

**School Improvement Plan
2017 - 2018**

**Willard School
Concord, MA**

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Principal
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2016 – 2017 School Advisory Council

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Review: School Improvement Plan 2016-2017

As developed by the 2015-2016 School Advisory Council, the Willard School Improvement Plan for the 2016-2017 school year identified the following goals:

- By June 2017, Willard students K - 5 will demonstrate mastery in the essential ELA standards at each grade level.
- By June 2017, Willard students K - 5 will demonstrate mastery of essential end of year math benchmarks at each grade level.
- By June 2017, Willard students and staff will demonstrate a positive school climate.
- By June 2017, students in grades 3, 4, & 5 will demonstrate age appropriate use of a collaborative digital platform. Students in grades 1 & 2 will engage in digital writing experiences. Students in grades 1- 5 will learn and apply new skills associated with digital citizenship. Teachers will use Google platform for student data management and My Learning Plan for record keeping associated with professional goals.

Progress on the 2016-2017 School Improvement Plan

Goal #1 – English Language Arts

During the 2016-2017 school year, Willard continued to provide a strong focus on literacy through the established, research-based curriculum and the Massachusetts State Standards (Common Core). Teachers in grades 2 – 5 continued to place a strong emphasis on the development of Close Reading Strategies. During quarterly Grade Level Progress Meetings, teacher teams planned and monitored students' progress in Guided Reading and/or flexible reading groups, and in the implementation of the Lucy Calkins Writing Curriculum, supplementing instruction with Empowering Writing lessons and materials, as appropriate, to develop proficiency with all writing genres: narrative, informational, and persuasive. Teachers provided students in grades 2 -5 with opportunities to develop and/or strengthen their research skills. In addition to classroom instruction, the technology specialist and the library media specialist provided research support to students in many classrooms.

Goal 1a: Grades 1-5 continued to benefit from more nonfiction in their Guided Reading and flexible reading groups to align with the MA Common Core Standards. Instruction in reading groups continued to stress essential elements of reading: vocabulary development, word analysis and phonics, the use of text features, fluency, comprehension, literary analysis, and direct instruction in reading strategies in order to promote student progress. The instructional emphasis this year in grades 3 through 5, continued to focus on the use of evidence-based terms in writing and on teaching students how to incorporate evidence from the text into their writing with a particular emphasis on preparing students for the three types of writing required by the Common Core. In addition to the district rubrics, teachers used the MCAS writing rubric as a guide to assess student writing. This year, teachers continued their focus on close reading strategies in keeping with Common Core standards. Kathleen Lyons, a fifth grade teacher, wrote a CEF grant for a large collection of picture books recommended by Nancy Boyles to teach close reading strategies. Since the CEF did not fund this project, the district provided the funding. Mrs. Lyons and Sharon Hehn used those books to teach a few Nancy Boyles units and found them to be highly effective. They provided an overview of the picture books and close reading lessons to staff during a staff meeting, sharing their experience using these materials with their students. Teachers continued to promote the identified scope and sequence of ELA academic vocabulary

for grades 1 - 5. Writing Workshop in all grades addressed all writing genres: narrative, informational, and persuasive. In the spring of 2016, students participated in the PARCC. In ELA, 85% of Grade 5 students scored Proficient and/or Above Proficient (Level 4/Level 5).

Goal 1b: The Marie Clay Observational Survey and the Teachers College Assessment (1-5) will have been completed by June and at this point Willard students appear to be on target to meet the 80% proficiency standard for end-of-year benchmarks. Results of these common literacy assessments were reviewed throughout the year to guide instruction and to identify students for RTI intervention. During the course of the year, Grade Level Teams met with the ELA Curriculum Specialist, Reading Teacher, Special Education representative, and Principal to review assessment data in order to adjust instruction and plan for Tier 1 intervention (classroom based), Tier 2, and Tier 3 intervention outside of the classroom.

Goal 1c: Students in grades K-5 were selected for all Tier 2 and Tier 3 RTI based on teacher input and the data from the appropriate grade level assessments. Students received appropriate RTI support from one of the following: Reading Specialist, Language Arts Specialist, Special Education Teachers, and Literacy Support Staff. The students' progress was monitored and adjusted to meet each student's evolving instructional needs.

