

# **STAPLETON 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:** *Over the next three years, teachers will develop, implement, and improve upon standards-based math instruction that allows for opportunities for student engagement, growth, and achievement. The success of this goal each year will be determined by students' growth on assessments (i-Ready, MCAS, end-of-module assessments, formative assessments). Alignment to District Improvement Plan Goal 1.0, 1.1*

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none"><li>• Administer i-Ready diagnostic three times per year to assess students' growth</li><li>• Students will spend at least 30 minutes a week on the i-Ready instructional component for targeted reading and math lessons</li><li>• Teachers will progress monitor and determine areas for targeted intervention and extension using common end of module assessments</li></ul>	<ul style="list-style-type: none"><li>• Progress monitoring and data derived are being used in data chats with all educators as well as in determining next steps for students for Tier II interventions or extensions</li><li>• Online instructional usage and pass percentages are being monitored weekly</li><li>• Math Coach works with teachers and grade level teams to develop intervention schedule and progress monitoring of the interventions with a targeted focus on students in the bottom quartile. Additionally, First Grade has been to cross group in Math to meet the targeted needs of students by module</li></ul>	<ul style="list-style-type: none"><li>• Continue to monitor growth and achievement using multiple data points</li><li>• Continue to utilize this data to provide targeted instruction. Review schedule to ensure the intervention block yields results</li><li>• Continue to progress monitor and hold weekly check ins with grade levels regarding progress</li></ul>

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Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none"><li>● Implement weekly Professional Learning Communities (PLCs)</li><li>● Flipped staff meetings to provide for focused professional development</li><li>● Each grade level will meet weekly with coaches and/ or administration to focus on differentiated, standards-based Instruction</li></ul>	<ul style="list-style-type: none"><li>● PLCs have been organized to support staff around a common interest (Trauma Sensitive Teaching and The Power of Our Words)</li><li>● Provided professional development that focused on learning profiles of adults on staff to build capacity and understanding. Developed a shared leadership model in which staff are utilized to present on areas of expertise <a href="#"><u>Three Superheroes</u></a></li><li>● Professional learning community opportunities are utilized weekly to focus on standards based instruction</li></ul>	<ul style="list-style-type: none"><li>● Continue to provide professional development based on survey data from teachers and information obtained from grade level collaborations and supported by the analysis of school wide data</li><li>● Utilize agendas with measurable outcomes for professional learning communities</li></ul>

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Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none"><li>● Opportunities for peer observation of math instruction</li><li>● Design and implement consistent math assessments at all grade levels</li></ul>	<ul style="list-style-type: none"><li>● Peer observations will be utilized for Math observations of the workshop model</li><li>● Utilizing math assessments consistently at all grade levels. Analyzing data from these assessments to administer targeted Tier II interventions</li></ul>	<ul style="list-style-type: none"><li>● Create schedule for peer observations in April</li><li>● Math Coach will work with grade levels regarding alignment of Depth of Knowledge of standards and tasks utilized in Math Workshop</li></ul>

# Standard II: Teaching All Students

**High Leverage Goal 2:** *Social Emotional Learning (SEL): Beginning in the 2017-2018 school year and continuing through the spring of 2020, all Stapleton students will receive support through evidence-based social-emotional learning (SEL) opportunities in order to promote positive social behavior and improve social-emotional and academic success.*

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none"> <li>● Develop a PBIS Tier 2 system for monitoring progress and evaluating outcomes</li> <li>● Develop and implement activities to compliment the character trait books of the month</li> </ul>	<ul style="list-style-type: none"> <li>● Developed a PBIS Tier II schoolwide system in collaboration with district PBIS coach. Established monthly Tier II meetings to review data, trends and student profiles. Implemented electronic SWIS office referral system . Utilize the data from these systems to develop intentional Tier II interventions for students, locations and staff. Utilize faculty meetings to create a common language for best practices for positive behavior</li> <li>● Aligned character traits of the month to selected texts schoolwide. Began community meetings focused on the monthly character trait</li> </ul>	<ul style="list-style-type: none"> <li>● Continuation of PBIS Tier II and school-wide implementation of Check In Check Out and Positive Bus Behavior in conjunction with Bus Caucus with drivers to discuss positive strategies used to shape behaviors. Collaborate with other schools regarding best practices in the realm of social emotional learning. Develop school wide continuum of calm down techniques.</li> <li>● Create a schoolwide calendar dedicated to community meetings that highlight the monthly character trait and create expectations for these meetings that include student voice</li> </ul>

