

ERVING ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN 2022-2023

Area for Improvement	<b>Curriculum, Planning and Instruction</b>
Goal	<b>To plan, implement and assess an aligned, rigorous and engaging curriculum and to monitor the progress of our students in achieving proficiency.</b>
Expected Outcome	<b>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.</b>

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"> <li>Literacy instruction will be differentiated as needed, based on continuous assessment and progress monitoring</li> <li>Literacy instruction will be scaffolded appropriately in order to expose all students to grade-level standards and texts daily</li> <li>Reading instruction will be built upon the fundamental skills of oral language,</li> </ul>	2022-2023 school year	<ul style="list-style-type: none"> <li><i>Heggerty Phonemic Awareness</i> (PK, K, and Primary)</li> <li><i>Handwriting Without Tears</i> (K, G1, G2)</li> <li><i>Fountas and Pinnell Phonics, Spelling and Word Study System</i> (K, G1, G2)</li> <li><i>Foundations (K-3)</i></li> <li>Leveled Literacy Intervention Kit (K-6)</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>Fountas and Pinnell’s <i>Benchmark Assessment System</i> (K-G6)</li> <li>Dibels 8</li> <li>Phonological Awareness Screening Test (PK-G2, Intervention)</li> <li><i>Concepts of Print Assessment</i> (PK, K)</li> <li>Letter Name &amp; Sound Assessment (K, G1)</li> <li>MCAS (G3-G6)</li> </ul>	<ul style="list-style-type: none"> <li>Reading Specialist</li> <li>Teachers</li> <li>Principal</li> <li>Director of Learning Design</li> </ul>

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

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

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

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