

**School Improvement Plan
Douglas Elementary School
2017-2018**



“Where decisions are made in the best interest of our students.”

**Kevin Maines, Interim Superintendent
Samuel Cederbaum, Principal, Douglas Elementary School**

Douglas Elementary School

Douglas Public Schools Mission Statement

The Douglas Public Schools offer diverse learning experiences that meet the academic, social, physical, and emotional needs of all students. We provide a safe, supportive, and challenging learning environment in which students may achieve academic success and personal growth. Decisions are made in the best interest of our students.

-Approved by District-Wide Faculty and School Committee Vote – Sept. 2006

SCHOOL IMPROVEMENT PLAN ~ 2017-2018

Douglas Elementary School Improvement Plan will serve as the evaluation tool for the 2017-2018 school year.

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>Student Learning Goal</i>					
<i>By June, 2018, at least 25% of the students not yet scoring Proficient, will score Proficient</i>	<i>as measured by a Proficiency score (75% or higher) on AIMSweb, and end of year benchmark assessments in Math and ELA</i>	<i>by implementing an intervention program to identify at-risk students and track their performance on various assessments</i>	<i>in order to reach Proficiency</i>	<i>From September 2017 until June 2018</i>	<i>Evidenced by data, generated by formal assessments, flexible student groupings in ELA and Math, as well as Tier 2 and Tier 3 “watch lists”</i>

Alignment with DESE Model Rubric for School-Level Administrators



Standard I: Instructional Leadership

-Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

-Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

- Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.



Standard IV: Professional Culture

-Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

Key Actions:

- Formulate an assessment schedule prior to the start of the school year, with assessments being given and scored at regular intervals (including the beginning, middle, and end-of-year benchmarks and AIMSweb)
- Continue Common Planning Time for each grade level so that the teams and student support staff can meet to analyze assessment data, plan instruction, and track student progress.
- Utilize end-of-year benchmark data from May 2017 as well as current beginning-of-year benchmark scores/AIMSweb scores to identify the group of at-risk students in each grade that need targeted academic support in the areas of Math and ELA.
- Provide targeted, small group instruction in all elementary classrooms through the use of flexible grouping and differentiated instruction.
- Do ongoing progress monitoring of these at-risk students through administering and scoring short, formative and targeted summative assessments at regular intervals.
- Closely monitor student progress, analyzing assessment results and adjusting instruction accordingly, with teachers and student support staff, meeting during Common Planning Time for this purpose.
- Utilize assessment results to make decisions about the need for further instruction and/or intervention.
- Document progress of at-risk students

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>Professional Practice Goal</i>					
<i>Through effective and flexible scheduling and grouping, the faculty and staff will provide tiered interventions for academically at-risk students</i>	<i>as measured by a variety of tier 1 and tier 2 interventions for at-risk students</i>	<i>by staff tracking student progress and recording assessment results</i>	<i>In order to adjust curriculum, instruction, and assessment to meet students' needs</i>	<i>From September 2017 to June 2018</i>	<i>Data which substantiates evidence of student growth</i>

Alignment with DESE Model Rubric for School-Level Administrators

Standard I: Instructional Leadership

-Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

-Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

- Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

Standard IV: Professional Culture

-Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

Key Actions:

- Formulate an assessment schedule prior to the start of the school year
- Create a schedule that allows teachers the ability to flexibly group students and provide differentiated instruction in the areas of ELA and mathematics.
- Implement a consistent Common Planning Time for each grade level team to review assessment data, track student progress, plan necessary adjustments to curriculum and instruction, and provide support as needed.
- Utilize the RTI Action Network website as a resource: <http://www.rtinetwork.org/learn/behavior-supports>.
- Review the intervention data collected by teachers and meet with them as needed to provide feedback and support.

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>School Improvement Goal #1: Writing Across the Curriculum</i>					
<i>Teachers will embed writing across the curriculum using the skills and concepts from the Empowering Writers program</i>	<i>as measured by student writing samples (narrative & expository) in various curriculum domains (ELA, math, science, and social studies)</i>	<i>by incorporating the methodologies from the program into their daily instruction</i>	<i>in order to align to the current curriculum frameworks and standards</i>	<i>from September 2017 through June 2018.</i>	<i>-Student work samples -Improved MCAS Open Response scores</i>

Alignment with DESE Model Rubric for School-Level Administrators

Standard I: Instructional Leadership

-Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

-Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

- Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

-Standard IV: Professional Culture

-Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.

