

**School Improvement Plan
2016 - 2017**

**Willard School
Concord, MA**

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2015 – 2016 School Advisory Council

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Review: School Improvement Plan 2015-2016

As developed by the 2014-2015 School Advisory Council, the Willard School Improvement Plan for the 2015-2016 school year identified the following goals:

- By June 2016, Willard students K - 5 will demonstrate mastery in the essential ELA standards at each grade level.
- By June 2016, Willard students K - 5 will demonstrate mastery of essential end of year math benchmarks at each grade level.
- By June 2016, Willard students and staff will demonstrate a positive school climate.
- By June 2016, students in grades 3, 4, & 5 will demonstrate age appropriate use of a collaborative digital platform. Students in grades 1 & 2 will engage in digital writing experiences. Students in grades 1- 5 will learn and apply new skills associated with digital citizenship. Teachers will use software for student data management and record keeping associated with professional goals.

Progress on the 2015-2016 School Improvement Plan

Goal #1 – English Language Arts

During the 2015-2016 school year, Willard continued to provide a strong focus on literacy through the established, research-based curriculum and the revised Massachusetts State Standards (Common Core). Teachers in grades 2 – 5 have continued to place a strong emphasis on the development of Close Reading Strategies. Every six weeks during Grade Level Progress Meetings, teacher teams planned and monitored students' progress in Guided Reading and/or flexible reading groups, literature circles, and in the implementation of the Lucy Calkins Writing Curriculum, supplementing instruction with Empowering Writing lessons and materials, as appropriate, to develop proficiency with all writing genres: narrative, informational, and persuasive. Job-embedded professional development in Close Reading strategies was offered to all teachers as in-house blended course (course meetings, reading and responding to assignments related to Nancy Boyles book, and journal entries on Google docs). This optional course provided interested teachers with a collaborative professional learning opportunity to address the increased rigor of the Common Core. Teachers provided students in grades 2 -5 with opportunities to develop and/or strengthen their research skills. In addition to classroom instruction, the technology specialist and the library media specialist provided research support to students in many classrooms.

Goal 1a: Grades 1-5 continued to benefit from more nonfiction in their Guided Reading and flexible reading groups to align with the MA Common Core Standards. Instruction in reading groups continued to stress essential elements of reading: vocabulary development, word analysis and phonics, the use of text features, fluency, comprehension, literary analysis, and direct instruction in reading strategies in order to promote student progress. The instructional emphasis this year, in grades 3 through 5, focused on the use of evidence-based terms in writing and on teaching students how to incorporate evidence from the text into their writing with a particular emphasis on preparing students for the three types of writing required in PARCC. In addition to the district rubrics, teachers used the PARCC writing rubric as a guide to assess student writing. This year, teachers continued their focus on close reading strategies in keeping with Common Core standards. Teachers also worked with the ELA Specialist to identify a scope and sequence of ELA academic vocabulary for grades 1 - 5. Writing Workshop in all grades addressed all

writing genres: narrative, informational, and persuasive. In the spring of 2015, students participated in the PARCC pilot. In ELA, 91% of Grade 5 students scored Level 4/5.

Goal 1b: The Marie Clay Observational Survey, Teachers College Assessment (1-5) and the GRADE (3-5) will have been completed by June and at this point Willard students appear to be on target to meet the 80% proficiency standard for end-of-year benchmarks. Results of these common literacy assessments were reviewed throughout the year to guide instruction and to identify students for RTI intervention. During the course of the year, Grade Level Teams met with the ELA Curriculum Specialist, Reading Teacher, Special Education representative, and Principal to review assessment data in order to adjust instruction and plan for Tier 1 intervention (classroom based), Tier 2, and Tier 3 intervention outside of the classroom.

Goal 1c: Students in grades K-5 were selected for all Tier 2 and Tier 3 RTI based on teacher input and the data from the appropriate grade level assessments. Students received appropriate RTI support from one of the following: Reading Specialist, Language Arts Specialist, Special Education Teachers and Literacy Support Staff. The students' progress was monitored and adjusted to meet each student's evolving instructional needs.

