

School Improvement Plan: Belmont Public Schools

School: Wellington Elementary School

Principal: Alli Franke

Interim Principal: Stephen Lambert

Assistant Principal: Annemarie Stewart

Academic Year: 2018-19

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 <i>What area of student learning do we want to improve?</i>	Alignment¹ <i>What organizational documents does this goal align with?</i>	Action Steps <i>What will we do to achieve the goal?</i>	Assessment <i>What will it look like when it is accomplished?</i>	Benchmarks <i>How will we know if we are on track to accomplish it?</i>
1. Increase student achievement by developing and/or implementing highly effective strategies that improve school experiences and instructional approaches specifically for minority and vulnerable students.	<ul style="list-style-type: none"> ✓ SC Budget Assumptions ✓ BPS Vision Statement ✓ Mission Statement Other (please specify): 	<p>Deepen understanding among all staff members of microaggressions, unconscious/implicit bias and culturally responsive teaching (CRT) and how culturally response teaching can impact student engagement and achievement.</p> <p>Improve our understanding of what it means to be a culturally proficient educator, through the use of (but not exclusively) our all staff read, <i>Why Are All the Black Kids Sitting Together In The Cafeteria?</i></p>	<p>By December 31, 2018: Update any photos from Second Step or other curriculum materials to reflect students with a culturally proficient lens.</p> <p>By June 15, 2019: All staff will specify, via survey, an understanding of the indicators of culturally proficient teaching and how that impacts student learning.</p> <p>By June 15, 2019:</p>	<p>All staff will attend professional development on September 5, 2018. Instructional staff will discuss articles, resources, and/or real life situations relating to microaggressions, unconscious/implicit bias, and/or CRT during each staff meeting.</p> <p>Weekly updates in Monday Running Agenda will address specific strategies staff can implement in order to increase culturally responsive teaching.</p> <p>Classroom teachers will discuss how they are using CRT resources at least</p>

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

		<p>Reflect on Wellington’s school culture, as we become more culturally proficient, to ensure our policies are inclusive and equitable.</p> <p>Continue to use the concepts of mirrors and windows, through the lens of a culturally proficient educator, as a filter when selecting children’s literature.</p> <p>Review and analyze our current classroom practices related to the use of inclusive language (i.e. gender, families).</p>	<p>All staff will reflect upon Wellington’s “hidden rules” and how they can be more explicit with these “rules” in their roles at Wellington, which will lead to a more equitable environment.</p> <p>By June 15, 2019: Teachers will indicate, via a survey, that they applied one facet of culturally responsive teaching to their practice this school year.</p>	<p>twice throughout the year.</p> <p>Wellington’s Equity Team will share articles and resources on the Equity Board in the staff lounge, as well as through the monthly Coffee Club meetings.</p>
<p>2. To further develop students’ social and emotional competence, through the lens of a culturally proficient educator.</p>	<ul style="list-style-type: none"> ✓ SC Budget Assumptions ✓ BPS Vision Statement ✓ Mission Statement Other (please specify): 	<p>Continue to teach a minimum of three Second Step lessons per month K-4.</p> <p>Continue to reinforce all Second Step concepts through specialists and other staff members. Provide <i>new</i> and/or returning staff with tools and time to learn more deeply about Second Step.</p> <p>Implement tier 2 supports for <i>new</i> and/or returning students who need additional practice in Second Step skill development at a minimum of one grade level. Provide key staff with tools and time to support these students.</p> <p>Teach SEL concepts with literature which reflects a culturally responsive lens, developed by each team and supported by the work of Wellington’s Equity Team and our all staff read.</p> <p>Continue to implement growth mindset lessons at both the team and school-</p>	<p>By June 15, 2019: Reduce the overall number of office referred incidents from the prior years (90-100 range).</p> <p>Specialists and support staff will indicate, via a survey, that Second Step resource tools and professional development improved his/her ability to reinforce Second Step concepts with students.</p>	<p>By March, 2019 all new teachers and support staff (and those returning who request it) will have been given the opportunity to conduct self-training in Second Step and will have received the scope and sequence for each grade level team.</p> <p>By April, 2019: A sustainable tier 2 Second Step initiative will be in place for at least one grade level.</p> <p>By June, 2019: Classroom teachers and/or specialists will have taught a minimum of one SEL lesson, with a culturally responsive lens, using diverse literature.</p>