The literacy progress of K - 2 students has been closely monitored through Common Assessments and via progress monitoring for RTI students using Fountas & Pinnell Phonics Screening, DRA 2, YOPPS Screening, Read Naturally, & Quick Phonics Screening. Tier 2 and 3 intervention has been broadened to include more LLI (Leveled Literacy Intervention) groups. All first grade students have received 4-5 days a week of RTI intervention. Students have moved between the tiers of intervention in first grade. Several children have received RTI support with Special Education staff. Three grade 2 Booster Club groups were differentiated by different skill needs: text level, decoding, comprehension, and fluency. Most progress monitoring discussions occurred during Grade Level Progress Meetings and ongoing discussions occurred between classroom teachers, RTI providers, and RTI liaisons.

As described above, the Literacy RTI models are flexible. First and second grade students can be moved up and down tiers or into appropriate skill groups. All second graders receive support during a designated RTI block, which eliminates scheduling issues in grouping children. After receiving RTI supports, a few children in grade 1 have been or will be referred for a Special Education evaluation.

Willard staff members provided Literacy RTI to 85 students. With the exception of a few students who have been referred for a SPED evaluation, all students have made progress as a result of the intervention. It is expected that most students will achieve benchmark.

Lexia, a computer-based program to teach and reinforce phonics and phonemic awareness, was another tool used to support literacy instruction through RTI. Regular and special educators used this program successfully with some students to improve their skills. Raz-Kids is another software program that was used since it allowed students appropriate access to leveled materials and allowed teachers access to leveled materials for content area reading.

In addition to the common grade level assessment (TCA), students in grades 3 – 5 are recommended for RTI support by classroom teachers based on classroom performance.

Goal 1d: The teachers in grades 1-5 worked collectively in Grade Level Teams to plan and monitor the writing curriculum. While the Lucy Calkins Units of Study serve as the core-writing

program, teachers occasionally supplement instruction with the *Empowering Writers* program. In addition, teacher teams worked collaboratively to score writing samples using the district writing rubrics. Students in grades 3-5 have incorporated more digital reading experiences and on-line writing in response to reading using the Test Ready software. Teacher teams also discussed and revised their grade level writing timelines to better meet students' needs.

Goal 1e: During the 2016-2017 school year, Willard School acquired a collection of picture books organized around specific themes. Nancy Boyles recommended these books in her book, Lessons & Units for Closer Reading in Grades 3-6. This text provides lesson plans for teachers to use with students in grades 3-5 in conjunction with these high quality picture books.

Goal 1f: During the 2016-2017 school year, Willard teachers continued to focus their instruction on the use a variety of cognitive verbs as well as rich and varied academic vocabulary in all content areas.

Goal 1g: While helping students become more skilled in developing their written responses to open response questions, teachers in grades 3 – 5 have taught students how to use evidence from text to support their written responses. In addition, teachers have provided students with direct instruction in common core-writing tasks (Literary Analysis, Narrative, Informational). They have also exposed students to the MCAS scoring rubric in order to ensure the development of student's competency in Common Core writing expectations. In addition, some teachers used *Empowering Writers* instructional tools to augment instruction and hone student's writing skills across genres.

Goal 1h: Willard teachers worked hard to narrow the achievement gap for High Needs students. Results of 2016 Spring PARCC demonstrated significant growth (20 points) from the 2015 PARCC results for High Needs students. Teachers of High Needs students continue to focus on students' skill development. Most Special Education teachers were trained in Leveled Literacy Intervention (LLI), an intense reading program used to promote growth in comprehension and fluency. All teachers monitor the progress of their High Needs students every 6 – 8 weeks.

Goal #2 – Mathematics

Goal 2a: During the 2016-2017 school year, students in grades 1 - 5 received math instruction for 70 minutes each day. The district launched a new K-5 math program, *Everyday Math 4*. All teachers participated in summer training to ensure a strong start to the school year. Some grade levels engaged in summer work projects to further prepare for the implementation of EM4. Throughout the school year, teachers also worked collaboratively with their grade level team and the Willard Math Specialist to discuss lessons, pedagogy, games, and assessments.

Throughout the year, teachers participated in quarterly, Grade Level Progress Meetings with the Math Specialist and Principal. The meetings provided time to discuss the grade level curriculum. The meetings provided time to discuss students' performance on common assessments, review student work, and discuss grade level team goals. The Math Specialist used Grade Level Progress Meeting time throughout the year to provide effective job-embedded professional development to all grade levels, especially the grade levels that had not participated in the EM4 pilot the previous year.

Goal 2b: Common Assessments were implemented in all grades (K – 5). The Math Specialist and Principal met with Grade Level Teams throughout the year to review common assessment data and to discuss student learning. All teachers were expected to analyze assessment data and use

the data to guide their instruction. Teachers used the assessment data to identify students who needed re-teaching and/or Tier 1 RTI. The Grade 5 2016 PARCC results were strong with 86% of 5th graders scoring proficient or above (Level 4/Level 5).