The literacy progress of K - 2 students has been closely monitored through Common Assessments and via progress monitoring for RTI students using Benchmark Assessments, DRA 2, YOPPS Screening, Read Naturally, Quick Phonics Screening, & Story Grammar Marker. Tier 2 and 3 intervention has been broadened to include more LLI (Leveled Literacy Intervention) groups. Students have moved between the tiers of intervention in first grade. Several children have received RTI support with Special Education staff. Three grade 2 Booster Club groups were differentiated by different skill needs: text level, decoding, comprehension, and fluency. Most progress monitoring discussions occurred during Grade Level Progress Meetings and ongoing discussions occurred between classroom teachers, RTI providers, and RTI liaisons.

As described above, the Literacy RTI models are flexible. First and second grade students can be moved up and down tiers or into appropriate skill groups. Most second graders receive support during a designated RTI block which eliminates scheduling issues in grouping children. A few children in grade 1 and grade 2, after receiving RTI support, have been or will be evaluated for a Special Education evaluation.

Willard staff members provided Literacy RTI to 77 students. All students have made progress as a result of the intervention. Most students will achieve benchmark. A few have been referred for an evaluation due to continued concerns.

Lexia, a computer-based program to teach and reinforce phonics and phonemic awareness, was another tool used to support literacy instruction through RTI. Regular and special educators used this program successfully with some students to improve their skills. Raz-Kids is another software program that was used since it allowed students with appropriate access to leveled materials and allowed teachers access to leveled materials for content area reading. In addition to the common grade level assessments, some teachers also used *Track My Progress* to measure literacy growth over the course of the school year.

Goal 1d: The teachers in grades 1-5 worked collectively in Grade Level Teams to plan and monitor the writing curriculum. While the Lucy Calkins Units of Study serve as the core-writing program, teachers occasionally supplement instruction with the *Empowering Writers* program. Some grade level teams viewed Empowering Writers on-line instructional videos during

Progress Meetings. In addition, teacher teams worked collaboratively to score writing samples using the revised district writing rubrics. Students in grades 3-5 were given practice in digital reading experiences and on-line writing in response to reading using the Test Ready software. Teacher teams also discussed and revised their grade level writing timelines to better meet students' needs.

Goal 1e: During the 2015-2016 school year approximately 20 teachers participated in a Close Reading course. This blended course provided teachers with an online learning opportunity that blended face-to-face meetings with on-line Journal reflections based on the Nancy Boyles book, Close Reading. Teachers developed and shared close reading lessons with colleagues.

Goal 1f: While helping students become more skilled in developing their written responses to Open Response questions, teachers in grades 3 – 5 have taught students how to use evidence from text to support their written responses. In addition, teachers have provided students with direct instruction in PARCC writing tasks (Literary Analysis, Narrative, Research Simulation) and exposure to the PARCC scoring rubric in order to ensure the development of student's competency in Common Core writing expectations. Some grade level teacher teams were exposed to *Empowering Writers* online professional development resources to enhance instruction in specific writing genres. In addition, some teachers used Empowering Writers instructional tools to augment instruction and hone student's writing skills across genres.

Goal #2 – Mathematics

Goal 2a: During the 2015-2016 school year, students in grades 1 - 5 received math instruction for 70 minutes each day. The district entered year two of the math pilot using *Everyday Math 4*. At Willard, the entire Kindergarten team, grade five team, a few special education teachers, and two second grade teachers participated in the pilot. All pilot teachers participated in summer training, met with an EM4 trainer during the school year, and received ongoing support from the Willard math specialist. The rest of the staff continued to implement the revised *Investigations in Number, Data, and Space (TERC)* curriculum. Teachers also used a variety of materials to supplement the program in order to meet new Common Core mathematics standards. A few grade levels successfully enhanced their instruction by drawing from selected units/lesson from the program *Engage NY*. Throughout the past school year, under the direction of the Director of Teaching and Learning and the Elementary Steering Committee, the Everyday Math 4 pilot was implemented. All participating teachers shared their view of the program through their participation in a survey at designated intervals during the school year. In February, all of the pilot participants were polled and a strong recommendation emerged from the feedback indicating a desire to adopt EM4 as the K-5 math program. In March, a representative group of participants and ESC members presented the recommendation for EM4 adoption to the School Committee. The School Committee voted to adopt *Everyday Math 4* as the K-5 math curriculum. All teachers will participate in differentiated professional development in EM4 (introductory training or advanced training) in late June or August.

