



ALCOTT ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN

2016-2017

**Submitted by:
Sharon Young
Principal
June 2016**

Table of Contents

Alcott Elementary School Improvement Plan

I. Council Composition

II. Council Summary for 2015-2016

III. School Improvement Plan & Goals for 2016 – 2017

2015 – 2016 School Advisory Council

Sharon Young, Principal, Co-Chair
Jean Thuma, ELA Curriculum Specialist
Judy Olson, Math Curriculum Specialist
Leslie Bergman, Parent
Denise Jantzen, Parent, Co-Chair
Kristen Bock, Parent
Jennifer Kamionek, Parent
Laura Knowles, Teacher
Lisa Luby, Teacher, Co-Chair
Tim Gaudreau, Teacher

ALCOTT ELEMENTARY SCHOOL
SCHOOL ADVISORY COUNCIL

SCHOOL IMPROVEMENT PLAN

I. Council Composition

The Alcott School Advisory Council met regularly throughout the 2015-2016 school year. We met: Oct. 5th, Nov. 2nd, Jan. 11th, Feb. 1st, March 7th, April 4th, and May 2nd. Meetings were held in accordance with the Open Meeting Law and minutes were kept. These minutes are on file in the school's office and at the Town Hall.

II. School Advisory Council Summary for the 2015 – 2016 School Year

- A. Grade 5 Community Service – The fifth graders collected materials for the Sterling Animal Council.
- B. SAC sponsored a New Parent Coffee in early October to welcome all new families to the school.
- C. The SAC and PTG sponsored an information night with all Boston parents and students.
- D. The School Advisory Council re-wrote Alcott's Accommodation Plan
- E. SAC reviewed and discussed events occurring in the school and community.

III. School Improvement Plan Goals Summary for 2015-2016

Goal # 1 – Students will demonstrate mastery of language arts skills:

- By June of 2016, 92% of the students K – 5 will meet benchmark on the end of the year ELA assessments.
- By June 2016, 74% of the students with high needs (special education, ELL, Free/Reduced Lunch, etc.) services will meet the end of the year ELA assessments

ELA (% meeting benchmark)	All Students	Non-High Needs Students	High Needs Students
Kindergarten	99%	100%	94%
Grade 1	89%	96%	79%
Grade 2	95%	100%	79%
Grade 3	84%	87%	48%
Grade 4	93%	100%	74%
Grade 5	90%	100%	68%

- Twelve (12) students (7 – Boston and 10- Special Education) arrived prior to school to receive phonology and/or fluency small group tutoring from Reading Specialist, ELA Curriculum Coordinator, and Special Education Teachers.
- Grade 3 Students improved their writing response to reading. Five Open Response Passages were administered and scored throughout the year. After completion of the fifth passage, 90% of Grade 5 students scored a 3 or above on their written open response.
- Kindergarten students from Boston received a comprehensive enrichment program through the Umbrella on Tuesday afternoons and from their K teachers on Thursday afternoons.
- ELL student data results based on goal aiming to have the students increase by two levels in one year:

100% of students (19/19)	Increased two levels in one domain (L, S, R, W, overall)
95% of students (18/19)	Increased two levels in two domains
79% of students (15/19)	Increased two levels in three domains
53% of students (10/19)	Increased two levels in Overall domain

- Kindergarten ELA support was changed because of the high student population. Five reading tutors were used to provide additional literacy support. One tutor had a guided reading group for students who were already reading, the other four tutors worked with at-risk students. An additional Thursday lunch group to support Kindergarten students was implemented and taught by one of the Reading Tutors.
- ELA Curriculum Specialist, Math Curriculum Specialist, and Principal met with each Grade Level Team every six weeks, for two hours each, to discuss student progress and create a Personal Intervention Plan for each student not making sufficient progress.
- Students in grades 1 and 2 who needed extra support in ELA were provided tutoring and/or participated in the Enrichment Program taught by the Umbrella or Drumlin.
- Over the summer the teachers worked with ELA Curriculum Specialist to create integrated units, such as Grade 5 – Taking Responsibility (Army Corp of Engineers visit) and Grade 4 – Extreme Weather Patterns.
- At the end of the Taking Responsibility Unit - Grade 5 team had a guest speaker from the Army Corp of Engineers that discussed the relief aid given during various disasters. Grade 5 Students and Team collected animal food and supplies for a rescue shelter for the Grade 5 Service Project.

