

# Thoreau Elementary School

## School Improvement Plan

2016-2017



Submitted by:  
Angel Charles  
Principal  
June 2016

# Contents

## **Thoreau Elementary School Improvement Plan**

- I. Council Composition
- II. Progress on School Improvement Plan 2015-2016
- III. School Improvement Plan 2016-2017

### **2015-2016 School Advisory Council**

Angel Charles, Principal, Chair  
Kate Damon, Parent  
Karin Hodges, Parent  
Sue Howard, Technology Specialist  
Karla Keefe, Teacher  
Lesley Feigh, Parent  
Wendy Marotta, Teacher  
Jacqui McKenna, Teacher  
Lesley Nesbitt, Parent

THOREAU ELEMENTARY SCHOOL  
SCHOOL ADVISORY COUNCIL

SCHOOL IMPROVEMENT PLAN

I. Council Composition

The Thoreau SAC met on the following dates for the 2015-2016 school year: November 12th, December 7th, January 25th, March 7th, May 2nd and June 6th. All meetings were held in accordance with the Open Meeting Law and the minutes from all meetings are on file in the school's office and at the Town Hall.

II. School Improvement Plan Goals 2015-2016

Goal # 1 - By June 2016, Thoreau students K-5 will demonstrate proficiency in **ELA** at each grade level.

- In June 2016, we are projecting that 94% of students, K-5, will meet the end of the year benchmarks on ELA assessments.
- In June 2016, we are projecting 70% of our high needs will meet the end of the year benchmarks on ELA assessments.
- Our teacher used the MA ELA Curriculum Frameworks to plan, and differentiate, their literacy instruction.
- A tiered instructional approach was used to meet the literacy needs of struggling students.
- Grade level teams identified appropriate interventions (LLI, Foundations, Lexia, Wilson, iReady) and adjusted instructional practice for students who did not meet benchmarks as a Response to Intervention.
- Grade level teams utilized Track My Progress as a universal screener.
- K8 teachers implemented differentiated instruction to challenge students, new curriculum units, interdisciplinary units, and project-based learning.
- Teachers worked in grade-level teams to develop a comprehensive and coherent, standards-based, literacy curriculum. In the spring, grade levels overlaid social studies and science standards onto the literacy maps to create interdisciplinary units of study.
- Teachers developed proposals for summer work focused on exploring a new approach to spelling and word work, including assessments.
- Eight staff members completed professional development on the Leveled Literacy Intervention program, our second tier reading intervention.

ELA/Math (% meeting benchmark)	All Kindergarten students	Non-High needs Kindergarten students	High needs Kindergarten students
DIBELS	91%	93%	60%
Kathy Richardson	84%	93%	35%

ELA/Math (% meeting benchmark)	All Grade 1 Students	Non- High Needs Grade 1 Students	High Needs Grade 1 Students
Teachers' College	88%	97%	79%
Kathy Richardson	85%	88%	57%

ELA/Math (% meeting benchmark)	All Grade 2 Students	Non- High Needs Grade 2 Students	High Needs Grade 2 Students
Teachers' College	94%	88%	70%

Post Test Assessments	94%	96%	81%
-----------------------	-----	-----	-----

ELA/Math (% meeting benchmark)	All Grade 3 Students	Non- High Needs Grade 3 Students	High Needs Grade 3 Students
Teachers' College	95%	89%	75%
Post Test Assessments	82%	86%	65%

ELA/Math (% meeting benchmark)	All Grade 4 Students	Non- High Needs Grade 4 Students	High Needs Grade 4 Students
Teachers' College	93%	86%	77%
Post Test Assessments	96%	100%	70%

ELA/Math (% meeting)	All Grade 5 Students	Non- High Needs Grade 5 Students	High Needs Grade 5 Students
----------------------	----------------------	----------------------------------	-----------------------------

benchmark)			
Teachers' College	97%	98%	70%
Post Test Assessments	90%	99%	71%

Goal # 2 - By June 2016, Thoreau students K-5 will demonstrate proficiency in **Math** at each grade level.

