

Acton-Boxborough Regional School District

16 Charter Road

Acton, MA 01720

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Blanchard Memorial School School Improvement Plan for 2016-17 School Year

School Council Membership

Name	Role	Year of Term
Dana Labb	Principal (Chair)	
Karen Tower	Assistant Principal	Ad Hoc
Jennette Kollman	Parent	2017 (2-year term)
Claudine Lesk	Parent	2017 (2-year term)
Tessa McKinley	Parent	2016 (2-year term)
Kirsty Kerin	Parent (Secretary)	2017 (3-year term)
Maribeth Higgins	Faculty	2016 (2-year term)
Connie Long	Faculty	2018 (3-year term)
Patricia Harrison	Faculty	2016 (2-year term)
Mary Pavlik	Community (Co-Chair)	Appointed
John Fallon	Community	Appointed

GOALS FOR 2016-2017

Goal 1: Social Emotional Health (ongoing)

To assess and evaluate the Social/Emotional Health (SEH) and Well-Being of students, staff and families to understand the needs of our school and greater community and to raise awareness of SEH issues and their impact on learning.

Background and Rationale:

As highlighted by the ABRSD administration, there is increasing evidence that our emphasis on success, though well-intentioned, does not leave enough time and space to attend to the many other things we know a child needs to develop a sense of well-being. Next year, there will be a district-wide focus on social emotional health and well-being as evidenced in the district's adoption of 'Challenge Success'.

Strategies:

To document our current SEH needs, the results of several current survey tools will be analyzed including:

- Youth Risk Assessment Survey targets our grade 6 students.
- Challenge Success Survey is targeted toward our district goals for next year.
- Tufts survey and interviews are specific to Blanchard for grades K through 5, for students, staff and families.
- Building-based Professional Development for school-wide behavior plans and executive functioning skills to embed in daily routines in grades K through 6.

Outcomes:

- Presentation of findings in faculty meeting.
- Discussion with parents at community coffee meeting.
- Create professional development based on findings.

GOAL 2: English Language Arts (ongoing)

To focus on the implementation of standardized writing assessments to establish a consistent vertical alignment on rubrics throughout the grades in all genres.

Background and Rationale:

Teachers have begun to use different rubrics from different sources and it has been challenging to compare student performance from one year to the next as they transfer from grade to grade. Teachers who took the SRSD course, brought to the district by Deb Bookis and Sharon Ryan, found that the SRSD rubrics were far more effective in scoring student work and in sharing the results with students. There has been increased interest in using the SRSD rubrics by the faculty.

Strategies:

Professional development:

- Increase the access to training in the SRSD rubrics for interested faculty.
- Create professional development opportunities for the classroom assistants in both regular and special education.

Analyze writing data for progress monitoring:

- Identify Tier II and Tier III students who would benefit from enrichment, review or intervention.
- Implement individualized instruction.

Outcomes:

- Continue to analyze grade level writing assessment data.
- Improve consistency in writing assessments throughout the grades.
- Develop student flexibility in understanding writing tasks and criteria for achievement.

GOAL 3: Mathematics (ongoing)

To continue our year-3 implementation of the Houghton Mifflin Math In Focus (MIF) program for grades K through 6, and solidify the beginning of year (BOY), middle of year (MOY), and end of year (EOY) assessments in mathematics for every grade. To evaluate the effectiveness of the MIF program using two years of formative and summative data to inform our selections.

Background and Rationale:

Our teachers have found that the Math In Focus (MIF) program is not aligned with the Common Core and does not provide enough appropriate practice or assessment with each skill and standard. The faculty has worked diligently to supplement the lessons, practice, and the assessments to ensure maximum student success (details below). In the coming year we will evaluate our math program for grades K through 6 and begin the process of piloting other programs to determine if we want to continue with Math In Focus (MIF) or move to other options. Teachers' outstanding efforts to enhance this program are not sustainable and must be supported or changed.

Strategies:

- Evaluate the effectiveness of the MIF program using two years of formative and summative data.
- Evaluate sustainable ways to support the MIF program long term.
- Evaluate other mathematics programs.
 - Obtain feedback from faculty and district partners.
- Continue to share best practices with other elementary schools and continue to communicate our need for support from the district.

Outcomes:

- Add an additional math assistant for the school to continue to provide teachers with differentiated resources, and assist in implementation of instruction in small groups (i.e. assessment, re-teaching opportunities, as well as extension and enrichment)
- Communicate the process of evaluation of math programs to families.
- Finalize the choice of mathematic programs for Blanchard.

