

ELEMENTARY SCHOOL IMPROVEMENT PLAN SY19-20

District Vision	Building Core Values
Providing a rigorous educational environment that prepares and inspires all students to be resilient, curious, and ethical global citizens	Learners who embrace the challenges of an ever-changing world through a commitment to our core values of opportunity, excellence, character, & community.
Priority 1	
<p>Academic Rigor: Ensure the district provides all students access to a high quality, demanding, and rigorous academic program, aligned with the Massachusetts Curriculum Frameworks (including SEL). Make certain that teaching methods are based on accepted and proven methodology, reaching all children through differentiated instruction while instilling a love of lifelong learning.</p> <p>SY 2019-2020 FOCUS on reviewing and improving our <u>writing instruction</u> and student learning as it pertains to all subjects. This involves aligning our curriculum with MA ELA Curriculum Frameworks and pulling out the power writing standards at each grade level. In addition, we are using common planning time and collaboration time with teachers to plan/look at writing lessons and student work and we have aligned many of our teacher's student centered learning goals with writing instruction.</p>	
Objective	Timeline/Lead Staff
To coordinate, assess, and improve our writing instruction and learning in pk-5	SY 2019-2020 Charles Miller/Amy Lyn/Dan Weston/Teachers/Support Staff
Resources Needed	Theory of Action
Faculty Meetings, Curriculum Leader Meetings MA ELA Frameworks & Assessment Tools Collaboration Time Meetings PLC on Trauma & SEL	If we unpack the writing standards and coordinate teacher instructional goals, coaching, collaboration time, with a focus on bolstering our writing instruction, and regularly meet to assess and measure student learning, then writing instruction across disciplines will improve and student outcomes will improve.
Indicators and Outcomes	
Teachers are able to pull out the power standards for writing and improve their writing instructio. Student performance on writing assessments improves.	

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Priority 2	
<p>School Culture: Foster a professional culture of pride, motivation, reflective practice, interpersonal support, high standards and professionalism at all levels, as well as collaboration between the administration and SBREA. Ensure that administrators provide ongoing feedback, resources, professional development, and support to all teachers, designed to bring about optimal student growth.</p> <p>SY 2019 - 2020 FOCUS on continuing to improve staff morale and school climate. The elementary theme for the year is positivity and unity. We will rework the PAC meetings, add a regular staff spotlight to our internal communications and continue to publicly praise and support staff through relevant PD, internal leadership opportunities, and frequent positive feedback.</p>	
Objective	Timeline/Lead Staff
Improve school climate and morale by providing a common elementary vision, supportive feedback, and transparent communication.	SY 2019-2020 Charles Miller/Amy Lyn/Sandi Hubbard/Pete Defrense
Resources Needed	Theory of Action
Faculty meetings, notes of the week, educator coaching sessions, PAC meetings, PD for staff, RBT Leadership training	If the administrative team provides teachers with consistent support, timely feedback, a shared vision, distributive leadership, the teachers and staff will feel more empowered, positive, and exciting about continuous improvement and shared goals.
Indicators and Outcomes	
Staff google form results, formative and summative assessment results and school climate survey.	

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Priority 3	
<p>Family & Community Engagement: Ensure that the elementary schools expands engagement with families, local resources, community-based organizations, governmental agencies, and regional businesses in order to expand and enhance the educational experience for all students for all students.</p>	
<p>SY 2019-2020 FOCUS Family Communication : Cultivate partnerships and build relationships with families through outreach and communication through personal contact, email, newsletters, and other events. Intra-District Communication: Maintain and improve intra-district communication and transition activities.</p>	
Objective	Timeline/Lead Administrators
To maintain and build community trust, support, and partnerships, and improve communication in and out of school	SY 2019-2020 Charles Miller/Camila Tabor/Amy Lyn/Dan Weston/Sandi Hubbard/Karen Chamberland/Alice Tortoriello/Teachers
Resources Needed	Theory of Action
Email Updates, Newsletters, Family Events, Coordination with PTO and PTA, SEPAC, Administrative meetings with parents, conferences, and being available.	If we foster a school environment where Elementary parents, community members, and other stakeholders feel a sincere partnership in the education of our kids, then we will be able to improve student outcomes more holistically and effectively. If we strive to communicate with more openness and transparency, our students and families will benefit.
Indicators and Outcomes	
Parent participation and attendance at school events. Data collected through a school climate survey. Increased understanding and awareness of elementary school initiatives, programs, and practices.	