- In June 2016, we are predicting that 90% of all students will meet end of the year targets on Math assessments.
- In June 2016, we are predicting that 80% of all students identified as high needs will meet end of the year targets on Math assessments.
- Grade level teams collaborated with math specialist to refine units to reflect the Mathematical Practice Standards from the CCSS.
- K5 teachers collaborated with Math Specialists to pilot Everyday Math program.
- 88% of Thoreau teachers (K-5) implemented the Everyday Math program.
- Principal and Math Specialist attended National Council of Teachers of Mathematics Conference to learn best practices for school-wide implementation of EM4 and strategies to support ELL and special education students.
- Grade level teams planned & monitored instructional timeline for new math curriculum
- Grade levels explored flexible grouping opportunities, as appropriate.

Goal # 3 - Increase the understanding of Thoreau K-5 students', Faculty and Staff's social and emotional well-being.

- The Thoreau Staff provided Open Circle and Bully Proofing curriculums and other best practices for all students (e.g. Mindfulness).
- K5 teachers collaborated with Mental Health teams to promote calm classrooms, greater self-awareness, and improved self-regulation for students.
- Members of the mental health team used the Zones of Regulation program to support students in developing and maintaining a healthy (and more extensive) social vocabulary.

- Team members used small and whole group instruction to explicitly teach the students use this vocabulary to monitor and regulate their emotions and reactions to different situations.
- Teachers and support staff consulted with members of the mental health teams to problem-solve, seek advice, and support the social and emotional well being of all students.
- Monthly K5 school-wide celebrations rewarded positive student behavior and promoted community.
- In an effort to reinforce global citizenship, Thoreau students participated in the Student Rebuild Organization's Pinwheel Project and raised funds for refugee children in Syria.

Goal # 4 - By June 2016, Thoreau students grades 1-5 will demonstrate proficiency in digital and online writing

- K5 teachers implemented differentiated instruction to challenge students, new curriculum units, interdisciplinary units, and project-based learning.
- Teachers worked in grade-level teams to develop a comprehensive and coherent, standards-based, literacy curriculum. In the spring, grade levels overlaid social studies and science standards onto the literacy maps to create interdisciplinary units of study.
- K5 teachers collaborated with Tech Specialists and Library Media Specialists to reinforce digital citizenship skills and writing skills in a collaborative digital environment.
- Our Tech Specialist worked closely with classroom, teachers to ensure students were able to access and utilize the writing applications contained within the Google platform, as well as a variety of other digital writing and digital storytelling tools. In addition to the technical aspects of using digital writing tools, teachers and the Tech Specialist worked with students to develop a safe online learning environment where expectations for sharing and collaboration are clear.
- The Library Media Specialist implemented a robust digital citizenship curriculum to teach all students, K-5, how to be critical and responsible media consumers.
- K5 Teachers, in coordination with our school social worker, used the Open Circle program to address any issues that arise related to digital collaboration.
- K8 teachers participated on K12 Science, K12 STEM, and K12 Professional Learning Council to develop curricular improvements and provide professional learning opportunities for teachers.
- One of our 3rd grade teachers served on the K12 Science Committee.
- One of our 4<sup>th</sup> grade teachers served on the K12 STEM Committee.
- Our Tech Specialist and a 5<sup>th</sup> grade teacher were members of the Professional Learning Council.
- K5 teachers participated in professional learning on curriculum mapping software to align curriculum units with MA Frameworks.
- All classroom teachers have completed, at least, 1 Atlas curriculum mapping software training.

- In addition to classroom teachers, all staff members were provided with the opportunity to receive Atlas training.
- A team of Thoreau staff participated in a two day Atlas training along with other district teams.
- The ELA Specialists completed a vertical alignment of the elementary literacy units.

