

## **Paxton Center School - School Improvement Plan (SIP)**

**2016-2019** --- Last updated 11/22/16

1. 100% implementation K-8 of a writing program to effectively teach the Massachusetts College and Career Readiness Standards for Writing by June 2019. 100% of K-8 students will improve in their ability to write based on standardized testing and school based common assessments.
2. 100% of building educators will participate in building based professional development on “Intentionality of Practice” as defined in The Highly Effective Teacher by Jeff Marshall. 100% of building educators are able to demonstrate at least a proficient level (level 3 out of 5) in each of the TIPS indicators based upon both teacher needs assessment data and administration observations. By June 2017 Student Centered Instruction, By June 2018 Challenging Rigorous Learning Environment, By June 2019 Providing Challenging Differentiated Learning Environment.
3. 100% of building educators will use common protocols to collaboratively and systematically look at student work to develop grade level action plans to improve teaching and learning. By 2019, 70% of the grade 4 students will demonstrate Proficient/Advanced on ELA and Math MCAS. By 2019, 90% of the grade 8 students will demonstrate Proficient/Advanced on ELA MCAS and 70% on Math MCAS. By 2019 80% of students in grades 1, 2, 3, 5 will meet or exceed grade level benchmarks as determined by the DRA (Developmental Reading Assessment)
4. 100% of students will have 6-10 lessons from the MARC curriculum for bullying prevention. experience marc baseline year 1 of bullying reports, discipline issues. Students will develop stronger skills in the following areas: social awareness, self-awareness, relationship skills, decision making and self management based on grade specific themes.
5. As a result of full adoption of new science standards, after three years students in grade 5 will improve MCAS science percentage of Proficient and Advanced from an average of 75% to 80%; students in grade 8 will improve from 69% to 74%

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Goal Description			
<b>Goal Number:</b>	1	<b>Goal Title:</b>	Develop a consistently implemented and vertically aligned K-8 writing curriculum.
<b>Rationale for Goal:</b>	In order to provide every student in K-8 equitable opportunity for consistent and effective instruction in written language skills, we need a common program of instruction, imbedded assessments and common expectations across the curriculum.		

Goal Details and Performance Indicators	
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	Domain 2: Aligned Curriculum: Develop a consistently implemented and vertically aligned Pre K-12 Curriculum.
<b>Strategic Initiative(s)</b>	<ol style="list-style-type: none"> <li>1. Develop a dynamic and clearly articulated PK-12 curriculum with a focus on vertical alignment               <ol style="list-style-type: none"> <li>a. Unpack district priority standards with instructional staff to define grade level expectations</li> <li>b. Monitor curriculum implementation to ensure consistency across and between grade levels</li> </ol> </li> <li>2. Use common assessments within schools and across schools to measure progress toward grade level expectations</li> <li>3. Establish a curriculum review cycle which will tie to the budget priorities</li> </ol>
<b>Final Outcomes [S.M.A.R.T. Goal(s)]</b>	<ol style="list-style-type: none"> <li>1. 100% implementation K-8 of a writing program to effectively teach the Massachusetts College and Career Readiness Standards for Writing by June 2019.</li> <li>2. 100% of K-8 students will improve in their ability to write based on standardized testing</li> </ol>

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	and school based common assessments.
<b>Interim Outcomes</b>	2016-2017 - review writing program options, plan for pilot, plan for professional development 2017-2018 - expand pilot and professional development 2018-2019 - whole school implementation, calibration of instruction/expectations

<b>Implementation Benchmarks (Years 1-3)</b>		
<b>Action</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
2016-2017: <ul style="list-style-type: none"> <li>● form a committee of teachers interested in examining writing program options</li> <li>● work with ELA curriculum director to review writing programs being used within and outside the District</li> <li>● plan and budget for purchase of a new writing program</li> <li>● possible pilot a writing program in a few classrooms</li> <li>● evaluate student writing in pilot and non-pilot classrooms</li> <li>● identify/implement professional development opportunities</li> </ul>	Purchase writing program to pilot Professional Development time	2016-2017
2017-2018: <ul style="list-style-type: none"> <li>● expand pilot to 1-2 classrooms per grade span (K-2, 3-5, 6-8)</li> <li>● strategically plan and implement comprehensive professional development for all teachers</li> </ul>	Purchase additional classroom resources. Professional Development time	2017-2018
2018-2019 <ul style="list-style-type: none"> <li>● expand pilot to include every K-8 ELA classroom and content areas</li> <li>● implement professional development through examination of student writing and calibration of teacher expectations.</li> </ul>	Purchase additional classroom resources. Professional Development time	2018-2109

