

DUNNING ELEMENTARY SCHOOL IMPROVEMENT PLAN UPDATE

**PROGRESS TOWARD 2018-2019
GOALS AND ACTION STEPS**

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Standard I: Curriculum, Planning, and Assessment

High Leverage Goal 1: *Ensure the delivery of high quality instruction, including content, instructional practices, consistent and accurate assessment, data analysis, reflection, and feedback, by all staff and executed in all instructional settings.*

Action Step(s)	Updates and Deliverables	Next Steps
Implement iReady	<ul style="list-style-type: none">● Administered fall and winter iReady diagnostic● Students K-5 using math and reading instructional component 30 minutes per week per subject	<ul style="list-style-type: none">● Continue using and analyzing pass percentages from the instructional component● Administer spring diagnostic
Implement Professional Learning Communities (PLCs)	<ul style="list-style-type: none">● Weekly grade level PLC meetings facilitated by Math and Literacy coaches and utilizing protocols● Work focused on analyzing student data/work, developing grade level common formative assessments, conferring	<ul style="list-style-type: none">● Continue grade level PLC meetings with a focus on using data to to inform instruction

Standard I: Curriculum, Planning, and Assessment, continued

High Leverage Goal 1: *Ensure the delivery of high quality instruction, including content, instructional practices, consistent and accurate assessment, data analysis, reflection, and feedback, by all staff and executed in all instructional settings.*

Action Step(s)	Updates and Deliverables	Next Steps
Utilizing data to address achievement gap	<ul style="list-style-type: none">● Identified students at the beginning of the year that were not meeting academic benchmarks● Planned and monitored systems of intervention to address student needs● Creatively used any available staffing to provide interventions● Monitoring students in the bottom quartile● Provided graphic representations to teacher of students that were low growth and low achievement● Identified Former English Learners (FELs) in the bottom quartile● English Language Development (ELD) Coach worked with teachers on implementing Sheltered English Immersion (SEI) strategies.	<ul style="list-style-type: none">● Monitor students receiving available interventions● ELD coach to provide ongoing coaching to teachers on implementing SEI strategies● Continue to creatively utilize staff to provide interventions

Standard I: Curriculum, Planning, and Assessment, continued

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Action Step(s)	Updates and Deliverables	Next Steps
Coaching	<ul style="list-style-type: none">Coaching teachers on data driven decision making100% of classroom teachers have engaged in coaching cycles	<ul style="list-style-type: none">Coaches continue to provide coaching to staff and coaching cycles based upon teacher need
Math Workshop	<ul style="list-style-type: none">Grades 2 & 3 have received professional development and are implementing math workshopAll other grades are utilizing a workshop format	<ul style="list-style-type: none">Professional development and coaching in math workshop for grades: K, 1, 4, 5
Peer Observation System	Coach facilitated partnerships to have teachers see target models in building-level colleagues' classrooms	<ul style="list-style-type: none">Expand teacher peer observation system

Standard II: Teaching All Students

High Leverage Goal 2: *Strengthen the social emotional learning of all students through the planning and implementing of a school-wide multi-tiered positive behavior and support system to address social emotional learning concepts.*

Action Step(s)	Updates and Deliverables	Next Steps
PBIS	<ul style="list-style-type: none">● PBIS Tier 2 team meets weekly to discuss and monitor student needs for social emotional intervention● Staff have begun using online referral system and we have increased the consistency of behavioral referral record keeping	<ul style="list-style-type: none">● Working with district Social Emotional Learning staff to develop a full menu of Tier 2 interventions, establish monitoring system for students currently receiving intervention● Utilize systematic, data-based approach to enter Tier 2, monitor progress, and exit Tier 2

Standard II: Teaching All Students, continued

High Leverage Goal 2: *Strengthen the social emotional learning of all students through the planning and implementing of a school-wide multi-tiered positive behavior and support system to address social emotional learning concepts.*

Action Step(s)	Updates and Deliverables	Next Steps
Attendance	<ul style="list-style-type: none">● Attendance committee with monthly meetings● Communication sent to families regarding the importance of attendance at beginning of school year● Attendance letters posted on school website● Letters sent home after five and ten absences● Information regarding the importance of attendance included in weekly parent newsletter (Notes From the Office)	<ul style="list-style-type: none">● Increased communication with families for students with chronic absenteeism