Throughout the year, teachers participated in Grade Level Progress Meetings every 6 weeks with the Math Specialist and Principal. The meetings provided time to discuss the grade level curriculum (*Investigations* or the EM4 pilot). The meetings provided time to discuss students' performance on common assessments, align instruction with Common Core standards, review student work, and discuss grade level team goals. The Math Specialist used Grade Level Progress Meeting time throughout the year to provide effective job-embedded professional development to all grade levels.

Goal 2b: Common Assessments were implemented in all grades (K – 5). The Math Specialist and Principal met with Grade Level Teams at 6-week intervals throughout the year to review common assessment data and to discuss student learning. During the 2015-2016 school year, teachers were expected to analyze assessment data and use the data to guide their instruction. Teachers used the assessment data to identify students who needed re-teaching and/or Tier 1 RTI. The Grade 5 2015 PARCC results were strong with 90% of 5th graders scoring proficient or above.

Goal 2c: Individual teachers and grade level teams monitored student progress at regular intervals. Fifty-seven Willard students from K-5 received RTI intervention outside of the classroom this year. All students have made progress and most will achieve or come close to achieving grade level benchmarks. A few have been referred for an evaluation due to a very slow rate of progress. It is expected that at least 80% of students (K-5) will achieve Proficiency on most, if not all, of the essential standards on the end-of-the-year Progress Reports.

Goal 2d: Grade Level Teams continued their collaboration with the Math Specialist to align the curriculum with the Common Core standards and to align materials accordingly, shifting and sharing materials between and among grade levels, as appropriate based on curriculum adjustments to align with the Common Core.

Grade 3, 4, and 5 teachers have continued their work with the math practices in various ways. Grade level teams have discussed the work and their approaches in Grade Level Progress Meetings throughout the year. Grade 4 introduced, and grade 3 continued, their work with a *Contexts in Learning* unit this year. These math units embed instruction in rich projects, which bring out the math practices more than a typical math unit might. Grade 4 and 5 teachers continued working on their professional goals which focused on the math practices, using multi-step problems to highlight the practices.

Since math practice standards are embedded into EM4, this work occurred quite naturally in the classrooms where the EM4 pilot was occurring. The Math Specialist has provided teachers with some resources and has modeled problem-solving lessons with some “big problems” in grade one. This work will continue quite naturally with the implementation of EM4 across all grades.

Goal #3 – School Climate

Goal 3a: Open Circle is an integral part of the culture at Willard with the expectation that 100% of classrooms are engaged in 1 or 2 weekly sessions. The common vocabulary taught in Open Circle has created a school-wide vocabulary, evidenced by consistent use of Open Circle concepts and vocabulary by students and staff. This year, two new classroom teachers participated in Open Circle Training to learn the Open Circle curriculum. School Counselor Julee Vitello, the Willard Open Circle Coach, monitored and assisted them in their implementation of Open Circle.

Goal 3b: Willard teachers used Open Circle and Anti-Bullying lessons as a tool to assist them in the development of classroom norms. Many teachers further enhance their work in Open Circle by supplementing lessons with strong thematic literature connections. Ms. Vitello has collaborated with staff to supplement the Open Circle curriculum by adding materials on topics such as Empathy, Anti-Bullying, Tattling, etc. In response to staff requests, Willard has purchased new Open Circle binders (one per grade level) for teachers to review.

During the 2014-2015 school year, there was a significant reduction in office referrals for behavior. A decrease in office referrals (Bus Reports/Incidents and School Incidents) occurred again during the 2015-2016 school year as well. The implementation of the K-5 Open Circle curriculum, DARE, the support of the School Counselor and School Psychologist, the proactive intervention of the Open Circle/Bullying Prevention programs in several classrooms has contributed to the continued reduction in social conflicts. Furthermore, school counseling/lunch bunch numbers increased this year to an average of 64 students seen regularly each week. These counseling sessions play a dual role: helping to pre-empt social conflict and equipping students with the skills needed to avoid social conflict.

Our School Psychologist and School Counselor, who is the Open Circle coach, share responsibility for facilitating the resolution of student conflicts at the Peace Table. The Peace Table formalizes the peer conflict resolution process, and puts into practice the problem-solving steps that are taught in the Open Circle curriculum, grades K-5.

