

Thoreau Elementary School

School Improvement Plan

2017-2018



Submitted by:
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Principal
June 2017

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Thoreau Elementary School Improvement Plan

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2016-2017 School Advisory Council

Angel Charles, Principal, Chair
Alexa Anderson, Parent
Leslie Feigh, Parent
Mary Gallagher, Teacher
Karla Keefe, Teacher
Laurie Link, Math Specialist
Wendy Marotta, Teacher
Jen McGonigle, Parent
Jason Miles, Parent

THOREAU ELEMENTARY SCHOOL
SCHOOL ADVISORY COUNCIL

SCHOOL IMPROVEMENT PLAN

I. Council Composition

The Thoreau SAC met on the following dates for the 2016-2017 school year: November 7th, January 9th, February 6th, March 7th, and May 1st. All meetings were held in accordance with the Open Meeting Law and the minutes from all meetings are on file in the school's office and at the Town Hall.

II. School Improvement Plan Goals 2016-2017

Goal #1: By June 2017, Thoreau students will master critical end of year grade level standards.

- 100% of Thoreau teachers (K-5) are implementing the Everyday Math program and completed professional development in June or August of 2016.
- Grade level teachers have completed professional development focused on the implementation of the new FOSS kits.
- Grade level teams met every 6 to 8 weeks to analyze the math and ELA performance of all students. As a result, students needing extra support or enrichment were grouped and received appropriate interventions.
- This year we are piloted a Math Tutor position who provided students with targeted remedial or instruction or enrichment activities and was a tremendous success.
- Consistent tier 2 and 3 math supports have were identified and implemented with fidelity: Kathy Richardson and the intervention program embedded in the Everyday Math 4 program.
- Weekly Child Study Team meetings were used to monitor the progress of students currently receiving tiered interventions and programming was adjusted as necessary.
- Special educators, Reading Specialists and tutors participated in Leveled Literacy Intervention training (LLI) and implemented the program during RTI.
- LLI was utilized with full fidelity and served as our consistent intervention for all students receiving struggling with reading comprehension.

- The REACH program (including the online components), from National Geographic, was fully implemented for all EL students.

Goal #2: K-8 student learning experiences are personalized, engaging, standards-based, and include skills/strategies for high school and citizenship.

- Our Reading Specialist completed her Literacy Coach training through Lesley University's Literacy Collaborative. Upon completing her training year, the Reading Specialist will assume the role of K-2 Literacy Coach and train teachers in grades K-2 how to implement this consistent approach to teaching reading, writing and word work.
- Faculty members collaborated on school-based content leadership teams focused on the following areas: STEAM, Social Studies/History, Health/Wellness, Literacy and Mathematics. These teams identified and highlighted project-based learning opportunities for each subject area.
- Teachers collaborated with grade level and specialty subject teachers to craft interdisciplinary units of study.
- Grade 1 and 2 teachers provided students with opportunities to create digital writing projects.
- Grade 3, 4, and 5 teachers provided students with opportunities to engage in collaborative, online, writing projects in Google Drive.
- Our Instructional Technology Specialist worked with teachers in all grades to determine digital writing products and provide support/coaching as needed.

Goal #3: K-8 students feel safe, supported, and respected by peers and adults.

- Led by the classroom teachers, all students participated in weekly Open Circle meetings
- Components of other programs promoting positive behavior and climate (Mindfulness, Bully-Proofing, Social Thinking, Responsive Classroom) were used to provide students with additional support.
- Our Health/Wellness Leadership team is focused on ways in which we can support our students' acquisition of empathy and kindness and hosted a professional development session for teachers on Safe Schools for LGBT students.
- Students enjoyed whole-school assemblies on a range of topics including: Welcome Back/Starting the Year Strong, Thoreau Turns 10!, The Turkey Trot, Dr. Martin Luther King Jr. And You, Caring for the Earth.

| ELA/Math (% meeting benchmark) | All Kindergarten students | Non-High needs Kindergarten students | High needs Kindergarten students |
|--------------------------------|---------------------------|--------------------------------------|----------------------------------|
| | | | |
| DIBELS | 90% | 99% | 87% |
| Kathy Richardson | 93% | 95% | 78% |

| ELA/Math (% meeting benchmark) | All Grade 1 Students | Non- High Needs Grade 1 Students | High Needs Grade 1 Students |
|--------------------------------|----------------------|----------------------------------|-----------------------------|
| | | | |
| Teachers' College | 92% | 96% | 71% |
| Post Test Assessments | 94% | 98% | 86% |

| ELA/Math (% meeting benchmark) | All Grade 2 Students | Non- High Needs Grade 2 Students | High Needs Grade 2 Students |
|--------------------------------|----------------------|----------------------------------|-----------------------------|
| | | | |
| Teachers' College | 94% | 100% | 74% |

