

CHICKERING SCHOOL IMPROVEMENT PLAN 2014-2015

Dover Public Schools Chickering Elementary School School Advisory Council **School Improvement Plan 2014-2015**

This School Improvement Plan (SIP) is the result of discussion and analysis by the School Advisory Council, composed of the principal, faculty, School Committee member, community member, and parents.

To develop this plan, the 2013-2014 SIP was examined and the Council chose priorities for the school and selected areas for the school and community to work together for the benefit of all students at Chickering School.

A goal this year is to have School Improvement Goals widely recognized and discussed among families and staff, so that we have meaningful dialogue over the course of the year, understand our part in achieving the goals, and move further ahead as a joint effort.

This year the goals reflect the performance indicators set by the state for all educators and districts, found in the Massachusetts Educator Evaluation System. This is where we need to place our priorities:

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| 1) Standard I | Curriculum, Planning, and Assessment |
| 2) Standard II | Teaching All Students |
| 3) Standard III | Family and Community Engagement |
| 4) Standard IV | Professional Culture |

This School Improvement Plan is aligned with district goals and coordinates our efforts as we chart our course into the future.

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Curriculum, Planning, and Assessment Goals

Goal 1: Establish a process for developing multidisciplinary units of study through Professional Learning Communities.

Actions:

- 1) Use the PLC model to develop multidisciplinary units of study.
- 2) Redesign and integrate units of study in Empowering Writers and Social Studies.
- 3) Produce at least one unit of study at each grade level using Understanding by Design (UbD).

Benchmarks:

- 1) By September 2014, train Curriculum Leaders and make yearlong plans for curriculum revision.
- 2) By October 2014, ensure uniform use of the Common Core and state standards for Literacy, Social Studies and History.
- 3) By May 30, 2015, have at least one revised unit at each grade level posted in Aspen.

District Goal Correlation:

Goal 5: Curriculum revision (Academic Goal)

Responsibility:

Administrators will provide PLC training and establish expected outcomes. Curriculum Leaders will serve as PLC leaders and set the course for revising units. Staff will revise the units and upload them to Aspen.

Expected Outcome: Staff will establish a process for curriculum review and revision that can be replicated across all curricula and teams.

Goal 2: Launch the Center for Regulation and Academic Resiliency, serving the social, emotional, and behavioral needs of students, and supporting teachers with strategies and consultation.

Actions:

- 1) Plan the coordination of existing social, emotional and behavioral services and instructional strategies.
- 2) Establish an Advisory Council to assess programming, and provide consultation.

Benchmarks:

- 1) By September 2014, meet with educators tied to the Center to examine student profiles, determine programming, and establish progress monitoring tools.
- 2) The Advisory Council will have monthly meetings scheduled by September 15th throughout the school year.

District Goal Correlation:

Goal 3: Support students' social-emotional wellness (Student Goal)

Responsibility:

Administrators and staff members tied to the Center will plan the roll-out to students, staff, and the community, and determine services, instructional models, and guidelines for the first year of implementation.

Expected Outcome:

Students will learn strategies to regulate their emotions and behaviors, allowing them to access the curriculum and develop as learners.

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Teaching All Students Goals
Goal 3: Design and implement targeted instruction during Intervention Blocks, ranging from remediation to enrichment, to move all learners forward in their understanding of content.
Actions: 1) Classroom teachers will design targeted instruction modules beyond the standard curriculum. 2) Educators will collaborate to meet a multitude of student services and needs ranging from remediation to enrichment.
Benchmarks: 1) By September 15 th all educators will have a targeted instructional plan to serve the needs of students. 2) By September 15 th all educators will have established a schedule of coordinated instruction during Intervention Blocks.
District Goal Correlation: Goal 1: Articulate instructional approaches and opportunities to ensure curricula access for all students (Student Goal)
Responsibility: All staff members will know how and when students need to be supported, and their role in doing so. Administrators will support the new coordinated system and address students and staff needs during the Intervention Block.
Expected Outcome: Educators will develop a deeper understanding of student competencies and how best to support student growth.
Goal 4: Implement the <i>Zones of Regulation</i> school-wide to establish a common language and approach to helping students regulate their emotions and behaviors.
Actions: 1) Using the DSEF grant award for The Center for Regulation and Academic Resiliency, order <i>Zones of Regulation</i> manuals for educators. 2) Schedule training for staff in advance of, and during, the 2014-2015 school year.
Benchmarks: 1) By October 2014, <i>Zones of Regulation</i> books will have been ordered for educators and a decision made on which lessons are to be taught by all classroom teachers. 2) By September 15 th , internal and external Professional Development will have taken place to secure an understanding among educators of how to support children in regulating themselves.
District Goal Correlation: Goal 3: Support students' social-emotional wellness (District Improvement Goal)
Responsibility: Administrators and staff members tied to the Center will arrange for Professional Development and resources, as well as follow-up.
Expected Outcome: Educators will Implement the <i>Zones of Regulation</i> to establish a common language and approach to helping students regulate their emotions and behaviors.

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Family and Community Engagement Goal

Goal 5: Inform families of the purpose and strategies of Zones of Regulation and establish common language for helping students regulate their emotions and behaviors.

Actions:

- 1) Create an opportunity for families to learn about the Zones of Regulation, such as through a Chickering Coffee, and communicate with all families the purpose and strategies set forth in Zones of Regulation.
- 2) Provide information on the Zones of Regulation to teachers to share out at public forums.

Benchmarks:

- 1) By September 15th set a date for in-person discussion of the Zones of Regulation with families.
- 2) By Open House, have explanatory materials ready for distribution to families.

District Goal Correlation:

Goal 3: Support students' social-emotional wellness (District Improvement Goal)

Responsibility:

Administrators will plan and produce messaging to families around implementation of the Zones of Regulation at school and how families can support emotional and behavioral regulation in order to increase access to learning and academic resiliency.

Expected Outcome:

Families will increase their understanding of emotional and behavioral regulation and support the school's efforts to foster academic resiliency.

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Professional Practice Goal

Goal 6: Educators will develop capacity and expertise with Professional Learning Communities (PLCs) and create effective processes for reviewing curriculum and student work, leading to changes in instruction and improved academic outcomes for students.

Actions:

- 1) Establish the principles of Professional Learning Communities, first among Curriculum Leaders and then all staff.
- 2) Define the roles and responsibilities of an effective and productive PLC member.

Benchmarks:

- 1) Administrators will train Curriculum Leaders over the summer to be PLC Leaders.
- 2) Administrators will designate time and provide resources for all staff members to be effective contributors to their PLC.

District Goal Correlation:

Goal 1: Articulate instructional approaches and opportunities to ensure curricula access for all students (Student Goal)

Responsibility:

Administrators will provide a comprehensive training on PLCs for Curriculum Leaders, who will guide teams in adopting an effective PLC approach to revising curriculum and examining student work.

Expected Outcome:

Educators will develop an in-depth knowledge of their students through collaborative review of curriculum and student work, and will refine their instruction and build common practices to enhance student learning.