III. School Improvement Goals: 2016-2017

Next year the Thoreau Staff will focus on achieving the following goals:

- **By June 2017, all Thoreau students will meet identified performance targets.**
- **By June 2017, all Thoreau students will demonstrate mastery of the grade level standards detailed in the Massachusetts Curriculum Frameworks.**
- By June 2017, Thoreau will maintain a calm, productive, and positive school climate.

Concord Public Schools  
Thoreau School Improvement Goals

**District Goal: Increase achievement for all students and narrow the achievement gaps for identified student groups.**

**Goal I: By June 2017, all Thoreau students will meet identified performance targets, as evidenced by:**

Key Actions	Process Benchmarks	Outcome Benchmarks
-------------	--------------------	--------------------

<p>Grade level teams meet regularly to analyze the performance data of all students to monitor student progress towards intended learning outcomes.</p>	<ul style="list-style-type: none"> <li>• Monthly grade level team meetings will be scheduled prior to the start of the 2016-17 school year</li> <li>• Agendas will be posted in the Drive 24 hours before each meeting and notes will be posted at the conclusion of each meeting</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students meeting benchmark on EM4 assessments in grades 1-5</li> <li>• 80% of K students will meet benchmark on end of year EM4 Interview Assessment</li> <li>• 80 % of students receiving RTI services will meet end of year benchmarks in Math and ELA</li> <li>• K-5, students will achieve 80% proficiency on critical standards by last progress report</li> </ul>
<p>Principal and Math Specialist(s) will identify tier 2 and 3 math supports.</p>	<ul style="list-style-type: none"> <li>• Principal and Math Specialist(s) will identify tier 2 and 3 math supports by September 1, 2016.</li> </ul>	<ul style="list-style-type: none"> <li>• 80% of students receiving RTI services will meet end of year benchmarks in Math and ELA</li> </ul>
<p>Ensure students with learning and social/emotional/behavioral needs receive individualized supports through a multi-tiered approach.</p>	<ul style="list-style-type: none"> <li>• Partner with university to host graduate intern in LICSW program by June 30, 2016 to assist with implementation of tier 2 and 3 supports.</li> </ul>	<ul style="list-style-type: none"> <li>• 5% decrease in behavior referrals to principal/mental health team.</li> </ul>
<p>Staff will utilize weekly Child Study Team meetings to monitor the progress of students receiving tiered interventions and adjust programming.</p>	<ul style="list-style-type: none"> <li>• Child Study referral documents and Child Study Calendar will be on the Drive by September 1, 2016.</li> </ul>	<ul style="list-style-type: none"> <li>• Records of interventions, timelines and progress monitoring maintained in Drive.</li> <li>• 80% of High Needs students will demonstrate moderate growth in ELA and Math, and achievement gap is reduced.</li> <li>• 80% of K-8 students participating in RTI services will meet the end of the year grade level benchmarks.</li> </ul>

Thoreau will adopt a student-centered approach to placement, coordinating student supports, special education service delivery and instruction for ELLs.	<ul style="list-style-type: none"> <li>Implement a strategic student placement process, based on individual student need and service delivery, by May of 2017.</li> </ul>	<ul style="list-style-type: none"> <li>90% of K-8 students participating in special education will meet their IEP goals.</li> <li>80% of ELL students will increase their English proficiency levels by 2 levels.</li> </ul>
--	---	--

**District Goal: Provide students with a rigorous and coherent curriculum and high quality instruction that engages all students to develop their curiosity, creativity, critical thinking, and collaborative problem solving skills.**

**Goal II: By June 2017, all Thoreau students will demonstrate mastery of the grade level standards detailed in the Massachusetts Curriculum Frameworks as evidenced by:**