Goal 2c: Individual teachers and grade level teams monitored student progress at regular intervals. Many Willard students (105) in K-5 received RTI intervention outside of the classroom this year. Most students have made progress and most will achieve or come close to achieving grade level benchmarks. A few have been referred for an evaluation due to a very slow rate of progress. It is expected that at least 80% of students (K-5) will achieve Proficiency on most, if not all, of the essential standards on the end-of-the-year Progress Reports.

Goal 2d: Grade Level Teams continued their collaboration with the Math Specialist to ensure that the *Everyday Math 4* program was implemented with fidelity. The Math Specialist provided ongoing support to all teachers, especially new teachers, teachers new to a grade, and teachers who had not participated in the EM4 pilot.

The *Everyday Math 4* program places a strong emphasis on math practices. Since math practice standards are embedded into EM4, students are exposed to the math practices throughout the school year. The Math Specialist collaborated with a few 5th grade teachers to create complex, project-based math problems that provided 5th grade students with opportunities to work on authentic, hands-on, rigorous problems offering all 5th grade students the opportunity for engaging math challenges.

Goal 2e: The school wide implementation of *Everyday Math 4* provides all students with high quality instruction, using consistent mathematical vocabulary, ongoing mathematical discourse, and an ongoing focus on math practice standards. The ELL teacher provides ELL students with ongoing practice in math vocabulary. The spiraling nature of the EM4 program ensures that students continuously revisit previously taught concepts and skills. It is expected that this spiral program, which provides ongoing and frequent practice in previously taught math skills, combined with regular use of EM4 math games, will generate strong math skills and sound mathematical thinking skills in all students. Over time, it is expected that this program will help to close the achievement gaps for High Needs students.

Goal #3 – School Climate

Goal 3a: Open Circle is an integral part of the culture at Willard with the expectation that 100% of classrooms are engaged in 1 or 2 weekly sessions. The common vocabulary taught in Open Circle has created a school-wide vocabulary, evidenced by consistent use of Open Circle concepts and vocabulary by students and staff. This year, two new classroom teachers participated in Open Circle Training to learn the Open Circle curriculum. School Counselor Julee Vitello, the Willard Open Circle Coach, monitored and assisted them in their implementation of Open Circle.

Goal 3b: Willard teachers used Open Circle and Anti-Bullying lessons as a tool to assist them in the development of classroom norms. Many teachers further enhance their work in Open Circle by supplementing lessons with strong thematic literature connections. Ms. Vitello has collaborated with staff to supplement the Open Circle curriculum by adding materials on topics such as Empathy, Anti-Bullying, Tattling, etc.

Over the course of 2014-2016, Willard saw a significant decrease in overall behavior/bus referrals to the front office. During the current 2016-2017 school year, these referrals have

remained low, which is consistent with the last few years. The total number of disciplinary reports and bus incidents during the 2016-2017 school year was 38. When Willard began tracking this data in 2012-2013, 108 office referrals were documented. In comparison, during the 2016-2017 school year 38 referrals were documented (12 bus incidents and 26 school based referrals).

Notes from 2016-2017:

- 33 students out of the total Willard School population of 454 students were responsible for the bus and behavioral incidents. Therefore:
- 13% of our school population received some type of disciplinary action.
- Of that 13% (33 students) only 3 were repeat offenders, which represents less than 1% of our total student population.

2016-2017 Counseling Notes:

- School counseling/lunch bunch numbers increased slightly from last year with an average of 73 students seen regularly each week (from 64 last year).
- 23 students are seen individually for counseling on a weekly basis.
- 50 students participate in 15 counseling groups on a weekly basis.
- The school counselor and/or psychologist provided whole-class lessons in 10 classrooms (on bullying prevention, mindfulness, Zones of Regulation, and diversity/accepting differences). This is an increase from last year.

The implementation of the K-5 Open Circle curriculum, a schoolwide focus on Mindfulness, the DARE Program in grade 5, the support of the School Counselor and School Psychologist, the proactive intervention of the Open Circle/Bullying Prevention programs in all classrooms has contributed to the continued reduction in social conflicts. Furthermore, school counseling/lunch bunch numbers increased this year to an average of 73 students seen regularly each week. These counseling sessions play a dual role: helping to pre-empt social conflict and equipping students with the skills needed to avoid social conflict.