Finally, Willard continued the practice of presenting a “Wow Willard Award” to deserving students. Students were nominated by staff members, and given verbal recognition by the principal during morning announcements and were called down to the office to receive a Wow Award for promoting positive behavior, acts of kindness, being an upstander, and other positive contributions to the school community.

Goal 3c: The Willard School Community began the school year with an all school assembly. The Principal shared a read aloud of a picture book, *I Wish You More* by Amy Krouse Rosenthal & Tom Lichenheld. This picture book that conveyed delightful wishes relating to friendship, fun, reflection, and positive experiences. Mrs. Fernandes told the children and the staff that these wishes represented her positive wishes to all members of the Willard School community for the new school year. As a follow-up to this read aloud, she invited students and staff to reflect on their own wishes for the new school year. All teachers were given paper squares with the sentence frame (This year, I wish . . .) for their students to complete and illustrate for a special *Willard Wishes for the New School Year* bulletin board across from the library. Students reflected on their hopes for the new year, designed their square, and a beautiful bulletin board was created to launch the year.

Over the course of the year, each grade level (Grades 1 – 5) planned and led an All School Assembly. Individual grade level teams determined the content of their assembly. In all cases, the assemblies provided students with an opportunity to perform publicly by sharing their learning with the entire school community. The assemblies provided students with an authentic opportunity to speak publicly, collaborate and cooperate with their peers, and to plan, organize, and problem solve with their peers. Singing the Willard School Song to conclude most assemblies serves as a unifying thread and a fun way to conclude Willard assemblies throughout the year.

A sub-committee lead by a member of the Willard Leadership Team investigated other options for planning and managing All School Assemblies. Based on feedback collected through an online staff survey, it was determined that the majority of staff supported the idea of all school assemblies as a way of fostering a strong sense of community. While a formal structure for All School Assemblies has never been required, most assemblies have followed a similar structure. While most respondents indicated support for the existing structure, one idea that emerged is an idea that will be further explored in June 2016. This idea would leave each classroom at a grade level free to plan their own mini-presentation as part of the grade level assembly. Each grade level presentation may be part of an overall theme or each class may share work that is

independent of the other classrooms of the grade level. This option eliminates the need to coordinate and practice with the rest of the grade level, which can be a time consuming process.

Goal 3d: Many students opted to participate in Trick or Treat for UNICEF. Students collected \$947.41 that was donated to UNICEF. This activity has been a Willard tradition for many years. In mid January, Willard School launched the annual *Willard Souper Bowl* campaign. Students were invited to bring in canned soups or other canned goods. Open Table benefitted greatly from this successful canned soup drive. This year the Willard Annual Food Drive was a success, once again. Fifth graders worked directly with the School Counselor and their classroom teachers to promote, advertise, collect and organize the food donations sent to Open Table in Concord. Approximately 30 boxes of food and personal hygiene items were collected. In addition, Willard students celebrated half way day (the 90th day of school) by making a donation to Open Table in exchange for coming to school dressed in a fun halfway fashion. One 4th grade classroom raised more than \$1000 dollars for Heifer International, an organization committed to ending world hunger and poverty while caring for the earth.

All grade 5 students participated in a Service Day in May. Under the supervision of parent volunteers, students completed service projects at Gaining Ground, The Old Manse, and Emerson Hospital (Fun Run prep), and Landscape at the Playscape. In addition, some 5th graders offered their time on Service Day in the Willard cafeteria creating food packages and other items for Open Table.

In addition to these activities, various classrooms engaged in community service projects such as a classroom Quilt Project for Minuteman Arc, Letters to Veterans, classroom involvement in the Read to Feed Program, a classroom 100 Acts of Kindness Project, to name a few.

Goal 3e: Over the past few years many Willard teachers been trained in Mindfulness as part of a district-sponsored Mindfulness in Education Initiative that began with a grant written by Willard School Counselor Julee Vitello. As a result of that training, these staff members have implemented a variety of effective mindfulness practices and strategies in their classrooms and support services to students. During the past school year, seven Willard staff members participated as active members of the Willard Mindfulness Committee. A few Willard staff members also continue to serve on the district Mindfulness Steering Committee. Willard's building-based Mindfulness Committee met over the summer to plan for expanded mindfulness opportunities for staff and students based on the groundwork that had been established over the past two years. As a result of their summer work planning, during the past school year, Willard implemented Mindful Mondays. As part of morning announcements and the Pledge of Allegiance, a 5th grader also leads the school community in a Mindful Moment. This moment of quiet reflection was well received by staff and students and proved to set the tone for a positive start to the week. Likewise, the Mindfulness Committee identified a monthly mindfulness theme which is introduced to students via the monthly Mindful message. The theme was identified each month during the Faculty Meeting and sample materials and activities were shared with staff. A special Google folder was created for easy access to these documents. The Willard Mindfulness Committee presented these Willard initiatives to the School Committee in March.

