

Wachusett Regional School District - School Improvement Plan (SIP)

School:	Naquag Elementary School	Plan Duration (Years):	2016-2019
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Goal Description			
Goal Number:	#1	Goal Title:	Naquag educators will identify the MA K – 2 ELA priority standards and compare, contrast, unpack the ELA curriculum and plan/implement Common Core (CC) ELA instruction.
Rationale for Goal:	If Naquag educators implement an aligned ELA curriculum (Reading - Literature/Informational Text/ Foundational Skills, Writing, Speaking & Listening, Language) that articulates common, well-defined K - 2 ELA standards / priority learning outcomes, with a focus on depth of understanding and critical thinking then Naquag students will be prepared for the next learning level.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	<p>#2 Aligned Curriculum</p> <p>#2A - Identify priority standards with instructional staff to define grade level expectations. Monitor curriculum implementation to ensure consistency across and between grade levels. Use common assessments within schools to measure progress toward grade level expectations. Establish a curriculum review cycle which will tie to the budget process.</p> <p>#2B - Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas. Identify mastery-level learning outcomes and define mastery/proficiency at each grade level and for each subject. Match curriculum expectations with individual student learning needs.</p>

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<p>Strategic Initiative(s)</p>	<p>Develop a clear & dynamic articulated K - 2 ELA standards/priority learning outcomes curriculum with a focus on vertical alignment.</p> <ul style="list-style-type: none"> ● Identify ELA priority learning standards with instructional staff to define K - 2 expectations. (Reading - Literature/Informational Text/ Foundational Skills, Writing, Speaking & Listening, Language) ● Implement instruction including K - 2 ELA standards/priority learning standards. ● Develop benchmark assessments based on priority learning outcomes to evaluate instructional programs & student growth. ● Identify ELA mastery-level learning outcomes and define mastery / proficiency at each grade.
<p>Final Outcomes [S.M.A.R.T. Goal(s)]</p>	<p>After three years, 100% Naquag students will receive instructional practices aligned with ELA (Reading - Literature/Informational Text/ Foundational Skills, Writing, Speaking & Listening, Language) standards/priority learning outcomes based on evidence from:</p> <ul style="list-style-type: none"> ● Bi-monthly meetings with administration and educators ● Educators' quarterly curriculum pacing charts (including priority learning outcomes) and ● Bi-annual ELA curriculum surveys completed by educators.
<p>Interim Outcomes</p>	<p>Aligned Curriculum</p> <ol style="list-style-type: none"> 1. Identify ELA priority standards and unpack / compare-contrast current instruction with instructional staff to define grade level expectations. 2. Monitor curriculum implementation to ensure consistency across & between grade levels. 3. Use common assessments with schools and across schools to measure progress toward grade level expectations. 4. Establish a curriculum review which will tie to the budget priorities. <p>Educators will successfully implement the K - 2 ELA standards/priority learning outcomes to include reading, writing, speaking & listening and language to K - 2 curriculum instruction.</p>

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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
<p>ELA Standards/Priority Learning Outcomes - Identifying Priority Standards, Unpack and Compare New Standards and Current Instruction. Identify Needed Materials and Resources (Reading - Literature/Informational Text/ Foundational Skills, Writing, Speaking & Listening, Language)</p>	<p>*PD half-days *Bi-monthly grade team meetings with administration *Monthly faculty meetings *Quarterly ELA curriculum surveys completed by educators</p>	2016-2017
<p>ELA Standards/Priority Learning Outcomes - Begin Implementation & Facilitation of Instruction (Reading - Literature/Informational Text/ Foundational Skills, Writing, Speaking & Listening, Language)</p>	<p>*PD half-days *Bi-monthly grade team meetings with administration *Monthly faculty meetings *Quarterly ELA curriculum surveys completed by educators</p>	2017-2018
<p><u>ELA Standards/Priority Learning Outcomes - Full Implementation</u> Reading, Writing, Speaking & Listening</p>	<p>*PD half-days *Bi-monthly grade team meetings with administration *Monthly faculty meetings *Quarterly ELA curriculum surveys completed by educators</p>	2018-2019