	<p>wide levels, mindfully including minority and/or vulnerable students. Continue to implement established practices to promote inclusion of all students at recess.</p>		
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2017-2018 Progress:

Goal #1: Increase student achievement by developing and/or implementing highly effective strategies that improve school experiences and instructional approaches specifically for minority and vulnerable students. Staff and administration indicate that we have accomplished all of the outlined action steps/assessments/benchmarks highlighted on the 2017-18 School Improvement Plan. Specifically: 100% of Unit A staff reflected on their roles in addressing the achievement gap at Wellington; 97% of Unit A staff who responded to our School Improvement Plan survey, say they are able to recognize their own unconscious bias; 78% of staff say since the professional learning this fall, they have had one or more courageous conversations about race with colleagues; 94% of staff say they understand what a microaggression is and can recognize it when they see/hear it; 83% of staff have read articles or watched videos to learn more about issues around the achievement gap; 72% of staff have tried a strategy or made a change in their practice to address the achievement gap; 61% of staff regularly use the concept of mirrors and windows when selecting books to read/with/for students; 44% of staff have an increased understanding and 37% of staff are well versed in how language can impact students who are questioning gender. All staff participated in professional development, taught by IDEAS instructors, and received additional articles and resources at building based staff meetings. Resources were also shared weekly in our Monday Running Agenda to all staff. Our staff meetings also included presentations by guidance staff focusing on gender inclusive language and literature and a reference sheet was developed for staff, posted in our staff lounge and in work spaces. An Equity Team was formed in late spring of the 2017-2018 school year to further enhance and support this work at Wellington; an all-staff read was identified by administration (with support from the Equity Team), paid for by Wellington PTO and shared with staff prior to the close of school. Staff also further reflected on the concept of mirrors and windows while learning about unconscious/implicit bias, and utilized diverse literature, whenever possible in SEL lessons.

Goal #2: To further develop students' social and emotional competence. Classroom teachers continue to teach a minimum of three Second Step lessons a month and incorporate the teachings of these lessons into their classroom practices. Specialists and support staff were provided additional time during the school day to study the Second Step materials and many of them incorporated elements of Second Step into their curriculum and teaching. A Tier 2 self-managers group at the second grade level was implemented for the second half of the year by a specialist and our guidance department reviewed Second Step teachings during their sessions with students. Playworks continued to be implemented at grades 3 and 4 during both recess periods. Second Step curriculum materials were reviewed at each grade level during staff meetings and photos/videos were analyzed for diverse/positive representation. It was deemed the materials at grade 2 were inappropriately representing students of color, as well as those with disabilities, and plans were made to update photos. Administration reached out to the Second Step creators to share the results and request new materials; those materials have not yet been received. Overall office referrals hovered around the same number as the previous year, in the high 80s- low 90s range. Growth mindset lessons continued to be taught at each grade level and literature focusing on the concept of mirrors and windows was used. Visuals reflecting growth mindset could be found throughout the school environment.

2016-2017 Progress:

Goal #1: To further develop students' social and emotional competence by explicitly focusing on Goal 1 of the Social Emotional Learning Standards: Develop Self-Awareness and Self-Management Skills to Achieve School and Life Success, K-4.

- Staff and administration indicate that we have accomplished all of the outlined action steps/assessments/benchmarks highlighted on the 2016-17 School Improvement Plan. Specifically: All classroom teachers indicate that they are successfully implementing all of the Second Step lessons; 100% of all instructional staff agree that Second Step curriculum is meeting the needs for SEL instruction of all students in tier 1; many grade level teams created supplemental lessons for whole class Second Step instruction; 100% of classroom teachers created and taught at least two lessons with an

