

ELEMENTARY SCHOOL IMPROVEMENT PLAN SY18-19

District Vision	Building Core Values
Providing a rigorous educational environment that prepares and inspires all students to be resilient, curious, and ethical global citizens	Learners who embrace the challenges of an ever-changing world through a commitment to our core values of opportunity, excellence, character, & community.
Priority 1	
<p>Academic Rigor: Ensure that the district provides all elementary students access to a high quality, demanding and rigorous academic program that is aligned with the Massachusetts Curriculum Frameworks. Make certain that teaching methods are based on accepted and proven methodology, reaching all children through differentiated instruction while instilling a love of lifelong learning.</p> <p>SY 2018-2019 FOCUS on reviewing and improving our ELA instruction and student learning. This involves aligning our ELA curriculum and instruction with the Massachusetts ELA Curriculum Frameworks, as well as reviewing how we assess student progress within each grade.</p>	
Objective	Timeline/Lead Staff
To coordinate, assess, and improve our ELA teaching and learning in pk-6	SY 2018-2019 Peter Dufresne/Charles Miller/Jon Friedman/Dan Weston/Christina Carlson/Joann Gavrity
Resources Needed	Theory of Action
ELA Curriculum meetings Elementary Curriculum meetings District ILT meetings/ & PD MA ELA Frameworks & Assessment Tools	If we coordinate our ELA instruction and curriculum through all grades, provide teachers with consistent instructional support and feedback through observation and coaching, and regularly meet to assess and measure student learning, then ELA teaching and learning will improve.
Indicators and Outcomes	
Teachers are able to gain knowledge and expertise in the teaching of Reading and Writing. Overall performance on ELA assessment. Decrease the percentage of students performing at “not meeting” expectations by 50%	

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Priority 2	
<p>Improve Family and Community Engagement & Communication: Ensure that the district expands its' engagement with families, local resources, community-based organizations, subject-matter experts (SME's), Governmental Agencies, and regional businesses in order to expand and enhance the educational experience of all students.</p> <p>Communication to Families: Cultivate partnerships and build relationships with families through outreach and communication through personal contact, email, newsletters, and other events. Intra-District Communication: Maintain and improve intra-district communication and transition activities.</p>	
Objective	Timeline/Lead Staff
To maintain and build community trust, support, and partnerships, and improve communication in and out of school	SY 2018-2019 Charles Miller/Camila Tabor/Jon Friedman/Dan Weston/Sandi Hubbard/Karen Chamberland/Alice Tortoriello/Teachers
Resources Needed	Theory of Action
Email Updates, Newsletters, Family Events, Coordination with PTO and PTA, SEPAC, Administrative meetings with parents, conferences, and being available.	If we foster a school environment where Elementary parents, community members, and other stakeholders feel a sincere partnership in the education of our kids, then we will be able to improve student outcomes more holistically and effectively. If we strive to communicate with more openness and transparency, our students and families will benefit.
Indicators and Outcomes	
Parent participation and attendance at school events. Data collected through a school climate survey. Increased understanding and awareness of elementary school initiatives, programs, and practices.	

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Priority 3	
<p>School Culture: Foster a professional culture of pride, motivation, reflective practice, interpersonal support, high standards and professionalism at all levels, as well as collaboration between the administration and SBREA. Ensure that administrators provide ongoing feedback, resources, professional development, and support to all teachers, designed to bring about optimal student growth.</p> <p>Ensure that School administrators provide feedback to teachers based on the DESE standards, agreed-upon teacher improvement goals and projects, frequent administrator observations and evidence submitted by the teacher.</p>	
Objective	Timeline/Lead Administrators
Improve school morale by providing support, feedback, and open communication with teachers and staff	SY 2018-2019 Charles Miller/Jon Friedman/Sandi Hubbard
Resources Needed	Theory of Action
Faculty meetings, Notes of the week, DESE educator evaluations, teacher self-assessment tools, PAC meetings	If administrators provide teachers with consistent support and timely feedback on instruction and professional standards for educators, then teachers will feel more empowered and motivated to improve instruction.
Indicators and Outcomes	
Staff google form results, formative and summative assessment results and school climate survey.	