- Over the summer the teachers worked with the ELA Curriculum Specialist and Reading Specialist to adapt DESE Model Curriculum Units and/or Engage New York Curriculum Units to teach to all students at grade level, such as Grade 4 – Relationships – Because of Winn Dixie and Grade 3 – 100 Dresses.
- Grade 2 Students continued to expand their decoding and encoding skills through the successful implementation of the Foundations Program in all classrooms.
- Third Grade Teachers, Reading Specialist, and ELA Curriculum Specialist collaborated to improve the quality of student written open responses to their reading. The Team met regularly to discuss, correct, and analyze results of four on-demand passages. Two of these were completed online through the use of Google Forms.
- Vocabulary Committee was formed and met periodically to identify Tier II vocabulary words at each grade level. The Vocabulary Committee Team presented strategies for teaching new vocabulary in October at a faculty meeting and continued to share strategies at each subsequent faculty meeting. A survey was developed on Google Forms for teachers and will be analyzed by the team.
- RAZ-KIDS (Online Reading Program) was purchased and piloted by Sped Team and ELL Teachers.
- Reading Specialist and ELA Specialist submitted a grant to Boston University to enhance the Grade 3 Social Studies Unit on the Wampanoag. The grant will provide opportunities for curriculum work and unit development.
- All students K – 5 were provided access Lexia and iReady software programs.
- ELA Curriculum Specialist shared the ELA Curriculum with parents at a Principal’s Coffee in October 2015.

Goal # 2 – Students will demonstrate mastery of math skills:

- By June 2016, 91% of all students will meet end of the year Math assessments.
- In June 2016, 73% of the students with high needs (special education, ELL, Free/Reduced Lunch, etc.) will meet the end of the year ELA assessments.

Math (% meeting benchmark)	All Students	Non-High Needs Students	High Needs Students
Kindergarten	93%	96%	83%
Grade 1	92%	96%	84%
Grade 2	81%	86%	63%
Grade 3	77%	86%	52%
Grade 4	83%	91%	63%
Grade 5	89%	96%	73%

- Common Grade Level Assessments were given to students in grades 2-5. Data from assessments was used to identify student needs and trends in student work.

- 100% of the fifth graders participated in the Math Olympiad.
- Kathy Richardson Assessments were given to students four times in grades K-1. Benchmarks were identified for each of the assessment sessions. Data from assessments was used to identify student needs and trends in student work.
- Students receiving special education services percent of change:

Grade:	Pre-test Average:	Post-test Average:	Average % of change:
2	58%	80%	54%
3	34%	70%	60%
4	36%	76%	63%
5	62%	79%	47%

- Kindergarten and First grade students who did not demonstrate proficiency with the Kathy Richardson assessment benchmarks were assigned to RTI groups to target skills specific to meet their needs.
- Kindergarten students from Boston received a comprehensive enrichment program through the Umbrella on Tuesday afternoons and from their K teachers on Thursday afternoons.
- Students in grades 1 and 2 who needed extra support in Math were provided tutoring and/or participated in the Enrichment Program taught by the Umbrella or Drumlin.
- On average eight (8) to twelve (12) fifth grade students arrived for Before School Math Problem Solving Class taught by a fifth grade teacher.
- ELA Curriculum Specialist, Math Curriculum Specialist, and Principal met with each Grade Level Team every six weeks, for two hours each, to discuss student progress and create a Personal Intervention Plan for each student not making sufficient progress.
- Item Analysis Spreadsheets were created for each unit in grades 2-5. The spreadsheets assisted teachers with the identification of specific student needs.
- All students K-5 were provided with access to Dreambox, an adaptive math curriculum, FASTT Math, iReady, and others as deemed appropriate to their instructional needs.
- The Alcott PTG continued to implement a before school Math Club for students in grades K-5. Each group was planned and organized by school staff.
- The Math Curriculum Specialist presented to parents specific details of our math curriculum at a Principal's Coffee.