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|-----------------------|-----|-----|-----|
| Post Test Assessments | 96% | 98% | 87% |
|-----------------------|-----|-----|-----|

| | | | |
|--------------------------------|----------------------|----------------------------------|-----------------------------|
| ELA/Math (% meeting benchmark) | All Grade 3 Students | Non- High Needs Grade 3 Students | High Needs Grade 3 Students |
| | | | |
| Teachers' College | 97% | 97% | 100% |
| Post Test Assessments | 91% | 95% | 89% |

| | | | |
|--------------------------------|----------------------|----------------------------------|-----------------------------|
| ELA/Math (% meeting benchmark) | All Grade 4 Students | Non- High Needs Grade 4 Students | High Needs Grade 4 Students |
| | | | |
| Teachers' College | 94% | 96% | 77% |
| Post Test Assessments | 87% | 96% | 84% |

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|--------------------------------|----------------------|----------------------------------|-----------------------------|
| ELA/Math (% meeting benchmark) | All Grade 5 Students | Non- High Needs Grade 5 Students | High Needs Grade 5 Students |
|--------------------------------|----------------------|----------------------------------|-----------------------------|

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|-----------------------|-----|-----|-----|
| | | | |
| Teachers' College | 92% | 95% | 80% |
| Post Test Assessments | 94% | 97% | 85% |

III. School Improvement Goals: 2017-2018

Next year the Thoreau Staff will focus on achieving the following goals:

- By June 2018, Thoreau students will demonstrate mastery of the grade level standards detailed in the Massachusetts Curriculum Frameworks.
- By June 2018, *all* Thoreau students will meet identified performance targets for both performance and growth.
- By June 2018, Thoreau will continue to maintain a calm, productive, positive and safe school climate.

Concord Public Schools
Thoreau School Improvement Goals

District Goal: K-8 Students will master critical end of year grade level standards

Goal I: By June 2018, Thoreau students will demonstrate mastery of the grade level standards detailed in the Massachusetts Curriculum Frameworks.

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|--|---|---|
| Teachers will collaborate with grade level colleagues and school-based specialists to craft interdisciplinary units of study. | <ul style="list-style-type: none"> ● Identify overarching themes to support integration of science and social standards by January 2018. | <ul style="list-style-type: none"> ● K-5 students achieve 80% proficiency of critical standards of end-of-year progress reports. |
| 8-10 Teachers in Grades K-2 will be trained to implement the Literacy Collaborative model including: Reader's Workshop, Writer's Workshop, Word Study and the Benchmark Assessment System. | <ul style="list-style-type: none"> ● All teachers in year one of training will be trained to administer the BAS by September 1, 2017. ● By June of 2018, the first cohort of teachers will complete their training. | <ul style="list-style-type: none"> ● K-5 students achieve 80% proficiency of critical standards of end-of-year progress reports. |
| All students, K-5, will receive two periods per week of Spanish instruction. | <ul style="list-style-type: none"> ● Spanish teacher hired by June 1, 2017. ● Curriculum training completed by August 30, 2017. | <ul style="list-style-type: none"> ● K-5 students achieve 80% proficiency of critical standards of end-of-year progress reports. |

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| | <ul style="list-style-type: none"> • Instruction begins first week of September 2017. | |
| <p>Teachers and support staff will use identified instructional interventions to support student progress in reading and mathematics.</p> | <ul style="list-style-type: none"> • Leveled-Literacy Intervention will be used to support students struggling with reading comprehension. • Reader's Theater will be used to support students struggling with fluency. • Interventions embedded within the EM4 curriculum will be used to support students struggling with math concepts. | <ul style="list-style-type: none"> • 80% of High Needs students will demonstrate moderate growth in ELA and Math, and achievement gap is reduced. • 80% of K-8 students participating in RTI services will meet the end of the year grade level benchmarks. |
| <p>Grade 1-2 classroom teachers will provide opportunities for students to create digital writing projects.</p> | <ul style="list-style-type: none"> • Grade 1-2 students will use a variety of software and templates to create and save digital writing projects. Instructional technology specialist will work with teachers to determine projects for each grade level and "coach" when/where needed. | <ul style="list-style-type: none"> • 100% of students in grades 1-2 will produce and publish 2 pieces of writing using digital tools, demonstrating grade level expectations for writing and digital citizenship (ie. a poem, sentences, phrases) |
| <p>Grade 3-5 classroom teachers will provide opportunities for students to engage in online writing activities.</p> | <ul style="list-style-type: none"> • Grade 3-5 students will use Google Drive to participate in online and collaborative writing activities. Instructional technology specialist will work with grade level teachers to determine projects for each grade level and "coach" when/where needed. | <ul style="list-style-type: none"> • 100% of students in grades 3-5 will engage in publishing their writing online using Google Docs demonstrating grade level expectations for writing and digital citizenship. |

District Goal: K-8 student learning experiences are personalized, engaging, standards-based, and include skills/strategies for high school and citizenship.

