

Marblehead Public Schools
Glover School Improvement Plan—2019-2020

Core Value: Student Achievement				
Strategic Goal: Curriculum, Instruction, Educator Growth				
Goal 1: Curriculum/Instruction: Science ELA/Science (Curriculum Alignment)				
Data Sources: Science Assessments, review of curriculum products, teacher feedback				
Objectives	Strategies/Activities	Outcomes	Key Personnel	Timeline
<p>Science Alignment</p> <p>Continue to align curriculum to the 2016 Science Curriculum Frameworks, focusing on mapping, units and instructional resources</p> <p>Evaluate FOSS kits Grades 1-3</p> <p>Develop experiments and projects for K</p> <p>Create maps for ELA to Science</p>	<ol style="list-style-type: none"> 1. Continue curriculum development through K-5 Science Study Group; pilot science resources in classroom 2. Provide PD time to develop science units and instructional strategies 3. Create schedule to rollout the two new FOSS units. 4. Create schedule for professional development for FOSS kits 5. Purchase remaining FOSS kits 2019-2020 	<ol style="list-style-type: none"> 1. Study Group Participation 2. Continue mapping and implementing new standards 3. Grade Level Professional Development 4. Targeted addition of concepts as needed to address deficit skills 5. Integration of writing projects with science modules 6. Finalize plans for evaluating and rolling out the remaining kits 	<ul style="list-style-type: none"> • Teachers • Principal • Assistant Superintendent 	2019-2020

Core Value: Student Achievement**Strategic Goal: Curriculum, Instruction, Educator Growth****Goal 1: Curriculum/Instruction:** Math (Guided Math/Mapping). ELA/Science (Curriculum Alignment)**Data Sources:** MCAS scores, Needs Assessment with curriculum priorities, review of curriculum products, teacher feedback

Objectives	Strategies/Activities	Outcomes	Key Personnel	Timeline
Math Alignment	Continue to implement K-3 math curriculum maps; review/revise as needed based on the 2017 Math Frameworks revisions.	<ol style="list-style-type: none"> 1. Study Group Participation 2. Grade Level Professional Development 	<ul style="list-style-type: none"> • Teachers • Principal • Math Tutors 	2019-2020
	Math differentiation continues	<ol style="list-style-type: none"> 1. Targeted addition of concepts as needed to address deficit skills 2. Use of K-3 Math Exemplars 3. Performance tasks 4. Review of student work 	<ul style="list-style-type: none"> • Teachers • Principal • Math Tutors 	2019-2020
ELA Alignment	Review/revise K-2 ELA curriculum maps; phase-in common writing assessments across trimester; revise maps as needed based on the 2017 ELA Frameworks revisions.	<ol style="list-style-type: none"> 1. Review/revise K-2 ELA curriculum maps 2. Phase-in common writing assessments across trimesters 3. Explore Teachers College writing units for K-2 (Narrative, Opinion, Informational) 	<ul style="list-style-type: none"> • Teachers • Principal 	2019-2020

		<ol style="list-style-type: none"> 4. Revise maps as needed based on the 2017 ELA Frameworks revisions 5. Study Group Participation 6. Grade Level Professional Development 7. Targeted addition of concepts as needed to address deficit skills 		2019-2020
Create proficiency in keyboarding	<ol style="list-style-type: none"> 1. Continue to use learn to type with 3rd grade 	<ol style="list-style-type: none"> 1. Keyboard proficiency for 3rd grade 2. Basic keyboarding skills 	<ul style="list-style-type: none"> • Teachers • Principals • Tech support 	2019-2020

Core Value: Student Achievement				
Strategic Goal: Instruction, Educator Growth				
Goal 2: Assessment/Progress Monitoring				
Data Sources: MCAS Scores, AIMSweb, Galileo Benchmarks, GO Math Assessments				
Objectives	Strategies/Activities	Outcomes	Key Personnel	Timeline
<p>ELA/Mathematics: MCAS Review</p> <p>Review and analyze MCAS data to support accountability measures.</p>	<ol style="list-style-type: none"> 1. Analysis of effectiveness of current program 2. Review student instruction due to MCAS Item Analysis 	<ol style="list-style-type: none"> 1. Increase in number of students performing at the Exceeding Expectations Level (Advanced) 2. Student Test-Taking Strategies 	<ul style="list-style-type: none"> • Teachers • Principal • Tutors 	2019-2020
<p>Progress Monitoring/ Differentiated Instruction</p> <p>Incorporate multiple assessments to support progress monitoring and differentiated instruction.</p>	<ol style="list-style-type: none"> 1. Continue to build capacity for differentiated instruction/ workshop model (ELA/Math) 2. Continue to implement assessment continuum (K-3) to support progress monitoring, interventions and data-informed decision making. 	<ol style="list-style-type: none"> 1. Increase student assessment scores at the Meeting Expectations Level (Proficiency) 2. In depth analysis of previous MCAS scores to identify strands that require deeper instruction 3. Effective and Targeted Intervention Techniques 	<ul style="list-style-type: none"> • Teachers • Principal • Tutors 	2019-2020

