



ALCOTT ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2017-2018

**Submitted by:
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Principal
June 2017**

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2016 – 2017 School Advisory Council

Kathy Codianne, Interim Principal
Jean Thuma, ELA Curriculum Specialist
Judy Olson, Math Curriculum Specialist
Tracey Marano, Parent
Amy McManus, Parent
Denise Jantzen, Parent
Kristen Bock, Parent
Jennifer Kamionek, Parent
Laura Knowles, Teacher
Lisa Luby, Teacher
Tim Gaudreau, Teacher
Karen Graziani, Community Member
Nora Havens, Community Member
Sharon Young, Principal

ALCOTT ELEMENTARY SCHOOL
SCHOOL ADVISORY COUNCIL

SCHOOL IMPROVEMENT PLAN

I. Council Composition

The Alcott School Advisory Council met regularly throughout the 2016-2017 school year. We met: Jan. 9th, March 6th, April 3rd, and May 1st. Meetings were held in accordance with the Open Meeting Law and minutes were kept. These minutes are on file in the school's office and at the Town Hall.

II. School Advisory Council Summary for the 2016 – 2017 School Year

- A. Grade 5 Community Service – The fifth graders supported the Minute Man ARC
- B. SAC sponsored a New Parent Coffee to welcome all new families to the school.
- C. The SAC and PTG sponsored an information night with all Boston parents and students.
- D. The School Advisory Council supported Interim Principal Kathy Codianne
- E. Alcott was recognized by DESE as a Commendation School for High Progress and High Achievement

III. School Improvement Plan Goals Summary for 2016-2017

Goal # 1 – Students will demonstrate mastery of language arts skills:

- By June of 2017, 88% of the students K – 5 will meet benchmark on the end of the year ELA assessments.
- By June 2017, 63% of the students with high needs (special education, ELL, Free/Reduced Lunch, etc.) services will meet the end of the year ELA assessments

ELA (% meeting benchmark)	All Students	Non-High Needs Students	High Needs Students
Kindergarten	100%	100%	100%
Grade 1	90%	99%	64%
Grade 2	92%	98%	78%
Grade 3	84%	97%	48%

Grade 4	77%	89%	45%
Grade 5	82%	98%	43%

- In GR 4 High Needs (3/13) and Non High Needs (6/7) students did not reach End-of-the-Year Benchmark due to Fluency.
- In GR 5 High Needs (12/21) and Non High Needs (1/1) students did not reach End-of-the-Year Benchmark due to Fluency.
- 40 students in GR 1, 2, and 4 participated in the Extended Tuesday Tutoring Program, which began in September and ended in May.
- 89 students in GR 1 & 2 participated in an enrichment program through the Umbrella on Tuesday afternoons.
- Kindergarten students (9) from Boston received a comprehensive enrichment program through the Umbrella on Tuesday afternoons and from their K teachers on Thursday afternoons.
- ELA Curriculum Specialist, Math Curriculum Specialist, and Principal met with each Grade Level Team every six weeks, for two hours each, to discuss student progress and create a Personal Intervention Plan for each student not making sufficient progress.
- Grade 2 Students continued to expand their decoding and encoding skills through the successful implementation of the Foundations Program in all classrooms.
- Third Grade Teachers, Reading Specialist, and ELA Curriculum Specialist collaborated to improve the quality of student written open responses to their reading. The Team met regularly to discuss, correct, and analyze results of four on-demand passages. Two of these were completed online through the use of Google Forms.
- Vocabulary Committee continued their work and met periodically to support Teachers with their instruction of Tier II vocabulary words at each grade level.
- SPED Team and ELL Teacher used RAZ-KIDS Program (Online Reading Program) to support students with High Needs.
- All students K – 5 were provided access Lexia and iReady software programs.

Goal # 2 – Students will demonstrate mastery of math skills:

- By June 2017, 90% of all students will meet end of the year Math assessments.
- In June 2017, 75% of the students with high needs (special education, ELL, Free/Reduced Lunch, etc.) will meet the end of the year ELA assessments.

