

FREETOWN-LAKEVILLE REGIONAL SCHOOL DISTRICT



SCHOOL IMPROVEMENT PLAN  
2018 - 2019

Mr. Michael Ward, Principal  
Freetown Elementary School

**District Goal #1**

**We will foster a culture of professional responsibility, collaborative decision making, and shared practice where all members are collectively committed to our shared vision.**

**FES School Improvement Goal #1**

**By working collaboratively and creating and implementing a comprehensive literacy framework across all grades, students will be successful, strategic readers possessing the necessary skills and strategies to read fluently, construct meaning, and monitor their understanding of text as shown by 85% of students being on grade level with their instructional reading levels as measured by the BAS, across all grades.**

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS								
<p>Need continued school based modeling and PD across rooms to promote shared practice and implement the literacy framework created by Dr. Correia and administrative team.</p> <p>Some inconsistent practices that vary across grade levels</p> <p>Limited time for common planning</p> <p><b>BAS - FES % of students at instructional level - EOY 2018</b></p> <table border="1" data-bbox="132 967 520 1247"> <thead> <tr> <th>Gr level</th> <th>% at instructional level</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>83%</td> </tr> <tr> <td>2</td> <td>76%</td> </tr> <tr> <td>3</td> <td>78%</td> </tr> </tbody> </table>	Gr level	% at instructional level	1	83%	2	76%	3	78%	<p>Set professional practice goals across grade levels where a shared practice is identified and goals and benchmarks set.</p> <ul style="list-style-type: none"> <li>- FES school wide writing goal</li> </ul> <p>All 1-3 classroom teachers will meet to collaborate and discuss Benchmark Assessment Comprehension conversation, calibrate the student responses on the Benchmark Assessment, and set goals for students identified below grade level.</p> <p>Analyzing data and implementing shared practices (focused).</p> <ul style="list-style-type: none"> <li>• Data meetings during CPT</li> </ul> <p>Utilizing curriculum leaders as teacher leaders in their respective buildings.</p> <p>Promote the use of literacy strategies across all content areas by collaborating in common planning time to create specific student-based guided reading lessons.</p> <p>Implementation of FUNdations Program in kindergarten and grade 1. Being piloted in grade 2.</p>	<p>By the winter and spring data meetings, we will see students make steady progress toward reaching grade level benchmarks</p>	<p>Curriculum leaders</p> <p>Professional development</p> <p>Data meetings</p> <p>Book Room</p> <p>Reading Specialist</p> <p>Classroom observation feedback</p> <p>Elementary Administrative Meetings</p>	<p>Professional development</p> <p>Updated BAS kits</p> <p>FUNdations</p>
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	<p>Promote the use of literacy strategies by identifying and focusing on “strategies readers use” when reading.</p> <p>Continue to implement and become proficient with the BAS to determine students instructional reading levels and implement small group guided reading with leveled texts.</p> <p>Utilize the Book Room as guided reading is explored.</p> <p>Will establish a set “read to self and read aloud time/schedule” as well as a formal process for monitoring progress of all students.</p>			
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**District Goal #2**

Based on the use of multiple data sources, we will provide challenging, research-based instruction and curriculum that meets the needs of all our students.

**FES School Improvement Goal #2**

By working collaboratively, K - 5, to analyze data across schools and to implement effective tier 1 and tier 2 instructional strategies and interventions, all students and students with disabilities subgroup will show a steady increase of 3% - 5% in performance each year (9% to 15% over a three year period) on the math and ELA MCAS tests.