Core Value: School Culture				
Strategic Goal: School Climate and Culture				
Goal 3: School Climate and Culture				
Data Sources: Teacher and Parent feedback, SWIS Data (School Wide Information System); Principal/Teacher Observations; School Discipline Data				
Objectives	Strategies/Activities	Outcomes	Key Personnel	Timeline
<p>PBIS</p> <p>Continuation of the Positive Behavioral Interventions and Supports (PBIS) framework to define, teach, and support appropriate student behaviors</p>	<ol style="list-style-type: none"> 1. SWIS Data Collection and Analysis 2. Lunch/Recess Monitoring 3. Student Expectations Posted in Schools 4. Targeted Tier 2 interventions, (including utilizing the Check In/Check Out) 5. Environmental Inventory Survey for each school area to assess adherence to PBIS protocols 6. Continue implementation of Second Step 	<ol style="list-style-type: none"> 1. SWIS Data Meetings 2. Fewer student referrals during less structured times (playground and cafeteria) 3. Clearly posted Student expectations 4. Environmental Inventory Data 5. Tier 2 Tracking Data 	<ul style="list-style-type: none"> • PBIS coaches • School Psychologist • Principals • Assistant Superintendent 	2019-2020
<p>Implement strategies to support Social-Emotional Student Needs</p>	<ol style="list-style-type: none"> 1. PD/Teacher Workshops 2. Consistent teaching of the Second Step Curriculum; Social Emotional screening tools (Review AIMSweb social/emotional screening option) 3. Training on Second Step SEL modules and Bullying Prevention units. 	<ol style="list-style-type: none"> 1. PD Day on Social emotional and Trauma School issues 2. Second Step observations and student work 	<ul style="list-style-type: none"> • Teachers • Principals • School Counselor • School Psychologist • Nurse 	2019-2020

	4. Pilot: Second Step “Child Protection Unit” focused on forms of child mistreatment, including physical, sexual, neglect.		<ul style="list-style-type: none"> • Teachers • Principals • School Counselor • School Psychologist • Nurse 	2019-2020
Service Learning	<ol style="list-style-type: none"> 1. Continue the implementation of Service Learning K-3 2. Define and implement a service learning project for each grade. 	<ol style="list-style-type: none"> 1. Increase social development of students through Service Learning projects that enhance philanthropic projects. 2. Improve personal narrative writing skills. 	<ul style="list-style-type: none"> • Teachers • Principals 	2019-2020

Core Value: School Culture				
Strategic Goal: Educator Growth, School Climate and Culture				
Goal 4: School Safety				
Data Sources: SWIS reports, school referral forms, teacher discussions, School Discipline Data, Principal/Teacher Anecdotal Observations, Behavior Logs, SWIS Data, Minutes/Agendas from School Safety Team and Student Crisis Team.				
Objectives	Strategies/Activities	Outcomes	Key Personnel	Timeline
School Safety Team Continue responsibilities of the School Safety Team.	Monthly Meetings or as needed	<ol style="list-style-type: none"> 1. School Safety review/revisions 2. Clear understanding of staff roles and responsibilities. 	<ul style="list-style-type: none"> • Teacher representative each grade and specialty • Principal • School psychologist 	2019-2020 → Ongoing
Safety Procedures Continue to implement school safety procedures and protocols.	Drills Fire Drills and enhanced lockdown drills	<ol style="list-style-type: none"> 1. Hold 4 fire drills 2. Hold bus evacuation drills 3. Hold ALICE Lockdown drills 4. School Safety Review revisions 5. Clear Understanding of staff roles and responsibilities. 	<ul style="list-style-type: none"> • Teachers • Principal • School Counselor Nurse 	2019-2020

<p>Replace traditional lockdown protocol with ALICE protocol</p> <p>Develop framework and implementation plan for ALICE Training Program</p>	<ol style="list-style-type: none"> 1. Implement district ALICE protocols 2. Develop student practice drills 3. Buildings to implement training and practice drills 	<ol style="list-style-type: none"> 1. ALICE will replace traditional lockdown and evacuation drills over the course of the school year 2. Teachers and students will be trained and practice ALICE drills 	<ul style="list-style-type: none"> • Superintendent • Assistant Superintendent • Principals • Emergency Services • Teachers 	<p>2019-2020</p>
<p>Develop Crisis Protocols</p>	<ol style="list-style-type: none"> 1. School psychologists, guidance counselors develop a comprehensive set of crisis protocols to deal with events such as: death of a student, death of a parent, death of a teacher. 2. Develop protocols for dealing with catastrophic events such as a school shooting. 	<ol style="list-style-type: none"> 1. In the event of a crisis, the protocols will be used to address issue 2. The protocol will be used across the schools for siblings 	<ul style="list-style-type: none"> • Principals • School Psychologists • Guidance Counselors • Superintendent 	<p>2019-2020</p>