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Goal Description			
<b>Goal Number:</b>	2	<b>Goal Title:</b>	Improving Effectiveness of Teaching Practices
<b>Rationale for Goal:</b>	Based on results from State assessments and discussions and reflections of instructional practices implemented in the school, additional focus is required to improve effective teaching practices.		

Goal Details and Performance Indicators	
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	Domain 3 Effective Instruction: Implement evidence-based, high-quality instructional practices focused on critical thinking, creativity, and collaboration.
<b>Strategic Initiative(s)</b>	<ol style="list-style-type: none"> <li>1. Instructional staff engage in ongoing, focused discussion and collaborative reflection on the effectiveness of instructional practices               <ol style="list-style-type: none"> <li>a. Identify effective instruction based upon data trends/ priority learning standards</li> </ol> </li> <li>2. Instructional staff differentiate core instruction and assessment to meet the diverse needs of all learners</li> <li>3. Define and support effective differentiation</li> </ol>
<b>Final Outcomes [S.M.A.R.T. Goal(s)]</b>	<ol style="list-style-type: none"> <li>1. 100% of building educators will participate in building based professional development on “Intentionality of Practice” as defined in <u>The Highly Effective Teacher</u> by Jeff Marshall.</li> <li>2. 100% of building educators are able to demonstrate at least a proficient level (level 3 out of 5) in each of the TIPs indicators based upon both teacher needs assessment data and administration observations.</li> </ol>
<b>Interim Outcomes</b>	2016-2017 - Increased evidence of students as active learners (engaged during a significant

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	<p>portion of the lesson) in ways that support building conceptual understanding.</p> <p>2017-2018 - Increased evidence of student persistence, perseverance and/or self-monitoring.</p> <p>2018-2019 - Increased evidence of students being appropriately challenged and supported to meet high expectations for all.</p>
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<b>Implementation Benchmarks (Years 1-3)</b>		
<b>Action</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
<p>2016-2017: Student Centered Instruction</p> <ul style="list-style-type: none"> <li>● Initial Needs Assessment taken by teaching staff</li> <li>● School leadership team (SIT) reviews instructional materials for student centered strategies to identify effective instructional practices.</li> <li>● Professional staff discussions, review of effective practices, sharing, reflection led by School Improvement Team (SIT).</li> <li>● Piloting specific student centered strategies, discussion of results by different grade level/content area teachers</li> <li>● Further professional development, such as peer observations and video demonstrations.</li> <li>● Follow-up staff feedback and self reflection</li> </ul>	<p>TIPS (Teacher Intentionality of Practice Scale)</p> <p>Time for planning and implementation: SIT (School Improvement Team)</p> <p>Professional Development time</p>	<p>2016-2017</p>
<p>2017-2018: Challenging Rigorous Learning Experiences</p> <ul style="list-style-type: none"> <li>● School leadership team (SIT) reviews instructional materials for challenging rigorous learning experiences strategies to identify effective instructional practices.</li> <li>● Professional staff discussions, review of effective practices, sharing, reflection led by School Improvement Team (SIT).</li> <li>● Piloting specific challenging rigorous learning experiences strategies, discussion of results by different grade level/content area teachers</li> <li>● Further professional development, such as peer observations and video demonstrations.</li> <li>● Follow-up staff feedback and self reflection</li> </ul>	<p>TIPS (Teacher Intentionality of Practice Scale)</p> <p>Time for planning and implementation: SIT (School Improvement Team)</p> <p>Professional Development time</p>	<p>2017-2018</p>

