

ERVING ELEMENTARY SCHOOL

SCHOOL IMPROVEMENT PLAN 2022-2023

Area for Improvement	Curriculum, Planning and Instruction
Goal	To plan, implement and assess an aligned, rigorous and engaging curriculum and to monitor the progress of our students in achieving proficiency.
Expected Outcome	Erving Elementary Students will engage in rigorous, engaging and aligned instruction, authentic and meaningful student assessments and data driven interventions to become proficient readers, writers, scientists and mathematicians.

Approach				Results		
Action Step	Action Step Details	Start Date	Resources	Target Completion Date	Performance Measures	Person(s) Responsible
EES will provide explicit, systematic, and evidence-based instruction at all levels of literacy development, with a focus on phonics and phonemic awareness instruction in K-2	<ul style="list-style-type: none"> Literacy instruction will be differentiated as needed, based on continuous assessment and progress monitoring Literacy instruction will be scaffolded appropriately in order to expose all students to grade-level standards and texts daily Reading instruction will be built upon the fundamental skills of oral language, 	2022-2023 school year	<ul style="list-style-type: none"> <i>Heggerty Phonemic Awareness</i> (PK, K, and Primary) <i>Handwriting Without Tears</i> (K, G1, G2) <i>Fountas and Pinnell Phonics, Spelling and Word Study System</i> (K, G1, G2) <i>Foundations (K-3)</i> Leveled Literacy Intervention Kit (K-6) 	Ongoing	<ul style="list-style-type: none"> Fountas and Pinnell's <i>Benchmark Assessment System</i> (K-G6) Dibels 8 Phonological Awareness Screening Test (PK-G2, Intervention) <i>Concepts of Print</i> Assessment (PK, K) Letter Name & Sound Assessment (K, G1) MCAS (G3-G6) 	<ul style="list-style-type: none"> Reading Specialist Teachers Principal Director of Learning Design

	<p>phonological awareness, concepts of print, phonics, fluency, vocabulary, and background knowledge</p> <ul style="list-style-type: none"> • Writing instruction will occur daily and include handwriting, conventions, and grammar instruction. • Literacy instruction and intervention will be articulated and aligned so all transitions are consistent and cohesive. 					
<p>EES will examine, refine and improve its Student Support and multi-tiered support systems as well as streamline school schedule to allow for consistent academic blocks and intervention support periods.</p>	<ul style="list-style-type: none"> • Create a school schedule to allow for consistent academic blocks and intervention periods that don't take away from tier I instruction. • Ensure a PLC block for teachers in addition to a daily prep period weekly. • Utilize a state-approved universal screener in grades PK-2 to identify students in need of education supports and/or remediation • Continue to develop 	<p>2022-2023 school year</p>	<ul style="list-style-type: none"> • Teacher and team release time for schedule examination • Specials teachers schedules supporting academic block needs • CST planning meeting to create folder of expectations and roll out • WIN (What I need) blocks in classroom schedules • Director of Student Support 	<p>Ongoing</p>	<ul style="list-style-type: none"> • Schedule creation • PLC meeting notes, agendas and outcomes • MTSS data and groupings • Benchmark assessments administered and collected • Child Study Team processes and forms streamlined • PD time • Para PD and training 	<ul style="list-style-type: none"> • Reading Specialist • Math Specialist • Director of Student Support • Teachers • Paraeducators • Principal • Director of Learning Design

	beginning-, mid-, and end-of-year benchmarks to monitor student progress in reading and mathematics <ul style="list-style-type: none"> Continue to streamline and formalize CST referral process and policies for teachers and students. Maximize use of time and personnel through scheduling and collaborative planning Paraeducator PD and training in ELA and mathematics 		input			
EES faculty will continue to improve and maintain alignment with the Massachusetts State Standards in science, social studies and mathematics utilize and deeply grasp aligned and rigorous curriculum materials	<ul style="list-style-type: none"> Continued implementation of aligned Investigation math units Continue with Open Up Resources for grade 6 mathematics Implementation of focused, aligned PD around curriculum mapping and mathematics & reading block structure and components In-house use of ELA & math coaches in Pre-K-2 and 3-6 to 	2022-2023 school year	<ul style="list-style-type: none"> PD- Curriculum mapping and coaching Investigations updated curriculum Teacher technology for planning, mapping and instruction Director of Learning Design Technology software and resources 	Ongoing	<ul style="list-style-type: none"> Aligned Curriculum Maps Implementation of aligned reading units. Completion of book studies and PD Assessments of performance on standards (state, in house, or curriculum based) 	<ul style="list-style-type: none"> Teachers Principal Math Coach Literacy Coaches Director of Learning Design

	provide support, leadership and streamlined PD. <ul style="list-style-type: none"> Grade level UNION wide meetings every other month with Director of Learning Design 					
EES will continue to enhance knowledge of, monitor and implement and Universal Design for Learning (UDL) to ensure the growth enhance equity and access for all our students	<ul style="list-style-type: none"> Provide PD and opportunity for staff to access UDL training and information Create and encourage the involvement of staff in Learning Design team UDL consultants for Union Wide Curriculum and PD Days UDL Walkthroughs UDL funds for environment and technology 	2022-2023 school year	<ul style="list-style-type: none"> Director of Student Support and Director of Learning Design CAST symposiums and retreats UDL consultants ULD reading materials (example: UDL NOW) Book clubs Union 28 PD days 	Ongoing	<ul style="list-style-type: none"> Evidence of student progress documented UDL observations and walkthroughs with evidence of practices Curriculum Days including UDL inspired class offerings Learning Design Team agendas, meetings and goals Teachers requesting UDL training Lesson planning using UDL philosophies 	<ul style="list-style-type: none"> Principal Student Support team Teachers and staff Director of Student Support Superintendent Director of Learning Design Union 28 Learning Design Team
EES will examine and implement the school alignment of the updated Social Studies curriculum standards	<ul style="list-style-type: none"> Teachers will identify and map social studies standards into a vertically aligned documents and sequence 	2022-2023 school year	<ul style="list-style-type: none"> New generation Science Standards Director of Learning Design Technology New library books/resources 	Ongoing	<ul style="list-style-type: none"> Completed map of social studies standards taught at each grade Piloted units of instruction Assessment performance (all 	<ul style="list-style-type: none"> Teachers Principal Director of Learning Design Coaches

	<ul style="list-style-type: none"> Teachers will identify materials needed for units of study Examination of infusing social studies with other ELA and math curriculum 				<p>forms; formal, informal, in house, curriculum or state based)</p> <ul style="list-style-type: none"> PLC union wide notes and agendas of grade levels with Director of Learning Design 	
EES will develop and implement focused, aligned and meaningful PD and staff collaboration time.	<ul style="list-style-type: none"> Teachers will be allotted an additional PLC time 1X per week during the school day PD time planned and allotted every Wednesday for work on school goals Teachers will participate in Union wide PD work around Universal Design Paraeducators will have access to some meaningful PD throughout school year 	2022-2023 school year	<ul style="list-style-type: none"> Updated specials and instructional block schedule Instructional Coaches Planned and focused PD 	Ongoing	<ul style="list-style-type: none"> Exit cards and feedback Improved student performance within formative and summative assessments, student work and teacher observation Teacher achievement of professional practice and student learning goals Teacher feedback on improvement of practice 	<ul style="list-style-type: none"> Teachers Principal Director or Learning Design