Goal II: By June 2018, all Thoreau students will meet identified performance targets for both performance and growth.

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|---|--|---|
| <p>Grade level teams meet regularly to analyze the performance data of all students to monitor student progress towards intended learning outcomes.</p> | <ul style="list-style-type: none"> ● Bi-weekly grade level team meetings will be scheduled prior to the start of the 2017-18 school year ● Agendas will be posted in the Drive 24 hours before each meeting and notes will be posted at the conclusion of each meeting | <ul style="list-style-type: none"> ● 80% of students meeting benchmark on EM4 assessments in grades 1-5 ● 80% of K students will meet benchmark on end of year EM4 Interview Assessment ● 80 % of students receiving RTI services will meet end of year benchmarks in Math and ELA ● K-5, students will achieve 80% proficiency on critical standards by last progress report |
| <p>Staff will utilize weekly Child Study Team meetings to monitor the progress of students receiving tiered interventions and adjust programming.</p> | <ul style="list-style-type: none"> ● Child Study referral documents and Child Study Calendar will be on the Drive by September 1, 2017. | <ul style="list-style-type: none"> ● Records of interventions, timelines and progress monitoring maintained in Drive. ● 80% of High Needs students will demonstrate moderate growth in ELA and Math, and achievement gap is reduced. |

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| | | <ul style="list-style-type: none"> 80% of K-8 students participating in RTI services will meet the end of the year grade level benchmarks. |
| Thoreau will adopt a student-centered approach to placement, coordinating student supports, special education service delivery and instruction for ELLs. | <ul style="list-style-type: none"> Strategic student placement process, based on individual student need and service delivery, by May of 2017. | <ul style="list-style-type: none"> 90% of K-8 students participating in special education will meet their IEP goals. 80% of ELL students will increase their English proficiency levels by 2 levels. |

District Goal: K-8 students feel safe, supported, and respected by peers and adults.

Goal III: By June 2018, Thoreau will maintain a calm, productive, safe and positive school climate as evidenced by:

| Key Actions | Process Benchmarks | Outcome Benchmarks |
|---|--|---|
| Thoreau Staff will implement recommendations from Safe Schools presentation on supporting LGBTQ students. | <ul style="list-style-type: none"> By September 2017, 2 staff members will be identified as proficient in issues related to sexual orientation and gender identity. These staff members will assume a leadership role in educating the school community regarding these topics. | <ul style="list-style-type: none"> LGBTQ students and their families will be feel welcome and safe at Thoreau. |
| The mental health team will incorporate | <ul style="list-style-type: none"> By November 2017, we will | <ul style="list-style-type: none"> All students will be able to |

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| <p>Empathy into our PBIS program: the 3 Bees.</p> | <p>introduce the updated 3 Bees.</p> | <p>articulate and demonstrate an understanding of the updates 3 Bees.</p> |
| <p>Thoreau staff will provide students with weekly Open Circle lessons and resources from additional approaches (e.g. Responsive Classroom, Mindfulness).</p> | <ul style="list-style-type: none"> Daily schedules will reflect Open Circle lessons. | <ul style="list-style-type: none"> There will be a 10% reduction in Child Support referrals for student discipline. |
| <p>Grade 1-5 students will demonstrate age-appropriate digital citizenship within their classroom, school, and online communities, incorporating "The Three Bees."</p> | <ul style="list-style-type: none"> Students will participate in Digital Citizenship lessons within their library classes that are reinforced within their classrooms using strategies such as "The Three B's Online", community building, modeling, and Open Circle discussions. | <ul style="list-style-type: none"> 100% of students in grades 1-5 will demonstrate age-appropriate digital citizenship within their classroom, school, and online communities. |
| <p>Staff members will celebrate outstanding student work, effort and achievement.</p> | <ul style="list-style-type: none"> A google calendar will be established to capture these events by October 1, 2017. | <ul style="list-style-type: none"> 100% of teachers will craft at least 1 event/celebration/display to highlight student work. |

