

2018-19 Thoreau Elementary School Improvement Plan

Strategic Objective 1: Employ teaching practices that are highly engaging, emphasize innovation, and offer multiple paths to student success.

Strategic Initiatives:

- 1.1 Expand PK – 12 tiered levels of support to meet the academic needs of each student.
- 1.2 Strengthen Special Education programs and services to meet the needs of all students.

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Teachers engage in high-quality professional development on implementing Reader’s and Writer’s Workshop, including the Lucy Calkins Units of Study, EMPOWER and aligned assessments.	1. Teachers in grades K-2 continue to participate in Literacy Collaborative Professional Development. 2. Teachers across grades K-5 attend Lucy Calkins and EMPOWER training.	1. All students progress, at least, 3 levels on district-wide reading and writing assessments.
2. Align Tier 2 interventions with Core instruction.	1. Teachers in Grade 3 pilot Foundations. 2. Monitor the impact of LLI in relation to LC implementation.	1. Students receiving interventions perform as well as their non-receiving counterpoints on reading assessments.
2. Strengthen progress monitoring of students receiving Tier 2 and 3 supports.	1. Interventionists meet bi-weekly with grade level teams to report on progress. Interventionists provide written summary of actions and outcomes for all students receiving supports.	1. Students progress during interventions matches their performance on general education assessments.
3. Implement special education program for early childhood students with intensive learning needs.	1. Train paraprofessionals to implement ABA progress monitoring protocols/data collection tools.	1. Students demonstrate effective progress on the goals identified in their IEPs.

2018-19 Thoreau Elementary School Improvement Plan

	2.	
4. Design and implement special education program for students with social emotional learning needs.	<ol style="list-style-type: none">1. MHT members collaborate with teacher to design individualized programs for students.2. MHT members work with teacher to implement MATCH curriculum.	<ol style="list-style-type: none">1. 1. Students demonstrate effective progress on the goals identified in their IEPs.

2018-19 Thoreau Elementary School Improvement Plan

Strategic Objective 2: Establish and commit to ensuring student achievement through student well being.

Strategic Initiative:

2.1 Expand PK – 12 social/emotional curricula to include tiered level of support to meet SEL needs of students and develop growth mindset, resilience, and empathy.

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Teachers implement Mindfulness unit from Open Circle curriculum.	1. All Teachers trained by June 2019.	1. Students acquire coping skills to manage stress and anxiety.
2. Identify data collection tools for identifying students in need of Tier 2 and 3 level SEL interventions.	1. Review and identify universal screener for social/emotional needs by January 2019. 2. Train all homeroom teachers on use of screener. 3. Screen all students by December 2019.	1. Data on students in need of Tier 2 and 3 level interventions collected by December 2019. 2. Implement interventions for identified students.
3. Re-establish Mindfulness Committee to foster school-wide initiatives focused on reducing student stress.	1. Monthly meetings of the Mindfulness Committee. 2. Members attend professional development and share key learnings during Faculty Meetings.	1. Students acquire coping skills to manage stress and anxiety.

2018-19 Thoreau Elementary School Improvement Plan

Strategic Objective 3: Create a collaborative and inclusive culture in the schools and community that values diversity and recognizes the contributions and uniqueness of each learner.

Strategic Initiatives:

3.2 Implement and expand ongoing professional development for all staff with a focus on cultural proficiency and inclusive practices to meet the individual learning needs of each student.

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Engage teachers in professional development focused on cultural competency.	1. Collaborate with METCO director to design rich professional learning opportunities for faculty and staff.	1. Students feel included, safe and represented in the school setting.
2. Design and implement community engagement events focused on cultural inclusivity.	1. SAC/Leadership Team host International Night to celebrate building-based diversity. 2.	1. Students and families see themselves represented and valued in the school setting.
3. Create opportunities for collaboration and community-building between self-contained and general education classrooms.	1. Establish Buddy program pairing self-contained classes with general education peers. 2. Provide students in self-contained classes with inclusion opportunities as appropriate.	1. All students feel connected and included in the greater school community.