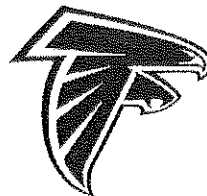




DANVERS HIGH SCHOOL
FINAL REPORT TO THE SCHOOL COMMITTEE
2016-2017 SCHOOL IMPROVEMENT PLAN

JUNE, 2017



DANVERS HIGH SCHOOL
2016-2017 SCHOOL COUNCIL MEMBERS

James L. Russell	Community Member and Co-chair
Jay McGillen	Educator
Christopher Hopkins	Educator
William Silva	Parent
Amey Butler	Parent
Mari Matt	Parent
Morgan Brodsky	Student
Sadie Hofmeester	Student
Anthony Djoko	Student
Katya Grayton Heinz	Student
Anthe Dalkouras	Student
Jamie Boghosian	Student
Maria Chaghouri	Student
Susan Ambrozavitch	Principal, DHS

The DHS School Council had a very productive year, preparing for the NEASC accreditation that occurred in March. The preparation leading up to the mid-March visit took up most of our conversation and most of our faculty and professional development time.

The group also developed a scorecard of things to accomplish during the year, including successful implementation of the 1-1 Chromebook initiative at DHS.

Other successes include beginning a discussion about stress reduction, addressing student behavior at outside events and refining student internships for seniors. A scorecard is attached.

Special gratitude must be given to our Chair and community coordinator, Dr. James L. Russell. For the past 5 years, Dr. Russell has provided direction, advice, organization and enthusiasm to the very productive school council. We are so appreciative of all of his efforts. He has made DHS a better place.

**Danvers High School
School Improvement Plan 2016-2017**

GOAL #1: Danvers High School staff and students will successfully prepare for and undergo a NEASC decennial evaluation visit in the spring of March, 2017. The resulting report will identify a greater percentage of commendations and few recommendations coming from the visiting committee.				
Implementation Strategies	Time	Who	Resources	Current Status
The Steering Committee will make logistical preparations for the NEASC decennial visit in March, 2017.	September – December, 2016	-Chairs Ann DiStasio and Jeanne Clawson Members of the Steering Committee; Administrative Assistant Carolyn Gent DHS Administration	<ul style="list-style-type: none"> • Budget • Specifications from NEAS&C regarding lodging and food requirements • Necessary supplies for visiting committee • Early release time 	
The 7 Standards Subcommittees will prepare their reports as to the current status of each of the standards: 1. Core Values, Beliefs and Expectations 2. Curriculum 3. Instruction 4. Assessment of and For Student Learning 5. School Culture and Leadership 6. School Resources for Learning 7. Community Resources for Learning	Ongoing, Spring 2016- November, 2016.	All members of the DHS teaching faculty, under the direction of standards co-chairs.	<ul style="list-style-type: none"> • Each committee will collect and analyze evidence; complete analysis of evidence and draw conclusions. • Faculty meetings, professional development days and early release days 	Completed and inserted into the self-study for the NEASC committee review.
The 7 Standards Subcommittees will present their written evaluation/self reflections to the entire faculty for the 2/3 approval vote	Ongoing – to be completed by November 2016 for faculty vote.	100% of the DHS teaching faculty.	<ul style="list-style-type: none"> • From above, staff will develop a school-wide critical strengths and needs document and from that, they will develop a 2 and 5 year plan. 	All written evaluations and self-reflections were completed and voted upon by the entire faculty prior to the mid-March visit.
Present a Sunday, March 12 th presentation to the panel with 80% of stakeholders in attendance.	Sunday, March 12, 2017	NEASC visiting committee DHS Staff and administration Central Office Administration Students Parents School Committee	<ul style="list-style-type: none"> • Music department • Tom Powers and the Food Services Department • Facilities, under the direction of Keith Tavern and the custodial dept. • Student ambassadors • Technology and AV equipment 	100% of the Danvers High Faculty was in attendance, along with members of the school committee, Dr. Dana, Mr. Taverna and a host of community representatives.

<p>The culminating decennial visit, to take place from March 12- March 15, 2017 will result in a favorable report with specific commendations and recommendations for DHS going forward.</p>	<p>March 12 – March 15, 2017</p>	<p>All stakeholders in the DHS Community</p>	<ul style="list-style-type: none"> • Conversations with teachers • Examination of student work • Student shadowing • Classroom visits and observations • Meetings with Standards Committees • Meetings with various stakeholders. 	<p>The NEASC visit was a success. The 16 member committee will have a final report to the Superintendent by early fall of 2017.</p>
<p>Use the resulting report to propel Danvers High School to the next level of excellence.</p>	<p>Upon receipt of the report from the NEASC visiting team.</p>	<p>All stakeholders in the DHS Community</p>	<ul style="list-style-type: none"> • NEASC final report 	<p>Recommendations will be a part of the 2017-2018 academic year school council improvement plan.</p>

GOAL #2:

Danvers High School students and staff will fully implement the 1-1 Chromebook initiative at all levels and across all disciplines with 50% of the courses initially using Google classroom as their LMS (learning management system).

Implementation Strategies	Time	Who	Resources	Current Status
Allow teachers to take home Chromebooks over the summer to prepare	Summer, 2016	All interested staff members	<ul style="list-style-type: none"> • Technology Department • Staff members 	Complete
Provide professional development in June, 2016 and August 2016 for teachers	Summer, 2016	Curriculum Department Qualified teaching staff	<ul style="list-style-type: none"> • DHS Computer labs • Chromebooks • Google 	Complete
Communicate with parents and students via Connect-Ed and the 1-1 initiative pages on the DHS web site.	Ongoing throughout the 16-17 school year and beginning in June, 2016	DHS Administration Technology Department	<ul style="list-style-type: none"> • HRMS 	Complete
Teachers will incorporate digital writing experiences for students to as guided by the guidelines and principles of Universal Design for Learning (UDL). Additionally, they will incorporate the instructional strategies from RBT's Skillful Teacher course to provide the tools that will aid teachers in planning lessons that are accessible to all learners.	Early Release Days throughout SY2016-167 All DHS teachers will be involved.(DHS Content teachers; Todd Maguire, DHS Curriculum Director • UDL Principles & Guidelines • RBT: Skillful Teacher • MA ELA Common Core State Standards • Curriculum Maps •	During SY 2015-16, the focus for teacher professional learning was on use of Chromebooks as it pertains to the specific content area of each teacher. Working collaboratively, teachers shared ideas and strategies for the best use of digital learning in their particular domain.	Complete with varying degrees of implementation across the 100 member faculty.
Communicate the distribution and set up process for Chromebooks in late August	August, 2016	Student Help Desk Personnel DHS Administration Members of the Technology Department	<ul style="list-style-type: none"> • Space in the Atrium • Connect-Ed • Materials and equipment including Chromebooks • Chromebook covers • AUP • Insurance distribution 	Complete
Ensure that the systems and support for Chromebooks are in place so that all have access to the technology by September 12 th .	August/September, 2016	DHS Administration	<ul style="list-style-type: none"> • 	Complete
Set up a student-staffed HELP DESK for password and technology assistance throughout the year	June, 2016 – June 2017	Jeff Liberman Ann DiStasio, Librarian	<ul style="list-style-type: none"> • Chromebooks • Space in the DHS Atrium • Training from 	Implemented