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School:	Naquag Elementary School	Plan Duration (Years):	2016-2019
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Goal Description			
Goal Number:	#2	Goal Title:	Naquag educators will identify the K – 2 MA Science and Technology/Engineering priority standards and compare, contrast, unpack and plan/implement Common Core (CC) Science and Technology/Engineering instruction.
Rationale for Goal:	If Naquag educators implement an aligned MA Science and Technology/Engineering Standards that articulates common, well-defined K - 2 MA Science and Technology/Engineering Standards, with a focus on depth of understanding and critical thinking then Naquag students will be prepared for the next learning level.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	#2 Aligned Curriculum #2A - Identify priority standards with instructional staff to define grade level expectations. Monitor curriculum implementation to ensure consistency across and between grade levels. Use common assessments within schools to measure progress toward grade level expectations. Establish a curriculum review cycle which will tie to the budget process. #2B - Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas. Identify mastery-level learning outcomes and define mastery/proficiency at each grade level and for each subject. Match curriculum expectations with individual student learning needs.
Strategic Initiative(s)	Develop a clear & dynamic articulated K - 2 MA Science & Technology/Engineering Standards outcomes curriculum with a focus on vertical alignment. <ul style="list-style-type: none"> ● Identify priority standards & unpack the K - 2 MA Science & Technology/Engineering Standards with instructional staff to define expectations. ● Implement instruction including K - 2 MA Science & Technology Standards. ● Develop benchmark assessments based on priority learning outcomes to evaluate instructional programs & student growth.

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	<ul style="list-style-type: none"> Identify priority outcomes and define mastery / proficiency at each grade level and K - 2 MA Science & Technology Standards.
Final Outcomes [S.M.A.R.T. Goal(s)]	<p>After three years, 100% Naquag students will receive instructional practices aligned with K - 2 MA Science & Technology/Engineering Standards based on evidence from:</p> <ul style="list-style-type: none"> bi-monthly meetings with administration and educators educators' quarterly curriculum pacing charts (including priority learning outcomes) and quarterly Science curriculum surveys completed by educators.
Interim Outcomes	<p>Aligned Curriculum</p> <ol style="list-style-type: none"> Identify Science priority standards and unpack standards/compare - contrast with current instruction. Define grade level expectations, Monitor curriculum implementation to ensure consistency across & between grade levels. Use common assessments with schools and across schools to measure progress toward grade level expectations. Establish a curriculum review which will tie to the budget priorities. <p>Educators will successfully implement the K - 2 MA Science & Technology/Engineering Standards.</p>

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
K - 2 MA Science & Technology/Engineering Standards Identify Priority Standards and Unpack. Identify Needed Materials and Resources	<ul style="list-style-type: none"> *PD half-days *Bi-monthly grade team meetings with administration *Monthly faculty meetings *Bi-annual <u>Science -Technology /Engineering</u> curriculum surveys completed by educators *Identify needed materials & supplies for planning school budget. 	2016-2017

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<p>K - 2 MA Science & Technology/Engineering Standards Begin Implementation & Facilitation of Instruction</p>	<ul style="list-style-type: none"> *PD half-days *Bi-monthly grade team meetings with administration *Monthly faculty meetings *Bi-annual <u>Science & Technology/Engineering Standards</u> curriculum surveys completed by educators *Identify needed materials & supplies for planning school budget 	<p>2017-2018</p>
<p>K - 2 MA Science & Technology/Engineering Standards - Full Implementation</p>	<ul style="list-style-type: none"> *PD half-days *Bi-monthly grade team meetings with administration *Monthly faculty meetings *Bi-annual <u>Science & Technology/Engineering Standards</u> curriculum surveys completed by educators *Identify needed materials & supplies for planning school budget 	<p>2018-2019</p>

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Goal Description			
Goal Number:	#3	Goal Title:	Effective Instruction - DRA Scores to increase by 4 levels and/or reach grade level & exceed DRA benchmark. (K - 2)
Rationale for Goal:	<p>If Naquag educators implement evidence-based high-quality instructional practices focused on critical thinking, creativity and collaboration, plus utilize a systematic measure & analysis of student learning data focused on DRA scores, then Naquag students will increase their DRA scores by 4 levels and/or reach grade level & exceed DRA benchmark (K - 2).</p>		

