



**Spaulding Memorial School  
Improvement Plan**

**2015-2016**

**School Council Members**

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**“Teaching what matters most, to those who matter most.”**

**Vision Statement:** It is our vision at Spaulding Memorial School to work together effectively as a staff, with families and the community, to instill in our students the foundational skills they will need most as they transition to middle school and beyond.

## Priorities

**Curriculum:** Review, revise, and support with appropriate materials and professional development the PK-12 curriculum to ensure that it meets or exceeds the requirements of the Massachusetts “Common Core” frameworks, readies students for college and careers, reflects the priorities of the strategic plans, and reinforces the connection between all academic programs and the “core”

**Data:** Continue to use data within the district, at each school, and each grade level as an integral part of instructional decision making

**Safety:** Provide a safe and productive learning environment that builds a foundation for success with facilities that support 21<sup>st</sup> century learning

**Community:** Engage all stakeholders in establishing priorities for educational opportunities for the students in the school district

## EOY Student Benchmarks

Every student will increase their score on at least two writing units, On-Demand pre and post-tests, by one point using the rubric included in the Writing Units of Study kit.

All students will achieve at least one individual reading goal that is created based on formal and informal assessments per term.

Students in fourth grade will increase their MCAS growth scores from the current 34% (lower growth quadrant) to the median of 40-60% (moderate growth range), as well as in-class assessments (informal/formal) as outlined in the Action Plan.

Students in kindergarten and first grade will obtain a score of 80% or better on each of the Foundations benchmark assessments given throughout the year.

## PRIORITY 1

**Curriculum:** Review, revise, and support with appropriate materials and professional development the PK-12 curriculum to ensure that it meets or exceeds the requirements of the Massachusetts “Common Core” frameworks, readies students for college and careers, reflects the priorities of the strategic plans, and reinforces the connection between all academic programs and the “core.”

Strategic Initiatives	
1. Working with Teachers for Teachers consultants, we will be implementing a Writer’s Workshop into each K-4 classroom during the 2015-16 school year.	3. Roll-out <i>Foundations</i> (a phonics and handwriting systematic program) in kindergarten and first grade for 2015-16 school year, with the plan to roll-out in second grade in 2016-17 school year.
2. Working in the third year of a Reader’s Workshop model in grades K-4, we will work in each grade level to create a plan for units that address grade level literacy needs and the Common Core Standards.	4. Continue second year of fourth grade math pilot in which we will be implementing flexible, leveled groupings, we will continue to increase students' ability to communicate their understanding and knowledge of basic skills, conceptual understanding, and problem-solving, as well as their ability to explain their own thinking and reasoning in writing, at their instructional levels.

Indicators of Success
Implement a Writer’s Workshop model, with a minimum of thirty minutes per day for grades K-2 and 45 minutes per day for grades 3-4, that will increase the amount and quality of writing students are expected to do at Spaulding
In the third year of implementation of Reader’s Workshop, teachers will use the knowledge acquired through the study of all units introduced, formal and informal assessment data, and conferences with students to create individual student goals at least once per term.
Work to implement the <i>Foundations</i> phonics program in kindergarten and first grade for thirty minutes daily and become familiar with the <i>Foundations</i> systematic phonics instruction, materials and strategies
Fourth grade students will receive 90 continuous minutes of math instruction per day, based on the enVision math curriculum and the Massachusetts Frameworks, incorporating the Common Core standards in which they demonstrate growth from their baseline knowledge in mathematics through quick informal checks, unit assessments, benchmark assessments and standardized testing such as MCAS.

Key Actions	Person(s) Responsible	By When	Resources	Comments
Writing data from the 2014-15 year will be shared with staff	Principal	September Faculty meeting	Data collection sheets completed by each classroom teacher during the 2014-15 school year	Goal was met by 85% of students assessed. The number of students who increased 2 or more points increased by 28% from spring of 2014 to spring of 2015.
Work with Teachers for Teachers consultants about implementing a Writer's Workshop in all grades K-4	Administration, SMS staff, Teachers for Teachers Consultants	August-June	Teachers for Teachers materials and schedule	
On-Demand Writing samples will be collected at the beginning and end of at least two writing units (Narrative and one additional per grade level).	Classroom & Special Education teachers	On-going	Writer's Workshop, On-Demand Writing Prompts, and Rubrics	
With the completion of the unit overviews, grade levels will now use the different pieces of the units to create monthly plans based on either literacy element, theme or author study. This will be done in concert with the district English Language Arts Committee through summer work, school year dates and through grade level planning meetings.	Administration, ELA Teacher Leaders, Classroom Teachers	On-going	Massachusetts Frameworks, TfT units of study	

