

CHICKERING SCHOOL IMPROVEMENT PLAN 2020-2021

Dover Sherborn Public Schools
Chickering School Improvement Plan 2020-2021

This School Improvement Plan contains three overarching goals:

- 1) Remote Learning: Systemic structures and pedagogical approaches
- 2) Teaching and Learning: Multi-Tiered System of Supports (Year2)
- 3) Innovation: Portrait of a Graduate (Year 2)

The School Improvement Plan was created through the work of the School Advisory Council:

Rob Andrews , parent	Laura Dayal , principal	Julie Law-Linck , faculty
Darcey Angelo , parent	Jodi Emerson , faculty	Tyson Roy , parent
Colleen Burt , parent	Jorge Fradinho , parent	Jenn Sellman , faculty
Bob Cocks , community member	Steve Harte , faculty	Priscilla Stephan , faculty

It is the intent of Chickering administrators, the School Advisory Council, and staff to have meaningful dialogue about the goals, and to continually improve on excellence.

Chickering’s School Improvement Plan is directly tied to the district’s Strategic Plan, 2018-2021:

Vision				
We will distinguish ourselves through innovative teaching and learning experiences that inspire all students to pursue their individual passion for learning and excellence while we continue to be a nationally recognized, high-performing school system.				
Mission				
The Dover Sherborn Schools share in the mission to inspire, challenge and support all students as they discover and pursue their full potential.				
Theory of Action				
<i>If</i> we are able to successfully inspire, challenge, and provide the necessary supports for all of our students, <i>then</i> they will be equipped with the tools necessary to achieve their fullest potential in a rapidly changing society.				
Core Values				
The Dover Sherborn Schools commit to the following Core Values: Commitment to Community Equity and Excellence Respect and Dignity Climate of Care				
Strategic Objectives 2018-2021				
Innovative Teaching and Learning	Health and Well-being of Students and Staff	Partnerships with Families and Communities	Safe and Innovative Facilities	Resource Efficiency
Maintain excellence and rigor while adapting best practices and programs to prepare graduates for success in a rapidly changing world	Revise and enhance programs in support of the social-emotional needs of students and staff	Cultivate partnerships with families and community groups to strengthen the support system	Evaluate and adapt facilities and learning spaces to support 21 st century learning experiences	Provide the highest quality education in an efficient and productive manner

Remote Learning: Systemic Structures and Pedagogical Approaches

Goal 1:

We will examine our technology and communications systems, and the most effective ways to engage students for optimal learning. This goal emerged from the sudden shift in March 2020 to remote learning, due to the coronavirus pandemic. Regardless of the need for remote learning at any given time, it has created opportunities to improve the way we educate students.

Actions:

Administrators, faculty, and SAC will identify technology and communications systems that could work better in a remote learning, contemporary environment. This is expected to lead to exploration of new systems and a comparative analysis of benefits.

Administrators and staff will look internally and at other systems for the most effective practices in engaging students, building independence, and fostering a love of learning.

Professional Learning Community (PLC) Leaders will guide the implementation of effective teaching practices across the school.

Benchmarks:

Fall 2020: Administrators, faculty, and SAC will identify working groups to explore technology and communications systems and pedagogical approaches that are most effective during times of remote learning, and what carries over to face-to-face instruction in school.

Winter 2020-2021: Administrators and faculty will identify opportunities to experiment and incorporate the above benchmarks school-wide and at different grade levels.

Spring 2021: The school will assess the systemic structures and pedagogical approaches and determine what to embed in school practice, and what needs still exist.

District Strategic Objective Correlation:

Health and Well-being of Students and Staff
Innovative Teaching and Learning
Partnerships with Families and Communities
Safe and Innovative Facilities

Responsibility:

Administrators will dedicate time at Staff Meetings and Professional Development for this work.

Staff will consistently implement and communicate the practices.

Expected Outcome:

Staff, students, and families will have effective ways to support and engage in remote learning.

Teaching and Learning: Multi-Tiered System of Supports (MTSS)

Goal 2 (Year 2):

A Multi-Tiered System of Supports (MTSS) focusing on system-level change will be implemented to better meet the individual needs of students. A well-coordinated and highly structured new system of collaborative instruction will address students' academic and non-academic needs.

Actions:

Leaders in what was previously called RtI (Response to Intervention), trained in systems development and targeted instruction, will help establish a school-wide MTSS for more frequent, efficient, and targeted instruction to meet children's needs.

Faculty will review, revise and begin to implement ELA curriculum maps to reflect best practices for core and intervention instruction.

Staff will fully participate in novel intervention structures with fidelity, including partnering for Tier II instruction, creating learning objectives for students, delivering high-quality interventions, and data collection and analysis.

Benchmarks:

Fall 2020: Faculty will utilize the MTSS system developed last year, incomplete due to building closure. They will initiate beginning of the year assessments and interventions. Staff will also review the partial data over two years to begin to assess the effectiveness of the interventions.

Winter 2020-2021: Within the standard second term of data collection, staff will analyze growth from baseline data in the fall and set new literacy targets for all students.

Spring 2021: The school will assess the MTSS system as implemented over a full year and consider enhancements for the following year.

District Strategic Objective Correlation:

Innovative Teaching and Learning
Health and Well-being of Students and Staff
Resource Efficiency

Responsibility:

Administrators, Literacy Specialists and PLC leaders will support the intense data collection, analysis and response.

Expected Outcome:

Staff will build capacity in delivery of targeted instruction and coordinated best practices. Staff will collaborate to deliver a high level of targeted instruction to students using MTSS.

Innovation: Portrait of a Graduate

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Goal 3 (Year 2):

Aligned with the district's goal to maintain excellence and rigor while adapting best practices and programs to prepare graduates for success in a rapidly changing world, Chickering will explore and identify the elements of Portrait of a Graduate to be implemented at the elementary level.

Actions:

The school will build off core competencies identified by the Dover-Sherborn Innovation Task Force as necessary for student success in the 21st century and identify correlating practices and experiences for students at the elementary level.

Grade level teams and others will identify specific practices and experiences that foster the competencies necessary for current and future success.

Benchmarks:

Fall 2020-2021: Explore the identified core competencies and how instruction and experiences can be correlated at the different developmental levels of learning.

Winter 2020-2021: PLC Leaders identify specific instructional practices to be woven into the curriculum and begin to implement them.

Spring 2021: Assess the chosen practices and recalibrate for the following year.

District Strategic Objective Correlation:

Innovative Teaching and Learning

Responsibility:

Administrators and staff will support the district's development of Portrait of a Graduate.

Expected Outcome:

Staff will elevate their understanding of their role in Portrait of a Graduate and implement practices that become part of the learning continuum.