Goal 3f: Each month at the Faculty Meeting, teachers are invited to share an aspect of their classroom work, professional development experience, committee work, or professional expertise. Some staff members volunteered to participate and others were asked to participate. Staff feedback has been very positive. In addition, many staff members have taken on a leadership role sharing their knowledge about aspects of the Google Platform during Faculty Meetings when time has been allocated for staff training.

Goal 3g: K-5 teachers, Curriculum Specialists, the Technology Specialist, and the principal, participated in Grade Level Progress Meetings every 6 weeks throughout the school year. This time was used productively to collaborate on curriculum, instruction, and assessment and to look at student work and review student assessment information in order to identify students for intervention and to discuss their progress in RTI.

Goal 3h: As we began our 7th year in the “new” Willard School, this seemed to be a good time to revisit our commitment to the green features of the students about the “green” elements of Willard. All students received a copy of a booklet featuring Willard’s 21 “green” elements. Beginning in late March and throughout April, each day during morning announcements, classroom teachers displayed the featured green element on the ActivBoard while the principal discussed and explained it. One 4th grade classroom assumed a leadership role by leading a building initiative to reduce waste with paper towels by adding reminder stickers to paper towel dispensers. They also invited the town recycling manager to the classroom to discuss community recycling efforts.

Goal #4 – Technology (On-line Writing & Digital Citizenship)

Goal 4a: Since the start of the 2015-2016 school year, all staff members focused on making a smooth transition to the Google platform (Gmail, Google Drive, etc.) as the district’s primary system for communication and collaboration. Professional development (district and building-based) was offered to all staff to assist with this transition. The Technology Specialist supported the integration of Google Apps for Education in grades 2 - 5. The use of this platform has deepened the collaborative community at Willard School. In fact, some classroom teachers have begun using Google Classroom as a management tool. This year all students in grade 3-5 continued to use Google Drive as their main word processing and presentation tool. Consequently, teachers have had the opportunity to support many digital writing skills as well as several digital citizenship skills through the use of this platform. Students have learned what it means to manage the responsibility for an online account, share appropriate content, and know how an online workflow functions. Furthermore, the use of Google Drive has expanded the ability of teachers to provide feedback to students about their writing. In addition, students have used the platform to access curriculum content such as photos, movies, and worksheets and to follow-up at home with class work and homework tasks. Students in grades 3 – 5 have completed multiple writing pieces using Google Drive, while second graders have completed one or two tasks. First graders have explored the use of Book Creator app to create a piece of writing.

4b: Technology plays an integral role in the Library curriculum. All students in grades 3-5 have used Google Drive during library classes. Since the beginning of the year, fifth graders have used it extensively to organize collaborative projects. Third and 4th grade students were introduced to Google Drive later in the school year. All students in grade 3 -5 have used the platform for independent assignments and for collaborative projects with classmates. Students in grades 1 - 5 learned digital citizenship skills through their work with the Library Media Specialist using the We ARE Digital Citizen curriculum. Through these library lessons, students learned how to make appropriate choices in a digital environment. Classroom teachers reinforced the lessons learned by expecting students to demonstrate the behavior of good digital citizens as they used technology tools in the classroom.

Teachers learned useful ways to integrate Google Drive into the curriculum. Digital Citizenship skills were also discussed. As part of the training, teachers created a folder system to manage

student work. Tech Specialists shared new and enhanced features of Atlas Curriculum Mapping software and webpage instruction during Tech Tuesday sessions for all grade levels.