Goal Details and Performance Indicators	
<p>Strategic Plan Alignment [Domain & Strategic Objective]</p>	<p>#3 Effective Instruction</p> <p>#3A - Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity and collaboration. (Identify effective instruction based upon data trends/priority learning standards.) Instructional staff differentiate core instruction and assessments to meet the diverse needs of all learners. (Effective differentiation is defined and supported.)</p> <p>#3B - Systematically measure, analyze and act upon student learning data. (Staff will examine and evaluate student work to plan and adjust instruction. Staff will examine student data to evaluate and monitor student learning and instructional practices. Instructional staff develops assessments and evaluate student work based on a common understanding of mastery level learning outcomes. Students consistently receive constructive, targeted feedback as well as guidance on how to improve.</p> <p>#3C. Staff regularly uses technology to support student learning, enhance student engagement and work toward developing innovative instruction practices. (Technology and infrastructure is sufficient to meet student instructional needs. Support and train staff in integrating technology into the classroom environment that supports and engages students. Establish district-wide and building-based PLC's to research, pilot, and share best practices. Use technology to prepare students to be successful global citizens.</p>

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Strategic Initiative(s)	<p>Naquag student’s DRA scores to increase by 4 levels and/or reach grade level & exceed DRA benchmark (K - 2).</p> <p>Naquag students will receive instructional evidence-based/high-quality instructional practices focused on critical thinking, creativity and collaborations, plus plan & direct instruction based on evidence from:</p> <ul style="list-style-type: none"> ● peer observations & follow-up dialogue ● RTI data & meetings ● bi-monthly meetings with administration and educators
Final Outcomes [S.M.A.R.T. Goal(s)]	<p>At the end of three years, 100% of Naquag educators will evaluate students’ work through District determined measures in order to evaluate student learning, plus plan and direct instruction. DRA Scores will be monitored and used to plan instruction. Consistent and effective feedback will be shared with students through whole group instruction, small group instruction, RTI instruction and 1:1 instruction. Instructional practices will be reflected and discussed, plus documented on the RTI Data Base (Google docs).</p>

Interim Outcomes	<p>Effective Instruction - Students will increase DRA scores by 4 levels and/or reach-exceed benchmark.</p> <ol style="list-style-type: none"> 1. Assess students DRA in fall, winter and spring. 2. Identify students’ levels and record growth. 3. Monitor students’ growth through RTI meetings and sharing strategies. 4. Share data and collaborate to support student growth. 5. Establish a curriculum review which will tie to the budget priorities. <p>Students will increase their DRA scores by 4 levels and/or reach - exceed benchmark during a one year school year.</p>
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Peer classroom observations (in-house & District-wide)	<ul style="list-style-type: none"> *Schedule room coverage *Contact District Building Principals (schedule District school observations) *Identify needed materials & 	2016-2019

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	supplies for planning school budget	
Grade-alike discussions - instruction methods & student progress	<ul style="list-style-type: none"> *PD half-days *Monthly RTI Meetings *Bi-monthly grade team meetings with administration *Monthly faculty meetings *Identify needed materials & supplies for planning school budget 	2016-2019
RTI Daily Scheduled Times	* Develop school-wide scheduled RTI time (30 minutes per day)	2016-2019
RTI Team Meetings	<ul style="list-style-type: none"> *Schedule monthly RTI Team meetings and designate Team Members - share schedule *Administration facilitate RTI meetings *Analyze DRA, AIMSWEB data and data for informal and formal assessments, & use data to inform instruction. 	2016-2019
Bi-Monthly Grade-alike meetings	<ul style="list-style-type: none"> *Schedule, share and facilitate with educators*Administration facilitate RTI meetings *Analyze DRA, AIMSWEB data and data for informal and formal assessments, & use data to inform instruction. 	2016-2019
Weekly Child Study Team (CST) meetings	*Schedule, share and facilitate with educators	2016-2019
Staff survey to gather ideas, suggestions and effectiveness of effective teaching strategies.	*Surveys in January and May	2016-2019

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Goal Description			
Goal Number:	#4	Goal Title:	Naquag Staff will plan and facilitate instruction and strategies to support students’ social, emotional and health needs.
Rationale for Goal:	If Naquag educators support effective researched-based practices that promote a healthy school climate, builds an understanding of social, emotional and physical health as factors affecting learning, and works collaboratively with families and community services, then Naquag students will be able to utilize their knowledge and skills to maximize their learning potential.		