Goal #3 – By June 2015, students and staff will demonstrate a positive school climate:

- Teachers continued to promote the school motto, “Alcott is a caring, cooperative, respectful community of learners.”
- 78 percent (35 staff) of the staff and teachers gave out Give-a-Hoot awards. We are approaching our 80% goal mark and likely will reach it by year's end.

- 289 students and classrooms received “Give a Hoot” awards for displaying the positive behaviors in our belief statement (as of 5/4/16).
- Sixteen (16) classrooms received the Traveling Bronson, which was created by the Alcott Dads. Two grade levels as a whole received it. There was at least 1 classroom at each grade level that received the Traveling Bronson.
- Teacher directed Hallway Committee developed strategies for managing and rewarding hallway expectations. If the grade levels met the hallway expectations, they received a feather on the Hallway Spirit bulletin board. School wide goals were established and those grade levels meeting the goals earned a spirit day. Our plan has been adjusted over time and has increased student and staff buy-in.
- Students at each grade level worked to earn 30 feathers for following hallway expectations. Once the 30 feathers were earned, students received a spirit reward and a ‘mini-owl’ was designed on a bulletin board displaying their progress. All grade levels received at least 2 spirit rewards, most received 3, and one grade level earned 4.
- Teachers and staff introduced our new school belief statement poster in their classrooms and integrated activities to promote discussion of each belief.
- Students from each class were asked to recite the pledge over the loud speaker each morning. These students were recognized with a certificate at an All-School Meeting.
- Teachers continued to be trained in the Open Circle Social Competency Program. The Open Circle Consultant (School Counselor) consulted with the three new teachers throughout the year in order to ensure successful implementation of the program.
- Mental Health Team participated in Grade Level Meetings for the second time this year. They used a Mental Health Team Planning form in order to monitor and track progress on goals set for students.
- 93% (14/15) of the students placed on these Mental Health Team Planning Forms made progress toward or met their goals.
- School Counselor and members of the Mindfulness Committee shared tips for increasing Mindfulness activities for students and teachers.
- The Teen Buddy Program continued its work by bringing elementary students and high school students together. The Teen Buddy Program is a mentoring program analogous to the well-known Big Brother/Big Sister program.
- To improve consistency and skill with our Playground Supervisors, monthly meetings were established to discuss cafeteria and playground rules. Each morning, one playground supervisor met with the school counselor to discuss relevant issues/concerns.
- The School Psychologist and School Counselor maintained regularly rotating lunch groups at all grade levels throughout the year. Every student (374) who had permission participated in these groups at least once, sometimes twice, throughout the year.
- Lunch Bunch Groups were run addressing the following topics: Social Thinking, Self-Esteem, and Emotional Regulation.

- The School Psychologist and School Counselor met with students individually to focus on various social/emotional/behavioral issues on a short-term and long-term basis.
- Teachers worked with students to develop service projects, such as: Turkey Trot, Sterling Animal Shelter, Open Table, etc.
- Leadership Team examined feedback from 'Ticket to Leave' questions after each faculty meeting to make adjustments to overall school plan.

Goal #4 –During the 2015-2016 school year, administrators and teacher leaders will lead all educators and teams to use student assessment data, research and best practices in instruction, assessment and technology to improve student learning.