Assessment of Previous Year's School Improvement Plan

Update Goal 1: Social Emotional Health

Outcomes / Evidence:

- Assessed and evaluated the Social/Emotional Health (SEH) and Well-Being of students, staff, and families in order to:
 - Understand the needs of our school and greater community.
 - Raise awareness of SEH issues and their impact on learning, including surveys by Tufts, Youth Risk Assessment, and others.
- The School Council completed assessments of several programs including OpenCircle, Responsive Classroom, etc.
- Determined that a hybrid model (see details below), customized by the Blanchard staff, would be most appropriate for the SEH needs of our students, staff and families.
- Global acceptance of the “Yoga 4 Classrooms activities” (including body breaks, Yoga, mindfulness, tools, sequences, etc.)
 - Provided teachers the ability to choose the components that worked for different classrooms, on different days, with different students and in different situations.
 - Grades K through 6 built a common language and practiced mindfulness to more easily cope with the social and emotional challenges, maintaining focus, self-regulation, and impulse control.
- Expanded targeted interactions between student and staff that promote social skills.
- Teachers have shared best practices to form a hybrid model for SEH including;
 - Grade level group lunches with administrators.
 - Zones of regulation
 - Second step
 - SuperFlex program
 - iSafe
 - Mindfulness
 - Quotes for mural
 - Extended day acts of kindness wall
 - Golden tickets
 - Yoga 4 Classrooms (yoga cards, sequences, etc.) (Community meeting)
 - Morning announcements – mindfulness quotes, turn and talk, etc.
- Continued open dialogue including protocols and bridging with the Junior High and High School Risk Assessment Teams to understand Blanchard's place in the pipeline.

- Strengthened regional dialogue in communication with district administrators at the other elementary schools.
- Ongoing identification of specific stressors for students, working on solutions, and promoting open conversations with students, staff, and families.

Means by which assessed:

Formative Assessments including:

- Implementation of yoga sequences throughout grade levels.
- Use of mindful vocabulary throughout grades by staff and students.
- Increased time with students by adding student lunches with Assistant Principal and Principal.
- Teacher survey feedback on SEH goal.

Update Goal 2: English Language Arts (Ongoing)

Outcomes / Evidence:

- Implemented literacy assessment through the Fountas and Pinnel Benchmark Assessment System (BAS) tool and used the data from the BAS to inform our Tiered Instruction (MTSS) instructional model for literacy.
- Developed an effective data progress monitoring system to assess student achievement.
- Developed a leveled library to help teachers with instruction during guided reading and MTSS intervention groups.
- The Data Day Calendar was revised to monthly team meetings.
- The teachers have developed successful intervention strategies to aid struggling students, and continue to search for appropriate curriculum materials.
- Considerable progress was made toward the implementation of a consistent and progressive scaffolding of literacy skills across the grades and vertically from one grade to the next. In that outcome, teachers aligned the curriculum with the Common Core Standard and developed consistent curriculum and objectives for classroom instruction and intervention programming.
- Educators were exposed to professional development to maximize high-impact learning instruction and assessment.
- High utilization rates in 2015-2016 of the leveled library from each grade.
 - Increased shared book resources across grades, which has allowed educators to provide books based upon BAS reading level for individual students.
 - All grades accessed a number of different titles and topics, which were Common Core aligned to supplement the curriculum for grades 1 through 6.

- Developed an effective, systematic method of data collection and distribution.

Means by which assessed:

- Grade level comprehension assessment data was analyzed for literacy achievement.
- Analyzed literacy data for progress monitoring of Tier II and Tier III students.
- Data workshops.

Update Goal 3: Mathematics

Outcomes / Evidence:

- Continued year two implementation of the Houghton Mifflin Math In Focus (MIF) program for grades K-12:
 - Teachers clarified the shortcomings of the Math In Focus (MIF) program assessments that were inadequate for beginning, middle and end of year (BOY, MOY, EOY) common assessments.
 - Coordinated program pacing to highlight current gaps in curriculum, including developing lessons, working as a curriculum team and grade-level teams.
 - Teachers researched additional resources to align instruction with Common Core through research, development and curriculum meetings.
 - Teachers supplemented instruction with additional materials to provide additional explanation, practice, computation, and application.
 - Teachers created their own meaningful assessments, including the district math assessment, to overcome the gaps of the Math In Focus (MIF) assessment materials.
- The in-depth analysis of the Houghton Mifflin Math In Focus (MIF) program shifted the culture of math at Blanchard:
 - Knowing that Math In Focus did not align with Common Core or the developmental needs of the students, teachers focused specifically on what individual students needed in every standard taught.
 - Not all the same assessments worked for the different grade levels or for individual students.
 - Identified subgroups of students in tiers I, II, and III that required different resources and assessments. Heather Haines tested individual students to assess needs using written and verbal modes. Additionally, she provided assistance in accessing differentiated resources and identified ways in which to implement instruction in an individualized manner. These efforts highlighted the need for an additional math assistant for the school.
- Increased utilization of supplemental math resources was reported by over three quarters of the teachers.

- Flexibility toward pacing of curriculum was evident in all grades to ensure student understanding was not forfeited when the program was inadequate.

Means by which assessed:

- Summative and formative assessments.
- Curriculum and grade level team meetings.
- Data workshops.
- Teacher Surveys.
- Additional faculty meetings.
- Community coffee hours.