Goal Details and Performance Indicators	
Strategic Plan Alignment [Domain & Strategic Objective]	<p>#5 Students’ Social, Emotional and Health Needs</p> <p>#5A Building an understanding of social, emotional and physical health as factors affecting learning. (Identify effective research based practices that promote student health. Develop a system of support. Educate all staff regarding student social, emotional and physical elements that impact learning.)</p> <p>#5B Engage families and the community in a partnership to increase the district’s capacity to address students’ social and emotional health needs. (Educate parents and the community regarding social, emotional and physical elements that impact learning through the use of developmentally appropriate dialogue. Maintain consistent protocols and communication across all district schools. Enlist local agencies to provide wrap-around services.)</p>
Strategic Initiative(s)	<p>100 % of Naquag students will receive effective researched-based practices that promote a healthy school climate, builds an understanding of social, emotional and physical health as factors affecting learning, based on evidence from implementation & instruction of:</p> <ul style="list-style-type: none"> ● PBIS instruction and assemblies ● Naquag LOOP ● DBT

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	<ul style="list-style-type: none"> ● Second Step ● Mindfulness
	<p>By the end of the 2018-2019 school year, a comprehensive plan/curriculum for social/emotional/ health will be written and fully delivered to all Naquag Students. All necessary training for staff to fully implement the program will be complete including protocols for identifying students in need of the Tier 2 and / or Tier 2 social / emotional support.</p>

Final Outcomes [S.M.A.R.T. Goal(s)]	<p>At the end of three years, 100% of Naquag educators will implement a social/emotional and health curriculum that will be measured by bi-yearly surveys including teachers and students. Instructional practices will be reflected and discussed, including consistent support, planning and professional development.</p>
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Interim Outcomes	<p>Students will be supported through strategies and instruction to support social, emotional and health needs.</p> <ol style="list-style-type: none"> 1. Implement LOOP, Second Step, PBIS and DBT strategies during daily instruction. 2. Research and investigate additional PBIS strategies. 3. Collect data & monitor growth on student social, emotional and health needs. 4. Share and collaborate new strategies. <p>Students will be instructed through PBIS, LOOP, DBT, Second Step, Mindfulness plus other strategies to provide support for students' social, emotional and health needs.</p>
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
PBIS (Positive Behavior Incentives and Supports)	<ul style="list-style-type: none"> *Monthly meetings including assemblies and school store * Implement PBIS curriculum *Identify needed materials & supplies for school budget 	2016-2019

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	<ul style="list-style-type: none"> *Bi-yearly surveys for teachers and students to gauge instruction. *Research and investigate additional PBIS instructional materials and strategies 	
Second Step	<ul style="list-style-type: none"> *Implement weekly social, emotional curriculum (classroom teacher) *Collaborate with Sp/L to review whole body listening techniques. *Identify needed materials & supplies for planning school budget *Research and investigate additional social interactions (including anti-bullying) instructional materials and strategies 	2016-2019
Naquag LOOP Pledge	<ul style="list-style-type: none"> *Daily LOOP pledge *Display Vision & Mission Statement (Naquag) 	2016-2019
DBT	<ul style="list-style-type: none"> *Guided by Naquag School Psychologist *Six (6) Naquag educators to attend five (5) DBT District training 	2016-2019 2016-2017
Mindfulness	<ul style="list-style-type: none"> *Classroom implementation including books & visual props *PD half-days *Bi-monthly grade team meetings with administration *PD for staff - teachers modeling in classroom *Monthly faculty meetings 	2016-2019

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	<ul style="list-style-type: none"> *Identify needed materials & supplies for school budget *Bi-yearly surveys for teachers and students to gauge instruction. 	
Social Skills Group	<ul style="list-style-type: none"> *Facilitated by School Psychologist *Small student groups referred by classroom teacher *Whole class lessons (all students) 	2016-2019
PBIS Assemblies	<ul style="list-style-type: none"> *Teachers to share age appropriate read-a-like book (Powerpoint) *Teacher follow-up to assembly book *Share PBIS books and discussions with parents/guardians *Bi-yearly surveys for teachers and students to gauge instruction. *Identify needed materials & supplies for school budget 	2016-2019
Parent Involvement - - Mindfulness	<ul style="list-style-type: none"> *Share Mindfulness techniques and strategies with parents & PTO. *Collaborate and coordinate with others *Identify needed materials & supplies for school budget 	2016-2019

School:	Naquag Elementary School (2017-2018) Action Plan
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School Improvement Plan Goal			
Goal Number:	#1	Goal Title:	Naquag educators will identify the MA K – 2 ELA priority standards and compare, contrast, unpack the ELA curriculum and plan/implement Common Core (CC) ELA instruction.