- In February 2016, 100% of the fifth grade students participated in a Technology Use Survey in Library Class. The Technology Specialist and Library Media Specialist studied the results and the data was incorporated into classroom instruction this year, as well as planning for 2015-2016.
- The Technology Specialist and the Library Media Specialist co-taught a series of 6 Digital Citizenship and Online Safety lessons to the 72 fifth grade students. At the conclusion of the unit, an online assessment was administered and 100% of the students achieved a score of 100% or better.
- 100% of the teachers in grades 2 - 5 used Google Apps to encourage online digital writing. Students in grades 2, 3, 4, and 5 used Google Apps to save online writing in their classroom, as well as in the Art Room and in the Library. In addition, these students collaborated with their teachers and other students using a Shared folder within Google Drive.
- The Kindergarten teachers continued to integrate 40 iPad Mini's into their classroom. A great deal of time was spent on Lexia, Dreambox, and other ELA and Math Apps that reinforced and remediated classroom instruction.
- The Technology Specialist and the Math Specialist collaborated on the use of Google Apps spreadsheets for several extension lessons with third grade math students.
- The Technology Specialist conducted Tech Tuesday professional development workshops for classroom teachers, special area teachers, and special education staff in grades K – 5. The first Tech Tuesday was co-taught with the other CPS Technology Specialists and focused on the Atlas curriculum software. The second Tech Tuesday involved all Alcott teachers attending separate job-alike 2-hour trainings on how to develop a Wordpress web site. By the conclusion of the school year, 40 Alcott teachers attended a Tech Tuesday training and each had a new web site inside Wordpress.
- The Technology Specialist communicated with parents through email to share at-home software opportunities for students in grades K – 5, including the use of Lexia Reading Core5, Fastt Math, Dreambox, and Type To Learn 4.
- The Technology Specialist worked with the Art teacher to maintain a cart of 11 iPad Minis that were integrated into the Art curriculum. The Art teacher used

- these iPads and the AudioBoom App with all third, fourth, and fifth grade students to create audio clip reflections about their artwork. The Art teacher used the Capture App with all fourth grade students to create videos of their paper sculptures with moving parts. These reflections and videos were uploaded to the Art web site and a private YouTube channel.
- During an Art Unit, 100% of the fifth grade students used Canon digital cameras for a unit on photomontages.
 - During a Music Unit, 100% of the fourth grade students used the Music Ace software to practice their musical skills.
 - 100% of the fifth grade students used activities from the PrintMusic software and MusicTeacher.com web site to reinforce their learning.
 - The Music teacher integrated the MusicTheory.net web site into the Music general curriculum with 100% of the third, fourth, and fifth grade students, to practice their Note Reading skills.
 - Using Google Apps Slides tool for research projects, 100% of the third, fourth, and fifth grade students learned this technology to assist them with their research.
 - While writing their biography research projects, 100% of the second grade students used the P2V digital document camera and Presenter software.
 - 100% of the kindergarten students were taught how to use KidPix as a computer-drawing program. In addition, the students learned how to access their server accounts and were taught the importance of password security.
 - Classroom teachers integrated ActivInspire, Microsoft Word, Microsoft Excel, Microsoft PowerPoint, Keynote, and Pages software into their curriculum units.

IV. School Improvement Plan Goals for 2016 – 2017

Next year the Alcott staff will focus its attention on the following goals:

- By closing the achievement gap, students will demonstrate mastery of the language arts skills
- By closing the achievement gap, students will demonstrate mastery of the math skills
- Students and staff will demonstrate a positive school climate
- Through a rigorous and coherent curriculum, students and staff will improve their use of technology and integration into the curriculum

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2016-2017

DISTRICT SMART GOAL:

By June 2017, increase the achievement for all students and narrow the achievement gaps for identified student groups.

