

Mile Tree School

2017-2018 School Improvement Plan

Mission

The mission of Mile Tree School is to educate our children in a safe, supportive and nurturing environment by providing opportunities for social, emotional and cognitive growth while meeting the developmental needs of our early childhood community.

Core Values

Mile Tree students demonstrate

- Honesty
- Integrity
- Respect
- Responsibility

Summary of School Initiatives

Mile Tree continues to strengthen the multi-tiered systems of instruction in literacy, mathematics and social emotional by the following:

- Strengthen core (Tier 1), standards-based instruction across the curriculum
- Implement an inclusive workshop model in literacy and math with small group, targeted instruction
- Using data cycle to inform research-based instructional planning for Tier I, II & III
- Integrate technology throughout the curriculum
- Develop data-based systems to improve practice
- As part of the District Literacy Plan, Foundations is being introduced at the kindergarten level and will move to grade 1 the following year.
- In collaboration with the District School Climate Team, the Mile Tree Climate Team continues to work on developing a common language for streamlined behavioral supports for students while enhancing the structure of the STAT team.

GOAL 1

To improve literacy skills of all students the teachers will effectively plan for and implement the MA Curriculum Standards for English Language Arts using the workshop model which results in 80% of students meeting the end of the year reading benchmark as measured by the Benchmark Assessment System (BAS) and 100% of students making measurable growth towards the end of the year benchmark. The end of the year benchmark goal for Kindergarten on the BAS is Level D and Grade 1 end of the year benchmark is Level J.

Baseline level of performance and Data Sources used

Fall FAST screening results show a need for grade level explicit instruction in phonemic awareness and comprehension.

- Fall FAST screening data
- Incoming BAS scores for grade 1 students
- Teacher observation

Theory of Action

If students are fully engaged in the reader's workshop model (mini-lesson, skills spiral review centers and guided reading with teacher), they will be better able to access the curriculum allowing for measurable growth in reading and writing abilities.

Action Plan - Improvement Strategies	Person(s) responsible for implementation	Timeline	Outcomes & Measurements	Resources Needed
Daily ELA instruction in workshop model format	Classroom teachers Principal through observations	Daily, throughout year	<ul style="list-style-type: none"> ● FAST Screenings ● BAS ● Weekly Running Records ● HWRSD Unit Assessment 	<ul style="list-style-type: none"> ● HWRSD Unit Plans ● Collaboration time with colleagues ● Curriculum

				Resources
Teachers will participate in collaborative planning time (CPT)	Classroom teachers District Literacy Coach Principal	Tri-weekly based on CPT alternating schedule	<ul style="list-style-type: none"> • Tri- weekly agendas 	<ul style="list-style-type: none"> • HWRSD Literacy and Math Coaches
Kindergarten teachers will implement Foundations program with fidelity	Kindergarten Teachers Principal through observations	Daily, throughout year	<ul style="list-style-type: none"> • Successful attainment of all letters and sounds • Professional Learning 	<ul style="list-style-type: none"> • Foundations materials
All teachers will incorporate technology into their practice to support 21st Century Skills	Teachers Mile Tree Technology Team Principal through observation	Throughout year when appropriate	<ul style="list-style-type: none"> • Lesson plans • Data reports • Evidence of student interaction with technology 	<ul style="list-style-type: none"> • iPads • Apps • Classroom computers • Professional learning
Family Literacy Events	Teachers District Literacy Coaches	Fall/Spring	<ul style="list-style-type: none"> • Family Exit Ticket 	<ul style="list-style-type: none"> • Child care • Planning Time • Materials • Take Home Materials

GOAL 2

To improve mathematical skills of all students the teachers will effectively plan for and implement the MA Curriculum Standards for Mathematics using the math workshop model which results in 80% of students meeting the end of the year math benchmark as measured by the HWRSD End of the Year Assessment and 100% of students making measurable growth towards the end of the year benchmark.

Baseline level of performance and Data Sources used

Fall FAST screening results show a need for grade level explicit instruction in concrete (hands-on), connecting (pictorial) and abstract (application of skill) problem solving skills.

Theory of Action

If students are fully engaged in the math workshop model (mini-lesson, skills spiral review centers and guided math with teacher), they will be better able to access the curriculum allowing for measurable growth in mathematical problem solving abilities.