Our School Psychologist and School Counselor, who is the Open Circle coach, share responsibility for facilitating the resolution of student conflicts at the Peace Table. The Peace Table formalizes the peer conflict resolution process and puts into practice the problem-solving steps that are taught in the Open Circle curriculum in grades K-5.

During this school year, the Playground Supervisors implemented a program to recognize positive recess behaviors. These Recess Rock Stars were recognized for demonstrating attitudes of kindness, helpfulness, and responsibility during recess. In order to celebrate their positive behavior, students' names were posted on a bulletin board by the recess doors.

Finally, Willard continued the practice of presenting a "Wow Willard Award" to deserving students. Students were nominated by staff members, and given verbal recognition by the principal during morning announcements and were called down to the office to receive a Wow Award for promoting positive behavior, acts of kindness, being an upstander, and other positive contributions to the school community.

Goal 3c: The Willard School Community began the school year with an all school assembly. The Principal shared a read aloud of a picture book, This School Year Will Be the Best! by Kay Winters. This picture book highlighted the individual hopes and dreams of a classroom of young elementary school students as they began a new school year. Many of their hopes and wishes were silly and whimsical, which made for a fun read aloud. The principal told students that this

could be the best school year at Willard. She challenged students to reflect on what they would do to make this the best school year ever. Students and teachers were invited to share their ideas by drawing and writing about what they would do to achieve this goal using small pieces of colored paper. All student work was compiled into a mosaic of ideas and wishes on a bulletin board across from the Willard library.

Over the course of the year, each grade level (Grades 1 – 5) planned and led an All School Assembly. Individual grade level teams determined the content and format of their assembly. In all cases, the assemblies provided students with an opportunity to perform publicly by sharing their learning with the entire school community. The assemblies afforded students an authentic opportunity to speak publicly, collaborate and cooperate with their peers, and to plan, organize, and problem solve with their peers. Singing the Willard School Song, “We’re Willard” signaled the end of most assemblies. The school song served as a unifying thread and a fun way to conclude Willard assemblies throughout the year.

Goal 3d: Many students opted to participate in Trick or Treat for UNICEF collecting \$1063.79 that was donated to UNICEF. This activity has been a Willard tradition for many years. In mid January, Willard School launched the annual **Willard Souper Bowl** campaign. Students were invited to bring in canned soups or other canned goods and they responded generously. Open Table benefitted greatly from this successful canned soup drive. This year the Willard Annual Food Drive was a success, once again. Fifth graders worked directly with the School Counselor and their classroom teachers to promote, advertise, collect, and organize the food donations, which were sent to Open Table in Concord. More than 30 boxes of food and personal hygiene items were collected. In addition, Willard students celebrated half way day (the 90th day of school) by making a donation to Open Table in exchange for coming to school dressed in a fun halfway fashion.

All grade 5 students participated in a Service Day in May. Under the supervision of parent volunteers, students completed service projects at Gaining Ground, The Old Manse, Emerson Hospital (Fun Run preparations), and cleaning at the Ripley Playscape. In addition, some 5th graders volunteered their time on Service Day in the Willard cafeteria creating food packages and other items for Open Table.

In addition to these activities, various classrooms engaged in community service projects such as a classroom project to creating Letters to Veterans and a classroom 100 Acts of Kindness Project, to name a few.

Goal 3e: Over the past few years many Willard teachers were trained in Mindfulness. As a result of this and other trainings, many staff members have implemented a variety of effective mindfulness practices and strategies in their classrooms and support services to students. During the past school year, **seven** Willard staff members participated as active members of the Willard Mindfulness Committee. A few Willard staff members also continue to serve on the district Mindfulness Steering Committee. As Willard continues to work to institutionalize mindfulness practices, we continue to implement **Mindful Mondays**. As part of morning announcements and the Pledge of Allegiance, a 5th grader also leads the school community in a Mindful Moment. This moment of quiet reflection has been well received by staff and students and has proven to set the tone for a positive start to the week. Likewise, the Mindfulness Committee identifies a monthly mindfulness theme which is introduced to students at the beginning of the month via the monthly Mindful message. The theme was shared with staff each month during the Faculty Meeting. A special Google folder was created for easy access to these documents and a Mindfulness Bulletin board was created in March in conjunction with the theme of Kindness.

Goal 3f: Each month at the Faculty Meeting, teachers are invited to share an aspect of their classroom work, professional development experience, committee work, or professional expertise. Some staff members volunteered to participate and others were asked to participate. Staff feedback about this practice has been very positive. The Principal and three staff members participated in Leading Together Training at Wellesley College. This program, which shares much of the Open Circle philosophy, provided ideas that could be incorporated with staff to foster community, mindfulness practices, and stress reduction. As a result of this training, whenever possible, Faculty Meetings began with an activity/task to promote reflection and/or community.