Key Actions:

- Continue implementation of the Empowering Writers program (year 3) in grade 2-5.
- Utilize Common Planning Time to coordinate cross-curricular writing assignments.
- Provide additional instructional support to teachers on effectively using the Empowering Writers program in their classrooms.

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>School Improvement Goal #2: Curriculum Mapping</i>					
<i>Create updated curriculum maps to align with the new MA Common Core standards in ELA, Mathematics, and Science</i>	<i>As evidenced by revised curriculum documents (maps, power standards, course outlines, and curriculum brochures) that reflect uniformity and consistency from grade to grade and will be posted on the Douglas website,</i>	<i>And will be accomplished through meetings to take place among grade-level/subject-area teams of teachers, working collaboratively,</i>	<i>To incorporate new instructional resources</i>	<i>from September 2017 until June 2018</i>	<ul style="list-style-type: none"> <i>-Updated curriculum maps K-12</i> <i>-Observed lessons.</i> <i>-Feedback from Vertical team meetings.</i> <i>-Feedback from the Leadership Team and the faculty.</i> <i>-Feedback from common planning time meetings.</i>

Alignment with DESE Model Rubric for School-Level Administrators

Standard I: Instructional Leadership

-Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

-Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

- Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

-Standard IV: Professional Culture

-Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

Key Actions:

- Utilize the Vertical teams to continue the practice of improving teaching and learning across the District in particular with the Common Core standards transition and implementation.
- Grade level teams will work to complete updated curriculum maps for ELA, Math, and Science using a standardized district template.
- Grade level teams will continue to meet and share “Best Instructional Practices”, update and revise curriculum, instruction, and assessments to meet the needs of all student learners.
- Continue the review of curriculum during vertical team meetings, faculty meetings, and on professional development days.

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>School Improvement Goal #3: Full Implementation of NGSS</i>					
<i>Continue implementation of the NGSS (Next Generation Science Standards) in all grade levels 2-5</i>	<i>as measured by 100% of the classroom teachers teaching the NGSS</i>	<i>by fully implementing the Inspire Science curriculum in all grades 2-5.</i>	<i>All students in grades 2-5 will receive instruction, and be assessed on the NGSS</i>	<i>from Sept. 2017 through June 2018.</i>	<i>-New curriculum implementation</i> <i>-MCAS Science Scores for Grade 5</i> <i>-New units of study and lesson plans in all grade levels</i>

Alignment with DESE Model Rubric for School-Level Administrators



-Standard I: Instructional Leadership

-Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction, consisting of well-structured lessons with measurable outcomes.

-Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interest, and levels of readiness.

-Indicator I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

-Indicator I-D. Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions.

-Indicator I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning-including state, district, and school assessment results and growth data - to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.



-Standard IV: Professional Culture

-Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

-Indicator IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.

-Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results; Models these behaviors in his or her own practice.

-Indicator IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in post-secondary education and become a responsible citizen and global contributor.

Key Actions:

- Provide additional support to teachers on effectively implementing the Inspire science curriculum in their classrooms.
- Develop and engage in activities which support greater understanding of the NGSS and integrating STEM.
- Improve numerical, reading, writing, and communication skills, including speaking and listening skills (now emphasized in the new MA Common Core standards).
- Build information literacy skills, including research in order to utilize information effectively.

<u>Specific/Strategic</u>	<u>Measurable</u>	<u>Action-oriented</u>	<u>Rigorous, Realistic & Results-Focused</u>	<u>Timed and Tracked</u>	Describe Possible Evidence
<i>School Improvement Goal #4: Social Thinking Implementation</i>					
<i>Continue with year 3 of a school wide implementation of the Social Thinking curriculum</i>	<i>as measured by 100% of students receiving systematic delivery of Social Thinking skills and concepts</i>	<i>by the school adjustment counselor at set intervals throughout the school year</i>	<i>in order to improve the school culture, climate, and social-emotional needs of elementary students</i>	<i>from September 2017 until June 2018</i>	<i>-decrease in Office Referrals</i> <i>-observance of Social Thinking skills being used in general education classroom settings</i> <i>-use of common vocabulary by staff and students (expected vs. unexpected behavior, whole body listening, zones of regulation, etc.)</i>

Alignment with DESE Model Rubric for School-Level Administrators

 **-Standard I: Instructional Leadership**

-Indicator I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction, consisting of well-structured lessons with measurable outcomes.

