

## School Improvement Plan: Belmont Public Schools

School: Wellington Elementary School

Principal: Amy N. Spangler

Academic Year: 2013-2014

*Section 59C of chapter 71 of the General Laws: “The principal of each school, in consultation with the school council established pursuant to this section, shall on an annual basis...develop and submit for approval by the district superintendent and school committee a plan for improving student performance[.] Plans shall be prepared in a manner and form prescribed by the department of elementary and secondary education and shall conform to any policies and practices of the district consistent therewith.”*

Goal	Alignment <sup>1</sup> (check all that apply)	Action Steps	Assessment	Benchmarks
<i>What area of student learning do we want to improve?</i>	<i>What organizational documents does this goal align with?</i>	<i>What will we do to achieve the goal?</i>	<i>What will it look like when it is accomplished?</i>	<i>How will we know if we are on track to accomplish it?</i>
1. To increase students' ability to effectively solve problems by fully implementing the Second Step Curricula K-4.	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SC Budget Assumptions</li> <li><input checked="" type="checkbox"/> BPS Vision Statement</li> <li><input checked="" type="checkbox"/> Mission Statement</li> <li>Other (please specify): _____</li> </ul>	<ol style="list-style-type: none"> <li>1. Teach a minimum of three lessons per month.</li> <li>2. Launch Second Step with teacher demo video looping at curriculum night in September.</li> <li>3. Provide each classroom teacher with a onetime planning for 90 minutes to integrate new curriculum.</li> <li>4. Discuss Second Step at Curriculum Night as a part of each classroom presentation and loop a sample lesson during the evening.</li> <li>5. Link (and standardize) all language used throughout school-wide</li> </ol>	<p>The overall number of office referrals processed in June, 2014 will be reduced by 10% K-4 as compared to 2012-13 school year data.</p> <p>95% of instructional staff will indicate that students use effectively Second Step terminology to address and/or resolve conflicts outside of the classroom 5 out of 10 times when surveyed.</p>	<p>By January, 2014: All classroom teachers will indicate, via an anonymous survey, that they are adhering to the instruction cadence.</p> <p>By February, 2014: All parents/guardians will indicate, via a Survey Monkey, that they are receiving regular updates on how to reinforce Second Step concepts at home.</p> <p>By March, 2014: All classroom teachers will indicate that students use Second Step terminology outside of the classroom 3/10 times.</p>

<sup>1</sup> Enclosures: FY 2013 School Committee Budget Assumptions, 2012-2017 BPS Vision Statement, 2012-2017 BPS Mission Statement