SCHOOL SMART GOAL:

By June 2017, students will demonstrate mastery of language arts skills, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Kindergarten, Grade 1, Grade 2, Grade 3 students will participate in extended day programming to close their learning gap.	1. Grade level teams will meet every six weeks with ELA Curriculum Specialist and Principal to discuss student progress and RTI strategies.	1. 90% of the Grade 5 students will score in the Proficient/Advance level on PARCC/MCAS 2.0
2. Teachers, Reading Specialist, and ELA Curriculum Specialist will teach students writing in response to reading strategies.	2. Students in grades 2 – 5 will continue to practice writing open responses to their reading embedded within the specific book genre.	2. 80% of the students K – 5 will meet end of the year TC benchmark.
3. Teachers will meet regularly to examine student data to determine best practices for students.	3. Teachers will work collaboratively to evaluate student work, analyze data, calibrate their expectations, and adjust their practice.	3. 80% of the students participating in RTI services will meet the end of year grade level benchmark.
4. ELA Curriculum Specialist and ELL Teacher will facilitate a committee to develop vocabulary instruction for Tier II words at each grade level.	4. Vocabulary Committee will continue to meet to identify Tier II vocabulary words and strategies for teaching these words at each grade level.	4. 80% of ELL students will increase their English proficiency levels by 2 levels.
5. Teachers will continue to integrate ELA Common Core Standards by developing units that integrate Science/Social Studies concepts/skills.	5. Teachers (Grades 3 -5) will continue work with ELA Curriculum Specialist to use the DESE model units and to develop new units to meet the expectations of the Common Core Standards, SS and Science standards.	5. K5 students achieve 80% proficiency of critical standards of end-of-year progress reports.

Concord-Carlisle Regional School District
Concord Public Schools
District Goals 2016-2017

		6. Each grade level will finalize one integrated ELA unit, with embedded close reading strategies, and teach that unit to their students.
--	--	---

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2016-2017

DISTRICT SMART GOAL:

By June 2017, increase achievement for all students and narrow the achievement gaps for identified groups.

SCHOOL SMART GOAL:

By June 2017, students will demonstrate mastery of math skills, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Teachers will review materials used for RTI to best meet the range of student needs.	1. Teachers will integrate EM4 resources for unit re-teaching, extension, and problem solving.	1. 80% of students meeting 80% benchmark on EM4 curriculum-based assessments in grades 1 - 5
2. Teachers will meet regularly to examine student data to determine best practices for students.	2. Teachers will work collaboratively to evaluate student work, analyze data, calibrate their expectations, and adjust their practice.	2. 80% of the K students will meet benchmarks on end of the year EM4 Interview Assessment.
3. Kindergarten, Grade 1, 2, and 3 students will participate in extended day programming to close their learning gap.	3. Grade level teams will meet every six weeks with Math Curriculum Specialist and Principal to discuss student progress and RTI strategies.	3. 80% of the fifth grade students will score proficient/advance on PARCC
4. Math Curriculum Specialist will work with teachers to implement math intervention strategies.	4. Math Curriculum Specialist and Principal will schedule professional development opportunity for teachers.	4. 80% of the students participating in extended day RTI services will meet the end of year grade level benchmark.
5. Classroom Teachers and Special Education Teachers will implement Everyday Math 4 Program	5. Teachers will work with Math Curriculum Specialist to fully implement Everyday Math 4 Program.	5. K5 students achieve 80% proficiency of critical standards of end-of-year progress reports.
	6. Teachers will work with Math Curriculum Specialist and Technology Specialist to utilize EM4 digital tools with students.	

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2016-2017

DISTRICT SMART GOAL:
 During the 2016-2017 school year, we will provide students with a rigorous and coherent curriculum and high-quality instruction that engages all students to develop their curiosity, creativity, critical thinking, and collaborative problem solving skills.