Goal Details and Performance Indicators	
Final Outcomes (S.M.A.R.T. Goal(s) and Progress	<p>If Naquag educators implement an aligned ELA curriculum (Reading - Literature/Informational Text/ Foundational Skills, Writing, Speaking & Listening, Language) that articulates common, well-defined K - 2 ELA standards / priority learning outcomes, with a focus on depth of understanding and critical thinking then Naquag students will be prepared for the next learning level.</p> <p>After three years, 100% Naquag students will receive instructional practices aligned with ELA (Reading - Literature/Informational Text/ Foundational Skills, Writing, Speaking & Listening, Language) standards/priority learning outcomes based on evidence from:</p> <ul style="list-style-type: none"> ● Bi-monthly meetings with administration and educators ● Educators’ quarterly curriculum pacing charts (including priority learning outcomes) and ● Bi-annual ELA curriculum surveys completed by educators.
Interim Outcomes and Progress	<p>Aligned Curriculum</p> <ol style="list-style-type: none"> 1. Identify ELA priority standards and unpack / compare-contrast current instruction with instructional staff to define grade level expectations. 2. Monitor curriculum implementation to ensure consistency across & between grade levels. 3. Use common assessments with schools and across schools to measure progress toward grade level expectations. (District determined - DRA/Aimsweb/etc.) 4. Establish a curriculum review which will tie to the budget priorities. <p>Educators will successfully implement the K - 2 ELA standards/priority learning outcomes to include</p>

	reading, writing, speaking & listening and language to K - 2 curriculum instruction.
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Impact Benchmarks (Year 1)			
Action	Responsibility	Supports/Resources	Timeline
ELA Standards/Priority Learning Outcomes - Begin Implementation & Facilitation of Instruction (Reading - Literature/Informational Text/ Foundational Skills, Writing, Speaking & Listening, Language)	Teachers Administration	*PD half-days *Bi-monthly grade team meetings with administration *Monthly faculty meetings *Quarterly ELA curriculum surveys completed by educators	2017-2018
Teachers will begin implementation and facilitation of ELA instruction (focusing on priority standards)	Teachers Administration	ELA standards Lesson Plans Instructional planning	Ongoing
Teachers will begin implementation of Empowering Writing program (K - 2)	Teachers Administration	Student data (Aimsweb, DRA, running records, etc.)	Ongoing
ELA data will be analyzed and discussed to plan instruction and needed interventions.	RTI Teams Grade-alike Teams CST Team	Student data (Aimsweb, DRA, running records, etc.)	Ongoing

Goal Assessment and Next Steps
<p>ELA priority standards (mastery and exposure) will be used for K - 2 ELA instruction. Teachers will discuss and reflect instruction in reading, literature, writing, plus speaking and listening standards. Student data results will be analyzed and discussed in RTI meetings and grade-alike weekly meetings.</p> <p>BUDGET REQUESTS: \$2,000 Empowering Writers - Piloting K - 2 (Instructional supports K - 2 = poster sets, classroom writing guides, ELL-sent. a day) \$1,800 Classroom tests/read-alouds to implement ELL standards (2 sets per grade level @ \$300 each set / \$600 per grade level) \$4,000 Special Education testing protocols</p>

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School Improvement Plan Goal			
Goal Number:	#2	Goal Title:	Naquag educators will identify the K – 2 MA Science and Technology/Engineering priority standards and compare, contrast, unpack and plan/implement Common Core (CC) Science and Technology/Engineering standards

Goal Details and Performance Indicators	
Final Outcomes (S.M.A.R.T. Goal(s) and Progress	<p>If Naquag educators implement an aligned MA Science and Technology/Engineering Standards that articulates common, well-defined K - 2 MA Science and Technology/Engineering Standards, with a focus on depth of understanding and critical thinking then Naquag students will be prepared for the next learning level.</p> <p>After three years, 100% Naquag students will receive instructional practices aligned with K - 2 MA Science & Technology/Engineering Standards based on evidence from:</p> <ul style="list-style-type: none"> ● bi-monthly meetings with administration and educators ● educators’ quarterly curriculum pacing charts (including priority learning outcomes) and ● quarterly Science curriculum surveys completed by educators.
Interim Outcomes and Progress	<p>Aligned Curriculum</p> <ol style="list-style-type: none"> 1. Identify Science priority standards and unpack standards/compare - contrast with current instruction. 2. Define grade level expectations, 3. Monitor curriculum implementation to ensure consistency across & between grade levels. 4. Use common assessments with schools and across schools to measure progress toward grade level expectations. (District and/or School determined) 5. Establish a curriculum review which will tie to the budget priorities. <p>Educators will successfully implement the K - 2 MA Science & Technology/Engineering Standards</p>

