiveness of the restructuring of elementary special education.
- B5. Continue to build the network infrastructure throughout the district and the hardware capacity in each building.
- B6. Increase the diversity of faculty and staff
- B7. Complete contract settlements with all collective bargaining units.

Improvement Strategies/Activities	Objective	Outcomes and Measurements
<p>Continue to work with the district and PTO to improve the functionality and appearance of the building</p> <p>Continue to identify projects to improve the use of space and meet the needs of students and staff</p>	B1	Improved facility
Continue to evaluate the appropriate integration of technology in all classrooms	B5	Appropriate hardware and software will be available and updated as needed
Actively recruit and attempt to hire candidates of color.	B6.	Develop a more diverse staff

**COMMUNITY GOALS**

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies

Improvement Strategies/Activities	Objective	Outcomes and Measurements
Continue to enhance communication through teacher and principal newsletters and maintaining updated web sites.	C1.	<p>Informed parents and a strengthening of the home-school partnership.</p> <p>Teachers, students, and families continue to create a strong and vibrant learning community.</p>
Offer parent education opportunities hosted by the school and the district.	C1	Informed parent community.
Nurture a respectful and caring educational environment in which all students learn to become empathetic, engaged and ethical citizens.	C1	Share and celebrate the school values (Kindness Convention, assemblies); Teach Open Circle and Steps to Respect curriculum.
Cultivate collaborations both within and beyond the school that support and enhance improved teaching and learning.	C1	Peer observations within Ward and in other Newton schools and districts.

Williams Elementary School  
 School Improvement Plan  
 2014-2016

**EDUCATIONAL GOALS:**

A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.

A2. Provide students with a coherent, consistent, and aligned pre-K through grade 12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.

A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.

A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.

A5. Effectively implement new Educator Evaluation System with a focus on teaching and learning.

A6. Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.

Objective	Improvement Strategies/Activities	Measurements and Desired Outcomes
A1, A4, A6	<p><b>Develop and support collaborative school teams:</b></p> <p>Engage staff in regular and ongoing professional development including a book study of “Learning by Doing.”</p> <p>Development of “Expectations of Collaborative Teams”</p>	<p>100% of teachers will report consistent understandings of PLCs/collaborative team work as measured by staff feedback</p> <p>100% of school based teams will demonstrate high levels of collaboration as measured by team self-</p>

	<p>document</p> <p>Each school-based team will develop norms</p> <p>Dedicated collaborative team time will be scheduled at a minimum of once per week, separate from common planning time</p> <p>Essential grade level outcomes will be identified for reading, writing, math, as well as essential outcomes for students' social/emotional growth</p> <p>Common assessments identified/developed and implemented</p> <p>Teams will develop a system for logging and communicating work</p>	<p>assessments and observations</p> <p>100% of teachers will participate regularly in a collaborative team focused upon supporting student needs</p>
<p>A1, A4, A6</p>	<p><b>Develop and implement a Williams Response to Intervention (RtI) plan:</b></p> <p>Development of phased implementation plan to address reading, writing, math, and social/emotional/behavioral supports and enrichment</p> <p>Development of interventions targeting essential outcomes at each grade level</p> <p>Procedures established for the systematic review of all students</p> <p>Clear delineation of expectations/responsibilities for all staff</p>	<p>“High needs” students will demonstrate learning growth commensurate with grade level peers</p> <p>Proficiency levels will increase by at least 10% annually over the next 2 years as measured by state and local assessments in reading, writing, math, and social/emotional standards</p>



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**MANAGERIAL AND OPERATIONAL GOALS**

- B1. Continue to develop and refine plans to address long-term facilities across the system.
- B2. Review and update enrollment trends pre-school through grade 12 and develop both short and long term facilities plans as needed.
- B3. Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.
- B4. Examine the effectiveness of the restructuring of elementary special education.
- B5. Continue to build the network infrastructure throughout the district and the hardware capacity in each building.
- B6. Increase the diversity of faculty and staff
- B7. Complete contract settlements with all collective bargaining units.

Objective	Improvement Strategies/Activities	Measurements and Desired Outcomes
B2	Routinely engage staff and families to identify building needs and partner with Maintenance and Operations to develop and address priorities	100% of staff and families will report that Williams School is a clean, well-maintained environment conducive to learning as measured by surveys

**COMMUNITY GOALS**

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies.