Goal 4b: All students in grades 1-5 participated in the K-5 Library program We ARE Digital Citizenship Curriculum. All lessons are designed to give students the information they need to be Appropriate, Responsible, and Effective users of the Internet and technology. In grades 1 and 2, lessons focused on online safety. Beginning in grade 3, students learned what it means to be a good citizen of cyberspace and the responsibilities that go with online access. Students also learned about the dangers of cyberbullying and how to protect their personal and private information. In 4th grade, students learned about copyright laws and plagiarism. In grade 5, students explored these topics in greater depth and also learned Internet research skills.

Goal 4c: The Technology Specialist collaborated with district IT staff and with the Willard Principal and Leadership Team to design and deliver professional development to professional and support staff to ensure that all staff members acquired a good working knowledge of the Google platform. Teacher leaders worked with the Tech Specialist to provide a menu of offerings for small group Google training during Faculty Meeting breakout sessions. Since the district hired a vendor to create new websites, teachers received training in webpage design in order to transition to the new website by late June. Because the district decided to phase out the use of Baseline Edge, a number of staff members transitioned to OASYS, the supervision/evaluation module of My Learning Plan. Using existing meeting time, the Tech Specialist provided staff training in the use of this tool.

Goal 4d: Grade Level Progress Meetings were held every 6 weeks throughout the school year for all grade levels. These meetings provided grade level teams with the opportunity to collaborate with their grade level colleagues, ELA & Math Curriculum Specialists, Technology Specialist, Special Education Teacher, and Principal. Meetings were divided into three components: Literacy, Math, and Teacher Time/Curriculum. Over the course of the year, teams engaged in productive discussions, reviewed assessment data and teacher input to identify students for RTI, discussed the progress of RTI students, used assessment data to inform instructional decisions, reviewed curriculum timelines, and considered curriculum changes/modifications that were necessary to meet students' needs. All of these efforts were directed toward the essential goal of helping all students reach grade level benchmarks.

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DISTRICT SMART GOAL:

By June 2017, students in grades K – 12 will master critical end of year grade level standards.

WILLARD SMART GOAL:

By June 2017, Willard students K – 5 will demonstrate mastery in the essential ELA standards at each grade level, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Implement research-based curriculum (K-5) in keeping with the revised MA Framework (Common Core Standards)	1. Grade level teams will plan & monitor Guided Reading groups, Literature Circles and Lucy Calkins Writing work.	1. Achieve 85% Advanced/Proficient score for Grade 5 ELA MCAS 2.0
2. Implement Common Literacy Assessments	2. Grade level teams will analyze student assessment results and adjust instruction accordingly to promote student growth	2. Achieve 80% proficiency of Essential Standards of end-of-year Progress Reports (K-5)
3. Identify students at-risk and provide RTI assistance as needed: Tier 1, Tier 2, Tier 3. Provide consistent comprehension instruction in Tier 2 & Tier 3 support settings, as appropriate.	3. Grade level teams will monitor student progress at prescribed intervals. Classroom teacher will monitor student's progress and adjust instruction accordingly.	3. Students will make progress toward grade level benchmarks or the intervention will be changed or intensified.
4. Continue to strengthen our approach to Common Core Standards in writing (Narrative, Informational, Persuasive) through the use of collaborative digital platforms.	4. Grade level teams will collaborate and work with ELA Specialist to teach writing genres & assess students' progress with the district genre-specific rubrics drawing from a range of writing prompts.	4. Collect and score samples of student writing using genre-specific district rubrics in three genres. 80% of students will achieve proficient or above in all genres.
5. Build on and deepen the use of Close Reading Strategies in grades 2 – 5 & offer opportunities for digital reading.	5. Grade level teams & ELA Specialist will collaborate in the refinement of Close Reading lessons and strategies enabling students to read & understand	5. Collect & evaluate students' responses to text-dependent questions. Assess students' ability to compare & synthesize ideas from across related