Impact Benchmarks (Year 1)			
Action	Responsibility	Supports/Resources	Timeline
MA Science and Technology/Engineering Standards Identifying Priority Standards, Unpack and Compare New Standards and Current Instruction. Identify Needed Materials and Resources	Teachers Administration Central Office Staff	*PD half-days *Bi-monthly grade team meetings with administration *Monthly faculty meetings *Quarterly ELA curriculum surveys completed by educators	Fall 2017
MA Science and Technology/Engineering Standards Begin Implementation & Facilitation of Instruction	Teachers Administration Central Office Staff	MA Science and Technology / Engineering Standards Lesson Plans Instructional planning	Winter / Spring 2018

Goal Assessment and Next Steps
<p>MA Science / Technology / Engineering standards will be identified for instruction in grades K - 2. Teachers will continue to meet to discuss grade spans and connections and reflect on planning and instruction.</p> <p>BUDGET REQUEST: \$1,500 Text and supplies / materials to implement MA Science / Technology / Engineering standards (\$500 per grade level)</p>

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School Improvement Plan Goal			
Goal Number:	#3	Goal Title:	Effective Instruction - DRA Scores to increase by 4 levels and/or reach grade level & exceed DRA benchmark. (K - 2)

Goal Details and Performance Indicators	
Final Outcomes (S.M.A.R.T. Goal(s)) and Progress	<p>If Naquag educators implement evidence-based high-quality instructional practices focused on critical thinking, creativity and collaboration, plus utilize a systematic measure & analysis of student learning data focused on DRA scores, then Naquag students will increase their DRA scores by 4 levels and/or reach grade level & exceed DRA benchmark (K - 2).</p> <p>At the end of three years, 100% of Naquag educators will evaluate students' work through District determined measures in order to evaluate student learning, plus plan and direct instruction. DRA scores will be monitored and used to plan instruction. Consistent and effective feedback will be shared with students through whole group instruction, small group instruction, RTI instruction and 1:1 instruction. Instructional practices will be reflected and discussed, plus documented on the RTI Data Base (Google docs).</p>
Interim Outcomes and Progress	<p>Effective Instruction - Students will increase DRA scores by 4 levels and/or reach-exceed benchmark.</p> <ol style="list-style-type: none"> 1. Assess students DRA in fall, winter and spring. 2. Identify students' levels and record growth. 3. Monitor students' growth through RTI meetings and sharing strategies. 4. Share data and collaborate to support student growth. 5. Establish a curriculum review which will tie to the budget priorities. <p>Students will increase their DRA scores by 4 levels and/or reach - exceed benchmark during a one year school year.</p>

Impact Benchmarks (Year 1)			
Action	Responsibility	Supports/Resources	Timeline
Peer classroom observations (in-house & District-wide)	Administration Teachers	*Schedule room coverage *Contact District Building Principals (schedule District school observations) *Identify needed materials & supplies for planning school budget	Ongoing
Grade-alike discussions - instruction methods & student progress	Administration Teachers	*PD half-days *Monthly RTI Meetings *Bi-monthly grade team meetings with administration *Monthly faculty meetings *Identify needed materials & supplies for planning school budget	Ongoing
RTI Daily Scheduled Times	Administration Teachers	* Develop school-wide scheduled RTI time (30 minutes per day)	August 2017
RTI Team Meetings	Administration Teachers	*Schedule monthly RTI Team meetings and designate Team Members - share schedule	Ongoing
Bi-Monthly Grade-alike meetings	Administration Teachers	*Administration facilitate RTI meetings *Analyze DRA, AIMSWEB data and data for informal and formal assessments, & use data to inform instruction.	Ongoing

Weekly Child Study Team (CST) meetings	Special-Ed Team (Naquag)	*Schedule, share and facilitate with educators	On-going
Staff survey to gather ideas, suggestions and effectiveness of effective teaching strategies.	Administration Central Office	*Surveys to gauge interventions and strategies.	January 2017 May 2018

Goal Assessment and Next Steps

Teachers will continue to collect and analyze student data to provide needed support, implement strategies and interventions plus plan instruction.

