



**WHITIN
ELEMENTARY
SCHOOL**

**SCHOOL
IMPROVEMENT
PLAN**

2017-2018

Whitin Elementary School Mission and Vision Statement

Whitin Elementary School Mission Statement

The mission of Whitin Elementary School in partnership with staff, parents, and community members are committed to creating a community of life-long learners which includes competent readers, mathematicians and future scientists. We believe that students learn best in a safe and supportive environment in which individuality and diversity is respected and valued within the school setting.

Uxbridge Public Schools Vision Statement

The Uxbridge Public Schools will provide a learning environment that is intellectually and creatively stimulating for students to enhance critical thinking skills, collaborative problem solving skills, and leadership skills that will prepare students to meet the challenges of their adult lives.

Theory of Action

IF we structure professional collaboration that is centered in identifying individual learning needs by analyzing student work and performance data, and if we provide differentiated, inquiry-based learning opportunities and that are practical, relevant, and thought provoking for our students, *THEN* we will increase student engagement and ownership of learning, improve student achievement, and thereby enhance a sense of Uxbridge Pride that will inspire our community to be involved and invested in our local public schools.

Whitin Elementary School

School Council Members 2016-2017

Lori J. Fafard – Principal

Adjustment Counselor:	Debra Dinoi
Technology Teacher:	Mary Ellen Jansson
Music Teacher:	Gretchen D’Andrea
Community Members:	Linda Boise, Melissa Silvestro, Joan Remillard
Parent:	Kevin Horgan
Parent:	Laura O’Connell
Parent:	Mary McDonald
Parent:	Erika Devlin
Parent:	Heidi Happy

School:		Whitin Elementary School	
School Year(s):		2017-2018	
Goal Number:		1 of 3	
Goal Title:		Educator Development and Improving Student Learning by Improving Literacy Teaching Strategies	
Strategic Plan Objective(s):		SMART Goal:	
Educator Development and Improving Student Learning Initiatives: Training will focus on strengthening instructional strategies in literacy across all disciplines, technology integration, enhancing students' critical thinking and organization skills, communication skills, problem-solving skills, and self-driven learning. Students will be provided with varied opportunities to target their individual learning needs and to build essential learning skills for the competitive workforce.		By June 2018, teachers will have been given learning opportunities that promote achievement in students' literacy and writing skills. Emphasis will be on guided reading and developing writing prompts for each grade level followed by analyzing students' written work during common planning times. By January 2018, Whitin Elementary School will close the achievement gap by at least 5% in Math and ELA Student Growth Percentiles (SGP) in all subgroups as evidenced by the Spring 2017 MCAS 2.0 assessment results.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
<p>Eight teachers were trained at Lesley University in the new literacy initiative.</p> <p>All teachers use the SRSD (MEET in ELA, POW in Math) graphic organizers for writing response to text for all students.</p> <p>Teachers have been trained & used Math in Focus for three years.</p> <p>Teachers have taken the Next Generation Science Standards and mapped them out in Grades 3, 4, 5.</p>	<p>All teachers will use what they've learned from the literacy PD with their students to teach ELA.</p> <p>All teachers will continue to strengthen the SRSD (MEET in ELA, POW in Math) graphic organizer model for writing response to text.</p> <p>Math teachers will revisit the Math Curriculum Maps for instruction and pinpoint the grade level essential skills for students.</p> <p>Teachers will be able to engage students in science lessons that follow the new MA State Science Standards.</p>	<p>All teachers will be trained by in guided reading strategies & literacy skills during PD and Half Curriculum Days. The literacy team will present best practices in engaging students in reading and writing for their colleagues.</p> <p>Teachers will collaborate and analyze student work/student writing protocols to measure open response, narrative, and analytical writing skills (LASW) at least quarterly.</p> <p>After the third year of implementation of the Math in Focus Program, teachers will engage in revising the maps for scope & sequence of the math curriculum along with sharing best math practices.</p> <p>Teacher Teams will continue to build, revise, and instruct students in learning the skills outlined in the MA State Science & Tech/Engineer Standards</p>	<p>The Curriculum Director, Curriculum & Instruction leaders, Principal and outside consultants will conduct the training. Internal teacher leaders will conduct professional development and coaching.</p> <p>Math Specialist to meet with teachers of math to revise the curriculum maps after three years of implementing MIF.</p> <p>Principal and C & I Science Leader</p>