SEL/Second Step focus using children's literature; a notebook of SEL lessons was created and shared with all staff; 100% of the music/art/PE staff were provided two days of PD relating to Second Step infusion into the specialists curriculum and 100% of this group agreed that doing so was a worthwhile endeavor; more support staff and other specialists are excited to learn more about Second Step as a result; most classroom teachers continue to send Second Step links to families via classroom newsletters and Second Step concepts are consistently reviewed with the entire student population every morning via the morning announcements; a tier 2 Second Step groups were formed and the process was piloted—significant lessons were learned from this pilot that will be implemented next year; Playworks was successfully implemented in grades 3 & 4—100% of this instructional staff indicated that Playworks helps students to engage in positive peer experiences during recess; K-2 staff continued to raise awareness in the value of using Playworks—the K-1 team participated in a half-day training—the first grade team implemented the Game of the Week and the second grade team implements a Game of the Week; instructional staff in grades 2-4 created a Playworks bulletin board, so students would know the Game of the Week schedule; the overall number of incidents referred to the office reduced by 5% from last school year, we had 93 separate events in a school of 593 students (15%); all grade level teams implemented growth mindset lessons; a team of two teachers presented growth mindset principles during a PTO meeting; growth mindset messages were communicated to parents via school newsletters and to students via morning announcements; twenty staff members read and studied the book: **The Power of our Words** by Paula Denton and worked to implement suggestions into daily practices.

Goal #2: Through implementation of the Changing Earth unit, fourth grade students will demonstrate knowledge of content and use research-based inquiry practices.

- Staff and administration indicated that we have accomplished all of the outlined action steps/assessments/benchmarks highlighted on the 2016-17 School Improvement Plan. Specifically: The fourth grade teachers developed a deeper understanding of the new content, via professional development; they refined all of the units of instruction and infused research-based inquiry practices into each lesson; all units that were refined were also aligned to current MA and State Science, Engineering, and Technology Frameworks; all instructional staff indicate that at least 80% of students demonstrated understanding of concepts from the Changing Earth unit and that all students utilized at least one of the Science and Engineering practices; fourth grade team shared all of their findings with the other fourth grade teachers in Belmont. Note: The kindergarten team made significant strides to develop deeper understanding for the new science content/standards, via professional development, and refined all of their units aligning field trips and major activities with the science units of study.

Goal #3: Increase 2nd-4th grade reading comprehension by implementing the Shared Inquiry Model. Increase students' independent reading stamina by using Daily Five in grades K-1.

- Staff and administration indicated that we have accomplished all of the outlined action steps/assessments/benchmarks highlighted on the 2016-17 School Improvement Plan. Specifically: 100% of instructional staff in grades 2-4 indicate that they use the Shared Inquiry Model with fidelity; the instructional staff agree that using the Shared Inquiry Model has increased student reading comprehension, but because there is no specific assessment of Shared Inquiry it is hard to tell if it is Shared Inquiry alone or in combination with other ELA supports such as Calkins, LLI, and tier 2/3 reading support; 100% of K-1 teachers use the Daily Five with fidelity; 100% of the K-1 instructional staff agree that at least 15% of their students have increased their independent reading stamina as a result of implementing the Daily Five.

2015-2016 Progress:

Goal #1: To further develop students' social and emotional competence by explicitly focusing on Goal 1 of the new Social Emotional Learning Standards: *Develop self-awareness and self-management skills to achieve school and life success*, K-4.

- Staff and administration indicate that we have accomplished all of the outlined actions highlighted on the 2015-16 School Improvement Plan. 100% of classroom teachers indicate keeping to the agreed upon instructional pace of Second Step. Nearly 100% of staff indicated that Second Step is an effective way to educate students who need tier 1 support. About 75% of combined staff (95% classroom teachers) indicates that 60% of tier 1 students effectively use Second Step concepts to identify or manage emotions. Staff members indicate that now that we have had Second Step in place

for a number of years, we can clearly see students in tiers 2 (and 3) who need support with developing social and emotional competence. Preliminarily, the second grade staff has indicated that the Self-Managers Second Step pilot, which is a tier 2 intervention for second graders, worked to motivated students who need an extra boost in practicing Second Step skills. 100% of staff indicate that we have successfully raised awareness among staff of growth mindset principles and that we have minimally provided at least four opportunities for staff members to engage in learning about these concepts through: Staff meeting presentations by local subject matter experts to include a university professor, email reminders, bulletin boards, PD day, Coffee Club discussions, and providing everyone with the book: **Mindsets in the Classroom**. 100% of growth mindset experts indicated that their students accessed these concepts at least 40% of the time this school year. All but one subject matter expert indicated that their students can describe or possesses awareness of growth mindset principles and that they can meet goals. (The one teacher who did not say this teaches very young children and she felt this was slightly beyond their ability to do so.) We agree to continue infusing growth mindset principles into the K-4 curriculum as well as school-wide, in the coming year.