BUDGET REQUEST:

\$4,000 - Classroom libraries - additional books @ \$250 per classroom (16 classrooms x \$250).

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School Improvement Plan Goal			
Goal Number:	#4	Goal Title:	Naquag Staff will plan and facilitate instruction and strategies to support students' social, emotional and health needs.

Goal Details and Performance Indicators	
Final Outcomes (S.M.A.R.T. Goal(s)) and Progress	<p>If Naquag educators support effective researched-based practices that promote a healthy school climate, builds an understanding of social, emotional and physical health as factors affecting learning, and works collaboratively with families and community services, then Naquag students will be able to utilize their knowledge and skills to maximize their learning potential.</p> <p>Social/emotional and health curriculum that will be measured by bi-yearly surveys including teachers and students. Instructional practices will be reflected and discussed, including consistent support, planning and professional development.</p>
Interim Outcomes and Progress	<p>Students will be supported through strategies and instruction to support social, emotional and health needs.</p> <ol style="list-style-type: none"> 1. Implement LOOP, Second Step, PBIS and DBT strategies during daily instruction. 2. Research and investigate additional PBIS strategies. 3. Collect data & monitor growth on student social, emotional and health needs. 4. Share and collaborate new strategies. <p>Students will be instructed through PBIS, LOOP, DBT, Second Step, Mindfulness plus other strategies to provide support for students' social, emotional and health needs.</p>

Impact Benchmarks (Year 1)

Action	Responsibility	Supports/Resources	Timeline
PBIS (Positive Behavior Incentives and Supports)	Administration Teachers	<ul style="list-style-type: none"> *Monthly meetings including assemblies and school store * Implement PBIS curriculum *Identify needed materials & supplies for school budget *Bi-yearly surveys for teachers and students to gauge instruction. *Research and investigate additional PBIS instructional materials and strategies 	Ongoing
Second Step	Teachers	<ul style="list-style-type: none"> *Implement weekly social, emotional curriculum (classroom teacher) *Collaborate with Sp/L to review whole body listening techniques. *Identify needed materials & supplies for planning school budget *Research and investigate additional social interactions (including anti-bullying) instructional materials and strategies 	Ongoing
Naquag LOOP Pledge	Administration Teachers	<ul style="list-style-type: none"> *Daily LOOP pledge *Display Vision & Mission Statement (Naquag) 	Ongoing
DBT	School Psychologist Teachers (6) that	*Guided by Naquag School Psychologist	Ongoing

	attended DBT training '16-'17		
Mindfulness	Administration Teachers	*Classroom implementation including books & visual props *PD half-days *Bi-monthly grade team meetings with administration *PD for staff - teachers modeling in classroom *Monthly faculty meetings *Identify needed materials & supplies for school budget *Bi-yearly surveys for teachers and students to gauge instruction.	Ongoing
Social Skills Group	School Psychologist Teachers	*Small student groups referred by classroom teacher *Whole class lessons (all students)	Ongoing
PBIS Assemblies	Administration Teachers School Psychologist	*Teachers to share age appropriate read-a-like book (Powerpoint) *Teacher follow-up to assembly book *Share PBIS books and discussions with parents/guardians *Bi-yearly surveys for teachers and students to gauge instruction. *Identify needed materials & supplies for school budget	Ongoing
Mindfulness	School Psychologist	*Share Mindfulness techniques and strategies with parents & PTO. *Collaborate and coordinate with others	Ongoing

		*Identify needed materials & supplies for school budget	
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Goal Assessment and Next Steps
<p>Naquag students and staff will facilitate and participate in a school-wide focus and environment to promote social, emotional and health needs of students. This philosophy will continue year to year, to encourage a well-being supported student.</p> <p>BUDGET REQUESTS: \$2,000 PD & Support for staff and students for social, emotional and health needs (Mindfulness, etc.) \$1,600 Classroom books and intervention supports for social, emotional and health needs. (\$100 per classroom x 16 classrooms)</p>