

School Improvement Plan Douglas Primary School 2017-2018



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

**Kevin Maines, Superintendent
Cindy Socha, Douglas Primary School Principal**

Douglas Primary School **School Council**

Staff Representative:

- *Cindy Socha, Kimberly Berthiaume*

Parent/Community Representative:

- *Rachel Sartori*

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

Douglas Primary School Core Values

Douglas Primary School students are:

Proud Responsible Caring Honest Respectful



-Approved by the Staff and Faculty of Douglas Primary School and also the School Council. 2014-2015

SCHOOL IMPROVEMENT PLAN ~ 2017-18

The Douglas Primary School Improvement Plan will serve as the evaluation tool for the 2017-18 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 for at-risk students to identify and track at-risk student 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 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 to implement 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 current beginning-of-year benchmark scores and Aimsweb 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.
- 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 on an on-going basis

<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>Working collaboratively with faculty and staff, the building administrator will provide opportunities for professional development, based on funding, in the areas of social/emotional wellness</i>	<i>as measured by staff using the Social/Emotional “Zones of Regulation” vocabulary in the classroom and visible signs displayed throughout the building</i>	<i>by using Faculty meeting times to view webinars, have experienced teachers share strategies with colleagues, or have a speaker present on a professional development day</i>	<i>in order to increase staff’s awareness and provide parents with resource information on our website</i>	<i>from September 2017 to June 2018</i>	<i>-Administrator witnesses use of “Zones of Regulation” in classrooms during walk-throughs</i> <i>-website page for parents explaining what the “Zones” mean</i> <i>-visible signs displayed in the building, bulletin boards</i>

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Standard III: Family and Community Engagement

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



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:

- Develop a plan for professional development on the Social/Emotional wellness of all students using the “Zones of Regulation” guidelines and vocabulary
- Provide time during Faculty meetings for those already trained in “Zones of Regulation” to share strategies and best practices.
- Develop a parent page on our website providing parents with the terminology and background information on the “Zones of Regulation”
- Be able to teach self-regulation to your students by categorizing all the different ways we feel into four concrete zones.
- Provide teachers with posters and materials needed to support this initiative.
- Display “Zones of Regulation” throughout the building.

<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</i>					
<i>To align and map our Science units with our Reading Wonders units</i>	<i>as measured by the implementation of the integrated programs</i>	<i>in order to meet the new state science standards</i>	<i>through inquiry based activities, hands-on activities, and STEM related activities</i>	<i>throughout the 2017-2018 school year</i>	<i>As evidenced by: -completed curriculum maps showing the alignment between ELA and Science -walk-throughs by the Principal showing science activities</i>

Alignment with DESE Model Rubric for School-Level Administrators



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-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 to provide opportunities for teachers to enroll in graduate-level courses, including through on-line learning, with the focus being on curricular areas under review, as well as incorporating assessment data to inform and improve instruction at the classroom, school and District level.
- Provide grade level teams curriculum times to complete the mapping and integration of the program.
- Encourage teachers to participate in professional development offerings as well as other professional development organizations in which the Douglas Public Schools hold membership to provide high-quality professional development opportunities for teachers in conjunction with other order districts, both within and beyond the area. In addition, the District will provide professional development offerings through the Blackstone Valley Curriculum Consortium.
- Continued support of the work of District Vertical Teams

<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</i>					
<i>Continue the implementation of our Primary School STEM/STEAM Day</i>	<i>as evidenced by Science, Technology, Engineering, Arts, and Math activities and projects teachers plan for their grade level</i>	<i>that will be accomplished through grade level common planning time</i>	<i>to become familiar with the new Massachusetts State Science Standards</i>	<i>from September 2017 until June 2018</i>	<i>-New science curriculum maps</i> <i>- Kindergarten new pilot of McGraw-Hill's <u>Inspire</u> Program</i> <i>- school wide use of the online program, Mystery Science</i>

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- 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 grade level common planning time to continue the practice of improving teaching and learning across the District in particular with the Common Core standards transition and implementation.
- Continue to provide teachers with professional development on the implementation of the new standards
- Review the new Massachusetts Science Standards, what do they mean, how to teach and when
- 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
- Apply for a grant through the Blackstone Valley Educational Foundation for Kindergarten to develop a STEAM Day
- Integrate the online Mystery Science program with our Inspire Science program

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<i>School Improvement Goal #3</i>					
<i>Continue to expand our PreKindergarten/Preschool Program for three and four year olds</i>	<i>as measured by student participation in the program as well as parent feedback</i>	<i>by providing parents several options for half days or full days for 4 yr. olds and half days for 3 yr. olds</i>	<i>in order to meet the Massachusetts State Standards for three and four year olds and prepare them for Kindergarten</i>	<i>From Sept. 2017-June 2018</i>	<i>-Enrollment figures, wait lists -Assessments -parent surveys</i>

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Standard I: Instructional Leadership

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-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.

-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.

Key Actions:

- Meet with Preschool/Pre-Kindergarten teachers during common planning time to collaborate and plan curriculum.
- Implement the Massachusetts Early Childhood Program Standards
- Create programs and schedules specifically for full day four year old students
- Collect student assessment data to analyze the full day program

<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</i>					
<i>To foster strong communication, both internally and with the wider school community</i>	<i>establishing a multi-faceted plan to enhance school/home/community engagement at all grade levels</i>	<i>to include a Principal's weekly blog, monthly newsletter posted on the school website, flyers and mailings when necessary and appropriate</i>	<i>as well as a monthly newsletter via email, Monday Memos for staff, informational flyers, Curriculum Coffees for parents, and Open House</i>	<i>from September 2017 to June 2018.</i>	<i>Evidenced by; -Monday Memos to faculty -record of active participation regarding Newsletters -Attendance at Open House -Principal's blog -Curriculum Coffee for parents</i>

Alignment with DESE Model Rubric for School-Level Administrators

-  **-Standard III: Family and Community Engagement**
 - Indicator III-C. Communication:** Engages in regular, two-way, culturally proficient communication with families about student learning and performance.
 - Indicator III-D. Family Concerns:** Addresses family concerns in an equitable, effective, and efficient manner.
-  **-Standard IV: Professional Culture**
 - Indicator IV-C. Communications:** Demonstrates strong interpersonal, written and verbal communication skills.

Key Actions:

- Continue to write and share the Principal's weekly blog, monthly Parent E-mail Updates, as well as Monday Memos to the faculty and staff, as a means to strengthen communication and share news of school curriculum initiatives and events.
- Continue to work with faculty in maximizing parent communication through a variety of venues.
- Encourage faculty to share with parents grading rubrics for projects and assignments in order to clearly indicate what constitutes excellent work.
- Share grade level expectations with parents by providing copies at Open House and by posting them on the website.
- Provide parents with Curriculum Coffees to discuss the grade level curriculums.
- Continue to encourage all faculty and staff to promptly respond to communications from parents.
- Share the Primary School Core Values with parents.
- A Book Fair will be available for parents and children to visit during Open House night.

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.