Evaluate the effectiveness and level of use of Chromebooks both in the classroom and for remote.	Ongoing throughout the year	Danvers Public School Administration	<ul style="list-style-type: none"> • Online surveys to staff, students and parents 	Will be a part of the 2017-2018 district-wide survey.
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GOAL #3: Danvers High School administration will successfully mentor, evaluate and acclimate 100% of the newly hired teachers and administrators for the 16-17 academic year. During the 16-17 school year, DHS will welcome 11 new staff members (12%). Retention rate for Year 2 will be 100%.				
Implementation Strategies	Time	Who	Resources	Current Status
All new teachers will participate in our annual New Teacher Orientation Day on August 24 th .	August 24, 2016	DPS Administration Newly hired teachers	<ul style="list-style-type: none"> • Central Office • DHS Administration • Teacher Mentor Coordinators • Community members 	Complete
Members of the administration will meet weekly with new staff members weekly	Ongoing throughout the 2016-2017 school year.	DPS Administration Newly hired teachers	<ul style="list-style-type: none"> • DHS Administration • Newly hired staff 	Implemented
All new staff members will be initially evaluated by November 1 st	October 1 st – November 1 st	DPS Administration	<ul style="list-style-type: none"> • DPS Administration 	Complete
All new staff members will fully participate in the Off To A Great Start (OTAGS) induction program.	Ongoing throughout the 2016-2017 school year.	DPS Administration Teacher Mentor Coordinators (Buckhoff/Franz/Grady).	<ul style="list-style-type: none"> • Teacher Mentor Coordinators • Assigned Mentors • Newly hired Staff 	Implemented
All new staff members will be assigned mentors, who will meet weekly with teachers.	Initial assignment made in August. Meetings throughout the 16-17 school year.	Newly hired teachers Assigned mentors	<ul style="list-style-type: none"> • Assigned Mentors • Newly hired staff 	Complete
All new staff members will be assigned an NEAS&C subcommittee to participate with existing staff members.	Initial assignment made in August. Meetings throughout the 16-17 school year.	DHS Administration DHS NEAS&C Standard Chairpersons	<ul style="list-style-type: none"> • NEAS&C standards • Decennial evaluation committee 	Complete

Holten Richmond Middle School - School Council Goals Final Accomplishments

GOAL #1:				
HRMS will continue to work toward a rigorous curriculum for all learners with a focus on increasing the achievement of those students with high needs status (students with disabilities, low income students, and ELL students). By June 2017, 85% of HRMS teachers' Student Learning Goals will show a reduction in the achievement gap between high needs and non-high needs students.				
Implementation Strategies	Time	Who	Resources	Final Accomplishments
Through professional development, strategies for differentiation will be made explicit and implemented by teachers in order to address the needs of the range of learners in the classroom.	Sept. 2016-June 2017	All HRMS teachers Curriculum Director	<ul style="list-style-type: none"> • UDL Principles & Guidelines • RBT: Skillful Teacher • Professional Learning Community time (common planning time, department meetings, early release) • Student Chromebooks 	<p><i>Across all grade levels and disciplines, teachers are using multiple strategies for teaching critical thinking in their instruction. Research shows that students with high needs show greater academic gains when exposed to explicit instruction in critical thinking.</i></p> <p><i>Classroom observations and standards-based unit plans show use of thinking routines and other scaffolds being used to promote critical thinking for a range of learners.</i></p>
Teachers will embed resources and strategies for differentiation in standards-based units, as documented in standards-based unit plans.	Sept. 2016-June 2017	All HRMS teachers Curriculum Director	<ul style="list-style-type: none"> • DPS Curriculum Portal • Professional Learning Community time (common planning time, department meetings, early release) 	<p><i>Most grade-level discipline/course teams have written at least one new unit plan in the Danvers UbD Template. Plans include explicit documentation of routines that scaffold higher-order thinking to make it accessible to all learners.</i></p>
Teachers will use formative assessment data and observations of student work to track progress of students with high need status.	Sept. 2016-June 2017	All HRMS teachers Curriculum Director All HRMS teachers	<ul style="list-style-type: none"> • Professional Learning Community time (common planning time, department meetings, early release) • National School Reform Faculty protocols for Looking at Student Work 	<p><i>HRMS administration have identified and shared with teachers cohorts of students with high needs for whom teachers will record SLG data throughout the school year.</i></p> <p><i>Some grade-level discipline/course teams have revised their SLGs to specifically target a cohort of students with high needs.</i></p> <p><i>Teachers are in the process of analyzing end-of-year data to determine performance of students with high needs status on SLG targets.</i></p>

<p>HRMS will continue to utilize the content-based co-teaching model in mathematics and English language arts with a focus on strengthening differentiation in curriculum and instruction. Additionally, in grade 6, a language-based learning disability model is being introduced.</p>	<p>Sept. 2016-June 2017</p>	<p>HRMS Special Education and Mathematics/ELA teachers</p> <p>HRMS Administration</p> <p>Landmark School Outreach Faculty</p>	<ul style="list-style-type: none"> • Special Education and Mathematics/ELA Teachers • Common planning time (2 out of every 7 days) to collaboratively plan instruction and create assessments 	<p><i>In November, all English Language Arts and Mathematics teachers, along with their Special Education co-teachers, engaged in a half-day professional learning session of analyzing PARCC data and making necessary curricular alignments based on the data.</i></p> <p><i>Grade 6 staff continue to consult with Landmark School Outreach faculty to support students in LBLD program.</i></p> <p><i>Grade 7 staff have begun their training with Landmark School Outreach faculty in preparation for expansion of the LBLD program to 7th grade in SY 17-18.</i></p>
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GOAL #2:
 Through collaboration in professional learning communities (PLCs), HRMS teachers will develop standards-based units that are aligned to Common Core standards and Massachusetts Curriculum Frameworks that will include 21st Century Learning Skills (Communication, Collaboration, Critical Thinking, Creativity). By June 2017, 100% of HRMS teachers will collaborate with their PLC group to “design effective and rigorous standards-based units of instruction consisting of well-structured lessons with measurable outcomes” (DESE Teacher Rubric). These units will require students to utilize 21st Century Learning Skills.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
<p>Through professional development, teachers will study best practices for developing students' 21st Century Learning Skills.</p>	<p>Aug. 30-Sept. 1 professional development days Sept. 2016-June 2017</p>	<p>All HRMS teachers</p> <p>Curriculum Director</p> <p>Teacher Leaders</p> <p>Instructional Critical Friends Group (formerly Digital Literacy Leadership Team)</p>	<ul style="list-style-type: none"> • Professional Learning Community time (Common Planning Time, department meetings, early release) • CFG time 	<p><i>HRMS faculty have engaged in professional learning during full day professional development, early release days, and department meetings around teaching and assessing critical thinking.</i></p> <p><i>Work produced by staff as outcomes of this professional learning time includes unit and lesson plans incorporating instruction in and assessment of critical thinking, revised summative and formative assessments to place more emphasis upon critical thinking, and presentations delivered at a technology sharing symposium for</i></p>

				<i>HRMS and DHS staff that highlight technology tools that can be used to promote and assess critical thinking.</i>
Teachers will utilize PLC time in order to develop and revise common standards-based units that explicitly teach and assess students' 21st Century Learning Skills. Units will be documented in the DPS Curriculum Portal.	Sept. 2016-June 2017	All HRMS teachers Curriculum Director	<ul style="list-style-type: none"> • Professional Learning Community time (Common Planning Time, department meetings, early release) • DPS Curriculum Portal 	<p><i>Teachers have written lesson plans which include explicit instruction in critical thinking as well as use of technology.</i></p> <p><i>Teachers continue to write and revise common standards-based units that teach and assess critical thinking. These units are ready to be uploaded to the DPS Curriculum Portal.</i></p>
Teachers will utilize Chromebooks to foster students' 21st Century Learning Skills.	Aug. 30-Sept. 1 professional development days Sept. 2016-June 2017	All HRMS teachers HRMS Administration Teacher Leaders Instructional Critical Friends Group (formerly Digital Literacy Leadership Team)	<ul style="list-style-type: none"> • Student Chromebooks • DPS Technology Department 	<p><i>Chromebooks are used extensively throughout every grade level and subject area at HRMS to promote communication and collaboration.</i></p> <p><i>Teachers received professional learning time to explore digital tools to support critical thinking.</i></p> <p><i>Teachers have formally through professional learning structures and informally through PLCs shared technology tools that have been effective in fostering students' 21st Century learning Skills.</i></p> <p><i>At the April 5, 2017 Early Release Day, the faculties from HRMS and DHS came together to participate in a technology sharing symposium to highlight technology tools that can be used to promote and assess critical thinking. Staff from both schools presented and participated in three brief workshops to expand their technology knowledge base.</i></p>