Math (% meeting benchmark)	All Students	Non-High Needs Students	High Needs Students
Kindergarten	95%	91%	100%
Grade 1	90%	94%	72%

Grade 2	91%	93%	83%
Grade 3	91%	97%	71%
Grade 4	81%	88%	58%
Grade 5	93%	100%	63%

- Common Grade Level Assessments were given to students in grades K-5. Data from assessments was used to identify student needs and trends in student work.
- 100% of the fifth graders participated in the Math Olympiad.
- Students receiving special education services percent of change:

Grade:	Pre-test Average:	Post-test Average:	Average % of change:
2	65%	87%	62%
3	49%	80%	61%
4	37%	78%	64%
5	28%	79%	71%

- Kindergarten students from Boston received a comprehensive enrichment program through the Umbrella on Tuesday afternoons and from their K teachers on Thursday afternoons.
- Students in GR 1, 2 and 4 who needed extra support in Math were provided tutoring at the Extended Tuesday Program.
- ELA Curriculum Specialist, Math Curriculum Specialist, and Principal met with each Grade Level Team every six weeks, for two hours each, to discuss student progress and create a Personal Intervention Plan for each student not making sufficient progress.
- Item Analysis Spreadsheets were created for each unit in grades 2-5. The spreadsheets assisted teachers with the identification of specific student needs.
- All K – 5 students were provided with access to Dreambox, an adaptive math curriculum, FASTT Math, iReady, and others as deemed appropriate to their instructional needs.
- The Alcott PTG continued to implement a before school Math Club for students in grades K-5. Each group was planned and organized by school staff.
- The Math Curriculum Specialist presented to parents information about our new Everyday Math 4 math curriculum at a Principal’s Coffee.

Goal #3 – By June 2017, students and staff will demonstrate a positive school climate:

- Teachers/staff continued to promote the school motto, “Alcott is a caring, cooperative, respectful community of learners.”
- 80% (36 staff) of the staff and teachers gave out Give-a-Hoot awards.
- Ten (10) classrooms received the Traveling Bronson, which was created by the Alcott Dads.
- Teachers and staff introduced the school belief statement poster in their classrooms and integrated activities to promote discussion of each belief.

- Students from each class were asked to recite the pledge over the loud speaker each morning. These students were recognized with a certificate at an All-School Meeting.
- Teachers continued to be trained in the Open Circle Social Competency Program.
- Teacher participated in I.D.E.A.S. Training to learn strategies for having difficult conversations about race and culture.
- Mental Health Team participated in Grade Level Meetings to develop plans for meeting the needs of the students' social, emotional, and behavioral needs.
- School Counselor and members of the Mindfulness Committee shared tips for increasing Mindfulness activities for students and teachers.
- The Teen Buddy Program continued its work by bringing elementary students and high school students together. The Teen Buddy Program is a mentoring program analogous to the well-known Big Brother/Big Sister program.
- To improve consistency and skill with our Playground Supervisors, monthly meetings were established to discuss cafeteria and playground rules. Each morning, one playground supervisor met with the school counselor to discuss relevant issues/concerns.
- The School Psychologist and School Counselor maintained regularly rotating lunch groups at all grade levels throughout the year. Every student who had permission participated in these groups at least once, sometimes twice, throughout the year.
- Lunch Bunch Groups were run addressing the following topics: Social Thinking, Mindfulness, and Zones of Regulation
- The School Psychologist and School Counselor met with students individually to focus on various social/emotional/behavioral issues on a short-term and long-term basis.
- Teachers worked with students to develop service projects, such as: Turkey Trot, Minute Man ARC, Open Table, Healing Garden, Penny Drive to support Children's Hospital, school supplies for a school in Guatemala, etc.

Goal #4 –During the 2016-2017 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning.