Action Plan - Improvement Strategies	Person(s) responsible for implementation	Timeline	Outcomes & Measurements	Resources Needed
Daily math instruction in workshop model format	Classroom teachers Principal through observation	Daily	<ul style="list-style-type: none"> ● Daily use of strong math language ● Daily check for understanding ● HWRSD Unit 	<ul style="list-style-type: none"> ● Math manipulatives ● Classroom support to facilitate workshop

			Assessments/End of Year Assessment <ul style="list-style-type: none"> • Preschool- Get Set for School Assessments • Anchor charts 	model/rotations <ul style="list-style-type: none"> • Math lesson resources (enVisions Math, HWRSD Unit Guides) • Preschool- Get Set for School Lessons
Teachers will participate in collaborative planning time (CPT)	Classroom teachers District Math Coach Principal through observation	Tri-weekly based on CPT alternating schedule	<ul style="list-style-type: none"> • Tri-weekly agendas • Data Analysis • Tiered groupings 	<ul style="list-style-type: none"> • Classroom coverage • HWRSD Units of Assessment • FAST/Unit Assessment Data
Teachers will use the HWRSD Math Scope and Sequence	Classroom teachers District Math Coach Principal through observation	Daily	<ul style="list-style-type: none"> • Refinement of lessons/assessments over time 	<ul style="list-style-type: none"> • Collaboration time to refine lessons/assessments
All teachers will incorporate technology into their practice to support 21st Century Skills	Teachers Mile Tree Technology Team Principal through observation	Throughout year when appropriate	<ul style="list-style-type: none"> • Lesson plans • Evidence of student interaction with technology 	<ul style="list-style-type: none"> • iPads • Apps • Classroom computers • Professional learning • Document cameras
Family Math Events	Teachers District Math Coach	Spring	Family Exit Ticket	<ul style="list-style-type: none"> • Child care • Planning Time Materials • Take Home

				Materials
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GOAL 3

Mile Tree students will consistently demonstrate positive behavior in all school settings as measured by a decrease in behavioral office interventions as well as an increase in observed and reported positive behaviors.

Baseline level of performance and Data Sources used

Fall SAEBERS results showed a need to expand tiered social/emotional supports in and out of the classroom.

Theory of Action

Students will be more engaged in school and be positive members of the Mile Tree Community when expected behaviors and social skills are explicitly taught and modeled.

Action Plan - Improvement Strategies	Person(s) responsible for implementation	Timeline	Outcomes & Measurements	Resources Needed
Explicit instruction and modeling of expected student	PE/Health Teacher School Adjustment	Monthly based on HWRSD PE/Health Scope and Sequence	<ul style="list-style-type: none"> • Checking for Understanding at end of lessons 	<ul style="list-style-type: none"> • Updated Second Step kits for PK-K-Grade 1 • Training for Second

behaviors	Counselor (SAC) Classroom teachers All staff for common language	Weekly in social skills groups Rotation of classroom lessons	<ul style="list-style-type: none"> • Successful application of skills outside of social skill group • Decrease in Office Discipline Referrals (ODRs) 	Step <ul style="list-style-type: none"> • Social Thinking Curriculum Resources for PK-1 • Training for Social Thinking Curriculum • STC Resources for each classroom • STC Mentor texts for lending library to revisit key skills
Explicit instruction and modeling of expected student behaviors	PE/Health Teacher SAC Classroom teachers All staff for common language	Monthly based on HWRSD PE/Health Scope and Sequence Weekly in social skills groups Rotation of classroom lessons	<ul style="list-style-type: none"> • Checking for Understanding at end of lessons • Successful application of skills outside of social skill group • Decrease in Office Discipline Referrals (ODRs) 	<ul style="list-style-type: none"> • Updated Second Step kits for PK-K-Grade 1 • Training for Second Step • Social Thinking Curriculum Resources for PK-1 • Training for Social Thinking Curriculum • STC Resources for each classroom • STC Mentor texts for lending library to revisit key skills
SAEBERS Data will be used to inform Tiered Behavior Supports	Classroom Teacher SAC School Climate Team	SAEBERS (Fall, Winter, Spring) Monthly exit tickets at staff meetings	<ul style="list-style-type: none"> • ODR monthly data • SAEBERS data 	<ul style="list-style-type: none"> • Responsive Classroom training for new staff • PBIS training for new staff

	Principal through observation Director of Safe Schools/Healthy Students			
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