GOAL #3:

HRMS administrators and faculty will foster students' higher order thinking in classwork and assessments. By June 2017, 85% of HRMS faculty will demonstrate use of strategies to develop students' higher order thinking in their instruction or assessment.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
<p>Through professional development, teachers will study best practices for developing students' higher order thinking.</p>	<p>Aug. 30-Sept. 1 professional development days Sept. 2016-June 2017</p>	<p>All HRMS teachers Curriculum Director Teacher Leaders Instructional Critical Friends Group (formerly Digital Literacy Leadership Team)</p>	<ul style="list-style-type: none"> • Professional Learning Community time (common planning time, department meetings, early release) • CFG time 	<p><i>Teachers have been trained in strategies for teaching higher order thinking and created lessons in which students are taught to use higher order thinking.</i></p> <p><i>At the December 2016 early release day, teachers shared strategies that they had used in their classes for teaching higher order thinking.</i></p> <p><i>At the March 10 professional day, teachers spent time identifying the essential thinking skills within their disciplines. Teachers then used this work as the basis of planning units and assessments.</i></p>
<p>Teachers will explicitly teach and assess students' higher order thinking, as documented in standards-based unit plans and classroom observations.</p>	<p>Sept. 2016-June 2017</p>	<p>All HRMS teachers HRMS Administration</p>	<ul style="list-style-type: none"> • Professional Learning Community time (common planning time, department meetings, early release) • CFG time • DPS Curriculum Portal • TeachPoint classroom observation data • Student Chromebooks 	<p><i>Most teachers have created unit plans, many of which are stored in the DPS Curriculum Portal. Plans are being revised and rewritten to include instruction in and assessment of higher order thinking.</i></p> <p><i>The HRMS curriculum director has collected anecdotal evidence of critical thinking through classroom walkthroughs. These walkthroughs have shown widespread use of critical</i></p>

				<p><i>thinking/visible thinking strategies in use across disciplines and grade levels.</i></p> <p><i>Based upon the 2017-2018 educator evaluation process, data show that at least 80% of HRMS faculty demonstrated evidence of explicitly teaching and assessing students' higher order thinking skills.</i></p>
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GOAL #4:

HRMS will maintain an inclusive, safe, welcoming and collaborative learning environment in which students develop healthy and positive relationships with peers and adults, and in which the community has opportunities to support positive academic, social and emotional growth including the ability to critically analyze problems and identify solutions. By June of 2017, 80% of HRMS students will indicate positive feedback on Project HAWK data collection sources.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
Continue the Project HAWK school climate and bullying prevention program with increased opportunities for students and faculty to interact on a variety of levels including team, whole school and class based activities.	Sept 2016 – June 2017	HRMS faculty & staff HRMS administration HRMS students	<ul style="list-style-type: none"> • Olweus Curriculum materials • Resources & Lessons developed by Project HAWK Committee 	<i>HRMS has held grade level kickoff assemblies and monthly meetings. Students have discussed a rubric that encourages reflective behavior and practiced using scenarios. A presentation was made regarding types of behavior, harassment and intolerance. Monthly classroom meetings have been held for entire year and HRMS Walk for Acceptance is to be held on June 8th. Data collected on climate via the DESE grade 8 survey will be analyzed upon receipt.</i>
Continue implementation of a dynamic health/wellness curriculum that empowers students to make healthy and positive decisions based upon a clear body of knowledge and educational activities.	Sept. 2016-June 2017	HRMS Health, Technology and Physical Education department Guidance department HRMS Curriculum Director HRMS School Resource Officer HRMS administration	<ul style="list-style-type: none"> • DARE Curriculum • EDC Health Curriculum • Michigan Model Health Curriculum • Team and School assemblies • Guidance curriculum 	<i>The school resource officer has begun the DARE curriculum. Health and computer classes have taught lessons and units that promote safe healthy decision making. Guidance department lessons included a focus on introduction to middle school, role of guidance, navigating friendships & social relationships. The DARE curriculum has been delivered to entire 6th grade. Guidance, health and technology units have been taught in grades 6, 7 and 8.</i>
Increase opportunities for displays of student work and opportunities for positive interactions in the cafeterias during lunchtimes.	Sept 2016 – June 2017	HRMS Assistant Principals HRMS students HRMS faculty	<ul style="list-style-type: none"> • Student Handbook • Project HAWK Curriculum • Student created work 	<i>Student work continues to be displayed in all cafeterias, stairwells and the lobby. The board game based "Fun Friday" has been implemented. A table mascot program was begun in grade 6 promoting positive behavior. Differences Day event was held during lunch time. Student Led Conferences were held on June 7th. Faculty has begun major review and planned overhaul of Student-Led Conference Day for the 2018 date.</i>
Research & expand opportunities for students to engage in collaborative inquiry, career oriented and problem solving skills through extracurricular activities, community service and other	Sept 2016-June 2017	HRMS students HRMS faculty and staff HRMS administration HRMS parents & community	<ul style="list-style-type: none"> • Engineering Club • HAWKS News • Student council • NJHS • Business Club • Literary Magazine 	<i>The HRMS School Store is open and conducting business regularly. HRMS has begun collaborating with Kiwanis to begin a community service based "Builder's Club." Coding experiences have been added into the computer education program. Service projects have been carried out by student council, Youth Leaders</i>

experiences (e.g. school store, homework club, coding, etc.)				<i>and HRMS was represented at Project 351 by an 8th grader. Guidance department lessons included a focus on career exploration and interests. Career Day was held in May. 8th grade science students will attend the MIT Reach Out Program. Builder's Club has been formally established and the charter approved. The Maker Space in HRMS Library has been designed and provisioned for September '17 opening.</i>
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Great Oak Elementary School Improvement Plan 2016-2017

GOAL #1: District-wide refinement of the writing workshop model in grades kindergarten thru five. Teachers will focus on refining two areas: duration of mini-lesson and conference teaching points that are transferable to student writing.

By June 2017, 75% of all observed mini-lessons are 10 minutes or less.

By June 2017, 65% of all observed student conferences provide students with a transferable teaching point for their writing.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
Teachers will engage in professional learning focused on the duration of mini-lessons and providing students with transferable teaching points during student conferences.	<ul style="list-style-type: none"> ● August 30, 2016 ● November Early Release ● January Early Release ● April Early Release 	All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	Professional Resources: (Writing Pathways, Units of Study)	Each elementary school developed their logic model action plan to incorporate strategies that would support teachers in providing students with a ten-minute mini-lesson and conferences with transferable teaching points.
Teachers will plan and implement mini-lessons that are 10 minutes or less and follow the format: Name the teaching point, teach/provide an example of teaching point, and actively engage students with teaching point.	September thru June 2016-2017	All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	Professional Resources: (Common Core Writing Book, Writing Pathways) Common Core Standards Teacher professional development and common planning time	Through formal and informal observations of writing mini-lessons, administrators documented that over 75% of mini-lessons did not exceed 10 minutes and followed the appropriate format.