<p>Response to Intervention (RTI) structures exist at WES, so students receive additional instruction three times per week in literacy and two times per week in Math.</p> <p>Teachers are given the preliminary MCAS Spring results at the Opening Day of School and then the Final Results in September.</p> <p>The STAR MATH and READING Assessments were administered (3x Yr) to highlight student strengths and instructional needs. Data was analyzed and used to drive instruction.</p> <p>Writing Rubrics exist in all three grade levels.</p> <p>Students are involved in two computer classes a week that focus on keyboarding skills, research skills, and internet safety.</p>	<p>Teachers will have a better understanding about RTI after they are given a review of the proper procedures when providing interventions to students.</p> <p>Students will make growth in those areas of weakness as shown in the Spring 2017 results.</p> <p>Teachers and Interventionists will be able to examine the results of the STAR MATH and READING to adjust instruction that improves student outcomes.</p> <p>Grade level teams will be able to revamp writing rubrics for narrative and expository writing including response to text.</p> <p>Students will get additional technology instruction by their classroom teacher to improve on keyboarding and writing skills.</p>	<p>Teachers will discuss and share new science standard lessons during common planning times</p> <p>Teacher teams will collaborate with their grade level colleagues and interventionists about RTI and the sharing of students or groups of students requiring the same interventions. They will revisit the three Tiers of Intervention, analyze benchmark data (3 x yr) to adjust instruction based on the STAR results in both reading and math.</p> <p>Instructional teams will be able to collaborate and analyze on student growth data and effectively adjust instructional practices to improve student learning outcomes.</p> <p>Teachers will utilize integrated units, LLI, Foundations (Grade 3), Math in Focus, SRSD, Empowering Writers, and the Literacy Initiative PD to support instruction and assist student growth in literacy and math skills.</p> <p>Grade level teams will collaborate on revising writing rubrics and develop common writing prompts during common planning times.</p> <p>Teachers will make use of the technology integration open times in the computer lab and library computer lab for their students' writing assignments. Teachers will have training in the Laptop Lab Carts prior to student use.</p>	<p>Special Education Staff and General Education Teachers</p> <p>Principal, C & I Leaders and Team Grade Level Leaders, Curriculum Director, K – 5 Staff.</p> <p>Principal, Curriculum Director, Literacy Team</p> <p>Technology teacher, Technology Director, Librarian</p>

		2017-2018	
Goal Number:		2 of 3	
Goal Title:		Build a school infrastructure that can support social emotional learning at WES.	
Strategic Plan Objective(s):		SMART Goal:	
Educator Development and Improving Student Learning: Initiative: All educators and support staff will strengthen instructional strategies in scaffolding to meet the learning needs of students within the classroom setting. Push in support services into the core academics will be increased. .		By June 2018, all students will be provided with ongoing opportunities that can support social learning at WES. All students will set academic goals (2 or 3) that will be reviewed with their teachers three times a year.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
<p>Students have been instructed to follow the PBIS rules for three years now.</p> <p>SWIS data has been collected and the behavioral referral forms gets recorded.</p> <p>Students have not established academic goals with their teachers in the past.</p> <p>Social Thinking classes are in full swing for those students whose goals</p>	<p>Students will be able to learn in a safe and comfortable environment throughout the school year.</p> <p>Students will receive RTI interventions for frequent behavioral issues.</p> <p>Teachers will instruct students to set academic goals (2 or 3) on the first two days of school and revisit them two more times during the year. (January, June).</p>	<p>All teachers will teach the PBIS lesson plans on the first two days of school throughout the school.</p> <p>The SWIS program will continue to be used to track student behavior issues. The data will be reviewed in an effort to improve student outcomes.</p> <p>Teachers will have students set academic goals for the school year in their classrooms on the first two days of school.</p>	<p>The Principal and PBIS Team will provide those teachers who are new to WES with the PBIS materials.</p> <p>The BCBA will monitor the SWIS data monthly to compare Office Discipline Referrals and consult with teachers about those students who need behavioral intervention</p> <p>.WES Staff</p>