Key Actions	Process Benchmarks	Outcome Benchmarks
Teachers will collaborate with grade level colleagues and school-based specialists to craft interdisciplinary units of study.	<ul style="list-style-type: none"> <li>All students will complete, at least 2, STEAM challenges by June of 2017.</li> </ul>	<ul style="list-style-type: none"> <li>K-5 students achieve 80% proficiency of critical standards of end-of-year progress reports.</li> <li>100% of students in grades 305 will successfully complete 2-4 writing pieces in a collaborative digital environment.</li> </ul>
Teachers will implement the new NGSS-aligned Earth Science curriculum.	<ul style="list-style-type: none"> <li>By June 2017 all teachers will complete training on the updated FOSS earth science kits.</li> </ul>	<ul style="list-style-type: none"> <li>100% of K5 teachers will implement the new Earth Science units.</li> </ul>
Teachers and support staff will use	<ul style="list-style-type: none"> <li>All tutors and special educators</li> </ul>	<ul style="list-style-type: none"> <li>80% of High Needs students will</li> </ul>

<p>identified instructional interventions to support student progress in reading.</p>	<p>will be trained in Leveled Literacy Intervention (LLI) by September 2016.</p>	<p>demonstrate moderate growth in ELA and Math, and achievement gap is reduced.</p> <ul style="list-style-type: none"> <li>● 80% of K-8 students participating in RTI services will meet the end of the year grade level benchmarks.</li> </ul>
<p>Teachers will continue to engage in professional development in the Everyday Math program.</p>	<ul style="list-style-type: none"> <li>● All teachers will be trained to implement the Everyday Math program by September 1, 2016.</li> </ul>	<ul style="list-style-type: none"> <li>● 80% of students meeting benchmark on EM4 assessments in grades 1-5</li> <li>● 80% of K students will meet benchmark on end of year EM4 Interview Assessment</li> <li>● 80 % of students receiving RTI services will meet end of year benchmarks in Math and ELA</li> <li>● K-5, students will achieve 80% proficiency on critical standards by last progress report</li> <li>● 80% of Grade 5 students will score Adv/Prof on Math PARCC</li> </ul>
<p>All teachers will implement the Everyday Math 4 curriculum.</p>	<ul style="list-style-type: none"> <li>● Math Specialist will support teacher with the implementation of EM4.</li> </ul>	<ul style="list-style-type: none"> <li>● 80% of students meeting benchmark on EM4 assessments in grades 1-5</li> <li>● 80% of K students will meet benchmark on end of year EM4 Interview Assessment</li> <li>● 80 % of students receiving RTI services will meet end of year benchmarks in Math and ELA</li> <li>● K-5, students will achieve 80% proficiency on critical standards by</li> </ul>

		last progress report
Principal and Math Specialist will work together to engage staff in professional development on tier 2 and 3 interventions.	<ul style="list-style-type: none"> <li>Principal and Math Specialist will schedule professional development for staff on tier 2 and 3 math interventions.</li> </ul>	<ul style="list-style-type: none"> <li>80 % of students receiving RTI services will meet end of year benchmarks in Math and ELA</li> <li>80% of students meeting benchmark on EM4 assessments in grades 1-5</li> <li>80% of K students will meet benchmark on end of year EM4 Interview Assessment</li> <li>90% of K-8 students participating in special education will meet their IEP goals.</li> <li>80% of ELL students will increase their English proficiency levels by 2 levels.</li> <li>80% of High Needs students will demonstrate moderate growth in ELA and Math, and achievement gap is reduced.</li> </ul>
Grade 1-2 classroom teachers will provide opportunities for students to create digital writing projects.	<ul style="list-style-type: none"> <li>Grade 1-2 students will use a variety of software and templates to create and save digital writing projects. Instructional technology specialist will work with teachers to determine projects for each grade level and “coach” when/where needed.</li> </ul>	<ul style="list-style-type: none"> <li>100% of students in grades 1-2 will produce and publish a piece of writing using digital tools, demonstrating grade level expectations for writing and digital citizenship.</li> </ul>
Grade 3-5 classroom teachers will provide opportunities for students to engage in online writing activities.	<ul style="list-style-type: none"> <li>Grade 3-5 students will use Google Drive to participate in online and collaborative writing</li> </ul>	<ul style="list-style-type: none"> <li>100% of students in grades 3-5 will engage in publishing their writing online using Google Docs</li> </ul>

	activities. Instructional technology specialist will work with grade level teachers to determine projects for each grade level and “coach” when/where needed.	demonstrating grade level expectations for writing and digital citizenship.
--	---	---

