



# Somers Elementary School School Improvement Plan 2019-2020

## **Vision:**

The Somers Public Schools strives to be an exceptional and innovative educational community.

## **Mission:**

The mission of the Somers Public Schools is to prepare each student to contribute and succeed in an ever-changing global society

<b>Strategic Plan Goal #1:</b> Student Achievement		<b>Focus Area of Improvement:</b> Language Arts		
<b>Goal:</b> Increase students reading comprehension, decoding and fluency				
<b>Metric:</b> NWEA MAP Testing (Gr. 1-5), F & P BAS (Grades K-5), SBAC Testing (Grades 3-5), Phonological Screening & Letter Sound ID (K)				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Implementation of F & P Interactive Read Aloud Grades K-5	Classroom Teachers in Grades K-5	Interactive Read Aloud Books & Teacher Lesson Plan Cards	Sept. 2019- June 2020 (on-going)	Enhance students development as a reader, writer and language user ( <a href="http://www.heinemann.com">www.heinemann.com</a> )
Implementation of F & P “Reading Mini-lessons”	Classroom Teachers in Grades K-5	Reading Mini-lesson teacher scope and sequence manual	February 2020 (on-going)	Implementation of short concise inquiry-based lessons with explicit concepts that students apply to their own independent reading. These lessons grow from the IRL and are linked to independent reading. ( <a href="http://www.heinemann.com">www.heinemann.com</a> )

<b>Strategic Plan Goal #1:</b> Student Achievement		<b>Focus Area of Improvement:</b> Math		
<b>Goal:</b> Select an elementary mathematics program for future implementation.				
<b>Metric:</b> Feedback from grade level teams/team leaders on the three pilot programs.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Implementing Pilot Math Materials	Grade level teachers (K-5)	Pilot materials from three programs: enVision2020 Bridges in Mathematics Investigations	2019-2020 school year	To determine which program best meets the academic and instructional needs of students and staff.

<b>Strategic Plan Goal #2:</b> Professional Learning		<b>Focus Area of Improvement:</b> Language Arts		
<b>Goal:</b> Provide teachers with professional tools, learning and feedback to effectively implement Interactive Read Aloud and Reading Mini-Lessons as integral parts of the reading workshop instructional model.				
<b>Metric:</b> Effective application of the newly acquired skills and materials. As evidenced by teacher lesson plans and observation.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
F & P Interactive Read Aloud Professional Development	<u>Presenter:</u> Terry Beeler <u>Attending PD:</u> All classroom and special education teachers in grades K-5.	Interactive Read Aloud Materials for teachers attending PD session.	August 2019	Provide teachers with professional tools and learning to effectively implement Interactive Read Aloud as an integral part of the reading workshop instructional model.
F & P Reading Mini-lesson Professional Development	<u>Presenter:</u> Terry Beeler <u>Attending PD:</u> All classroom and special education teachers in grades K-5.	Reading Mini-lesson teacher scope and sequence manual	February 2020	Provide teachers with professional tools and learning to effectively implement Reading Mini-lessons as an integral part of the reading workshop instructional model.

<b>Strategic Plan Goal #2:</b> Professional Learning		<b>Focus Area of Improvement:</b> Math		
<b>Goal:</b> Select an elementary mathematics program for future implementation.				
<b>Metric:</b> Feedback from grade level teams/team leaders on the three pilot programs.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Math Program Professional Development	Dr. Irene Zytka (Curr. Director) Dina Senecal (principal) Karen Jones (Math intervention teacher)	Substitutes for teachers	Various times during the 2019-2020 school year	To determine which program best feeds the academic and instructional needs of students and staff. Representative from each program will facilitate in house PD for teachers to answer they questions and clarify information as needed.

<b>Strategic Plan Goal #3:</b> Accountability		<b>Focus Area of Improvement:</b> Math		
<b>Goal:</b> Select an elementary mathematics program for future implementation.				
<b>Metric:</b> Feedback from grade level teams/team leaders on the three pilot programs.				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Checking in with grade level teams about the implementation of Math Pilot Programs	Dr. Irene Zytka (Curr. Director) Dina Senecal (principal) Karen Jones (Math intervention teacher)	N/A	2019-2020 School year During after school curriculum meetings & grade level collaboration meetings	To determine which program best feeds the academic and instructional needs of students and staff.
Utilize "set" criteria to evaluate each of the programs piloted.	Grade level teams	Universal evaluation questions/rating scales	2019-2020 School year During grade level collaboration meetings	To determine which program best feeds the academic and instructional needs of students and staff.

