



Chatham Elementary School
School Improvement Plan



Chatham Elementary School Schoolwide Improvement Plan 2018-2021



Monomoy Regional School District is a community of learners of all ages focused on building knowledge, positive character, and resiliency in a safe, supportive, creative, and challenging environment.



Mission: Monomoy Regional School District is a community of learners of all ages focused on building knowledge, positive character, and resiliency in a safe, supportive, creative, and challenging environment.

Vision Statement: Monomoy is committed to being an exemplary school district, inspiring students to become civic-minded in their decision-making, confident in their communication, flexible in their problem-solving, creative in their expression, resilient in their response to challenge, attentive to global responsibilities, and ready to succeed in the future.

Theory of Action: We share a vision of high student expectations and effective teaching, deliver an interdisciplinary curriculum which provides appropriate levels of challenge for each learner, foster strong parent and community partnerships, and promote and celebrate the achievements of all, in order to create a supportive, positive Monomoy culture that will inspire all learners.





Focus Area: Student Achievement

Goal 1A: By year 3, the MCAS achievement gap between grade 3 and grade 4 economically disadvantaged students and their non-economically disadvantaged counterparts will be reduced by at least 35% as measured by Composite Performance Indicator (CPI).

Goal 2A: By year 3, the percentage of students that meet or exceed expectations on MCAS language arts and mathematics in grade 3 and grade 4 will be equal to or greater than 75% of total number of students.

Goal 3A: By year 3, the MCAS achievement gap in and Language Arts and Mathematics for both grade 3 and grade 4 male students will be reduced by at least 35% as measured by Composite Performance Indicator (CPI).

Rationale: According to the 2017 MCAS results, the following data provide rationale for above goal.

| Grade 4 | Total number of students | % Meeting or Exceeding Expectations Language Arts | Composite Performance Indicator (CPI)* Language Arts | % Meeting or Exceeding Expectations Mathematics | Composite Performance Indicator (CPI)* Mathematics |
|--------------------------------|--------------------------|---|--|---|--|
| Economically Disadvantaged | 21 | 43 | 69 | 29 | 66 |
| Non-Economically Disadvantaged | 41 | 59 | 88 | 44 | 83 |
| Male | 36 | 47 | 77 | 42 | 76 |
| Female | 26 | 62 | 88 | 35 | 77 |
| Overall | 62 | 53 | 81 | 39 | 77 |
| Grade 3 | Total number of students | % Meeting or Exceeding Expectations Language Arts | Composite Performance Indicator (CPI)* Language Arts | % Meeting or Exceeding Expectations Mathematics | Composite Performance Indicator (CPI)* Mathematics |
| Economically Disadvantaged | 13 | 38 | 69 | 38 | 71 |
| Non-Economically Disadvantaged | 34 | 65 | 89 | 56 | 84 |
| Male | 16 | 50 | 77 | 38 | 73 |
| Female | 31 | 61 | 88 | 58 | 84 |
| Overall | 47 | 57 | 85 | 51 | 80 |

Connection to MRSD strategic plan (2016-2018):

- Emphasize “Close Reading and Writing from Sources” across all discipline (reading texts closely, taking good notes, analyzing and synthesizing information from multiple sources, then writing clearly and effectively with evidence);
- Reverse engineer district’s math curriculum (K-7) to prepare all 8th graders for algebra.

*Composite Performance Indicator not provided to CES by state for 2017 MCAS. Rating determined based on formula provided by the state: Massachusetts uses the 100-point Composite Performance Index (CPI) to measure progress towards the goal of narrowing proficiency gaps. The CPI assigns 100, 75, 50, 25, or 0 points to each student participating in PARCC, MCAS, and MCAS Alternate Assessment (MCAS-Alt) tests based on how close they came to scoring Proficient or Advanced. (For example, all students scoring Proficient or Advanced are assigned 100 CPI points; students with very low assessment scores are assigned 0 CPI points.) The CPI for a student group is calculated by dividing the total number of points by the number of students in the group. The result is a number between 0 and 100.