Objective	Improvement Strategies/Activities	Measurements and Desired Outcomes
C1	Establish School Council	Williams will develop an active school council comprised of staff, families, and community members.  Meeting agendas and minutes shall document the work and involvement of the school council

## Zervas School Improvement Plan 2014-2016

### EDUCATIONAL GOALS:

- A1. Improve achievement for all students, including defining and narrowing achievement gaps for identified student groups.
- A2. Provide students with a coherent, consistent, and aligned pre-K through grade 12 curriculum that includes authentic learning experiences, a variety of assessment strategies, and use of digital tools.
- A3. Ensure that instruction cultivates curiosity, and incorporates communication, collaboration, critical thinking and opportunities for students to create and invent.
- A4. Develop and support educator collaboration including looking at student work, sharing effective instructional practices, and data analysis on a variety of student learning measures, and provide effective, focused, and job-embedded professional learning that supports district teaching and learning goals for all teachers, administrators and staff.
- A5. Effectively implement new Educator Evaluation System with a focus on teaching and learning.
- A6. Nurture a respectful and caring educational environment in which all students become more empathetic, engaged and ethical citizens.

Improvement Strategies/Activities	Goal/Objective	Outcomes and Measurements
<p><b><u>Implement New K-5 Writing Curriculum</u></b></p> <ol style="list-style-type: none"> <li>1. Teachers will create and implement a schedule that includes district recommended periods for writing.</li> <li>2. District will provide professional development for all staff.</li> <li>3. Teachers will review student writing, plan and implement instruction to meet the needs of each student, reflect on each unit and share best practices during their PLCs.</li> <li>4. Students will take pre and post assessments for each unit.</li> <li>5. Teachers will conduct peer observations during writing's workshop.</li> <li>6. Students will participate in peer and teacher writing conferences.</li> <li>7. Students will conduct self-assessments using rubrics.</li> </ol>	<p>A1 A2</p>	<p>By the spring of 2015 all students will write narrative, opinion and informational writing pieces guided by teachers implementing the Lucy Calkins <i>Units of Study in Opinion, Information and Narrative Writing</i>. Growth will be measured by on demand writing assessments scored using the rubric for each unit.</p>

<p>8. Students will revise, edit and publish pieces of writing.</p> <p>9. Literacy Specialists will collaborate with PLCs to support teachers and students with implementation of units.</p>		
<p><b><u>Professional Learning Teams</u></b></p> <p>1. Principals will provide weekly PLC time and space for all grade level teams and their collaborators.</p> <p>2. Teams will meet and establish norms, goals and roles to define common curriculum, share best practice, conduct peer observations, develop common formative assessments, analyze results of data, and plan interventions and enrichments.</p> <p>3. Principals will structure faculty meetings to share feedback about effectiveness of PLC meetings.</p>	<p>A1 A2 A4</p>	<p>By 2014-2015 school year, all teachers will be members of a Professional Learning Team (PLC) that will meet regularly to define common curriculum, review common assessments and student data, and share effective teaching strategies and best practices.</p>
<p><b><u>Foster Positive School Climate and Student Behaviors</u></b></p> <p>1. All staff will support students in acquiring the knowledge, attitudes, and skills necessary to be respectful and engaged members of our school community, demonstrate caring and concern for others, establish positive relationships, make responsible decisions, and constructively navigate challenging social situations.</p> <p>2. Teachers will engage students in elements of Responsive Classroom to promote class community, rules, logical consequences, and student engagement.</p> <p>3. Principal will provide opportunities and resources for staff to deepen their knowledge of Responsive Classroom techniques through school-wide book <u>Rules in School</u>.</p> <p>4. All staff and students will develop, review and sustain school-wide rules, values and expectations.</p>	<p>A1 A4 A6</p>	<p>By 2014-2015 school year, we will successfully implement school-wide behavioral support plan that outlines common rules and logical consequences, creates opportunities for increased school spirit and community, and provides common language and expectations for all school members. Such implementation will be evident through common student expectations and behaviors in common areas and in classrooms.</p>