Goal #2: Increase student learning readiness by implementing the SMART curriculum K-2, with fidelity, as determined appropriate at each grade level.

- 100% of classroom teachers, K-2, indicate that they have implemented the SMART curriculum with fidelity. As a result, most K-2 students are showing an increase in independent work stamina, core strength, reading growth, and a higher level of focus. The SMART curriculum will continue into next school year with teachers agreeing to use the CORE curriculum and Archetype activities as outlined for effectiveness.

Goal #3: Increase student reading comprehension by implementing the Shared Inquiry Model in grades 2-4.

- 90% of 2nd-4th grade teachers indicated that they are following the Shared Inquiry Model with fidelity and 81% indicate that students' reading comprehension increased 20-30% over last year's reading scores. The Shared Inquiry Model will continue in the year to come.

2014-15 Progress: Over half of our students are still learning to use Second Step concepts with and without prompting 15-39% of the time; but about half of our students are using the Second Step language 40% or more of the time. While we did not reach our stated goal of all students using the language 60-70% of the time, we feel that we are well on our way to accomplishing this goal. We will continue with our Second Step implementation next school year, including specific training for all aides and sending the family links in the newsletter. Because the Home Links were so intermittent and varied greatly by grade level, it would not be an accurate reflection of usefulness to measure input via a school-wide survey. Classroom teachers will be surveying parents, via email, for information about the overall effectiveness of Second Step and whether or not they have accessed the home links.

We recommend expanding our goal in the area of social and emotional competence, to include work in the area of the growth mindset and in using the standards that will be piloted next school year. We plan to deepen our understanding of how we teach these competencies leveraging Second Step curricula as well as other resources such as the growth mindset theory.

2013-2014 Progress:

- **Curriculum Identification:** In order to address the school-wide social and emotional concerns I was noticing in our general population, five teachers piloted the Second Step curriculum in 2012-2013. After gaining staff consensus we adopted the Second Step Curriculum K-4.
- **Embedded Professional Development:** At the beginning of the year, all staff members were given 90 minutes of embedded professional development where they individually reviewed the new materials and developed plans for implementation.
- **School-wide Implementation Cadence:** All classroom teachers provide evidence that they are teaching the lessons at the agreed upon cadence, which is 3 lessons a month.
- **Optional Group Training and Reflection:** We have hosted four optional curriculum implementation meetings for staff as a way to keep the dialogue fresh about this program; these meetings have been very well attended.
- **School-wide Integration:** Skills from the curriculum are explicitly taught to the entire school during our monthly assemblies; specialist teachers have been trained to use concepts and specific language; and posters are visible throughout the school.
- **Raising Community Awareness:** We played a looping video of a lesson at Curriculum Night for all parents; embedded the concepts into several Wellington School

Newsletters; and we conducted a full lesson at a general PTO meeting. We have heard from multiple families about how this curriculum is making differences in households as well. Parents have informed the school that they would like more training!

Results: Based on staff and parent input, it is clear that the curriculum has provided our school and community with the tools it needs in order to solve problems, manage emotions, and to have empathy. Improving student achievement by implementing Second Step was a School Improvement Goal this year; we plan to continue with this goal for next school year. We will expand the goal to include mandates for teachers to use the parent home-links as well as develop Second Step lessons for families. We surveyed staff on implementation. Overwhelmingly, they agree that this curriculum is helping us to address many of our social and emotional learning needs at Wellington.

Principal Signature: _____

Submission Date: _____

I.) FY 2016 School Committee Budget Assumptions

The fiscal year 2016 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