

Elementary Strategic 3-Year Improvement & Professional Development Plan

Updated December, 2017

Math		
2016-2017	2017-2018	2018-2019 (<i>Prospective</i>)
<p>Needs assessment conducted through teacher interviews, classroom observations, data analysis, and principal interviews</p> <p>Budget planning included summer professional development workshops, math teacher leaders, and one elementary math coach</p> <p>Professional development on using <i>Depths of Knowledge</i> to score Math in Focus (MIF) chapter assessments</p> <p>Discussed improvements in Grade 5 - 6 transition with 6-12 curriculum coordinator and principals</p> <p>Math Teacher Leaders summer reading: <i>"What's Math Got To Do With It"</i> by Jo Boaler</p>	<p>Hired a math coach and 18 math teacher leaders forming a <i>District Elementary Math Task Force</i></p> <p>Created grade-level scope and sequences K-5 that are aligned to Massachusetts Mathematics Frameworks</p> <p>Created and administered grade-level benchmark assessments in early October, and grade-level teams analyzed initial data using a data protocol</p> <p>Created and administered some new unit assessments</p> <p>Provided a variety of math professional development, including:</p> <ul style="list-style-type: none"> <input type="checkbox"/> Math in Focus Grade-Level Trainings <input type="checkbox"/> Early Childhood Number Sense <input type="checkbox"/> Special Education Math Trainings <input type="checkbox"/> Supplemental Math Resources to Improve Achievement <p>Provided supplemental math resources to support math instruction in three areas of relative weakness: <i>rounding, fractions, number sense</i></p> <p>Piloted math coaching model</p> <p>Hosted a <i>Math in Focus Parent University Evening</i></p> <p>Purchased <i>TenMarks</i> online supplemental math program, with roll-out to teachers and parents in early 2018</p> <p>Survey faculty on initiatives and PD for feedback (Spring, 2018)</p>	<p>Expand math coaching model</p> <p>Hire one (or two) additional math coaches</p> <p>Complete creation of and administer new standards based benchmark and unit assessments</p> <p>Creation of common math Tier 2 (RtI) system with intervention materials</p> <p>Progress monitor and facilitate interventions using new online assessment tool (Tool TBD Spring, 2018)</p> <p>Professional development training on new online assessment tool to inform instruction</p>
Science		
2016-2017	2017-2018	2018-2019
<p>Summer curriculum work on transition to new frameworks</p> <p>Professional development on new Massachusetts Science Frameworks.</p>	<p>Implemented new STEMScopes curriculum in grades 1-5</p> <p>Fully transitioned to new standards in grades K - 4</p> <p>Fifth-grade transitions from legacy standards to new standards</p>	<p>Grades K - 5 fully transitioned to new standards.</p> <p>Complete purchase of STEMScopes kits.</p> <p>Professional development on further</p>

Began planning transition to new frameworks	Began science curriculum mapping using STEMScopes, new standards, and OER Cross District Curriculum Mapping	integrating science practices and engineering standards into curriculum.
Piloted STEMScopes curriculum.	Grade 4 physics professional development	First year of Science MCAS 2.0
Purchased some grade-level STEMscopes kits.	Survey faculty on initiatives and PD for feedback (Spring, 2018)	Progress monitor and facilitate interventions using new online assessment tool. (Tool TBD Spring, 2018)
Professional development on STEMscopes curriculum	Summer professional development to complete curriculum mapping	
Literacy		
2016-2017	2017-2018	2018-2019
Needs assessment conducted by Teaching & Learning Alliance (TLA)	Addition of 13 Learning Lab Classrooms (including co-taught) to pilot Readers' Workshop, whose teachers are provided professional development, coaching, mentor texts, and serve as open classrooms for colleagues to observe/learn: (6) Hosmer - Grades 2, 3, 4; (4) Lowell - Grades 1, 3; (3) Cunniff - Grades 1, 3	Readers' Workshop in all K-5 classrooms <i>Phonics</i> expanded to Kindergarten
<i>Foundations</i> professional development training & implementation in Grade 1	<i>Foundations</i> job-embedded professional development training expanded to Grade 2 with development of 'in-district' coaches	Literacy coaching across the elementary schools by Teaching & Learning Alliance (TLA)
Creation of a District Literacy Leadership Team	Job-embedded professional development in reader's response (Empowering Writers) for teachers in grade 3-5	Creation of common Literacy Tier 2 (Rtl) system with intervention materials
Team attended 3-day Literacy Institute (HGSE's Dr. Nonie Lesaux)	Title I tutors at the elementary schools to support literacy intervention (<i>Shifted Title I funding from WHS to Hosmer, Lowell</i>) Development of District writing prompts and scoring rubrics Survey faculty on initiatives and PD for feedback (Spring, 2018)	Progress monitor and facilitate interventions using new online assessment tool (Tool TBD Spring, 2018) Professional development training on new online assessment tool to inform instruction

Guiding Strategic Improvement Goals:

1. Increase teacher instructional leadership opportunities
2. Increase job-embedded professional development/training experiences
3. Build capacity of 'in-district' expertise; leveraging teacher knowledge and expertise
4. Focus on the core subjects (math, literacy, science)
5. Ensure consistency across the three elementary schools and cohesion across general instructional practices and curriculum maps
6. Design and support a focused, balanced literacy program by the 2018 - 2019 school year, across all elementary classrooms