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	<p>complex texts, both printed and digital, across the curriculum (informational & literature).</p>	<p>texts, engage in text-focused discussions and produce written work aligned with the standards.</p>
<p>6. Build on the use and reinforcement of ELA academic vocabulary. Strengthen student proficiency and flexibility in the use of cognitive verbs</p>	<p>6. During instruction, teachers will use a variety of cognitive verbs and ELA academic vocabulary, including alternate vocabulary choices, in ELA and content areas as appropriate.</p>	<p>6. Students will demonstrate proficiency and flexibility in the use of academic vocabulary and cognitive verbs in their daily work and assessments.</p>
<p>7. Continue to strengthen students' competency in writing to texts in grades 3 - 5.</p>	<p>7. Grade level teams will collaborate to develop lessons and techniques to provide opportunities for students to develop proficiency in narrative, analytical writing, and research.</p>	<p>7. Collect and score student responses using a rubric. Provide feedback based on the rubric for students to incorporate in their future responses. 80% of students will score proficient or higher.</p>
<p>8. Narrow the achievement gap for High Needs students by providing targeted instruction.</p>	<p>8. Monitor daily work and assessment data. Provide additional literacy practice through RTI, extra instructional time, and/or the use of instructional software.</p>	<p>8. High Needs students will improve their performance as measured by monthly progress monitoring, periodic literacy assessments and state testing.</p>

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DISTRICT SMART GOAL:

By June 2017, students in grades K-12 will master critical end of year grade level standards.

WILLARD SMART GOAL:

By June 2017, Willard students K – 5 will demonstrate mastery of essential end of year math benchmarks at each grade level, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Implement Everyday Math 4 (K-5) in keeping with Common Core Standards	1. Grade level teams will learn and implement EM4 with fidelity and provide differentiated learning opportunities, as appropriate	1. Achieve 85% Advanced/Proficient in Grade 5 Math MCAS 2.0
2. Implement Common Assessments (K-5)	2. Grade level teams will analyze student assessment data and adjust instruction accordingly to promote student growth, re-teaching as needed.	2. Achieve 80% proficiency on common assessments (unit tests).
3. Identify students at risk and provide RTI assistance as needed: Tier 1 or Tier 2	3. Teachers and RTI providers will monitor student progress at regular intervals & adjust intervention & classroom instruction as needed.	3. RTI students will achieve 80% proficiency on common assessments in the area(s) of concern as measured by cumulative tests.
4. Support teachers in the implementation of Everyday Math 4 .	4. Grade level teams and individual teachers will collaborate with Math Specialist to implement EM4 with fidelity. District will provide professional development with EM4 consultants, ongoing coaching with Math Specialist, and support of Technology Specialist to access/use EM4 tech tools.	4. Teacher feedback will be solicited periodically throughout the year and support adjusted accordingly.
5. Narrow the achievement gap for High Needs students.	5. Monitor daily work and assessment data. Provide additional math practice	5. High Needs students will improve their performance as measured by daily

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	through RTI, extra instructional time, re-teaching as necessary, and/or use of instructional software.	work, EM4 assessments, and state testing.

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DISTRICT SMART GOAL:
 Increase K-12 students' social and emotional learning.

WILLARD SMART GOAL:
 By June 2017, Willard students and staff will demonstrate a positive school climate, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Strengthen the implementation of the Open Circle Curriculum (K-5)	1. Each classroom will hold Open Circle meetings weekly or twice weekly. Mental Health staff will provide coaching and support, as needed.	1. All students and staff will use and understand Open Circle vocabulary and concepts.
2. Each teacher will promote positive expectations of student behavior per Open Circle and Anti-Bullying Curriculum.	2. Teachers will develop positive classroom norms and will reinforce school norms and expectations for positive behavior across all settings. Encourage sharing of ideas that work.	2. 5% reduction in behavior referrals to the office.
3. Each grade level team (Gr. 1 -5) will plan and lead one all school assembly. Each team has discretion regarding how the assembly will be structured.	3. Grade levels will collaborate as they plan, schedule, and lead an all school assembly to promote a sense of student/grade level pride and a strong sense of school-wide community.	3. Students will plan and carry out the assemblies. Each grade level (1-5) will lead one assembly per year.
4. Students will participate in outreach and service opportunities.	4. Students will participate in established activities (Trick or Treat - UNICEF, Willard Food Drive, Souper Bowl, etc.), 5 th Grade Service Day & others, as appropriate.	4. Monetary and food donations will be made to UNICEF & Open Table and the results will be tabulated. Students will provide holiday cards for Emerson patients & others.
5. Continue to promote social/emotional opportunities for students and staff (Open Circle, Mindfulness, etc). Identify & share monthly mindfulness themes and share ideas & activities in Google drive. Mindfulness bulletin board will be	5. Teachers and professional staff will consult with Mental Health staff as needed and draw from a variety of strategies & practices that promote calm classrooms, greater self-awareness, and improved self-regulation for students.	5. Students will engage in healthy peer interactions as measured by fewer office referrals and referrals to Mental Health Team.