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Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none"><li>• Teach and review of strategies for classroom teachers to implement and support Tier II and III students within the classroom</li><li>• Monitor student attendance</li></ul>	<ul style="list-style-type: none"><li>• Trained support staff in the use of Safety Care. Trained staff in the use of the online School-Wide Information System (SWIS). Utilizing Second Step as Tier I Social Emotional Learning (SEL) curriculum in classrooms.</li><li>• Monthly meetings with administration, secretary, guidance and social worker. Following district policy, we use data from X2 to identify students requiring intervention: phone call, school letter, attendance officer letter, and/or family meeting. Phone calls are made by teachers, support staff and/or administration</li></ul>	<ul style="list-style-type: none"><li>• Train staff in the use of Responsive Classroom.</li><li>• Create a schoolwide calendar dedicated to community meetings that highlight the monthly character trait and create expectations for these meetings that include student voice</li></ul>

# Standard III: Family and Community Engagement

**High Leverage Goal 5:** *Over the next three years, staff will reach out to and engage ALL Stapleton families socially, emotionally and academically in order to improve communication and build positive relationships.*

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none"> <li>● Track attendance at all parent teacher conferences</li> <li>● Track attendance at all school-based events</li> <li>● Reach out to organizations to create meaningful partnerships</li> <li>● Additional funding for training of staff for the Home Visit Program to include more families beyond those of ESL students</li> <li>● Develop a school communication plan for families</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance at Stapleton Family Fun Night and parent teacher conferences were tracked and analyzed for follow up with families</li> <li>● Held a Family Reading Night in October, Genius Hour in October and Read Across America day in March</li> <li>● Developed a Community Family Outreach Program, connecting families to programs available as needed. An example includes Daniel's Table providing home cooked meals for identified families.</li> <li>● Provide translations in English, Spanish and Portuguese in all home communications and at events</li> <li>● Sent <a href="#">survey</a> to families to determine preferred communication and engagement in events</li> </ul>	<ul style="list-style-type: none"> <li>● Work with staff and PTO to determine opportunities for family engagement that center on the needs of the families and the goals of the school (STEAM-a-Thon is scheduled for April)</li> <li>● Continued and increased participation in the Home Visit program</li> <li>● Utilize survey data to intentionally engage families</li> </ul>

# Standard IV: Professional Culture

**High Leverage Goal 6:** *Through Professional Learning Communities (PLCs), Stapleton staff will participate in collegial reflection of instructional practices and student performance in order to ensure ongoing improvement in staff development and student learning.*

Action Step(s)	Updates and Deliverables	Next Steps
<ul style="list-style-type: none"><li>● Implement staff book groups to utilize and strengthen our PLC skills</li><li>● Monitor and measure PLC effectiveness</li><li>● Implement peer observation cycles two times per year</li><li>● Vertical alignment collaboration across grade levels at professional development early release days</li></ul>	<ul style="list-style-type: none"><li>● Created a book study opportunity using <u>Fostering Resilient Learners</u> and <u>The Power of Our Words</u></li><li>● Create Professional Learning Communities where educators work together to create an atmosphere of lifelong learning</li><li>● Scheduled first peer observation cycle for April</li><li>● Developed and utilize walk-through protocols</li><li>● Created opportunities for staff to collaborate vertically at professional development early release days</li></ul>	<ul style="list-style-type: none"><li>● Utilize Classroom Visit Rubric form to conduct walkthroughs that monitor the effectiveness of topics covered in PLCs</li><li>● Schedule intentional rounds of peer observation in the Fall</li><li>● Continue to create opportunities for staff to collaborate vertically</li></ul>