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<p>2018-2019: Providing challenging differentiated learning experiences</p> <ul style="list-style-type: none"> <li>● School leadership team (SIT) reviews instructional materials for challenging differentiated learning experiences strategies to identify effective instructional practices.</li> <li>● Professional staff discussions, review of effective practices, sharing, reflection led by School Improvement Team (SIT).</li> <li>● Piloting specific challenging differentiated learning experiences strategies, discussion of results by different grade level/content area teachers</li> <li>● Further professional development, such as peer observations and video demonstrations.</li> <li>● Follow-up staff feedback and self reflection</li> </ul>	<p>TIPS (Teacher Intentionality of Practice Scale)  Time for planning and implementation: SIT (School Improvement Team)  Professional Development time</p>	<p>2018-2019</p>

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<b>Goal Description</b>			
<b>Goal Number:</b>	3	<b>Goal Title:</b>	Collecting, analyzing, and reporting student achievement data as collaborative inquiry teams
<b>Rationale for Goal:</b>	<p>The 8 year average for PCS MCAS Proficient/Advance in ELA for grade 4 is 67% [WRSD 73%] and grade 8 is 90% [WRSD 91%]; for Math in grade 4 it is 63% [WRSD 66%] and in grade 8 it is 69% [69%].  To improve teaching and learning by collaborating to systematically measure, analyze, and act upon student learning data. To guide teachers in discovering what students and how they are thinking.</p>		

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Goal Details and Performance Indicators	
<b>Strategic Plan Alignment</b> [Domain & Strategic Objective]	Domain 3 Effective Instruction: Systematically measure, analyze, and act upon student learning data.
<b>Strategic Initiative(s)</b>	<ol style="list-style-type: none"> <li>1. Staff will be trained to examine and evaluate student work to plan and adjust instruction, and evaluate student learning</li> <li>2. Staff will examine student data to evaluate and monitor student learning and evaluate instructional practices.</li> </ol>
<b>Final Outcomes</b> [S.M.A.R.T. Goal(s)]	<ol style="list-style-type: none"> <li>1. 100% of building educators will use common protocols to collaboratively and systematically look at student work to develop grade level action plans to improve teaching and learning.</li> <li>2. By 2019, 70% of the grade 4 students will demonstrate Proficient/Advanced on ELA and Math MCAS.</li> <li>3. By 2019, 90% of the grade 8 students will demonstrate Proficient/Advanced on ELA MCAS and 70% on Math MCAS.</li> <li>4. By 2019 80% of students in grades 1, 2, 3, 5 will meet or exceed grade level benchmarks as determined by the DRA (Developmental Reading Assessment)</li> </ol>
<b>Interim Outcomes</b>	2016-2017 Train teachers, 3-8 on how to analyze grade level MCAS data. Develop Grade Level Action plans and individual action plans for Watch List students.

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
2016-2019 <ul style="list-style-type: none"> <li>● Grade level teams will complete an MCAS focused review of ELA and Math to identify strands/topics areas of weakness for each grade level as a whole.</li> <li>● Grade level teams will develop grade specific action plans</li> </ul>	Protocols Schedule for staff meetings CI meeting time Professional Development Time	

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<p>for ELA and Math to improve patterns of student demonstrated weaknesses. Action plans will be shared vertically.</p> <ul style="list-style-type: none"> <li>• Grade level teams will develop student ‘watch list’ action plans for ELA and Math. Student action plans shared with all teaching and specialist that work with each student. Intervention will be implemented via RTI.</li> <li>• Following a protocol, grade level teams will analyze on demand student writing prompts and focus on callibration of effective student feedback.</li> <li>• Using RTI structure, teachers will progress monitor student reading growth and develop intervention plans for students not meeting grade level expectations in reading.</li> </ul>		

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<b>Goal Description</b>			
<b>Goal Number:</b>	4	<b>Goal Title:</b>	Social Emotional Learning - Focus on social awareness, self-awareness, relationship skills, responsible decision making and self-management
<b>Rationale for Goal:</b>	A shared vision K-8 for supporting development of students’ social emotional learning will improve achievement and develop more well rounded citizens.		