Goal 3g: K-5 teachers, Curriculum Specialists, the Technology Specialist, and the principal, participated in Grade Level Progress Meetings quarterly during the school year. This time was used productively to collaborate on curriculum, instruction, and assessment. In addition, these meetings provided an opportunity to look at student work and review student assessment information in order to identify students for intervention and to discuss their progress in RTI.

Goal 3h: As we began our 8th year in the “new” Willard School, teachers continue to point out the “green” elements of Willard. In keeping with this philosophy, the Willard Earth Care Club participated in the Cooler Concord Fair. In preparation for the community fair, Club Advisor Mrs. Matheus assisted by Ms. Burns worked with Earth Care Club students to plan their project. As part of their work, they developed a Parent Survey. Reflecting on the Green Elements of Willard, students designed a survey that asked parents to reflect on and share the energy-related home components and energy-related home practices that contribute to a family’s carbon footprint. Students published the survey results and encouraged Willard families to take steps to reduce their carbon footprint. Connecting with the theme depicted in “The Three Little Pigs”, students designed several different houses with various energy efficient design features in order to determine which house was the most energy efficient. The students exposed the houses to the elements to collect their data. Based on what they learned about energy efficiency in home design, the students wrote a story entitled, “The Three Little Builders” which demonstrated how each of the three homes handled exposure to winter weather. The Earth Care Club and the advisors displayed their project and answered questions about the project throughout the day at the Cooler Concord Fair on February 4th at CCHS.

Since February, the Earth Care Club has been working on a school wide project to create awareness about the importance of reducing paper consumption. Students have collected data about paper use, generated signs to alert students and teachers about not wasting paper, and experimented with cover designs to guide proper paper disposal to recycling bins.

The Earth Care Club shared their work with Cooler Concord project and paper reduction at a School Committee meeting in May.

Goal #4 – Technology (On-line Writing & Digital Citizenship)

Goal 4a: All staff members transitioned to the Google platform (Gmail, Google Drive, etc.) as the district’s primary system for communication and collaboration at the start of the 2015-2016 school year. Professional development (district and building-based) was offered to all staff to assist with this transition throughout the school year. During the 2016-2017 school year, all staff members strengthened their skill sets as they gained greater expertise in this platform. The Technology Specialist supported the integration of Google Apps for Education in grades 2 - 5.

The use of this platform has deepened the collaborative community at Willard School. Some classroom teachers have begun using Google Classroom as a management tool. This year all students in grade 3-5 continued to use Google Drive as their main word processing and presentation tool. Consequently, teachers have had the opportunity to support many digital writing skills as well as several digital citizenship skills through the use of this platform. Students have learned what it means to manage the responsibility for an online account, share appropriate content, and know how an online workflow functions. Furthermore, the use of Google Drive has expanded the ability of teachers to provide feedback to students about their writing. In addition, students have used the platform to access curriculum content such as photos, movies, and worksheets and to follow-up at home with class work and homework tasks. Students in grades 3 – 5 have completed multiple writing pieces using Google Drive, while second graders have completed one or two tasks. First graders have explored the use of Book Creator app to create a piece of writing. One fifth grade classroom read PAX by Sarah Pennypacker and engaged in a Skype project with students from a school in California

Teachers learned useful ways to integrate Google Drive into the curriculum. Digital Citizenship skills were also discussed. As part of the training, teachers created a folder system to manage student work. Tech Specialists shared technology features of the EM4 program, the Google Drive, and Coding during Tech Tuesday sessions for all grade levels.

4b: Technology plays an integral role in the Library curriculum. All students in grades 3-5 have used Google Drive during library classes. Since the beginning of the year, fifth graders have used it extensively to organize collaborative projects. Third and 4th grade students were introduced to Google Drive later in the school year. All students in grade 3 -5 have used the platform for independent assignments and for collaborative projects with classmates.

Students in grades 1 - 5 learned digital citizenship skills through their work with the Library Media Specialist using the We ARE Digital Citizen curriculum. All lessons are designed to give students the information they need to be Appropriate, Responsible, and Effective users of the Internet and technology. In grades 1 and 2, lessons focused on online safety. Beginning in grade 3, students learned what it means to be a good citizen of cyberspace and the responsibilities that go with online access. Students also learned about the dangers of cyberbullying and how to protect their personal and private information. In 4th grade, students learned about copyright laws and plagiarism. In grade 5, students explored these topics in greater depth and also learned Internet research skills. Through these library lessons, students learned how to make appropriate choices in a digital environment. Classroom teachers reinforced the lessons learned by expecting students to demonstrate the behavior of good digital citizens as they used technology tools in the classroom.