- The Technology Specialist, the Library Media Specialist, and classroom teachers integrated digital tools into daily classroom instruction and assessment:
 - All students in grades 3, 4, and 5 have successfully completed a minimum of 5 writing pieces in a collaborative digital environment, demonstrating appropriate digital citizenship skills.
 - Technology Specialist worked with classroom teachers to collaboratively introduce Google Drive to the grade three students at the start of the year.
 - Technology Specialists met with grade level teachers during Technology Tuesdays to introduce and explore the new online tools inside the Everyday Math 4 Curriculum. In addition, Technology Tuesdays were

used to expose teachers to additional features within the Google Suite for Education.

- All students in Kindergarten through GR 5 participated in the Hour of Code initiative in December.
- Students received instruction with Google Sheets as an extension spreadsheet activity during the math instruction blocks.
- Teachers worked to create online end-of-the-unit or formative assessments to integrate more practice with technology skills.
- Students in GR 2, 3, 4, and 5 participate in a 6-week Stop Motion Animation STEAM workshop with the Technology Specialist. In this before-school workshop, students experimented with Hue Animation software to create stop motion videos using a variety of materials.
- Students in GR 1 designed an eBook using classroom iPads and the Book Creator App.
- Google Translator, RAZ Kids, and iPad Apps were used to support students with High Needs.
- Technology Specialist and Library Media Specialist collaborated on a Digital Citizenship and Online Safety Unit that was taught to all fifth grade students. Prior to this unit, all fifth grade students participated in a Technology Use Survey using Google Forms. The Technology Specialist and Library Media Specialist use the results of the survey to inform their instruction during the co-taught unit.
- Completed Everyday Math 4 Curriculum roll out with support of Math Curriculum Specialist.
- Implemented a school-wide STEM Challenge Activity in March

IV. School Improvement Plan Goals for 2017 – 2018

Next year the Alcott staff will focus its attention on the following goals:

- By closing the achievement gap, students will demonstrate mastery of the language arts skills
- By closing the achievement gap, students will demonstrate mastery of the math skills
- Students and staff will demonstrate a positive school climate
- Through a rigorous and coherent curriculum, students and staff will improve their use of technology and integration into the curriculum

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2017-2018

DISTRICT SMART GOAL:
 During the 2017-2018 school year, we will provide students with a rigorous and coherent curriculum and high-quality instruction that engages all students to develop their curiosity, creativity, critical thinking, and collaborative problem solving skills.

SCHOOL SMART GOAL:
 During the 2017-2018 school year, teachers will integrate technology into a rigorous and coherent curriculum to enable students to work collaboratively in a digital environment and demonstrate appropriate digital citizenship skills, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Grade 3 – 5 classroom teachers will provide opportunities for students to complete online writing activities.	1. Students will demonstrate digital citizenship skills through online writing tasks.	1. 100% of the students in grades 3 - 5 will publish 2 – 4 pieces of their writing online, demonstrating grade level expectations for writing and digital citizenship.
2. Students in grades 3, 4, and 5 will learn digital citizenship skills during library classes and generalize those skills throughout their work online.	2. Technology Specialist and Library Media Specialist will co-teach grade 5 lessons and develop expectations for digital citizenship with a focus on being a safe and productive technology user.	2. 100% of the students in grades 3, 4, and 5 will use Google Apps to complete tasks practicing word processing, spreadsheets, and presentation skills.
3. Grades K and 1 teachers will provide opportunities for students to create digital story-telling projects using the iPad and other technologies.	3. Grades K and 1 students will use Apps, software, and/or templates to create and save digital writing projects. Technology Specialist will work with and coach teachers when needed.	3. All students in grades K - 2 will produce and publish a piece of writing using digital tools, demonstrating grade level expectations for writing and digital citizenship.
4. Students will become more proficient with their keyboarding skills through the use of Type to Learn as a web-based system.	4. Teachers in grades 2, 3, 4, and 5 will provide opportunities for students to become proficient with typing.	4. 100% of the students in grades K – 5 will work with the EM4 technology tools, demonstrating grade level expectations for math and digital citizenship.
5. Teachers will continue to integrate the embedded technology found within the new Everyday Math 4 Program.	5. Technology Specialist and Math Curriculum Specialist will assist teachers and students with the technology tools and instructional games found within EM4 Math Program.	