Standard II: Teaching All Students, continued

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Action Step(s)	Updates and Deliverables	Next Steps
Restorative Practices	<ul style="list-style-type: none">● Classroom and support staff trained in Restorative Practices, and class circles fully implemented in all classrooms● Classroom teachers and support staff trained in Tier 2 circles (focus on harm and conflict)● Administration trained in Tier 3 circles (discipline) through Suffolk University Center for Restorative Justice	<ul style="list-style-type: none">● Implement student positive recognition system through positive office referrals

Standard II: Teaching All Students, continued

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Action Step(s)	Updates and Deliverables	Next Steps
Academic Review Team	<ul style="list-style-type: none">● Established in fall and meets weekly● The team reviews Elementary Teacher Assessment forms submitted by staff and additional student information, including records of intervention, academic progress over time, attendance, screenings, iReady scores, etc., and provides specific recommendations for Tiers 1 & 2 or an evaluation for Tier 3 services● The team monitors student growth to make additional recommendations as needed	<ul style="list-style-type: none">● Continue weekly meetings to monitor pending and new cases

Standard III: Family and Community Engagement

High Leverage Goal 3: *Increase opportunities for meaningful involvement for families and community members, in both classroom and school activities, as well as opportunities to share in decision making, while maintaining a foundation of mutual trust and respect.*

Action Step(s)	Updates and Deliverables	Next Steps
Parent Involvement/Community Outreach	<ul style="list-style-type: none">● 95% of parents attended parent conferences● Family Literacy Night 1/17/19● Student led conferences in upper grades	<ul style="list-style-type: none">● Identify bilingual parents to serve as resources for other parents● Recruit and mentor new parents● Implement Home Visit Program through the Bilingual Office

Standard III: Family and Community Engagement, continued

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Action Step(s)	Updates and Deliverables	Next Steps
Communication	<ul style="list-style-type: none">● Weekly parent newsletter (Notes From the Office) available for translation through SMORE subscription● Increased use of social media● Consistent use and updating of Dunning website and class pages as a means to communicate with parents● Monthly Care & Share collections for A Place to Turn	<ul style="list-style-type: none">● Use of texting to communicate with families● Empty Bowls Project in conjunction with May Art Show

Standard IV: Professional Culture

High Leverage Goal 4: *Establish a community of practice through shared responsibility and professional collaboration that supports the Dunning mission statement: At Dunning School our mission is to provide a rigorous education within a nurturing environment, to ensure that all students learn to be respectful, independent thinkers and problem solvers. We believe that all students will achieve at high levels.*

Action Step(s)	Updates and Deliverables	Next Steps
Instructional Leadership Team	<ul style="list-style-type: none">● Up and running● Representation from across the building● Focusing on Science instruction to address concerns with MCAS performance● Teachers have unpacked science standards at each grade level and talked about learning outcomes and lesson objectives	<ul style="list-style-type: none">● Continue to focus on science instruction during the next school year

Standard IV: Professional Culture, continued

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Professional Learning Communities	<ul style="list-style-type: none">• Weekly grade level PLC meetings facilitated by math and literacy coaches and utilizing protocol.• Work focused on analyzing student data/work, developing grade level common formative assessments, conferring	<ul style="list-style-type: none">• Continue grade level PLC meetings with a focus on using data to to inform instruction
Increased Staff Collaboration	<ul style="list-style-type: none">• Monthly book study groups• Staff restorative practices circles• PLC meetings	<ul style="list-style-type: none">• Additional book study groups throughout end of school year• Additional staff restorative practices circles

Standard IV: Professional Culture, continued

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STEAM Team	<ul style="list-style-type: none">● STEAM Team formed that includes representation from across the school● Monthly meetings● Teachers collaborating during media time/Genius Hour● Classroom technology buddies● Student technology teams from fourth grade provide support to teachers and students	<ul style="list-style-type: none">● Monthly thematic STEAM Centers in the Media Center● Provide task cards/lesson plans for materials (i.e. Legos, Spheros, Bee Bots, etc.)