<p>As the Reader's Workshop model enters the third year of implementation, we will continue to assess students' individual reading levels, maintain the 10 minutes in kindergarten and 30 minutes minimum in 1<sup>st</sup>-4<sup>th</sup> grades, create individual goals based on formal and informal assessment, and celebrate students' success when those goals are achieved.</p>	<p>Administration, SMS Staff</p>	<p>On-going</p>	<p>Assessments both formal and informal in literacy</p>	
<p>Working with teacher leaders/trainers for <i>Foundations</i> to implement Units 1-5 throughout the school year, with mid-unit checks, end of unit checks and specific interventions created for students achieving less than 80% on end of unit benchmarks</p>	<p>Teacher Leader/Trainers, Classroom Teachers</p>	<p>On-going</p>	<p><i>Foundation</i> teacher manual kits, letter tiles and boards</p>	
<p>Based on MCAS scores, baseline tests, multiplication speed tests, and recommendations from previous year's teachers, fourth-grade teachers will place students in flexible, leveled mathematics groups.</p>	<p>Administration, Fourth Grade Teachers and Special Education Teachers</p>	<p>First grouping will be completed by first full week of school and reviewed after each benchmark assessment for any necessary changes to groupings</p>	<p>enVision Curriculum and Assessments/ Common Core Standards</p>	

## PRIORITY 2

**Data:** *Continue to use data within the district, at each school, and each grade level as an integral part of instructional decision making.*

Strategic Initiatives	
1. We will incorporate a weekly session for each grade level to meet during the school day, which is above and beyond the typical prep period, in which grade levels can meet for curriculum planning, looking at student work, and data analysis.	2. Each staff member will work, either individually or in a group, to create or revise at least one professional or student goal that will document the District Determined Measures that will be used to help determine their Student Impact Rating using Pathway 3 as presented by the DESE.

Indicators of Success
Teachers will use at least two different established protocols to look at student work and/or data to strengthen and inform instructional practices as a grade level and also for planning the intervention for students at risk in certain curriculum areas.
As a grade level or group will set assessment dates, review assessment results together and determine a manner for assigning growth score to each student.

Key Actions	Person(s) Responsible	By When	Resources	Comments
Create common planning grade level time at least once a week that can be used for common planning and data analysis	Principal	August 2015	Time in specialists schedules	Specialists will use the grade level time each week to create Project Based Learning Units for grades 1-3; they will deliver Anti-Bully curriculum for grades 3-4. For kindergarten, they will support students in their classroom during snack and recess time.

Each grade level will establish norms for data meetings that allow a safe, comfortable environment to be able to share information and interventions.	Grade Level Teams, Administration	Fall 2015		
At least once a month, use grade level time to review data from student work, assessments or informal observational data to better plan for instruction at each grade level	Grade Level Teams, Administration	Monthly	Assessments, student work or samples	Other grade level times may be devoted to data analysis, curriculum planning or looking at student work to share interventions and plans.
Use at least two different established protocols to look at student work and/or data from assessments to strengthen the use of data to inform instructional practices	Administration, Grade Level Teams	Fall and Spring	Sample protocols from Data Wise or Looking at Data	Protocol workshop/professional development to be given before a protocol is used
As a grade level or group, will determine which multiple measures of student learning, growth, or achievement to use to inform a second student impact rating and then create or revise a professional practice or student learning goal and action plan that outlines the timeline and assessments to be used	Administration, Teaching Staff	Fall	DESE guidelines for Pathway 3 completion.	The first Student Impact Rating will be collected using one consistent DDM as determined by each grade level or group as a district.  K-3-Fountas and Pinnell Benchmark Assessment  4-MCAS growth scores in ELA or math

**PRIORITY 3**

**Safety: Provide a safe and productive learning environment that builds a foundation for success with facilities that support 21<sup>st</sup> century learning.**

Strategic Initiatives	
Continue working with the district safety committee and ALICE committee to ensure that all safety procedures are known by the staff and practiced throughout the year	

Indicators of Success
Students will successfully practice a minimum of one intruder drill, staying on campus, and at least one intruder drill that incorporates moving to the Rally Spot.

Key Actions	Person(s) Responsible	By When	Resources	Comments
Review all safety drill procedures, give all staff updated safety packet with instructions for fire drills, intruder drills, stay put and bus evacuation drills, as well as reminders of ALICE protocol	Administration	August Faculty Meeting, Mid-year review in February/March	Spaulding Safety Packet that includes instructions from classroom, cafeteria and playground, Alice Safety story for each classroom	

Continue to work with school safety committee to determine specific locations within the reunification building for various stations and assign staff that will be responsible for each station	Administration, Town Safety Officials, District Safety Team	Completed by June 2015	District Plan for Reunification	Will complete during professional development time by the spring of 2016
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#### PRIORITY 4

*Community: Engage all stakeholders in establishing priorities for educational opportunities for the students in the school district*

Strategic Initiatives	
Use results from a parent survey created by the school council and completed by parents in the winter/spring of 2015 to set next steps for the school council committee	

Indicators of Success
Implementation of at least one new manner in which to communicate information to families in addition to the bi-weekly newsletter, current website and calendar, and Connect Ed phone messages.

Key Actions	Person(s) Responsible	By When	Resources	Comments
Review results from parent survey with school council in October	Administration, School Council Members	Fall 2015	Survey results and key summary results created in spring of 2015	

Revise Parent Newsletter to ensure that parents know that information is from the administration at SMS by mid-October	Administration, School Council	Fall 2015	Current newsletter	
Work with the technology committee to look at the website to see what additional areas can be added or deleted to make the website more up-to- date and useable for parents	Administration, School Council, Technology Committee	June 2016	Current website and samples from other schools or districts to review	
Brainstorm any other form of communication from the SMS administration that may be helpful for families and choose at least one new manner in which to communicate information to families	Administration/ School Council	Winter 2016		