Concord-Carlisle Regional School District
Concord Public Schools
District Goals 2017-2018

6. Roll-out instruction for Spanish	6. Create school-wide schedule, design Spanish curriculum, and introduce Spanish instruction to students K - 5	5. Fully implement Spanish language instruction to students in K - 5
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Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2017-2018

DISTRICT SMART GOAL:

By June 2018, increase achievement for all students and narrow the achievement gaps for identified groups.

SCHOOL SMART GOAL:

By June 2018, students will demonstrate mastery of math skills, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Teachers will review materials used for RTI to best meet the range of student needs.	1. Teachers will integrate EM4 resources for unit re-teaching, extension, and problem solving.	1. 80%of students meeting 80% benchmark on EM4 curriculum-based assessments in grades 1 - 5
2. Teachers will meet regularly to examine student data to determine best practices for students.	2. Teachers will work collaboratively to evaluate student work, analyze data, calibrate their expectations, and adjust their practice.	2. 80% of the K students will met benchmarks on end of the year EM4 Interview Assessment.
3. Kindergarten – GR 2 and GR 5 students will participate in extended day programming to close their learning gap.	3. Grade level teams will meet every six weeks with Math Curriculum Specialist and Principal to discuss student progress and RTI strategies.	3. 80% of the fifth grade students will score proficient/advance on MCAS 2.0
4. Math Curriculum Specialist will work with teachers to implement math intervention strategies.	4. Teachers will continue their work with Math Curriculum Specialist to fully implement Everyday Math 4 Program.	4. 80% of the students participating in RTI services will meet the end of year grade level benchmark.
5. Classroom Teachers and Special Education Teachers will continue to implement components of Everyday Math 4 Program	5. Teachers will work with Math Curriculum Specialist to integrate EM4 games into weekly activities.	
6. Math Curriculum Specialist and classroom teachers will monitor students below grade level and adjust their programming to improve math skills.	6. Math Curriculum Specialist and classroom teachers will explicitly teach word problem strategies to assist students with improving their math skills.	5. Close the achievement gap for GR 5 students by 10%

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Concord Public Schools
District Goals 2017-2018

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DISTRICT SMART GOAL:

By June 2018, increase the achievement for all students and narrow the achievement gaps for identified student groups.

SCHOOL SMART GOAL:

By June 2018, students will demonstrate mastery of language arts skills, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Kindergarten – GR 2 and GR 5 students will participate in extended day programming to close their learning gap.	1. Grade level teams will meet every six weeks with ELA Curriculum Specialist and Principal to discuss student progress and RTI strategies.	1. 90% of the Grade 5 students will score in the Proficient/Advance level on MCAS 2.0
2. Teachers, Reading Specialist, and ELA Curriculum Specialist will teach students writing in response to reading strategies in GR 1 - 5	2. Students in grades 2 – 5 will continue to practice writing open responses to their reading embedded within the specific book genre.	2. 80% of the students K – 5 will meet end of the year TC benchmark.
3. Teachers will meet regularly to examine student data to determine best practices for students.	3. Teachers will work collaboratively to evaluate student work, analyze data, calibrate their expectations, and adjust their practice.	3. 80% of the students participating in RTI services will meet the end of year grade level benchmark.
4. ELA Curriculum Specialist and ELL Teacher will develop content based (SS/Science) vocabulary instruction for Tier II words at each grade level.	4. Teachers (Grades 1 & 2) will continue work with ELA Curriculum Specialist to develop new interdisciplinary units to meet the expectations of the Common Core Standards, SS and Science standards.	4. 80% of ELL students will increase their English proficiency levels by 2 levels.
5. ELA Curriculum Specialist and classroom teachers will monitor students below grade level and adjust their programming to improve reading skills.	5. ELA Curriculum Specialist, Reading Specialist, and Classroom Teachers will explicitly teach phonology, fluency, and comprehension skills to students	5. Close the achievement gap for GR 5 students by 10%

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