<b>Strategic Plan Goal #3:</b> Accountability		<b>Focus Area of Improvement:</b> Language Arts		
<b>Goal:</b> To support the teachers understanding and implantation of effective reading instructional practices and assessment.				
<b>Metric:</b> Somers Teacher Evaluation System				
Action Plan to Accomplish Goal				
Strategies	Staff Responsible	Resources Needed	Timeline	Intended Outcomes
Classroom observation of Interactive Read Aloud & Reading Mini-Lessons	Dina Senecal (Principal) Melissa Mucci (Asst. Principal)  K-5 Classroom Teachers (being observed by admin.)	IRL & reading mini-lesson lesson plans provided by classroom teachers.	On-going through out the 2019-2020 school year & beyond	To ensure IRL & reading-mini lessons are implemented accurately and with fidelity.  Provide teachers with feedback to enhance their instruction and ensure active student engagement.
Push in support  Observation of teaching/assessing  1:1 consultation Grade-level consultation	Sarah Martin (Reading Consultant)	Learning Continuum  F&P BAS assessment  IRL & Reading mini-lesson materials  Dependent upon need	On-going through out the 2019-2020 school year & beyond	Provide teachers with feedback and materials as needed to enhance their instruction and ensure active student engagement.  Analyze assessment data and assessment teacher protocols to ensure fidelity and accuracy.  Provide feedback/materials to support targeted areas of student need.





## Goal 1: Student Achievement

Develop and implement instructional, digital, and assessment systems that support high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Assess learning environments and current practices, and prioritize Somers Student Success Skills for the purpose of sequencing the work to be done.
- B. Build a common understanding of the selected skills.
- C. Create Somers Student Success Skills rubrics for grades 5, 8, & 12.
- D. Continue curriculum development and vertical articulation for all content areas.
- E. Develop K-12 interdisciplinary information literacy curriculum and programming.
- F. Continually assess, update, and implement the five-year technology replacement plan.
- G. Utilize instructional coaches to support the effective use of technology/media in instruction and provide embedded professional development to teachers.
- H. Develop and implement STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.
- I. Assess the current practices and philosophy of homework, assessment, personalized learning, mastery learning, and the purpose of grades.



## Goal 2: Professional Learning

Develop and implement meaningful and personalized professional development programming that support best practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Develop staff understanding of Somers Student Success Skills.
- B. Conduct an analysis to determine which skills and capacities are required to support the staff's implementation of Student Achievement Goals.
- C. Identify gaps in current teacher knowledge and practice at each grade and content level, and create a professional learning plan to address the identified gaps.
- D. Implement professional development for each of the identified gaps tailored to needs across the district.
- E. Provide personalized professional development opportunities to support curriculum development.
- F. Provide professional development opportunities to support the development and implementation of STEM courses at Somers Elementary School, Mabelle B. Avery, and Somers High School.
- G. Utilize instructional coaches to provide embedded professional development opportunities.
- H. Institute an *Instructional Think Tank* to develop district philosophy of assessment and practices that allows students to demonstrate mastery more authentically.
- I.



## Goal 3: Accountability

Develop and implement goal setting and accountability systems that support best instructional practices, high student achievement, preparation for post-secondary school life, and the Somers Student Success Skills.

- A. Revise the teacher and administrator evaluation systems to assure that high leverage student skills are embedded in goal setting and observations.
- B. Develop and implement administrator professional development for teacher evaluation utilizing a calibrated protocol with a targeted emphasis on instructional practices.
- C. Develop alternative means to gather evidence of teacher practice and student achievement.
- D. Develop and implement professional development regarding the teacher evaluation process (and its connection to professional development and high leverage skills).
- E. Develop a capstone project for the transition years of 5<sup>th</sup>, 8<sup>th</sup>, and 12<sup>th</sup>-grade students.