SCHOOL SMART GOAL:
 During the 2016-2017 school year, teachers will integrate technology into a rigorous and coherent curriculum to enable students to work collaboratively in a digital environment and demonstrate appropriate digital citizenship skills, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Grade 2 – 5 classroom teachers will provide opportunities for students to complete online writing activities.	1. Students will demonstrate digital citizenship skills through online writing tasks.	1. 100% of the students in grades 3 - 5 will publish 2 – 4 pieces of their writing online, demonstrating grade level expectations for writing and digital citizenship.
2. Students in grades 3, 4, and 5 will learn digital citizenship skills during library classes and generalize those skills throughout their work online.	2. Technology Specialist and Library Media Specialist will co-teach grade 5 lessons and develop expectations for digital citizenship with a focus on being a safe and productive technology user.	2. 100% of the students in grades 2, 3, 4, and 5 will use Google Apps to complete tasks practicing word processing, spreadsheets, and presentation skills.
3. Grades K and 1 teachers will provide opportunities for students to create digital story-telling projects using the iPad and other technologies.	3. Grades K and 1 students will use Apps, software, and/or templates to create and save digital writing projects. Technology Specialist will work with and coach teachers when needed.	3. All students in grades K - 2 will produce and publish a piece of writing using digital tools, demonstrating grade level expectations for writing and digital citizenship.
4. Students will become more proficient with their keyboarding skills through the use of Type to Learn as a web-based system.	4. Teachers in grades 2, 3, 4, and 5 will provide opportunities for students to become proficient with typing.	4. 100% of the students in grades K – 5 will work with the EM4 technology tools, demonstrating grade level expectations for math and digital citizenship.
5. Teachers will integrate the embedded technology found within the new Everyday Math 4 Program.	5. Technology Specialist and Math Curriculum Specialist will assist teachers and students with the technology tools and instructional games found within EM4 Math Program.	

Concord-Carlisle Regional School District
Concord Public Schools
District Goals 2016-2017

--	--	--

Concord-Carlisle Regional School District
 Concord Public Schools
 District Goals 2016-17

DISTRICT SMART GOAL:

Foster a positive learning environment in which all students become more responsible citizens.

SCHOOL SMART GOAL:

By June 2017, Alcott students and staff will demonstrate a positive school climate, as evidenced by:

Key Actions	Process Benchmarks	Outcome Benchmarks
1. Teachers will promote positive expectations of student behavior by developing classroom incentive plans. Weekly Give-a-Hoot awards given to students displaying pro-social behaviors	1. MHT will consult with teachers around developing and implementing effective classroom incentive plans as well as other student concerns by attending grade level meetings throughout the year.	1. 80% of staff nominating students for a Give-a-Hoot award for displaying 'caring, cooperative, and respectful behaviors.'
2. Continued implementation of Open Circle Curriculum (K – 5) and focus on embedding more conversations around diversity.	2. Staff will be trained in how to have conversations around diversity and will be provided with resources that can be used during OC time and throughout the school day.	2. Staff and students will continue to use and understand Open Circle vocabulary and concepts. 80% of staff will indicate a level of comfort with having conversations on diversity based on faculty feedback forms.
3. Implement school-wide expectations for hallway behavior around transitions and organization of space.	3. Teachers and staff will work on implementing school-wide expectations for hallway transitions, lunch/recess transitions, and organization of space.	3. Traveling Bronson will be received by at least 12 classrooms of students who displayed school motto/belief statement.
4. Mental Health Team will meet with teacher teams, at grade level meetings, to assess student progress and to determine the best way to support students socially and emotionally.	4. Students in need will be in provided specialized groups (i.e., Zones of Regulation, Mindfulness, Social Thinking). Friendship groups will continue to be provided with all students.	4. 100% of students demonstrating a need for a specialized group will be provided with one. 100% of students who have permission to participate in a friendship group will be included in one.

Concord-Carlisle Regional School District
Concord Public Schools
District Goals 2016-17

5. Leadership Team will continue to implement opportunity to promote positive collaboration and collegiality.	5. Teachers will respond to 'Ticket to Leave' questions after each faculty meeting.	5. Leadership Team will review staff feedback and adjust plans, if necessary, based on responses received from the 'Ticket to Leave' forms.
---	---	---