<p>During student conferences, teachers will provide students with a specific, transferable teaching point (writing skill) to incorporate in their writing.</p>	<p>September thru June 2016-2017</p>	<p>All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach</p>	<ul style="list-style-type: none"> ● Professional Resources: (Common Core Writing Book, Writing Pathways) ● Student writing ● Teacher professional development and common planning time 	<p>Through formal and informal observations of writing conferences, administrators documented that over 65% of writing conferences provided students with a transferable teaching point for their writing.</p>
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GOAL #2: District-wide refinement of mathematics in grades kindergarten thru five. Teachers will focus on two areas: Utilization of technology to support learning of mathematics and implementation of Ten Minute Math/Classroom Routines.

By June 2017, 60% of all observed Math lessons integrate technology to support student learning.

By December 2016, Ten Minute Math/Classroom Routines is a daily component in every classroom, in addition to the 60 minute math lesson.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
Teachers will engage in professional learning focused on the utilization of the technology components for Investigations 3.0.	<ul style="list-style-type: none"> ● August 31, 2016 ● September 1, 2016 ● October 12, 2016 ● March 10, 2017 	All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals	Professional Resources: Investigations 3.0 and Pearson Realize	All classrooms (K-5) have the technology needed to utilize the teacher presentations on Pearson Realize with their students. Kindergarten teachers participated in a professional development training, during Early Release, to support them in the implementation of the Smart Projectors in their kindergarten classrooms. Unit Assessments for Investigations were administered on the Chromebooks to all students in fourth and fifth grade.
Teachers will engage in professional learning focused on	● August 31, 2016	All Faculty Principals	Professional Resources:	During April Early Release, teachers explored

<p>the daily implementation of Ten Minute Math/Classroom Routines outside of the math block.</p>	<ul style="list-style-type: none"> ● September 1, 2016 ● October 12, 2016 ● March 10, 2017 	<p>K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals</p>	<p>Investigations 3.0 and Pearson Realize</p>	<p>the classroom routines/ten-minute math for an upcoming unit in Investigations. They engaged in these routines with each other and discussed how the routines grew throughout the units.</p> <p>Through formal and informal observations of math lessons, administrators documented that over 75% of all observed math lessons integrated technology to support student learning.</p> <p>Ten Minute Math/Classroom Routines is a daily component in every classroom, in addition to the 60 minute math lesson.</p>
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<p>Each trimester, teachers will share progress on technology usage and Ten Minute Math/Classroom Routines implementation during PLC time at each school.</p>	<p>September thru June 2016-2017</p>	<p>All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals</p>	<p>• Professional Resources: Investigations 3.0 and Pearson Realize</p>	<p>Kindergarten through fifth grade effectively utilizes technology for Ten Minute Math/Classroom Routines.</p> <p>At the March 8th, K-5 Math Team meeting, teachers reflected on the implementation of the technology provided through Pearson Realize throughout the school year and shared next steps with the district-wide group.</p>
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GOAL #3: School-wide study of our District Mission Statement components (Respect, Responsibility, Creativity, Academic and Personal Excellence) will strengthen student awareness and ownership of learning.

By June 2017, 80% of students will be able to articulate the meaning of Mission Statement components and connect them to their own learning efforts.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
<p>All staff will engage in professional learning to consider and share their understanding of the components of the DPS Mission Statement .</p>	<p>September 6, 2016</p>	<p>All Staff Principal</p>	<p>Mission Statement</p>	<p>Faculty categorized their interpretations of each component, then considered its representation from student perspectives.</p>
<p>Teachers will review the components of the DPS Mission Statement with students, have them articulate their understanding, and develop working</p>	<p>Week of September 7-14, 2016</p>	<p>All Staff Students</p>	<p>Mission Statement Class Compacts Class examples</p>	<p>Each classroom brainstormed, charted, reflected upon and revisited the five components of Mission Statement. The primary focus with students was what</p>

examples.			Communication to families.	each component “looks like” as we learn in our school.
As a whole school, Great Oak will focus on one component of the DPS Mission Statement per month. By June, each one will be profiled twice.	September, 2016 thru June, 2017	All Staff Principal Students	Mission Statement Communication to families	The school dedicated 1-2 months per component. This proved quite beneficial.. Students better articulate the meanings of components and how to demonstrate the attributes of each one. Focus components were communicated in Items of Interest to families.
At monthly faculty meetings, teachers will share feedback about progress of student understanding of Mission Statement components with examples and develop final survey.	September, 2016 thru June, 2017	All Faculty Principal	Mission Statement Student examples Communication to families.	During PLCs, teachers periodically shared the vehicles utilized to capture student understanding (charts, displays, bulletin boards, compacts, writing). Classrooms and
By June 1 st , students will participate in a survey to determine their understanding and interpretation of Mission Statement components as they relate to their own learning.	June 1, 2017	All staff Students	Mission Statement Survey Results Communication to families.	Great Oak students presented video and personal interpretations of Mission Statement at May School Committee meeting. Deadline for survey was extended to June 16th. Student interpretations and video of Mission Statement will be shared at School Meeting on June 26th.

GOAL #4: Work with the Parent Advisory Committee to design, and to raise \$25,000 to build a new playground at Great Oak, in conjunction with the Town of Danvers. The target date for the new playground to be built is August, 2017.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
Form a steering committee of parents and teachers to oversee the design, fundraising and build of new playground.	By September, 2016	Principal Parents Teachers Recreation Dir. Fun Club	Recreation Dept. DPW Playground Equipment Co.	Steering committee of six Great Oak parents directed communication, grant-writing, design and event-coordination with support from PAC Board and additional parents for specific events.
Form playground fundraising committee to oversee and establish subcommittees for various events: Family pasta/pizza dinner; Calendar raffle; Fashion Show; and miscellaneous others.	September, 2016 thru June, 2017	Principal Parents Teachers	Families School Staff Community Businesses DPS Facilities	In January, the Town requested an additional \$10,000 to be raised. Great Oak reached its goal of \$35,000 and celebrated on May 4th at its Annual Walk-a-thon. School fundraising events were very well-attended and well-supported by Great Oak families.
Form playground design committee to work with Recreation Department, DPW and Playground Equipment Co. to finalize components and overall layout of new playground.	By October, 2016	Principal Parents Teacher Recreation Dir. DPW Equipment Co Fun Club	Recreation Dept. DPW Playground Equip. Co.	Playground Committee met with Recreation Director and Equipment rep on 10/19/16 to discuss school needs, layout, types of equipment and most effective student use. In March, the Committee approved final design per specifications submitted by Park and Play, the Town's equipment vendor. Target installation: :Mid-August, 2017.

<p>Determine final build format for playground – community build or other.</p>	<p>By March, 2017</p>	<p>Principal Steering Comm Recreation Dir. Town Manager</p>	<p>Business community service options Great Oak families</p>	<p>Costs and resources assessed with Town Manager, DPW, Recreation, and DPS on 1/18/17. Target budget of \$120,000. with professional installation was determined.</p> <p>Target Installation: Mid-August, 2017</p>
<p>Communicate progress of Playground design and fundraising to families, School Dept., Town Manager, School Committee, and staff.</p>	<p>Monthly</p>	<p>Principal Playground Steering Committee</p>	<p>Fundraising and Design Committees Recreation Dept. DPW</p>	<p>In addition to Press Releases shared with families and community in September and January, fundraising updates were provided regularly within Items of Interest for the Great Oak Community, at monthly PAC meetings, and in School Committee updates and those to the town.</p> <p>A PSA about the Great Oak Playground Fundraiser was created in January, compliments of DCAT. Can be viewed on Videos on Demand at DCAT.</p>

Highlands Elementary School Improvement Plan 2016-2017

GOAL #1: District-wide refinement of the writing workshop model in grades kindergarten thru five. Teachers will focus on refining two areas: duration of mini-lesson and conference teaching points that are transferable to student writing.