-Indicator I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interest, and levels of readiness.

 **-Standard II: Management and Operations**

-Indicator II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.

-Indicator II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

 **-Standard IV: Professional Culture**

-Indicator IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

-Indicator IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.

-Indicator IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results; Models these behaviors in his or her own practice.

Key Actions:

- School adjustment counselor will meet with students throughout the year, in various settings, to systematically deliver Social Thinking curriculum to all students.
- Staff and students will utilize Social Thinking skills and concepts across all settings of their day (classrooms, related arts, cafeteria, playground)
- A Social Thinking representative will visit the Elementary School to aid in our implementation of Social Thinking curriculum. She will work collaboratively with the administration, teachers, faculty, staff, and students to roll out an in-depth 10-month Social Thinking plan for the Elementary School.

Standards and Indicators of Effective Administrative Leadership Practice

Use of the School-Level Administrator Rubric

This rubric describes administrative leadership practice at the school level. It is intended to be used throughout the 5 step evaluation cycle for the evaluation of principals by the superintendent (or the superintendent’s designee). The rubric can also be used in the evaluation of other school based leaders (such as assistant principals, department heads, deans, etc.) by the principal or other district administrator.

Standard I: Instructional Leadership. The education leader promotes the learning and growth of all students and the success of all staff by cultivating a shared vision that makes powerful teaching and learning the central focus of schooling.

I-A. Curriculum: Ensures that all teachers design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measureable outcomes.

I-B. Instruction: Ensures that instructional practices in all settings reflect high expectations regarding content and quality of effort and work, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, and levels of readiness.

I-C. Assessment: Ensures that teachers use a variety of formal and informal methods and assessments to measure student learning, growth, and understanding and make necessary adjustments to their practice when students are not learning.

I-D. Evaluation: Provides effective and timely supervision and evaluation in alignment with state regulations and contract provisions.

I-E. Data-Informed Decision Making: Uses multiple sources of evidence related to student learning—including state, district, and school assessment results and growth data—to inform school and district goals and improve organizational performance, educator effectiveness, and student learning.

Standard II: Management and Operations. Promotes the learning and growth of all students and the success of all staff by ensuring a safe, efficient, and effective learning environment, using resources to implement appropriate curriculum, staffing, and scheduling

II-A. Environment: Develops and executes effective plans, procedures, routines, and operational systems to address a full range of safety, health, emotional, and social needs.

II-B. Human Resources Management and Development: Implements a cohesive approach to recruiting, hiring, induction, development, and career growth that promotes high-quality and effective practice.

II-C. Scheduling and Management Information Systems: Uses systems to ensure optimal use of time for teaching, learning, and collaboration.

II-D. Law, Ethics, and Policies: Understands and complies with state and federal laws and mandates, school committee policies, collective bargaining agreements, and ethical guidelines.

II-E. Fiscal Systems: Develops a budget that supports the district's vision, mission, and goals; allocates and manages expenditures consistent with district/school-level goals and available resources.

Standard III: Family and Community Engagement. Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.

III-A. Engagement: Actively ensures that all families are welcome members of the classroom and school community and can contribute to the classroom, school, and community's effectiveness.

III-B. Sharing Responsibility: Continuously collaborates with families to support student learning and development at home and at school.

III-C. Communication: Engages in regular, two-way, culturally proficient communication with families about student learning and performance.

III-D. Family Concerns: Addresses family concerns in an equitable, effective, and efficient manner.

Standard IV: Professional Culture. Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.

IV-A. Commitment to High Standards: Fosters a shared commitment to high standards of service, teaching, and learning with high expectations for achievement for all.

IV-B. Cultural Proficiency: Ensures that policies and practices enable staff members and students to interact effectively in a culturally diverse environment in which students' backgrounds, identities, strengths, and challenges are respected.

IV-C. Communication: Demonstrates strong interpersonal, written, and verbal communication skills.

IV-D. Continuous Learning: Develops and nurtures a culture in which staff members are reflective about their practice and use student data, current research, best practices, and theory to continuously adapt practice and achieve improved results. Models these behaviors in his or her own practice.

IV-E. Shared Vision: Successfully and continuously engages all stakeholders in the creation of a shared educational vision in which every student is prepared to succeed in postsecondary education and become a responsible citizen and global contributor.

IV-F. Managing Conflict: Employs strategies for responding to disagreement and dissent, constructively resolving conflict and building consensus throughout a district or school community.