CRITICAL ISSUES			STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS																		
<p>MCAS DATA</p> <table border="1"> <thead> <tr> <th colspan="3">FES ELA MCAS DATA - Grade 3</th> </tr> <tr> <th>Year</th> <th>% of ALL students meeting or exceeding</th> <th>% of students with disabilities meeting or exceeding</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>62%</td> <td>0%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">FES Math MCAS Data - Grade 3</th> </tr> <tr> <th>Year</th> <th>% of ALL students meeting or exceeding</th> <th>% of students with disabilities meeting or exceeding</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>64%</td> <td>0%</td> </tr> </tbody> </table>			FES ELA MCAS DATA - Grade 3			Year	% of ALL students meeting or exceeding	% of students with disabilities meeting or exceeding	2018	62%	0%	FES Math MCAS Data - Grade 3			Year	% of ALL students meeting or exceeding	% of students with disabilities meeting or exceeding	2018	64%	0%	<p><b>English Language Arts:</b> Share 2018 MCAS results with staff as well as review the MCAS results from the past 3 years.</p> <p>Identify areas where we performed lower or on par with the state.</p> <p>Examine current curriculum and teaching practices to identify how all students needs will be addressed in Tier 1 instruction. PD for all staff:</p> <ul style="list-style-type: none"> <li>• Benchmark Assessment System (BAS)</li> <li>• Curriculum Leaders</li> </ul> <p>Continuation of Curriculum Writing Team. Shift our inclusion model to a co-teaching model Grade 2/3</p> <p>Monthly meetings, during CPT, looking at our co-teaching model and instruction for students identified with disabilities.</p> <p>Google accounts in grades 1-3 to address the standard of “students</p>	<p>By the winter and spring data meetings, we will see a steady increase on all DIBELS indicators across grades K &amp; 1.</p> <p>By mid-November, areas of performance lower than the state on MCAS testing will have been identified.</p> <p>By the spring data meeting, all students will have advanced at least 1 stanine on the GRADE in grades 2 and 3.</p> <p>By June, a steady increase of students will be evident on all indicators tested using GRADE and BAS.</p> <p>Measures of progress: Targeted classroom observations (announced and unannounced)</p> <p>Notes from weekly common planning meetings that focus on student work, curriculum, and instructional practices.</p> <p>Develop and update common assessments in all subjects as needed</p>	<p>Curriculum Leaders</p> <p>Benchmark Assessment</p> <p>Reading Specialist</p> <p>Book Room</p> <p>Google Account for students in Grades 1-3</p> <p>LEXIA</p> <p>iReady Online Instruction</p>	<p>Professional development</p> <p>LEXIA</p> <p>iReady Online Instruction</p> <p>Resources for Science</p>
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	<p>producing writing using various types of digital sources, including keyboarding skills.”</p> <p><b>Mathematics:</b> Share 2018 MCAS results with staff as well as review the MCAS results from the past 3 years.</p> <p>Examine current curriculum and teaching practices to identify successes and how the underperforming areas will be addressed in our 2018 -19 instruction.</p> <p>Use of iReady Math Intervention program within grades 2 &amp; 3.</p> <p>Continue supplementing hands on activities to align with the standards and Ready Math.</p> <p>Continue to implement the Ready Math Program to ensure the appropriate strategies and differentiation and how they are implemented in the classroom for all students.</p> <p><b>Science:</b> Utilization of science labs as needed and science PD</p> <p><b>General Initiative:</b> Monitor student absences on a weekly basis and follow-up on</p>	<p>Monthly department meetings and curriculum leaders meetings focusing on learning and instruction.</p>		
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	chronic absenteeism with parents/guardians. Adhere to Attendance Policy and insure absences are recorded correctly.			
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<b>District Goal #3 We will foster and promote the building of relationships among families, the community and the school district to facilitate collaboration around the educational mission, vision and goals of the district.</b>				
<b>FES School Improvement Goal #3</b>				
<b>By June 2019, each elementary school will engage families by implementing at least 2 interactive curriculum nights that are engaging, informative and purposeful where an increase in family engagement will be evident for each curriculum night as measured through attendance and family surveys.</b>				
<b>CRITICAL ISSUES</b>	<b>STRATEGIES/INITIATIVES</b>	<b>BENCHMARKS/MEASURES OF PROGRESS</b>	<b>RESOURCES</b>	<b>COSTS</b>
<p>PTO currently sponsors and runs the majority of night events.</p> <p>Parent involvement is plentiful as opposed to parent engagement around curriculum topics.</p>	<p>Host 2 curriculum nights that are engaging in the potential following areas:</p> <ol style="list-style-type: none"> <li>1. *Science</li> <li>2. *Math</li> <li>3. * ELA</li> <li>4. Unified Arts</li> </ol> <p>*Will combine Math/Science/ELA Night*</p> <p>Work with the Director of Curriculum and Instruction and building curriculum leaders and the EST team to plan the events.</p> <p>Track attendance and adhere to attendance policy.</p> <p>Track the effectiveness of the events by parent surveys at the end of each one.</p> <p>Continue to host school events that involve parents/guardians.</p>	<p>Over the course of the 2 curriculum nights, we will have an increase in family attendance compared to previous year's data.</p> <p>By June 2019, parent surveys will show 75% of the parents in attendance will have found the events engaging, informative and purposeful.</p> <p>Proposal of 2 curriculum nights... By the end of March 2019, the first curriculum event will have been held.</p> <p>By the end of May 2019, the second curriculum event will have been held.</p> <p>Create survey to be provided after each curriculum night.</p>	<p>Curriculum leaders</p> <p>Community</p> <p>PTO and staff participation</p>	<p>Resources for curriculum nights</p>

