

School Improvement Plan

Newman Elementary School
2016-2019
Progress Update March 2017



A Newman Community Member Is...

Cooperative: Learning and growing with others

Active: Participating responsibly both inside and outside of the classroom

Respectful: Showing respect for self, others, and our surroundings

Engaged: Working to do our personal best in all areas

Successful: Problem solving independently and with others

Goal #1: Advance standards-based learning To refine and continue to put into practice a system of curriculum, instruction and assessment that enables each student to be engaged in challenging, creative, and rigorous learning experiences that are grounded in clearly defined standards.

Objective	Action Steps	Evaluation Method
“Students will demonstrate adequate growth in math and literacy achievement, specifically students who are categorized as “high needs.”	Implementation of reading intervention program Co-Teach Instructional Model (Gr.1 Pilot)	District assessments MCAS Local formative assessments and surveys
“Use data more formally to inform our instructional practices, reflect upon their effectiveness and adjust instruction accordingly.”	Increased coaching cycles (Math and Literacy) Grade Level Data Meetings	Analysis of PD and Collaboration Time District and local assessments
“All students will demonstrate an ability to communicate effectively in writing.”	Writing Unit Pilots Grade Level PLC Goals with a Writing Focus	Writing benchmark assessment MCAS Open Response

Goal #2: Develop social, emotional, wellness, and citizenship skills To ensure students develop the knowledge and skills that empower healthy, resilient, and culturally proficient global citizens who commit to act with integrity, respect, and compassion.

<u>Objective</u>	<u>Action Steps</u>	<u>Evaluation Method</u>
<p>“All students will have opportunities to build "resilience" or "grit" and demonstrate that they persevere in challenging situations.”</p>	<p><u>Mindset</u> by Carol Dweck Parent-Teacher Book Group</p> <p>Whole School Read and Professional Development</p> <p>Student Council Focus for School-Wide Meetings</p>	<p>Student/Staff/Parent Survey</p>
<p>“All students will receive appropriate support from school staff in the development of behavior regulation and executive functioning skills.”</p>	<p>Development of School Based CARES Team</p> <p>Revised Teacher Support Team (TST) Process</p> <p>Newman SEL Handbook Development</p>	<p>Student/Staff/Parent Survey</p>
<p>“All students will recognize and respect the cultures and race of others. Students will engage in explicit anti-bias/racism activities in order to promote respect for diversity.”</p>	<p>Consultation and Professional Development on Cultural Proficient Practices</p>	<p>PD and Staff Meeting Agenda Analysis</p> <p>Inventory of classroom libraries and additional resources incorporated that reflect a diverse population (NEF Grant Evaluation)</p> <p>Review of current Family Events and Curriculum Enrichment</p>

Glossary of Terms

Benchmark Assessments

Benchmark assessments are short tests administered throughout the school year that give teachers immediate feedback on how students are meeting academic standards.

Collaboration Time

Weekly time devoted to grade level and department teams to consult, collaborate, and discuss problems of practice and possible instructional implications.

Common Core Standards

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn in each grade level and in every content area.

Community Meetings

Monthly school assemblies that follow a Responsive Classroom meeting format, which invite the school community to greet one another, share their accomplishments, participate in an activity and hear about class/school news and announcements.

Enrichment/Extension

Learning that is extended beyond mastery of grade level standards. Enrichment opportunities can be provided in all content areas as needed based on student achievement.

Flexible Grouping

A method of splitting students into groups for instruction based on specific goals, interests, and learning needs, rather than grouping the students by ability alone. Assessment data is used to determine which group students should participate in, and these groups are fluid, as student needs change.

Formative Assessment

Formative assessment including diagnostic testing is a range of formal and informal assessment procedures conducted by teachers during the learning process in order to modify teaching and learning activities to improve student learning.

Foundations Double Dose

An intervention program designed for students in need of additional phonics instruction beyond the classroom lesson.

Grade Level Leader

Stipend positions at the elementary level that allow classroom grade level representatives to meet with school administration and one another monthly to collaborate on school related Issues.

Glossary of Terms (cont'd)

Grit

Grit in psychology is a positive, trait based on an individual's passion for a particular long-term goal or end state, coupled with a powerful motivation to achieve their respective objective. This perseverance of effort promotes the overcoming of obstacles or challenges that lie within a gritty individual's path to accomplishment, and serves as a driving force in achievement realization. Commonly associated concepts within the field of psychology include "perseverance", "hardiness", "resilience", "ambition", "need for achievement" and "conscientiousness"

Growth Mindset

In a growth mindset, people believe that their most basic abilities can be developed through dedication and hard work—brains and talent are just the starting point. This view creates a love of learning and a resilience that is essential for great accomplishment (Courtesy of C.Dweck).

Guided Reading

Small group reading instruction with a targeted purpose; used as a best practice approach in a Readers' Workshop instructional model.

High Needs

For purposes of state assessment and accountability this category refers to all students in a school or district belonging to at least one of the following individual subgroups: students with disabilities, English language learners (ELL) and former ELL students, or low income students.

IDEAS

Initiatives for Developing Equity and Achievement for Students is a result of the former EDCO program EMI merging with the Greater Boston Students of Color Achievement Network.

Lucy Calkins Units of Study

Lucy Calkins is the author of the popular classroom materials Units of Study for Teaching Writing series and the Units of Study for Teaching Reading, Grades 3-5 series. The Units of Study for Reading and Writing offer grade-specific support for teachers by providing strategies to develop reading and writing workshops that help students meet and exceed the Common Core State Standards.

Newman School Community

For the purposes of this document, the Newman School Community refers to the classroom teachers, special educators, specialists, teaching assistants, administration and other school staff who have an impact on student success.

PD—Professional Development

Education for teachers and other school staff regarding school and district based initiatives. Currently, PD time is provided during staff meetings, early release and delayed opening days, as well as during the school day as needed.

Glossary of Terms (cont'd)

PLC—Professional Learning Community

Grade level teams that collaborate to develop strategic goals aimed towards increasing student achievement.

Responsive Classroom (RC)

Responsive Classroom is a research- and evidence-based approach to elementary education that leads to greater teacher effectiveness, higher student achievement, and improved school climate.

RTI—Response to Intervention

A framework to provide early interventions to students based on data in order to reduce referrals to special education.

Second Step

The Social and Emotional Learning Curriculum used by the Needham Public Schools.

Social and Emotional Learning (SEL) SEL Representative

The Social and Emotional Learning Representative is a stipend position in each school in the Needham Public Schools. The role of the SEL Representative is to support and promote social and emotional learning within the school community.

TST—Teacher Support Team

A group of Newman classroom teachers, special educators, guidance counselors, literacy specialists, and administrators that meets weekly to discuss individual and small groups of students and provide strategies and/or targeted interventions that can be implemented to support student growth. Data is collected based on student progress to determine if interventions have been successful.