Goal 4c: The Technology Specialist collaborated with all Willard staff members to ensure their proficiency in Google Drive and Google Docs. Using Grade Level Progress Meetings, Building Based Meeting time, and time coordinated with individual teachers and grade level teams, the Tech Specialist provided differentiated staff training in the use of this tool.

Goal 4d: Grade Level Progress Meetings were held quarterly throughout the school year for all grade levels. These meetings provided grade level teams with the opportunity to collaborate with their grade level colleagues, ELA & Math Curriculum Specialists, Technology Specialist, Special Education Teacher, and Principal. Meetings were divided into two components: Literacy and Math. Over the course of the year, teams engaged in productive discussions, reviewed assessment data and teacher input to identify students for RTI, discussed the progress of RTI students, used assessment data to inform instructional decisions, reviewed curriculum timelines,

and considered curriculum changes/modifications that were necessary to meet students' needs. All of these efforts were directed toward the essential goal of helping all students reach grade level benchmarks.

Goal 4e: The Willard Technology Specialist consulted with individual teachers to develop and/or revise their webpages and to provide assistance with the use of the Supervision & Evaluation strand of My Learning Plan.

Goal 4f: The Willard Technology Specialist worked with kindergarten and first grade teachers to facilitate the increased use of iPads in the K and first grade classrooms. She trained teachers and helped to train students in the use of appropriate educational apps (EM4, Lexia, Book Creator, Coding).

In addition, the Technology Specialist introduced coding to all classroom teachers with a training session during a Faculty Meeting. After the training, all teachers were invited and encouraged to participate in the worldwide initiative Hour of Code as part of Computer Science in Education Week. All K-5 students and teachers participated enthusiastically. In fact, many teachers and students extended their participation through additional coding tasks in the classroom and at home.

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DISTRICT SMART GOAL:
 By June 2018, students in grades K – 12 will master critical end of year grade level standards.

WILLARD SMART GOAL:
 By June 2018, Willard students K – 5 will demonstrate mastery in the essential ELA standards at each grade level, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Implement research-based curriculum (K-5) in keeping with the revised MA Framework (Common Core Standards). 2. Implement Common Literacy Assessments.	1. Grade level teams will plan & monitor Guided Reading groups, Literature Circles and Lucy Calkins Writing work. 2. Grade level teams will analyze student assessment results and adjust instruction accordingly to promote student growth	1. Achieve 85% Advanced/Proficient score for Grade 5 ELA MCAS 2.0 2. Achieve 80% proficiency of Essential Standards of end-of-year Progress Reports (K-5)
3. Identify students at-risk and provide RTI assistance as needed: Tier 1, Tier 2, Tier 3. Provide consistent comprehension instruction in Tier 2 & Tier 3 support settings, as appropriate.	3. Grade level teams will monitor student progress at prescribed intervals. Classroom teacher will monitor student's progress and adjust instruction accordingly.	3. Students will make progress toward grade level benchmarks or the intervention will be changed or intensified.
4. Continue to strengthen our approach to Common Core Standards in writing (Narrative, Informational, Persuasive) through the use of collaborative digital platforms.	4. Grade level teams will collaborate and work with ELA Specialist to teach writing genres & assess students' progress with the district genre-specific rubrics drawing from a range of writing prompts.	4. Collect and score samples of student writing using genre-specific district rubrics in three genres. 80% of students will achieve proficient or above in all genres.
5. Build on and deepen the use of Close Reading Strategies in grades 2 – 5 & offer additional opportunities for digital reading.	5. Grade level teams & ELA Specialist will collaborate in the refinement of Close Reading strategies using Nancy Boyles resources and the collection of	5. Collect & evaluate students' responses to text-dependent questions. Assess students' ability to compare & synthesize ideas from across related

