

# **MCCARTHY SCHOOL IMPROVEMENT PLAN UPDATE**

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

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# Standard I: Curriculum, Planning, and Assessment

**Lever 1.1** *Collective, distributed leadership structures for improving student achievement: Collaborative planning, PLCs, school leadership team.*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
<p>The Instructional Leadership Team (ILT) will develop a map of progress monitoring data to look at throughout the year. The ILT will use that data to inform school wide decisions and resource allocation. All findings will be communicated to staff</p>	<p>Built ILT that has representatives from all subgroups of the school. ILT has looked at Classroom Visit Rubrics (CVRs) summary data, iReady School-Wide data to inform decisions, resource allocation and action steps. These findings were shared with staff using MCarthy Messenger (our weekly newsletter) and at a monthly staff meeting</p>	<p>ILT will begin work with CCE on data inquiry processes to develop additional protocols for examining data to drive instructional whole school action plans</p>

# Standard I: Curriculum, Planning, and Assessment

**Lever 1.2** *Cohesive instruction through frequent and timely formative feedback on best practice and what rigorous instruction looks like.*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
Administrators and ILT will provide feedback to each grade level, using the CVR formative observations, based on classroom observations and learning plans for the purpose of monitoring instruction based on standards, the use of multiple, varied groupings, meaningful tasks, and assessments	<ul style="list-style-type: none"><li>● Administrators share grade level feedback using the CVR observation tool.</li><li>● All classroom teachers have participated in Data Chats with Administration and Instructional Coaches</li></ul>	<ul style="list-style-type: none"><li>● ILT will begin work with Center for Collaborative Education (CCE) on data inquiry processes to develop protocols for examining data</li><li>● 100% of staff will participate in the peer observation process by the end of the year targeted on best practices</li><li>● All staff will participate in another round of Data Chats by the end of the year</li></ul>

# Standard I: Curriculum, Planning, and Assessment

**Lever 2.1** *Deepen content knowledge in ELA and Math standards and shifts: knowledge of the progression of standards across grade levels*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
<p>Deepen content knowledge through collaborative coplanning which results in the execution of rigorous, standards based, and engaging lessons.</p>	<ul style="list-style-type: none"><li>● Standards based learning objectives are posted in all classrooms and discussed with students to frame their learning for each lesson.</li><li>● All classroom teachers are working with a coach for both reading and math to co-plan lessons with a standards based learning objective.</li></ul>	<ul style="list-style-type: none"><li>● Continue to provide time for staff to unpack the standards both horizontally and vertically, building a deeper understanding of the progression of standards across grade levels.</li><li>● Universal Design for Learning (UDL) and Depths Of Knowledge (DOK) Professional Development with coaches and teachers to strengthen access and equity to Tier I instruction</li></ul>

# Standard II: Teaching All Students

**Lever 2.3** *Multiple, varied groupings with meaningful learning tasks: supporting all students in academics and social emotional development are part of the design*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
<p>New leadership developed a schedule that provided Special Education and English as a Second Language teachers to push <b>into</b> classrooms to support students. Stations teaching and parallel teaching experiences provide smaller student - teacher ratio during Tier I instruction.</p>	<p>Our data shows that 75% of classrooms observed are working in multiple and varied groupings during reading and math.</p>	<p>A continued focus on creating targeted instruction using Universal Design for Learning (UDL) practices to attain our goal of 100% of classrooms utilizing multiple and varied groupings by June, 2019.</p>

# Standard II: Teaching All Students

**Lever 2.4** *Assessments to differentiate and adjust instruction: use of assessments to adjust practice*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
Use formative assessment to make adjustments to practice including differentiation and extension	Professional development was provided to staff (12/6/18) to support the use of formative assessments in both Reading and Math	We continue to revisit this in co-planning, staff meetings, and professional development. Staff have created a reference tool listing multiple types of formative assessments

# Standard II: Teaching All Students

***High Leverage Goal 3: Attendance.** Following the district expectations, how are we supporting families in ensuring their children are in school and on time everyday.*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
Attendance reviewed by administration and the attendance team to address students with high rates of tardies and absenteeism.	<ul style="list-style-type: none"><li>• An attendance team was created to look at attendance data and adhere to the district attendance procedures to communicate with students and families</li><li>• A letter echoing Dr Tremblay's message went home to parents with additional information specific to McCarthy School and tardiness.</li></ul>	<ul style="list-style-type: none"><li>• Continue biweekly attendance team meetings</li><li>• Continue to send letters, emails and phone calls home to families</li><li>• Begin to hold attendance meetings with families as needed</li></ul>

# Standard III: Family and Community Engagement

**High Leverage Goal 4:** *Promotes the learning and growth of all students and the success of all staff through effective partnerships with families, community organizations, and other stakeholders that support the mission of the school and district.*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
<p>Strengthen relationships with all stakeholders within the McCarthy school community (students, teachers, parents and community members.</p>	<ul style="list-style-type: none"><li>● Principal has led School Council meetings, met individually with PTO Board, attended all PTO meetings, held two Meet and Greets, attended all school sponsored events since her start in December</li><li>● Discussions between administration, School Council and PTO have been strategically scheduled to better understand the needs of the community and families to create next steps (parking, CTAP, etc.)</li><li>● Participated in the Home Visit program through the Bilingual Office</li></ul>	<ul style="list-style-type: none"><li>● Continued outreach to all families to continue to build positive relationships. Additional Meet and Greets scheduled. Creating a learning component at PTO meetings-how to read to your child, internet safety, etc to attract more families to PTO meetings</li><li>● Continue participation in the Home Visit program through the Bilingual Office</li></ul>



# Standard IV: Professional Culture

**High Leverage Goal 5:** *Promotes success for all students by nurturing and sustaining a school culture of reflective practice, high expectations, and continuous learning for staff.*

<b>Action Step(s)</b>	<b>Updates and Deliverables</b>	<b>Next Steps</b>
Create systems for strengthening Tier I and Tier II PBIS structures for Social Emotional Learning and academics.	District Positive Behavioral Interventions and Supports (PBIS) Coach has met with PBIS team to strengthen Tier I systems across the school and begin a menu of Tier II interventions.	<ul style="list-style-type: none"><li>● Develop a rollout for digital referral system</li><li>● Continue to build and share the Tier II menu of interventions</li><li>● Begin Check In/Check Out system</li><li>● Implement the use of Second Step for Tier I social emotional curriculum</li></ul>