<p>are on their IEPs.</p> <p>Growth mindset philosophy has been taught to the teachers and students.</p> <p>WES follows an inclusion model that has special education students learning in the classroom but many are pulled out for services.</p>	<p>The goals of SEL are to improve all students' self-awareness, self management, social awareness, relationships, and responsible decision making skills.</p> <p>Students will improve their attitudes and beliefs about self, others and school.</p> <p>Students will be included in classrooms more with their peers instead of pull out services.</p>	<p>Parents will receive information on social emotional learning to help their child improve on self help skills that will assist them in becoming independent learners. SEL can be incorporated across subject areas, programs, and grades</p> <p>Teachers will review the “Growth Mindset” philosophy at the start of school and throughout the school year with students.</p> <p>Discussions at Team Meetings will focus more on keeping students in the classroom with inclusion strategies and services.</p>	<p>The Principal will train the WES staff on SEL.</p> <p>Principal and WES Staff</p> <p>Director of Pupil Services, Principal, Team Chairpersons, Special Ed and General Ed staff.</p>
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School:		Whitin Elementary School	
School Year(s):		2017-2018	
Goal Number:		3 of 3	
Goal Title:		Involve the Uxbridge community more in the education of the students at WES.	
Strategic Plan Objective(s):		SMART Goal:	
Community Interest, Investment, and Ownership Initiative: Stakeholder involvement with UPS will be expanded and differentiated to maximize interest and support for educator development needs and student learning opportunities.		By June 2018, WES will prepare students for college, society, and the workforce. Emphasis will be on including the Uxbridge community – business, town officials, seniors, parents, and teacher/parent talents.	
Benchmarks and Key Performance Indicators		Strategic Activities and Responsibilities	
Present Status (Data)	Improvement Benchmarks	Strategies/Activities	Person(s) Responsible/Task/Timeline
The following businesses and community involvement that takes place at WES are: WEE Deliver, Trading Pages, Buddy Bench, Go Green Team, Band/Chorus, unified arts, Girls on the Run, Play 60, etc.	All students will be exposed to who and what is in their community and have a better understanding of them.	WES will continue to involve the community during the school year.	Principal, all teachers and WES staff.
Spirit Days happen monthly including parental involvement on Career Dress Up Day in January.	All students will be able to learn from invited parents and people in the community that can highlight what they are reading through texts and special subject areas.	Teachers will invite parents to their classrooms more than just for one day in January. Emphasis will be on matching a business, career, and/or job that intertwines with what students are learning in ELA and Math.	Principal, WES Staff, community members and volunteers
Grade 4 students learn about veterans and are involved in a community project with the DAV and USOT.	All students at WES will be involved in the community project for Veterans' Day through a schoolwide spellathon.	A Veterans' Day committee will be formed by the Principal at the start of the school year for the Veterans' Spellathon Community Project.	Principal, local veterans, Veterans' Day Committee
Community Readers' Day, Friendship Week and Go Green Week are celebrated in November, February,	All students will be able to relate to what they're learning in math to those guest speakers whose jobs require	Teachers will invite those parents who use math in their daily jobs to come and speak to students about their careers.	Math Specialist, teachers, Principal

<p>and April. Parents come to Meet The Teacher Night, Concerts, etc.</p> <p>WES houses Grades 3, 4, 5.</p>	<p>math for their jobs and careers. Students will be reading their writing products to parents or guardians, and community members during school time.</p> <p>Teachers, students, parents will be involved with making a smooth transition for Grade 3 to move to TAFT ELC and to welcome Grades 6 and 7 to Whitin Intermediate School.</p>	<p>Teachers will inform students at the beginning of a writing assignment that they will have members of the community come to listen to their writing. Teachers will schedule these writing events by teams or individually.</p> <p>The entire WES community will be invited to transition meetings when and if the move is to take place in school year 2018-2010.</p>	<p>WES Staff and community members.</p> <p>WES and Uxbridge Community, Principal and Administration Team</p>
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