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	recommended picture books enabling students to read & understand complex texts, both printed and digital, across the curriculum (informational & literature).	texts, engage in text-focused discussions and produce written work aligned with the standards.
6. Build on the use and reinforcement of ELA academic vocabulary. Strengthen student proficiency and flexibility in the use of cognitive verbs.	6. During instruction, teachers will use a variety of cognitive verbs and ELA academic vocabulary, including alternate vocabulary choices, in ELA and content areas as appropriate.	6. Students will demonstrate proficiency and flexibility in the use of academic vocabulary and cognitive verbs in their daily work and assessments.
7. Continue to strengthen students' competency in writing to texts in grades 3 - 5.	7. Grade level teams will collaborate to develop lessons and techniques to provide opportunities for students to develop proficiency in narrative, analytical writing, and research.	7. Collect and score student responses using a rubric. Provide feedback based on the rubric for students to incorporate in their future responses. 80% of students will score proficient or higher.
8. Narrow the achievement gap for High Needs students by providing targeted instruction including Leveled Literacy Intervention (LLI).	8. Monitor daily work and assessment data. Provide additional literacy practice through RTI, extra instructional time, and/or the use of instructional software.	8. High Needs students will improve their performance as measured by monthly progress monitoring, periodic literacy assessments, and state testing.

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DISTRICT SMART GOAL:
 By June 2018, students in grades K-12 will master critical end of year grade level standards.
WILLARD SMART GOAL:
 By June 2018, Willard students K – 5 will demonstrate mastery of essential end of year math benchmarks at each grade level, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Implement Everyday Math 4 (K-5) in keeping with Common Core Standards	1. Grade level teams will strengthen the implementation of EM4 and provide differentiated learning opportunities, as appropriate	1. Achieve 85% Advanced/Proficient in Grade 5 Math MCAS 2.0
2. Implement Common Assessments (K-5)	2. Grade level teams will analyze student assessment data and adjust instruction accordingly to promote student growth, re-teaching as needed.	2. Achieve 80% proficiency on common assessments (unit tests).
3. Identify students at risk and provide RTI assistance as needed: Tier 1 or Tier 2	3. Teachers and RTI providers will monitor student progress at regular intervals & adjust intervention & classroom instruction as needed.	3. RTI students will work to achieve 80% proficiency on common assessments.
4. Continue to support teachers in the implementation of Everyday Math 4 .	4. Grade level teams and individual teachers will collaborate with Math Specialist to implement EM4 with fidelity. Provide job-embedded professional development and ongoing coaching with Math Specialist, and support of Technology Specialist to access/use EM4 tech tools.	4. Teacher feedback will be solicited periodically throughout the year and support adjusted accordingly.
5. Narrow the achievement gap for High Needs students.	5. Monitor daily work and assessment data. Provide additional math practice	5. High Needs students will improve their performance as measured by daily

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	through RTI, extra instructional time, re-teaching as necessary, and/or use of instructional software.	work, EM4 assessments, and state testing.

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DISTRICT SMART GOAL:
 Increase K-12 students' social and emotional learning.

WILLARD SMART GOAL:
 By June 2018, Willard students and staff will demonstrate a positive school climate, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Strengthen the implementation of the Open Circle Curriculum (K-5)	1. Each classroom will hold Open Circle meetings weekly or twice weekly. Mental Health staff will provide coaching and support, as needed.	1. All students and staff will use and understand Open Circle vocabulary and concepts.
2. Each teacher will promote positive expectations of student behavior per Open Circle and Anti-Bullying Curriculum.	2. Teachers will develop positive classroom norms and will reinforce school norms and expectations for positive behavior across all settings. Encourage sharing of ideas that work.	2. 5% reduction in behavior referrals to the office.
3. Working with the new principal, staff determine a plan for all school meetings and/or assemblies to foster community and enthusiasm.	3. In September, staff will work with the new principal to establish a general philosophy and schedule for periodic all school meetings and /or assemblies.	3. Over the course of the school year, the Willard School Community will gather to learn together, celebrate together, and foster a sense of school and community spirit.
4. Students will participate in outreach and service opportunities.	4. Students will participate in established activities (Trick or Treat - UNICEF, Willard Food Drive, Souper Bowl, etc.), 5 th Grade Service Day & others, as appropriate.	4. Monetary and food donations will be made to UNICEF & Open Table and the results will be tabulated. Students will provide holiday cards for Emerson patients & others.
5. Continue to promote social/emotional opportunities for students and staff (Open Circle, Mindfulness, etc). Identify & share monthly mindfulness themes	5. Teachers and professional staff will consult with Mental Health staff as needed and draw from a variety of strategies & practices that promote calm	5. Students will engage in healthy peer interactions as measured by fewer office referrals and referrals to Mental Health Team.