<b>Goal Details and Performance Indicators</b>
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<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	Domain 5: Students' Social, Emotional and Health Needs
<b>Strategic Initiative(s)</b>	5A Build an understanding of social, emotional and physical health as factors affecting learning.
<b>Final Outcomes [S.M.A.R.T. Goal(s)]</b>	100% of students will have 6-10 lessons from the MARC curriculum for bullying prevention. experience marc baseline year 1 of bullying reports, discipline issues. Students will develop stronger skills in the following areas: social awareness, self-awareness, relationship skills, decision making and self management.
<b>Interim Outcomes</b>	

<b>Implementation Benchmarks (Years 1-3)</b>		
<b>Action</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
2016-2017 <ul style="list-style-type: none"> <li>● Initial implementation of MARC (Massachusetts Agression Reduction Council) curriculum K-8 for Bullying Prevention</li> <li>● Assess effectiveness of MARC curriculum,</li> <li>● Plan and implement grade specific instructional strategies that use our Responsible, Respectful, Reliable Community of Learners launch from SY15. Common language and expectations in the areas of preparation/organization, interpersonal relationships and decision making.</li> <li>● Research, identify and plan for implementation of the following themes through content area instruction. Grades K-2: Building Communities Grades 3 &amp; 6: Responsible: Becoming Successful Students Grades 4 &amp; 7: Respectful: Building</li> </ul>	Read aloud books to support MARC Additional lesson support for 6-8 MARC Professional Development Time	2016 - 2017

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Positive Relationships with Others Grades 5 & 8: Reliable: Making Healthy Choices <ul style="list-style-type: none"> <li>Middle School Counselor implements units of study in three themes</li> </ul>		
2017-2018/ 2018-2019 <ul style="list-style-type: none"> <li>Make adjustments as needed to use the MARC curriculum K-8 annually</li> <li>Review effectiveness of 3 R's, make adjustments to instructional plans for following year.</li> </ul>		2017-2019
2015-2017 <ul style="list-style-type: none"> <li>Revise student surveys for grades 5-8 to ensure focus on SEL, conduct survey, review as a staff</li> </ul>		

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Goal Description			
<b>Goal Number:</b>	5	<b>Goal Title:</b>	Implementing Science Standards
<b>Rationale for Goal:</b>	The Massachusetts versions of the Next Generation Science and Technology Standards are new to many teachers, implementing them with integrity is a challenge to teachers.		

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<b>Goal Details and Performance Indicators</b>	
<b>Strategic Plan Alignment</b> [Domain & Strategic Objective]	Domain 2: Aligned Curriculum: Develop a consistently implemented and vertically aligned Pre K-12 Curriculum.
<b>Strategic Initiative(s)</b>	4. Develop a dynamic and clearly articulated PK-12 curriculum with a focus on vertical alignment <ul style="list-style-type: none"> <li>a. Unpack district priority standards with instructional staff to define grade level expectations</li> <li>b. Monitor curriculum implementation to ensure consistency across grade levels.</li> </ul> 5. Establish a curriculum review cycle which will tie to the budget priorities
<b>Final Outcomes</b> [S.M.A.R.T. Goal(s)]	As a result of full adoption of new science standards, after three years students in grade 5 will improve MCAS science percentage of Proficient and Advanced from an average of 75% to 80%; students in grade 8 will improve from 69% to 74%
<b>Interim Outcomes</b>	Teachers will become familiar with new science and technology standards. Teachers will develop units of study and accompanying assessments.

<b>Implementation Benchmarks (Years 1-3)</b>		
<b>Action</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
Develop a plan for introducing and supporting the use of the new science standards		2016-2017
Identify materials and opportunities needed to support effective science instruction		2017-2018
Develop at least two units of study for science instruction per grade level, increasing by one unit each year until all standards are implemented.		2017-2019

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Goal Description			
<b>Goal Number:</b>		<b>Goal Title:</b>	
<b>Rationale for Goal:</b>			

Goal Details and Performance Indicators	
<b>Strategic Plan Alignment [Domain &amp; Strategic Objective]</b>	
<b>Strategic Initiative(s)</b>	
<b>Final Outcomes [S.M.A.R.T. Goal(s)]</b>	
<b>Interim Outcomes</b>	

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency

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