By June 2017, 75% of all observed mini-lessons are 10 minutes or less.

By June 2017, 65% of all observed student conferences provide students with a transferable teaching point for their writing.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
Teachers will engage in professional learning focused on the duration of mini-lessons and providing students with transferable teaching points during student conferences.	<ul style="list-style-type: none"> • August 30, 2016 • November Early Release • January Early Release • April Early Release 	All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	<ul style="list-style-type: none"> • Professional Resources: (Writing Pathways, Units of Study) 	Each elementary school developed their logic model action plan to incorporate strategies that would support teachers in providing students with a ten-minute mini-lesson and conferences with transferable teaching points.
Teachers will plan and implement mini-lessons that are 10 minutes or less and follow the format: Name the teaching point, teach/provide an example of teaching point, and actively engage students with teaching point.	September thru June 2016-2017	All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	<ul style="list-style-type: none"> • Professional Resources: (Common Core Writing Book, Writing Pathways) • Common Core Standards • Teacher professional development and common planning time 	Through formal and informal observations of writing mini-lessons, administrators documented that over 75% of mini-lessons did not exceed 10 minutes and followed the appropriate format.
During student conferences, teachers will provide students with a specific, transferable teaching point (writing skill) to incorporate in their writing.	September thru June 2016-2017	All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	<ul style="list-style-type: none"> • Professional Resources: (Common Core Writing Book, Writing Pathways) • Student writing • Teacher professional development and common planning time 	Through formal and informal observations of writing conferences, administrators documented that over 65% of writing conferences provided students with a transferable teaching point for their writing.

GOAL #2: District-wide refinement of mathematics in grades kindergarten thru five. Teachers will focus on two areas: Utilization of technology to support learning of mathematics and implementation of Ten Minute Math/Classroom Routines.

By June 2017, 60% of all observed Math lessons integrate technology to support student learning.

By December 2016, Ten Minute Math/Classroom Routines is a daily component in every classroom, in addition to the 60 minute math lesson.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
<p>Teachers will engage in professional learning focused on the utilization of the technology components for Investigations 3.0.</p>	<ul style="list-style-type: none"> ● August 31, 2016 ● September 1, 2016 ● October 12, 2016 ● March 10, 2017 	<p>All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals</p>	<ul style="list-style-type: none"> ● Professional Resources: Investigations 3.0 and Pearson Realize 	<p>All classrooms (K-5) have the technology needed to utilize the teacher presentations on Pearson Realize with their students.</p> <p>Kindergarten teachers participated in a professional development training, during Early Release, to support them in the implementation of the Smart Projectors in their kindergarten classrooms.</p> <p>Unit Assessments for Investigations were administered on the Chromebooks to all students in fourth and fifth grade.</p>
<p>Teachers will engage in professional learning focused on the daily implementation of Ten Minute Math/Classroom Routines outside of the math block.</p>	<ul style="list-style-type: none"> ● August 31, 2016 ● September 1, 2016 ● October 12, 2016 ● March 10, 2017 	<p>All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals</p>	<ul style="list-style-type: none"> ● Professional Resources: Investigations 3.0 and Pearson Realize 	<p>During April Early Release, teachers explored the classroom routines/ten-minute math for an upcoming unit in Investigations. They engaged in these routines with each other and discussed how the routines grew throughout the units.</p> <p>Through formal and informal observations of math lessons, administrators documented that over 75% of all observed math lessons integrated technology to support student learning.</p> <p>Ten Minute Math/Classroom Routines is a daily component in every classroom, in addition to the 60 minute math lesson.</p>

<p>Each trimester, teachers will share progress on technology usage and Ten Minute Math/Classroom Routines implementation during PLC time at each school.</p>	<p>September thru June 2016-2017</p>	<p>All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals</p>	<ul style="list-style-type: none"> ● Professional Resources: Investigations 3.0 and Pearson Realize 	<p>Kindergarten through fifth grade effectively utilizes technology for Ten Minute Math/Classroom Routines.</p> <p>At the March 8th, K-5 Math Team meeting, teachers reflected on the implementation of the technology provided through Pearson Realize throughout the school year and shared next steps with the district-wide group.</p>
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GOAL #3: To increase awareness of Highlands School 5th grade students about jobs and careers in their community.

By June 2017, all 5th grade students will be able to describe how learning in classrooms relates to careers and will identify three careers that interest them most. They will develop an oral presentation for their class that incorporates the writing skills being taught in their classroom from the Lucy Calkins Writer's Workshop Model.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
<p>A committee of Highlands School staff, parents and Principal will meet to plan for and implement five Highlands Career Days.</p> <p>Highlands will host Career Days once monthly between January 2017 and May 2017 for 5th grade students.</p>	<p>For planning and implementation: September 2016 Thru June 2017</p>	<p>Planning Comm. Principal Fifth Grade teachers</p>	<p>DESE College and Career Readiness Danvers Business Community</p>	<p>Planning meetings were held beginning in November, including with the School Improvement Council, to prioritize and plan.</p>
<p>Speakers from the Danvers community representing a broad scope of careers and volunteer opportunities will be invited to participate in monthly classroom visits.</p> <p>During the months of May and June, 5th grade students will interview DHS interns about their career choices and/or college course of studies.</p>	<p>January 2017 Thru June 2017</p>	<p>Planning Comm. Principal Fifth Grade teachers Danvers Business Community DHS Interns</p>	<p>DESE Danvers Business Community</p>	<p>Five guest speakers visited Highlands from January-May. Career guest speakers:</p> <ol style="list-style-type: none"> 1. 1/27- Info Tech/IT-Matt Knowles 2. 2/16- Human Services/Anatomy /Hospitality/Mortuary Science- Meghan Baker 3. 3/24-Public Service/recreation Science/Hospitality-David Mountain 4. 4/13-Gov't and Public Administration/Business Management-Steve Bartha 5. 5/05-Financial Services- Eng Moy

<p>5th grade students will take a career interest inventory to be reviewed by the Career Day Committee to determine their career interests.</p>	<p>October 2016</p>	<p>Planning Committee Principal Fifth Grade Teachers</p>	<p>Danvers Business Community</p>	<ol style="list-style-type: none"> 1. Highlands 5th grade students completed the Career Interest Survey in December, before Winter Break. 2. Top three interest areas (Career Clusters) for each student reported * Results attached <p>Guest speakers prioritized around the primary areas of interest</p>
<p>Students will: Interview members of the community and write a biography on a visitor of their choice</p> <p>Students will be responsible for follow-up thank you letters to guest speakers</p>	<p>January 2017 Thru June 2017</p>	<p>Planning Committee Principal Fifth Grade teachers</p>	<p>Danvers Business Community</p>	<ol style="list-style-type: none"> 1) 5th grade students developed guiding questions 2) 5th grade students interviewed guests
<p>Teachers will plan for a variety of activities that are directly related to monthly Career Days and that support the goal of raising awareness of the relationship between school and career.</p>	<p>October 2016 Thru May 2017</p>	<p>Fifth Grade teachers Planning Comm. Principal</p>	<p>DESE Danvers Business Community</p>	<p>5th grade students have written a reflective essay (part expository, part persuasive) specific to their Career Awareness experience and their personal career goals/aspirations.</p> <p>This culminating essay serves as the capstone project for this year's Career Awareness initiative</p>
<p>A culminating field trip will be planned so that students are able to visit three job locations that match their personal interests.</p>	<p>June 2017</p>	<p>Planning Comm. Fifth Grade teachers Principal</p>	<p>Danvers Business Community</p>	<p>This activity was not held, due to a combination of MCAS testing for four days the week before, internal and external field trips, transitional and end-of-year events.</p>

Riverside Elementary School Improvement Plan 2016-2017

GOAL #1: District-wide refinement of the writing workshop model in grades kindergarten thru five. Teachers will focus on refining two areas: duration of mini-lesson and conference teaching points that are transferable to student writing.

