

SHUTESBURY ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN 2015

Area for Improvement			Curriculum, Planning and Instruction			
Goal			To plan, implement and assess an aligned, rigorous and engaging curriculum and to monitor the progress of our students in achieving proficiency.			
Expected Outcome			Shutesbury Elementary Students will engage in rigorous, engaging and aligned instruction, authentic and meaningful student assessments and data driven interventions to become proficient readers, writers, scientists and mathematicians.			
Approach				Results		
Action Step	Action Step Details	Start Date	Resources	Target Completion Date	Performance Measures	Person(s) Responsible
SES faculty will improve and maintain alignment with the Common Core Standards in ELA and mathematics, and to increase our knowledge of the CCSS.	<ul style="list-style-type: none"> <li>Implementation of Lucy Calkins aligned reading units in grades 1-5</li> <li>Continued implementation of aligned Investigation math units</li> <li>Implementation of focused, aligned PD around curriculum mapping and reading block structure and components</li> <li>Initiation and implementation of all-staff book studies around CCSS</li> </ul>	Fall 2015	<ul style="list-style-type: none"> <li>PD- Curriculum mapping and coaching</li> <li>Book Studies/PD in CCSS</li> <li>Lucy Calkins Reading Units</li> <li>Investigations updated curriculum</li> <li>Teacher technology for planning, mapping and instruction</li> <li>Curriculum Coordinator</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Aligned Curriculum Maps</li> <li>Implementation of aligned (vertical alignment and CCSS alignment) reading units.</li> <li>Completion of book studies and PD</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Principal</li> <li>Math Coach</li> <li>Teacher Mentors/ ELA Leaders</li> <li>Curriculum Coordinator</li> </ul>

	<ul style="list-style-type: none"> <li>In-house use of ELA coaches in Pre-K-2 and 3-6 to provide support, leadership and streamlined PD.</li> </ul>					
<p>SES will develop and pilot a Response to Intervention (RTI) model to ensure the growth and progress of our students, with an initial focus in K-2 in ELA.</p>	<ul style="list-style-type: none"> <li>Creation of a school RTI team</li> <li>Create a schedule where grades have a 2 hour ELA block structure and sharing of time and resources</li> <li>Create tracking and progress monitoring team and documents</li> <li>Establish the teachers "pushing in" during interventions</li> <li>Establish formative and summative assessments</li> </ul>	Fall 2015	<ul style="list-style-type: none"> <li>RTI book study</li> <li>Meeting protocol and documents and assessment</li> <li>Leveled Literacy Instruction Kits</li> <li>Early Reading Intervention Kits</li> <li>Technology based Reading interventions</li> <li>Director of Student Support</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Scheduling and meetings protocol established</li> <li>Progress monitoring tracking and forms established</li> <li>Assessments and benchmarks vetted and solidified</li> <li>RTI team cohesive</li> <li>Evidence of student progress documented</li> </ul>	<ul style="list-style-type: none"> <li>Principal</li> <li>RTI Team</li> <li>Teachers and staff</li> <li>Director of Student Support</li> </ul>
<p>SES faculty will examine the current ELA and math instructional block and components (including allocated time) and plan and implement a focused, aligned and comprehensive structure.</p>	<ul style="list-style-type: none"> <li>Scheduling of 2+ hour ELA blocks and 75-90 minute math block.</li> <li>Examination and PD around components and structure of instructional blocks</li> <li>In-house use of ELA and math coaches in Pre-K-2 and 3-6 to provide support, leadership and streamlined PD</li> <li>Investigation, research and PD in reader's workshop</li> </ul>	Fall 2015	<ul style="list-style-type: none"> <li>Schedule/time increases</li> <li>Lucy Calkins Units</li> <li>PD coaching in Reading/Writing Workshop Model</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Successful scheduling and implementation of workshop models.</li> <li>Evidence of increased student performance on formative and summative assessments, student work and teacher observation</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Coaches</li> <li>Principal</li> <li>Curriculum Coordinator</li> </ul>