<p>5. All staff and students will learn and model the High 5 Values: Choose Kind, Think First, Be Flexible, Work Hard and Aim High.</p> <p>6. School community will participate in bi-monthly Z-Town Meetings led by 5<sup>th</sup> grade student council and grade level teams, with a focus on the Zervas High 5.</p>		
<p><b><u>Improve Achievement for All Students; Decrease our Achievement Gap</u></b></p> <p>1. Principal will meet with system-wide data specialist to dive deeper into the MCAS data to determine patterns and themes on which to focus.</p> <p>2. Principal will share recent MCAS data with the families and staff.</p> <p>3. Data Team will identify curriculum areas and specific concepts that school is performing below system/state level and examine school-based assessments and current interventions for students in high needs category.</p> <p>4. Principal will support transition from MCAS to PARCC assessment system.</p> <p>5. Volunteer members of staff will begin mentoring program for “at risk” students to strengthen positive relationships to school.</p> <p>6. Teachers will meet in PLCs to examine Tier 1 practices to ensure that all students are receiving quality instruction and opportunities.</p> <p>7. Principal will bring this work to Leadership Team and Data Team for further examination and continual review.</p>	<p>A1 A2 A3 A4</p>	<p>Over the next two school years, the percentage of high needs students scoring proficient or higher will increase by 10 percentage points and the average student growth percentile (SGP) for high needs students, in grades 4 and 5, will be at least 55.</p>

## MANAGERIAL AND OPERATIONAL GOALS

- B1. Continue to develop and refine plans to address long-term facilities across the system.
- B2. Review and update enrollment trends pre-school through grade 12 and develop both short and long term facilities plans as needed.
- B3. Engage in multi-year financial planning in order to maintain educational excellence and support continued enrollment growth, while maintaining financial sustainability.
- B4. Examine the effectiveness of the restructuring of elementary special education.
- B5. Continue to build the network infrastructure throughout the district and the hardware capacity in each building.
- B6. Increase the diversity of faculty and staff
- B7. Complete contract settlements with all collective bargaining units.

Improvement Strategies/Activities	Goal/Objective	Outcomes and Measurements
<p><b><u>Work with the Zervas School Building Committee (ZSBC) to plan for new school</u></b></p> <ol style="list-style-type: none"> <li>1. Identify local stakeholders in construction project – current students, current parents, teachers, neighbors, etc.</li> <li>2. Communicate effectively with various stakeholders around steps in the planning and building process.</li> <li>3. Create effective communication system for ZSBC Community Representatives to gather, share and disseminate information with parent community.</li> <li>4. Determine areas for stakeholder input in the process.</li> <li>5. Discuss programming and facility needs.</li> </ol>	<p>B1 B2</p>	<p>Over next two years, support process to effectively address facility and programming needs for new school building.</p> <p>Provide process and systems to ensure that local stakeholders are aware of project, are actively engaged and have information shared expeditiously.</p>
<p><b><u>Plan for transition during construction</u></b></p> <ol style="list-style-type: none"> <li>1. Prepare community stakeholders (students, families, staff) for transition of school during construction.</li> </ol>	<p>B1</p>	

## COMMUNITY GOALS

C1. Work to engage the community about NPS goals, challenges, accomplishments and opportunities using multiple communication strategies

Improvement Strategies/Activities	Goal/Objective	Outcomes and Measurements
<p><b><u>Increase Opportunities for Engaging and Communicating with the Community</u></b></p> <ol style="list-style-type: none"> <li>1. Teachers and Principal will provide regular newsletters.</li> <li>2. Teachers and Principal will maintain updated web sites.</li> <li>3. Principal will hold 3-4 Principal Coffees within each school year.</li> <li>4. Teachers will invite parents to grade specific curriculum events.</li> <li>5. School will hold PBLI Community Sharing each spring.</li> <li>6. PTO will sponsor several family events, one of which will be held in Boston.</li> </ol>	C1	Use newsletter, web site, principal coffees, PTO meetings and other school-wide events to engage and inform parents, and strengthen the home-school partnership.
<p><b><u>Support Community Service Projects</u></b></p> <ol style="list-style-type: none"> <li>1. Teachers will promote community service projects so students have an understanding of social action and have a vested interest in service learning projects, and which are built into current projects and curriculum</li> <li>2. PTO will sponsor several school-wide projects (Trick or Treat for UNICEF, coat drive, etc).</li> </ol>	C1	Students will learn about ways to help others, about organizing and working collaboratively, the importance of giving, and the need for empathy.