

School Improvement Plan: Belmont Public Schools

School: Wellington Elementary School

Principal: Amy N. Spangler

Academic Year: 2014-15

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	Alignment¹ (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 continue increasing students' ability to effectively solve problems by fully implementing the Second Step Curricula K-4.	<ul style="list-style-type: none"> ✓ SC Budget Assumptions ✓ BPS Vision Statement ✓ Mission Statement Other (please specify): _____ 	<ol style="list-style-type: none"> 1. Teach a minimum of three lessons per month. 2. Educate families about the curriculum during Curriculum Night. 3. Provide each new classroom teacher with a onetime planning for 90 minutes to learn about the curriculum. 4. Continue to link (and standardize) all language used throughout school-wide communications with Second Step terminology. 5. Embed more explicit instruction via specialists teachers and professional aides via a 	<p>The overall number of office referrals processed in June, 2015 will be reduced by 20% K-4 as compared to 2013-14 school year data.</p> <p>90% of instructional staff will indicate that students effectively access Second Step terminology and skills in order to address and/or resolve conflicts outside of the classroom at least 60% of the time; inside the classroom at least 70% of the time.</p>	<p>By January, 2015: All classroom teachers will indicate, via an anonymous survey, that they are adhering to the instruction cadence.</p> <p>By April, 2015: 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 May, 2015: All classroom teachers will indicate that students use Second Step terminology outside of the classroom 60% of the time, and inside</p>

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

		monthly grade-level concepts recap document. 6. Fulfill all home-school lessons and communications as outlined with the specific home communication links. 7. Host a mid-year Second Step Parent workshop. 8. Implement Second Step as part of Student Care.		their classroom 70% of the time.
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2013-2014 Recap:

- 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; specialists' 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.

<p>2. Increase student achievement in reading comprehension in grades K-4.</p>	<p>✓ SC Budget Assumptions ✓ BPS Vision Statement ✓ Mission Statement Other (please specify):</p> <hr/>	<ol style="list-style-type: none"> 1. Develop long-term solutions at each grade level. We will pilot a few different delivery models and ascertain which model works the most effectively for reading and math RTI. 2. Continue to provide embedded team collaboration and professional development through Teacher Rounds. 3. Continue to foster differentiation through Curriculum Compacting. 4. Track student data using pre and post Tier intervention via Track My Progress. 5. Revamp TAT/RTI documentation processes. 6. Train staff how to use the new TAT and RTI documents at first staff meeting. 7. Continue to implement the new EnVision mathematics curriculum. 	<p>By September, implement new scheduling models.</p> <p>By September develop and share new TAT and RTI processes with staff.</p> <p>By May, 2015: All 3-4 students needing Tier 3 in reading comprehension support will be reduced by 40% from those identified at the beginning of the school year using TMP data.</p> <p>By May, 2015: All 3-4 students needing Tier 3 math support will reduce by 40% from those identified at the beginning of the school year using TMP data.</p> <p>90% of teachers who participate in the teacher rounds will indicate they are effective professional development.</p> <p>90% of teachers whose students participate in curriculum compacting will indicate it was a successful enrichment strategy.</p>	<p>All teachers will use the new TAT and RTI forms.</p> <p>All grade level teams will have hosted at least one teacher round.</p> <p>At least four teachers will use Curriculum Compacting strategies.</p> <p>TMP assessments will be given twice. Data will be shared and discussed.</p> <p>Grade level teams will discuss EnVision implementation processes and make instructional adjustments as needed.</p>
<p>2.a. Increase student achievement in mathematics in grades K-4.</p>				

2013-14 Recap:

- We successfully conducted an assessment of what is currently taking place in the school at the team level. It was discovered that the deployment of staff was what was required in order to fulfill RTI school-wide.
- A RTI form was created and introduced to staff as part of the Teacher Assistance Team Process. We learned that this process needs to be completely overhauled so it can align with RTI processes. This work will take place over the summer.
- All participants have indicated that teacher rounds are a powerfully effective professional development activity, noting that the process improves team leadership, collaboration, alignment/planning, data analysis, and instructional expertise. All staff members who have participated in a teacher round want to repeat the experience next year. Note: Each time the team participates, the stakes get higher and more complex. I can discuss this with you further if you are interested.
- Several teachers piloted Curriculum Compacting this school year. Next year we will continue to build on these successes and learning.
- Fountas and Pinnell reading comprehension kits were purchased for each teacher. Interested staff attended a training conducted by our ELA Coordinator.

3. Recap 2013-2014:
Increase student safety by reengineering the arrival and dismissal processes.

- Diagnosis: The arrival and dismissal processes at Wellington were not safe. There were no clear processes in place, so most people did what they wanted to do when they dropped their children off in the morning or collected them after school. I identified this as a School Improvement Planning goal this school year. We needed to address these student safety issues on three levels:
- Externally: The signs on Orchard Street did not make sense; there were no clear processes in plan for how arrival and dismissal worked; and there were no people reinforcing a process. We worked with the town to correct the street signs; we created a process; made a map, showing the flow of traffic; purchased orange cones for the school and neighbors of the school to use each day; and trained a cadre of parents to help reinforce it.
- Internally: Students used to gather in a giant mob outside on the turf each morning. Parents loved it because they could stand with their coffee and chat, but staff found it to be unsafe for children. We gradually brought the children into the school. Last year, they all came into the gym and sat on the floor. This year all students go to their coat hooks and are supervised in their hallways. Staff members have overwhelmingly supported this change. They indicate that students are ready to learn upon arrival to their classroom doors. In addition we determined that we save about 7 minutes each day for these transitions, amounting to roughly 2.5 school days by reducing the amount of time we used to take to transition the children from outside (or the gym) to the classrooms! We will definitely continue this process going forward. BTW: On Fridays we host a “dance party” in the gym for 3rd and 4th graders. That was our compromise with parents who liked to gather in the mornings.
- Playgrounds: Wellington is very popular among our middle school-aged kids as well as all Wellington kids; after school used to be total chaos. We changed the process, now, middle school students have to sign-in and review the rules before being permitted to stay. Everyone must leave the playground at 4PM so aftercare can use the spaces.
- Results: While the new drop-off and arrival processes are not perfect, arrival and dismissal are much safer. We will continue these processes going into next school year.

<p>4. Recap: 2013-2014 Increase teacher satisfaction with support tools like Teach Point and implementation of the new educator evaluation system.</p>	<p>95% of all staff successfully accessed Teach Point. Several staff members attended the optional training sessions and many teachers collaborated within the school to help each other with the uploading process. All teams unanimously agreed we do not need to focus on this as a goal for 2014-2015.</p>			
<p>5. Implement K-4 Writing Curriculum</p>	<p>SC Budget Assumptions ✓ BPS Vision Statement Mission Statement Other (please specify):</p>	<p>Share common writing prompts for each grade level.</p> <p>Develop and share rubrics for each grade level.</p> <p>Embed writing activities into the daily schedule.</p>		<p>By May 2015, all teachers will have used at least three common grade level writing prompts.</p> <p>By May 2015, all teachers will have used appropriate grade level writing rubrics with students.</p> <p>By May 2015, all teachers will have writing activities embedded into their daily instructional schedule.</p>

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