	<p>components and structure</p> <ul style="list-style-type: none"> <li>Literacy team focus on integral ELA block structure, components and assessment</li> </ul>					
SES will initiate the school alignment of science curriculum standards	<ul style="list-style-type: none"> <li>Teachers will work with curriculum coordinator to identify and map science standards into a vertically aligned documents and sequence</li> </ul>	Fall 2015	<ul style="list-style-type: none"> <li>New generation Science Standards</li> <li>Curriculum Coordinator</li> <li>Teacher technology</li> </ul>	June 2016	<ul style="list-style-type: none"> <li>Completed map of science standards taught at each grade</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Principal</li> <li>Curriculum Coordinator</li> </ul>
SES will develop and implement focused, aligned and meaningful PD and staff collaboration time.	<ul style="list-style-type: none"> <li>Teachers will be allotted an additional PLC time 1X per week during the school day</li> <li>PD time planned and allotted every Wednesday for work on school goals</li> <li>Union wide work with Rebecca Woodland and effective PLC's</li> </ul>	Fall 2015	<ul style="list-style-type: none"> <li>Updated specials and instructional block schedule</li> <li>Instructional Coaches</li> <li>Planned and focused PD</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Exit cards and feedback</li> <li>Improved student performance within formative and summative assessments, student work and teacher observation</li> <li>Teacher achievement of professional practice and student learning goals</li> <li>Teacher feedback on improvement of practice</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Principal</li> <li>Curriculum Coordinator</li> </ul>

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Area for Improvement				Culture, Climate and Community		
Goal				To promote students' creative and interpersonal skills and connections to community, and to foster a school environment of respect, kindness and trust.		
Expected Outcome				Shutesbury Elementary Students will engage in meaningful and varied creative opportunities for learning and expression. The school community will operate in a culture of respect, kindness and trust.		
Approach				Results		
Action Step	Action Step Details	Start Date	Resources	Target Completion Date	Performance Measures	Person(s) Responsible
SES faculty and students will create whole school based interpersonal behavioral expectations. This will include shared clarity and understanding of expectations in shared spaces.	<ul style="list-style-type: none"> <li>Faculty and student meetings and development of whole- school expectations</li> <li>Create a roll out plan for the presentation and implementation of expectations</li> <li>Creation and implementation of a positive based recognition system</li> </ul>	Fall 2015	<ul style="list-style-type: none"> <li>PBIS published supports and documents</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Creation, implantation and display of agreed upon expectations</li> <li>Evidence of improvement in student behavior and interactions</li> <li>Implementation of a reward/recognition system</li> </ul>	<ul style="list-style-type: none"> <li>Teachers</li> <li>Principal</li> <li>Students</li> </ul>

<p>Continue the implementation of the Steps to Respect and Second Steps anti-bullying programs to improve school climate and interactions</p>	<ul style="list-style-type: none"> <li>• Planning and implementation of STR and SS curriculum</li> <li>• Push in services of school psychologist during RTI scheduling</li> </ul>	<p>Fall 2015</p>	<ul style="list-style-type: none"> <li>• Steps to Respect and Second Step Curriculum</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Documented decrease in bullying/unkind behaviors</li> <li>• Teacher feedback and observation</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers</li> <li>• Students</li> </ul>
<p>SES will continue offer a variety of enriching creative, expressive, and leadership opportunities for students to experience and grow from</p>	<p>Some evidence and details may include:</p> <ul style="list-style-type: none"> <li>• Artist in Residence Program</li> <li>• Student Council</li> <li>• Choir</li> <li>• Learning Buddies</li> <li>• Library Apprentices</li> <li>• MCBA challenge</li> <li>• Visiting school performances</li> <li>• Field Trips</li> <li>• Community Building Opportunities</li> <li>• Field Day</li> <li>• Portfolios</li> <li>• Art, Music, PE and Computer/Library offered to each student</li> <li>• Instrumental music</li> <li>• Chess club</li> <li>• After School</li> <li>• Bi-Weekly Whole-School Assemblies</li> <li>• Vocabulary Costume Day</li> </ul>	<p>Fall 2015</p>	<ul style="list-style-type: none"> <li>• Funds from PTO, grants and budget to support enriching opportunities for kids.</li> </ul>	<p>Ongoing</p>	<ul style="list-style-type: none"> <li>• Documented evidence of the occurrence or opportunities made available for students to access</li> </ul>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Community</li> <li>• PTO</li> <li>• Teachers</li> <li>• Students</li> </ul>