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<p>created to promote the theme. Encourage teachers and grade level teams to draw on Mindfulness Committee & building based Mental Health team.</p>		
<p>6a.) Allot time for staff members to present/share information and/or best practice during monthly Faculty Meetings. 6b.) Implement Leading Together strategies/activities to build community & promote reflection.</p>	<p>6a.) Invite and encourage individual staff members or a grade level team to sign-up to share with colleagues at a Faculty Meeting. 6b.) Invite additional staff members to assist in planning activities</p>	<p>6. Staff will volunteer to share at meetings and/or staff may request that a staff member share new learning and/or best practice. 6b.) Staff will participate in community building activities embedded into established meeting schedule.</p>
<p>7. Continue to foster teacher collaboration through Grade Level Progress Meetings and Building Based Grade Level meetings at regular intervals.</p>	<p>7. Grade Level Teams, ELA Specialist, Math Specialist, Technology Specialist, SPED staff, Reading Teacher will collaborate, plan, reflect, review student data, and engage in job-embedded professional development.</p>	<p>7. Staff will collaborate to make decisions about curriculum and will use assessment data to plan/adjust instruction. Staff will deepen their knowledge and learn new skills as a result of professional development, shared discussion, and grade level collaboration.</p>
<p>8. Continue to maintain awareness of Willard as a "green school" and the importance of environmental stewardship. Encourage students to assume some responsibility for "pride of place" as they increase their awareness of stewardship responsibilities of Willard School.</p>	<p>8. Throughout the year, students will be reminded about the "green elements" of Willard and the importance of stewardship of our school. Staff will look for ways to integrate the Willard "green elements" into the curriculum as appropriate.</p>	<p>8. Students will grow in their understanding of and appreciation for the "green elements" of Willard and will demonstrate increased responsibility for stewardship of our school building and grounds.</p>

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DISTRICT SMART GOAL:
 During the 2016-2017 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.

WILLARD SMART GOAL:
 By June 2017, students in grades 3,4, & 5 will demonstrate age-appropriate use of a collaborative digital platform. Students in grades 1 & 2 will engage in digital writing experiences. Students in grades 1-5 will learn and apply skills associated with digital citizenship. Teachers will use Google platform for student data management and My Learning Plan for record keeping associated with professional goals.

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Technology specialist will work with gr. 3-5 teachers to further strengthen the process of writing in a collaborative, digital environment.	1. Tech specialist will support writing in a collaborative, digital environment.	1. 100% of students in grade 3 – 5 will complete 2-4 writing pieces in a collaborative, digital environment. 100% of students in grades 1 & 2 will produce 1-2 written pieces in a digital manner.
2. Students in grades 1 – 5 will learn age-appropriate digital citizenship skills during library classes and will continue to apply these skills in the classroom.	2. Students will demonstrate an understanding of appropriate choices in a digital environment. Teachers will promote carry-over of the digital citizenship skills in the classroom.	2. 100% of students in grades 1 -5 will be introduced to age-appropriate, safe technology practices.
3. Strengthen staff knowledge of Google Drive & Google docs and increase integration across the curriculum. Explore the implementation of Google Classroom.	3. Tech Specialist will provide ongoing support for staff, especially new staff.	3. All staff will be able to use the Google platform effectively.
4. Continue to hold Grade Level Progress Meetings periodically.	4. Grade Level Teams will collaborate with ELA, Math, & Technology Specialist to look at student work & assessment information, monitor student progress, adjust instruction, discuss curriculum,	4. Grade Level Teams will benefit from regular opportunities to meet and collaborate enhancing their ability to make informed instructional decisions, monitor student learning, and help all

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	and engage in professional development.	students achieve grade level benchmarks.
5. Offer training in Word Press to enhance teacher webpages and My Learning Plan for fulfillment of Supervision & Evaluation record keeping	5. Professional development will be offered.	5. Enhancement of teacher webpage, if desired. Successful completion of supervision & evaluation paperwork.
6. Increase use of iPads in K and gr. 1 to practice skills and create student work.	6. Provide professional development to staff to guide the use of digital tools and the selection of appropriate educational apps.	6. Students will achieve proficiency in in use of digital tools for learning and for creation of student work products.