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<p>and share ideas & activities in Google drive. Mindfulness bulletin board will be created to promote the theme. Encourage teachers and grade level teams to draw on Willard Mindfulness Committee, District Team, & building based Mental Health team.</p>	<p>classrooms, greater self-awareness, and improved self-regulation for students.</p>	
<p>6a.) Allot time for staff members to present/share information and/or best practice during monthly Faculty Meetings. 6b.) Implement Leading T ogether (or other) strategies/activities to build community & promote reflection.</p>	<p>6a.) Invite and encourage individual staff members or a grade level team to sign-up to share with colleagues at a Faculty Meeting. 6b.) Invite additional staff members to assist in planning activities</p>	<p>6. Staff will volunteer to share at meetings and/or staff may request that a staff member share new learning and/or best practice. 6b.) Staff will participate in community building activities embedded into established meeting schedule.</p>
<p>7. Continue to foster teacher collaboration through Grade Level Progress Meetings and Building Based Grade Level meetings at regular intervals.</p>	<p>7. Grade Level Teams, ELA Specialist, Math Specialist, Technology Specialist, SPED staff, Reading Teacher will collaborate, plan, reflect, review student data, and engage in job-embedded professional development.</p>	<p>7. Staff will collaborate to make decisions about curriculum and will use assessment data to plan/adjust instruction. Staff will deepen their knowledge and learn new skills as a result of professional development, shared discussion, and grade level collaboration.</p>
<p>9. Promote a philosophy of inclusiveness and ensure a welcoming atmosphere for all students and families</p>	<p>9. ELL teacher will hold a parent meeting/Open House in fall for parents of ELLs. Ensure that all essential communication is translated for parents who need it.</p>	<p>9. All ELL families will feel connected to the school as measured by parental feedback.</p>
<p>10. Continue the faculty discussion about homework.</p>	<p>10. Teachers will discuss homework with grade level teams to ensure consistency in type, frequency, & amount of homework.</p>	<p>10. Establish a clear school vision and associated practices regarding homework.</p>

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11. Support the school wide implementation of Spanish instruction.	11. Check in with staff at the end of first semester to discuss implementation & offer feedback. Spanish teacher will share overall student progress with staff.	11. Spanish teacher will collect informal feedback from students, staff, & parents to help measure implementation success.
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DISTRICT SMART GOAL:

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.

WILLARD SMART GOAL:

By June 2018, students in grades 3,4, & 5 will demonstrate age-appropriate use of a collaborative digital platform. Students in grades 1 & 2 will engage in digital writing experiences. Students in grades 1-5 will learn and apply skills associated with digital citizenship. Teachers will use Google platform for student data management and My Learning Plan for record keeping associated with professional goals.

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Technology specialist will work with gr. 3-5 teachers to further strengthen the process of writing in a collaborative, digital environment.	1. Tech specialist will support writing in a collaborative, digital environment.	1. 100% of students in grade 3 – 5 will complete 2-4 writing pieces in a collaborative, digital environment. 100% of students in grades 1 & 2 will produce 1-2 written pieces in a digital manner.
2. Students in grades 1 – 5 will learn age-appropriate digital citizenship skills during library classes and will continue to apply these skills in the classroom.	2. Students will demonstrate an understanding of appropriate choices in a digital environment. Teachers will promote carry-over of the digital citizenship skills in the classroom.	2. 100% of students in grades 1 -5 will be introduced to age-appropriate, safe technology practices.
3. Strengthen staff knowledge of Google Drive & Google docs and increase integration across the curriculum. Support implementation of Google Classroom with interested staff.	3. Tech Specialist will provide ongoing support for staff, especially new staff.	3. All staff will be able to use the Google platform effectively.
4. Continue to hold Grade Level Progress Meetings periodically.	4. Grade Level Teams will collaborate with Principal, ELA, Math, & Technology Specialists to look at student work & assessment information, monitor student progress, adjust instruction, discuss	4. Grade Level Teams will benefit from regular opportunities to meet and collaborate enhancing their ability to make informed instructional decisions, monitor student learning, and help all

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	curriculum, and engage in job-embedded professional development.	students achieve grade level benchmarks.
5. Teachers will update their webpages for the 2017-18 school year and update as needed. Teachers will use My Learning Plan for fulfillment of Supervision & Evaluation record keeping	5. Job-embedded professional development will be provided as needed.	5. Teachers will maintain an up-to-date teacher webpage. Successful completion of supervision & evaluation paperwork.
6. Increase use of iPads in K and gr. 1 to practice skills and create student work.	6. Provide professional development to staff to guide the use of digital tools and the selection of appropriate educational apps.	6. Students will achieve proficiency in the use of digital tools for learning and for creation of student work products.
7. Build on the 2016 Hour of Code experience.	7. Teachers will look for ways to offer students coding opportunities in the classroom.	7. All K-5 students will have exposure to coding during the 2017-2018 school year.