**District Goal: Foster a positive environment in which all students become more responsible citizens.**

**Goal III: By June 2017, Thoreau will maintain a calm, productive, and positive school climate as evidenced by:**

<b>Key Actions</b>	<b>Process Benchmarks</b>	<b>Outcome Benchmarks</b>
The Thoreau Staff will provide Open Circle lessons and other best practices (e.g. Mindfulness).	<ul style="list-style-type: none"> <li>Students will participate in Open Circle and the Bully-proofing curriculum K-5.</li> </ul>	<ul style="list-style-type: none"> <li>There will be 10% reduction in Child Support referrals for student discipline.</li> </ul>
The Thoreau Staff will continue to implement our PBIS system: The 3 Bees.	<ul style="list-style-type: none"> <li>Monthly whole school assemblies highlighting student progress towards our outcome benchmark.</li> </ul>	<ul style="list-style-type: none"> <li>100% of Thoreau students will receive, at least, 1 Bee by June 2017.</li> </ul>
Staff members will celebrate outstanding student work, effort and achievement.	<ul style="list-style-type: none"> <li>A google calendar will be established to capture these events by September 1, 2016.</li> </ul>	<ul style="list-style-type: none"> <li>100% of teachers will craft at least 1 event/celebration/display to highlight student work.</li> </ul>
Grade 1-5 students will demonstrate age-appropriate digital citizenship within their classroom, school, and online	<ul style="list-style-type: none"> <li>Students will participate in Digital Citizenship lessons within their library classes that are reinforced within their classrooms using</li> </ul>	<ul style="list-style-type: none"> <li>100% of students in grades 1-5 will demonstrate age-appropriate digital citizenship within their</li> </ul>

communities, incorporating "The Three Bees."

strategies such as "The Three B's Online", community building, modeling, and Open Circle discussions.

classroom, school, and online communities.

**DISTRICT SMART GOAL:**

During the 2015-2016 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.

**THOREAU SMART GOAL:**

By June 2016, Thoreau students grades 1-5 will demonstrate proficiency in digital and online writing, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
-------------	--------------------	--------------------

<p>1. Grade 1-2 classroom teachers will provide opportunities for students to create digital writing projects.</p>	<p>1. Grade 1-2 students will use a variety of software and templates to create and save digital writing projects. Instructional technology specialist will work with teachers to determine projects for each grade level and “coach” when/where needed.</p>	<p>1. All students in grades 1-2 will produce and publish a piece of writing using digital tools, demonstrating grade level expectations for writing and digital citizenship.</p>
<p>2. Grade 3-5 classroom teachers will provide opportunities for students to engage in online writing activities.</p>	<p>2. Grade 3-5 students will use Google Drive to participate in online and collaborative writing activities. Instructional technology specialist will work with grade level teachers to determine projects for each grade level and “coach” when/where needed.</p>	<p>2. All students in grades 3-5 will engage in publishing their writing online using Google Docs demonstrating grade level expectations for writing and digital citizenship.</p>
<p>3. Grade 1-5 students will demonstrate age-appropriate digital citizenship within their classroom, school, and online communities, incorporating "The Three B's."</p>	<p>3. Students will participate in Digital Citizenship lessons within their library classes that are reinforced within their classrooms using strategies such as "The Three B's Online", community building, modeling, and Open Circle discussions.</p>	<p>3. All students in grades 1-5 will demonstrate age-appropriate digital citizenship within their classroom, school, and online communities.</p>