By June 2017, 75% of all observed mini-lessons are 10 minutes or less.

By June 2017, 65% of all observed student conferences provide students with a transferable teaching point for their writing.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
Teachers will engage in professional learning focused on the duration of mini-lessons and providing students with transferable teaching points during student conferences.	<ul style="list-style-type: none"> • August 30, 2016 • November Early Release • January Early Release • April Early Release 	All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	<ul style="list-style-type: none"> • Professional Resources: (Writing Pathways, Units of Study) 	Each elementary school developed their logic model action plan to incorporate strategies that would support teachers in providing students with a ten-minute mini-lesson and conferences with transferable teaching points.
Teachers will plan and implement mini-lessons that are 10 minutes or less and follow the format: Name the teaching point, teach/provide an example of teaching point, and actively engage students with teaching point.	September thru June 2016-2017	All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	<ul style="list-style-type: none"> • Professional Resources: (Common Core Writing Book, Writing Pathways) • Common Core Standards • Teacher professional development and common planning time 	Through formal and informal observations of writing mini-lessons, administrators documented that over 75% of mini-lessons did not exceed 10 minutes and followed the appropriate format.
During student conferences, teachers will provide students with a specific, transferable teaching point (writing skill) to incorporate in their writing.	September thru June 2016-2017	All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	<ul style="list-style-type: none"> • Professional Resources: (Common Core Writing Book, Writing Pathways) • Student writing • Teacher professional development and common planning time 	Through formal and informal observations of writing conferences, administrators documented that over 65% of writing conferences provided students with a transferable teaching point for their writing.

GOAL #2: District-wide refinement of mathematics in grades kindergarten thru five. Teachers will focus on two areas: Utilization of technology to support learning of mathematics and implementation of Ten Minute Math/Classroom Routines.

By June 2017, 60% of all observed Math lessons integrate technology to support student learning.

By December 2016, Ten Minute Math/Classroom Routines is a daily component in every classroom, in addition to the 60 minute math lesson.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
<p>Teachers will engage in professional learning focused on the utilization of the technology components for Investigations 3.0.</p>	<ul style="list-style-type: none"> ● August 31, 2016 ● September 1, 2016 ● October 12, 2016 ● March 10, 2017 	<p>All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals</p>	<ul style="list-style-type: none"> ● Professional Resources: Investigations 3.0 and Pearson Realize 	<p>All classrooms (K-5) have the technology needed to utilize the teacher presentations on Pearson Realize with their students.</p> <p>Kindergarten teachers participated in a professional development training, during Early Release, to support them in the implementation of the Smart Projectors in their kindergarten classrooms.</p> <p>Unit Assessments for Investigations were administered on the Chromebooks to all students in fourth and fifth grade.</p>
<p>Teachers will engage in professional learning focused on the daily implementation of Ten Minute Math/Classroom Routines outside of the math block.</p>	<ul style="list-style-type: none"> ● August 31, 2016 ● September 1, 2016 ● October 12, 2016 ● March 10, 2017 	<p>All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals</p>	<ul style="list-style-type: none"> ● Professional Resources: Investigations 3.0 and Pearson Realize 	<p>During April Early Release, teachers explored the classroom routines/ten-minute math for an upcoming unit in Investigations. They engaged in these routines with each other and discussed how the routines grew throughout the units.</p> <p>Through formal and informal observations of math lessons, administrators documented that over 75% of all observed math lessons integrated technology to support student learning.</p> <p>Ten Minute Math/Classroom Routines is a daily component in every classroom, in addition to the 60 minute math lesson.</p>

				minute math lesson.
Each trimester, teachers will share progress on technology usage and Ten Minute Math/Classroom Routines implementation during PLC time at each school.	September thru June 2016-2017	All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals	<ul style="list-style-type: none"> Professional Resources: Investigations 3.0 and Pearson Realize 	Kindergarten through fifth grade effectively utilizes technology for Ten Minute Math/Classroom Routines. At the March 8 th , K-5 Math Team meeting, teachers reflected on the implementation of the technology provided through Pearson Realize throughout the school year and shared next steps with the district-wide group.

GOAL #3: Riverside will pilot therapy dog program in preschool thru fifth grade.

By June 2017, each grade level will have the opportunity to interact and with the therapy dog.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
To explore and understand the role and benefits of a therapy dog in a school setting	June 3, 2016	Social Worker	<ul style="list-style-type: none"> Introductory presentation at the Northshore Education Consortium 	<ul style="list-style-type: none"> Social worker attended presentation.
To invite a representative from <i>Perfect Paws Pet Ministry</i> to present an overview of therapy dog work. With parent permission students from the Learning Center (gr. 3-5) will be present during the presentation	June 16, 2016	Social Worker Special Education Teacher Parents Principal Director of Student Services	<ul style="list-style-type: none"> Fran Weil from <i>Perfect Paws Pet Ministry</i> Parental permission slips Riverside School Conference Room 	<ul style="list-style-type: none"> Fran Weil and William Hooper from <i>Perfect Paws Pet Ministry</i> met with the 3-5 Learning Center. Students heard a short presentation about therapy dogs and were allowed to each read to a dog.
To familiarize the therapy dog to the Riverside School building and staff (no student presence)	August of 2016	Social Worker School Staff Therapy Dog Principal	<ul style="list-style-type: none"> Riverside School 	<ul style="list-style-type: none"> Mabel (dog) met several staff members and was comfortable moving throughout the building during a 1-hour visit.
To attend a Pet Partner Handler Training Workshop	October 16, 2016	Social Worker	<ul style="list-style-type: none"> Dog Therapy training at Tufts University Animal Science Department: <i>Paws for People</i> 	<ul style="list-style-type: none"> Social Worker attended 8-hour training.
To invite two therapy dog teams from <i>Perfect Paws Pet Ministry</i> to meet twice with students in grades K-5. With parent permission, students in each grade will participate in an introductory presentation as well as a Happy Readers Dog Tutors session, where students will read to the dogs.	January 2017 – March 2017	Social Worker Teachers Parents Principal	<ul style="list-style-type: none"> Fran Weil and Bill Hooper, both certified therapy dog handlers Parental permission slips Riverside School classrooms 	<ul style="list-style-type: none"> All students returned permission slips. Each classroom was visited twice by Fran Weil and Paxton or William Hooper and Lucky. During their second visit, students were allowed the opportunity to read to a dog.
To reach out to other area schools that have piloted therapy dog programs.	January 2017 -- February 2017	Social Worker	<ul style="list-style-type: none"> Staff at schools in Salem, MA and Newburyport, MA 	<ul style="list-style-type: none"> Social Worker emailed and collaborated with a Newburyport teacher who brings her therapy dog to school. Social Worker met with a Salem teacher who brings her friend's therapy dog to her classroom.
To invite two therapy dog teams from <i>Perfect Paws Pet Ministry</i> to support fifth grade students during D.E.A.R. (Drop Everything and Read)	February 14, 2017	Social Worker 5 th Grade Teachers Principal	<ul style="list-style-type: none"> Fran Weil and Bill Hooper, both certified therapy dog handlers Riverside School classrooms 	<ul style="list-style-type: none"> Fran Weil and Paxton visited Mrs. Carlson's class and William Hooper and Lucky visited 5th grade class. The majority of students chose to read to a dog.