		<p>communications with Second Step terminology.</p> <ul style="list-style-type: none"><li>6. Fulfill all home-school lessons and communications as outlined with the specific home communication links.</li><li>7. Host a mid-year Second Step Parent workshop</li><li>8. Implement Second Step as part of Student Care.</li></ul>		
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<p>2. Increase student achievement for grades 3-4 in reading comprehension</p> <p>2.a. Increase student achievement in mathematics in grades K-4.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SC Budget Assumptions</li> <li><input checked="" type="checkbox"/> BPS Vision Statement</li> <li><input checked="" type="checkbox"/> Mission Statement</li> <li>Other (please specify): _____</li> </ul>	<ol style="list-style-type: none"> <li>1. Host a RTI parent overview/workshop X2 a year.</li> <li>2. Track student data using pre and post Tier intervention.</li> <li>3. Purchase and train staff to use a standardized reading comprehensive assessment.</li> <li>4. Establish an intentional cadence and timing for RTI parent information.</li> <li>5. Create an RTI block schedule for math and reading.</li> <li>6. Pilot “teacher rounds” professional development model.</li> <li>7. Pilot curriculum compacting for Tier 1 students in one grade level.</li> </ol>	<p>By May, 2014: All 3-4 students needing Tier 3 in reading comprehension will be reduced by 40% from those identified at the beginning of the school year.</p> <p>By May, 2014: All 3-4 students needing Tier 3 will reduce by 40% from those identified at the beginning of the school year.</p> <p>By May, 2014: Develop, implement, and modify a pilot tracking process that is deemed effective by 100% of all staff, for Tier 3 mathematics.</p> <p>75% of parents with RTI identified students will attend and/or acknowledge invitation to RTI workshop.</p> <p>80% of teachers who participate in the teacher rounds will indicate they are effective professional development.</p> <p>80% of teachers whose students participate in curriculum compacting will indicate it was a successful enrichment strategy.</p>	<p>Dates for parent/guardian workshops will be identified and communicated by October, 2013.</p> <p>By January, 2014 All parents will be invited to attend each event. First event will represent at least 30% of students receiving RTI services.</p> <p>By January, 2014: All 3-4 Tier 3 students will be showing growth with 10% needed to be exited from Tier 3 support. At least one teacher round will have taken place and at least one teacher will be utilizing curriculum compacting.</p>
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<p>3. Increase student safety by reengineering the arrival and dismissal processes.</p>	<p>SC Budget Assumptions</p> <ul style="list-style-type: none"> <li>✓ BPS Vision Statement</li> <li>✓ Mission Statement</li> </ul> <p>Other (please specify):</p> <hr/>	<ol style="list-style-type: none"> <li>1. Create a subcommittee to study the issues and devise new processes; include processes for ASE/Aftercare dismissal.</li> <li>2. Engage the entire community via parent volunteers who will help with the processes, daily, called the Don the Neon group.</li> <li>3. Train fourth grade student leaders to help with daily implementation.</li> <li>4. Provide all families with comprehensive information about how it works, before school begins to include visuals; include the “what” and the “why” for the new processes.</li> <li>5. Reinforce processes at Curriculum Night.</li> <li>6. Establish child-centric activities for students to do while they wait in the AM and PM.</li> </ol>	<p>55% of surveyed families will indicate support of the new process via a survey.</p> <p>95% of all staff will indicate the processes are safer and more effective as compared to previous years' processes.</p>	<p>By August, 2013: The subcommittee will have all tangible outcomes accomplished.</p> <p>By October, 2013: There will still be a core group of parents who regularly participate in Don the Neon.</p> <p>By October, 2013: All fourth grade teachers will have trained students from each class, students will all have been trained, and a schedule will be in use.</p> <p>By May, 2014: Processes will still be followed regularly.</p>
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<p>4. Increase teacher satisfaction with support tools like Teach Point and implementation of the new educator evaluation system.</p>	<ul style="list-style-type: none"> <li><input checked="" type="checkbox"/> SC Budget Assumptions</li> <li><input checked="" type="checkbox"/> BPS Vision Statement</li> <li><input checked="" type="checkbox"/> Mission Statement</li> <li>Other (please specify): _____</li> </ul>	<ol style="list-style-type: none"> <li>1. Conduct an optional staff meeting for those needing support in developing a SMART goal.</li> <li>2. Host a Teach Point artifact upload meeting/workshop for all interested staff.</li> <li>3. All staff (administrators and educators) will meet all timeline requirements embedded in the processes.</li> <li>4. Apprise staff of all updates on Teach Point software.</li> </ol>	<p>100% of educators using Teach Point will feel that timelines of the educator system implementation were met.</p> <p>95% of all educators using Teach Point will feel comfortable and knowledgeable as it relates to uploading artifacts.</p>	<p>By September, 2013: Staff will have had the option of attending a SMART goal writing workshop.</p> <p>By January, 2014: Staff will have had the option of attending a Teach Point upload workshop.</p>
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Principal Signature: \_\_\_\_\_

Submission Date: \_\_\_\_\_

## I.) FY 2014 School Committee Budget Assumptions

The fiscal year 2014 budget proposals are based upon three broad strategic assumptions:

- 1) If the administrators, teachers, and governors of the Belmont Public Schools engage in systematic long-term strategic planning, then the resources, goals, and objectives that emerge will support continuous improvement and overall programmatic and fiscal stability within the system.
- 2) If the Belmont Public Schools District hires well-prepared and diverse professionals, sustains continuous professional development by means of clear and coherent plans, and implements a successful educator evaluation system in line with new state standards, then students will receive instruction from consistently highly qualified educators who pursue the continuous improvement of their art.
- 3) If the Belmont Public School District ensures continuity of the curriculum and compliance with state requirements, strives for higher standards in accord with community expectations, provides support for educators to experiment and innovate, and articulates clearly its instructional models, then students will be well-prepared for college and career.

Thus, the three broad governing themes for the coming school year are stability through strategic planning, human resource development, and high quality curricula and pedagogy with emphasis upon innovation. Important to know is the fact that the Belmont School Committee has also recently adopted three parallel goals for its own work as the governing body for the school system.

## II.) 2012-2017 BPS Vision Statement

With a commitment to teaching and learning, the Belmont Public Schools strive to nurture the knowledge, skills, and emotional development of each student in order to create a community of engaged learners who contribute to the common good and are of service to others.

## III.) 2012-2017 BPS Mission Statement

The educators of the Belmont Public Schools will support an innovative environment where all adults and children will develop and apply the skills and habits of successful learners. Our success will be built on a partnership of educators, families, and community members who are committed to the future of all of Belmont's children.

By June, 2017 all students in the Belmont Public Schools will:

- Learn: Develop both the confidence and resilience that result from exceptional effort
- Think: Authentically engage in a rigorous curriculum
- Create: Apply their new learning to address important challenges
- Serve: Make a positive difference in the lives of other people