To attend an additional training at a different organization (Dog B.O.N.E.S Therapy Dogs)	March 2017 – April 2017	Social Worker Therapy Dog	<ul style="list-style-type: none"> • Dog B.O.N.E.S Therapy Dog Training at the Danvers location 	<ul style="list-style-type: none"> • Social Worker and therapy dog attended 3 session training. • Mabel passed the course and is a certified therapy dog.
To invite a therapy dog team from <i>Perfect Paws Pet Ministry</i> to meet once with students in preschool. With parent permission, preschool students will participate in an introductory presentation on therapy dog work.	May 2017	Social Worker Preschool Teachers Parents Principal	<ul style="list-style-type: none"> • Fran Weil from <i>Perfect Paws Pet Ministry</i> • Parental permission slips • Riverside School preschool classrooms 	<ul style="list-style-type: none"> • Fran Weil and Paxton visited all 8 preschool classes (both AM & PM).

Smith School Improvement Plan 2016-2017

<p>GOAL #1: District-wide refinement of the writing workshop model in grades kindergarten thru five. Teachers will focus on refining two areas: duration of mini-lesson and conference teaching points that are transferable to student writing.</p> <p><i>By June 2017, 75% of all observed mini-lessons are 10 minutes or less.</i></p> <p><i>By June 2017, 65% of all observed student conferences provide students with a transferable teaching point for their writing.</i></p>				
Implementation Strategies	Time	Who	Resources	Final Accomplishments
Teachers will engage in professional learning focused on the duration of mini-lessons and providing students with transferable teaching points during student conferences.	<ul style="list-style-type: none"> • August 30, 2016 • November Early Release • January Early Release • April Early Release 	All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	<ul style="list-style-type: none"> • Professional Resources: (Writing Pathways, Units of Study) 	Each elementary school developed their logic model action plan to incorporate strategies that would support teachers in providing students with a ten-minute mini-lesson and conferences with transferable teaching points.
Teachers will plan and implement mini-lessons that are 10 minutes or less and follow the format: Name the teaching point, teach/provide an example of teaching point, and actively engage students with teaching point.	September thru June 2016-2017	All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	<ul style="list-style-type: none"> • Professional Resources: (Common Core Writing Book, Writing Pathways) • Common Core Standards • Teacher professional development and common planning time 	Through formal and informal observations of writing mini-lessons, administrators documented that over 75% of mini-lessons did not exceed 10 minutes and followed the appropriate format.
During student conferences, teachers will provide students with a specific, transferable teaching point (writing skill) to incorporate in their writing.	September thru June 2016-2017	All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	<ul style="list-style-type: none"> • Professional Resources: (Common Core Writing Book, Writing Pathways) • Student writing • Teacher professional development and common planning time 	Through formal and informal observations of writing conferences, administrators documented that over 65% of writing conferences provided students with a transferable teaching point for their writing.

GOAL #2: District-wide refinement of mathematics in grades kindergarten thru five. Teachers will focus on two areas: Utilization of technology to support learning of mathematics and implementation of Ten Minute Math/Classroom Routines.

By June 2017, 60% of all observed Math lessons integrate technology to support student learning.

By December 2016, Ten Minute Math/Classroom Routines is a daily component in every classroom, in addition to the 60 minute math lesson.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
Teachers will engage in professional learning focused on the utilization of the technology components for Investigations 3.0.	<ul style="list-style-type: none"> ● August 31, 2016 ● September 1, 2016 ● October 12, 2016 ● March 10, 2017 	All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals	<ul style="list-style-type: none"> ● Professional Resources: Investigations 3.0 and Pearson Realize 	<p>All classrooms (K-5) have the technology needed to utilize the teacher presentations on Pearson Realize with their students.</p> <p>Kindergarten teachers participated in a professional development training, during Early Release, to support them in the implementation of the Smart Projectors in their kindergarten classrooms.</p> <p>Unit Assessments for Investigations were administered on the Chromebooks to all students in fourth and fifth grade.</p>
Teachers will engage in professional learning focused on the daily implementation of Ten Minute Math/Classroom Routines outside of the math block.	<ul style="list-style-type: none"> ● August 31, 2016 ● September 1, 2016 ● October 12, 2016 ● March 10, 2017 	All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals	<ul style="list-style-type: none"> ● Professional Resources: Investigations 3.0 and Pearson Realize 	<p>During April Early Release, teachers explored the classroom routines/ten-minute math for an upcoming unit in Investigations. They engaged in these routines with each other and discussed how the routines grew throughout the units.</p> <p>Through formal and informal observations of math lessons, administrators documented that over 75% of all observed math lessons integrated technology to support student learning.</p> <p>Ten Minute Math/Classroom Routines is a daily component in every classroom, in addition to the 60 minute math lesson.</p>

<p>Each trimester, teachers will share progress on technology usage and Ten Minute Math/Classroom Routines implementation during PLC time at each school.</p>	<p>September thru June 2016-2017</p>	<p>All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals</p>	<ul style="list-style-type: none"> Professional Resources: Investigations 3.0 and Pearson Realize 	<p>Kindergarten through fifth grade effectively utilizes technology for Ten Minute Math/Classroom Routines.</p> <p>At the March 8th, K-5 Math Team meeting, teachers reflected on the implementation of the technology provided through Pearson Realize throughout the school year and shared next steps with the district-wide group.</p>
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GOAL #3: Smith School will continue to promote a diverse and inclusive environment.

By June 2017, participation at school events by Smith School families will increase by 5% as measured by an end of the year survey.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
To continue to research, implement, analyze and refine cultural proficiency and ways to build a supportive environment.	September 2016 thru June 2017	All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach Data Leadership Team Reading Specialist	<ul style="list-style-type: none"> · School-based professional development · Common Planning Time · Data Team · Common Assessments · Professional Readings · MA ELA Common Core State Standards 	<ul style="list-style-type: none"> · Teachers/Grade Levels sent regular email updates to families about what is happening in the classroom. · Smith PAC sent out a weekly Newsletter via email · Smith Staff read <i>Smart but Scattered</i> to develop strategies to help all learners in the area of executive functioning. As a result we identified key executive functioning skills at each grade level. Also, the special education team created a handbook of resources/strategies for all staff.
To improve family involvement for all families.	September 2016 thru June 2017	All Faculty Principal Data Leadership Team Reading Specialist	<ul style="list-style-type: none"> · Guest Speakers at PAC Meetings · Effective strategies for family engagement · District-wide and school-based professional development · Plan a Literacy or Math Night to rotate with Science Fair 	<ul style="list-style-type: none"> · Smith Specialists and teachers initiated a monthly, integrated (art, music and pe) assembly program where every grade level has the opportunity to perform. Parents and family members also attended assemblies. · The Smith PAC initiated a number of new family events: Halloween Dance, Roller Skating, and Ice Skating, which are not for

				<p>profit and focused on community building.</p> <ul style="list-style-type: none"> · Night at the North Pole was held on a Friday evening to increase attendance. · The October and January PAC meetings featured guest speakers. The Smith Specialists were featured at a Meet the Specialists Night and a DCAT representative spoke to parents/guardians about the programs they offer and their role in supporting the town and schools.
<p>To strengthen understanding and connections to further bridge the gap between home and school.</p>	<p>September 2016 thru June 2017</p>	<p>All Faculty Principal Technology Aide Reading Specialist</p>	<ul style="list-style-type: none"> · Grade Level/Specialists websites · Weekly Items of Interest · Smith School website · Monthly PAC meetings · Principal Coffees 	<ul style="list-style-type: none"> · Weekly Items of Interests continued to be emailed to families and posted on the Smith School website. · Teachers sent frequent email updates to families · Specialists included grade level happenings regularly in the Items of Interest. · Following the month long Literacy Celebration in March we sent out a survey to parents. The purpose of the survey was to gauge parent involvement and solicit suggestions for improvement. To date we have had 27 families participate in the survey.

Thorpe Elementary School Improvement Plan 2016-2017

GOAL #1: District-wide refinement of the writing workshop model in grades kindergarten thru five. Teachers will focus on refining two areas: duration of mini-lesson and conference teaching points that are transferable to student writing.

By June 2017, 75% of all observed mini-lessons are 10 minutes or less.

By June 2017, 65% of all observed student conferences provide students with a transferable teaching point for their writing.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
Teachers will engage in professional learning focused on the duration of mini-lessons and providing students with transferable teaching points during student conferences.	<ul style="list-style-type: none"> • August 30, 2016 • November Early Release • January Early Release • April Early Release 	All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	<ul style="list-style-type: none"> • Professional Resources: (Writing Pathways, Units of Study) 	Each elementary school developed their logic model action plan to incorporate strategies that would support teachers in providing students with a ten-minute mini-lesson and conferences with transferable teaching points.
Teachers will plan and implement mini-lessons that are 10 minutes or less and follow the format: Name the teaching point, teach/provide an example of teaching point, and actively engage students with teaching point.	September thru June 2016-2017	All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	<ul style="list-style-type: none"> • Professional Resources: (Common Core Writing Book, Writing Pathways) • Common Core Standards • Teacher professional development and common planning time 	Through formal and informal observations of writing mini-lessons, administrators documented that over 75% of mini-lessons did not exceed 10 minutes and followed the appropriate format.
During student conferences, teachers will provide students with a specific, transferable teaching point (writing skill) to incorporate in their writing.	September thru June 2016-2017	All Faculty Principal K-12 Curriculum Director Elementary Curriculum Director Elementary Literacy Coach	<ul style="list-style-type: none"> • Professional Resources: (Common Core Writing Book, Writing Pathways) • Student writing • Teacher professional development and common planning time 	Through formal and informal observations of writing conferences, administrators documented that over 65% of writing conferences provided students with a transferable teaching point for their writing.

GOAL #2: District-wide refinement of mathematics in grades kindergarten thru five. Teachers will focus on two areas: Utilization of technology to support learning of mathematics and implementation of Ten Minute Math/Classroom Routines.

By June 2017, 60% of all observed Math lessons integrate technology to support student learning.

By December 2016, Ten Minute Math/Classroom Routines is a daily component in every classroom, in addition to the 60 minute math lesson.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
<p>Teachers will engage in professional learning focused on the utilization of the technology components for Investigations 3.0.</p>	<ul style="list-style-type: none"> • August 31, 2016 • September 1, 2016 • October 12, 2016 • March 10, 2017 	<p>All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals</p>	<ul style="list-style-type: none"> • Professional Resources: Investigations 3.0 and Pearson Realize 	<p>All classrooms (K-5) have the technology needed to utilize the teacher presentations on Pearson Realize with their students.</p> <p>Kindergarten teachers participated in a professional development training, during Early Release, to support them in the implementation of the Smart Projectors in their kindergarten classrooms.</p> <p>Unit Assessments for Investigations were administered on the Chromebooks to all students in fourth and fifth grade.</p>
<p>Teachers will engage in professional learning focused on the daily implementation of Ten Minute Math/Classroom Routines outside of the math block.</p>	<ul style="list-style-type: none"> • August 31, 2016 • September 1, 2016 • October 12, 2016 • March 10, 2017 	<p>All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals</p>	<ul style="list-style-type: none"> • Professional Resources: Investigations 3.0 and Pearson Realize 	<p>During April Early Release, teachers explored the classroom routines/ten-minute math for an upcoming unit in Investigations. They engaged in these routines with each other and discussed how the routines grew throughout the units.</p> <p>Through formal and informal observations of math lessons, administrators documented that over 75% of all observed math lessons integrated technology to support student learning.</p> <p>Ten Minute Math/Classroom Routines is a daily component in every classroom, in addition to the 60 minute math lesson.</p>

<p>Each trimester, teachers will share progress on technology usage and Ten Minute Math/Classroom Routines implementation during PLC time at each school.</p>	<p>September thru June 2016-2017</p>	<p>All Faculty Principals K-12 Curriculum Director Elementary Curriculum Director Computer Paraprofessionals</p>	<p>● Professional Resources: Investigations 3.0 and Pearson Realize</p>	<p>Kindergarten through fifth grade effectively utilizes technology for Ten Minute Math/Classroom Routines.</p> <p>At the March 8th, K-5 Math Team meeting, teachers reflected on the implementation of the technology provided through Pearson Realize throughout the school year and shared next steps with the district-wide group.</p>
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GOAL #3: To utilize the collaborative space of the Learning Commons as a flexible environment built to accommodate multiple content area learning activities.

By December 2016, 50% of classroom teachers will schedule additional time in the Learning Commons to utilize the technology and flexible space.

By June 2017, 80% of teachers will collaborate with Learning Commons staff to create a project based learning experience for the students.

Implementation Strategies	Time	Who	Resources	Final Accomplishments
Classroom teachers will plan collaboratively with the Learning Commons staff to create multiple opportunities to engage students in content based learning projects and activities.	September - June 2017	All Faculty Principal Library Aide Computer Paraprofessional Director of Technology	Units of Study Curriculum K -5	Intermediate students utilized the technology, research space and materials to complete an interdisciplinary project on the American Revolution. Primary students engaged in STEM and Literacy based projects including an Eric Carle author study and an <i>Enchanted Engineering</i> program based on a series of children's books. All students, K to 5 participated in a wide array of activities during Literacy Week, which included grade level workshops with an invited children's author.
Faculty will read professional articles focused on how best to integrate the Learning Commons model into specific units of study covered throughout the school year.	3 times per year	All Faculty Principal Library Aide	Computer Lab IPad cart Chromebook Carts (2)	Faculty reviewed and researched various apps and websites appropriate for elementary students in each of the content areas.
Technology resources will be examined to provide additional instructional tools to teachers and paraprofessionals.	September - June 2017	All Faculty Principal Computer Paraprofessional Library Aide Director of Technology	Technology	Designated chromebooks (6) and a monitor were added to the Media Collaboration Table for small group work and collaborative projects.

<p>The Learning Commons will become a space of learning and collaboration for all stakeholders and the <i>hub</i> of school activities.</p>	<p>September - June 2017</p>	<p>All Stakeholders</p>	<p>Flexible Furnishings Collaboration Media Table Book Collection Research Materials Technology Outdoor Classroom</p>	<p>A celebration of Thorpe's 50th Anniversary and the Grand Opening of the Learning Commons took place on October 13, 2016. Attendees included town officials, members of the School Committee, former teachers and alumni, along with present members of Thorpe's families and staff. Over 200 people attended the celebration.</p> <p>Professional learning and district wide meetings were held throughout the school year.</p> <p>Thorpe's PLC held meetings and collaborated on ways to increase student success and learning.</p> <p>MCAS 2.0 was administered to students in grades 3 thru 5.</p> <p>Thorpe's Parent Advisory Committee utilized the space for meetings.</p> <p>BOY, MOY and EOY data meetings were held in the Learning Commons throughout the school year.</p>
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