Achievement Action Plan:

| Action Plan Timeline | Person(s) Responsible | Resources Needed | Evidence of Implementation | Monitoring: Date by SIP Team | Results/ Evidence |
|--|--|--|--|------------------------------|---|
| Create an Achievement Gap Action (in-school) Network (A-GAiN) team | *Principal *Superintendent *Director of Pupil Services *Faculty members | -none | +Team list +Team's vision statement | June 2019 | *Achievement gap team now called NPDL (New Pedagogies for Deeper Learning)scouting team (formed in partnership with SCEC Dec. 2018) |
| Send the A-GAiN team to the Achievement Gap Initiative summer institute at Harvard University or similar PD (Visions, etc) | *A-GAiN team | -Cost of institute (approx. \$1800/member) | +Workshop attendance | September 2019 | *Team went to Achievement Gap MSAA PD-6/2018 *NPDL scouting team created *3 members of NPDL scouting team sent to Deep Learning Lab is Redmond, WA (4/2019) |
| Evaluate and create action plan using recommendations from achievement gap training | *A-GAiN team | -none | +Action plan | September 2019 | -Adjust date to Dec. 2019 (to be completed after NPDL learning lab in Toronto, Nov. 2019) |
| Present action plan to Superintendent and School Committee | *A-GAiN team | -time | +School committee agenda | December 2019 | |
| Implement year 2 and 3 of ELA Action Plan | *Instructional Leaders | -ELA Action Plan | +Action plan outcomes | June 2019 June 2020 | -Year 2 completed |





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| Additional upgrades and resources to classroom libraries, library media center, and guided reading library | *Library Media Educator | -Budgetary | +Circulation report +Purchase orders | June 2020 June 2021 | |
| Evaluate and distribute literature and information (research-based) obtained at A-GAiN conference/training | *A-GAiN team | -none | +PLC agenda | May 2020 | |
| Implement A-GAiN action plan steps including but not limited to progress monitoring, accountability, and transparency | *A-Gain team *Faculty and staff | - "Getting it Done" action steps | +Action plan evidence | June 2021 | |
| Actively recruit and increase diversity hiring for open positions | *Administration | -none | +Contacts with local pre-service education programs | June 2021 | |
| Continue to foster a "collaborative coaching and learning system" of teacher-teacher support with Math In Focus instructional strategies | *Instructional leadership team *Principal | -Faculty meeting PD structure | +Faculty meeting course catalog +Post-pd surveys | June 2021 | *Internal, team-team share: 3/2019 MIF *NPDL scouting team deep learning plan 2018-2019 |
| Continue to foster a "collaborative coaching and learning system" of teacher-teacher support with Close Reading strategies | *Instructional leadership team *Principal | -Faculty meeting PD structure | +Faculty meeting course catalog +Post-pd surveys | June 2021 | |

Achievement goal action steps based on the following research and resources:

1. Raising Achievement and Closing Gaps in Whole School Systems: Recent Advances in Research and Practice (2008 Conference Report) ["Getting it Done"](#)



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2. Closing in on Close Reading (Boyles, 2012/2013)
3. Change Leadership (Wagner, T. & Kegan, R., 2006)

Focus Area: Teaching and Learning

Goal 1TL: By year 3, the evidence of differentiated instructional practices employed in classroom instruction will increase from 56% to 75% as measured by observational data *aligned to the indicators in the MA ESE Model Rubric for Teachers and the “effectively differentiated classroom” rubric (Tomlinson, C. & Hockett, L).*

Goal 2TL: By year 3, the evidence of providing students with opportunities to use critical thinking before, during, and after classroom instruction will increase from 56% to 75% as measured by observational data *aligned to the indicators in the MA ESE Model Rubric for Teachers.*

Rationale: According to the [2016 MA DESE Comprehensive review](#), the following data provides rationale for above goal. (Note: This data represents both HES and CES data)

MA DESE Comprehensive Review Focus Area #3: Differentiated Instruction & Classroom Culture

| | |
|--|----------------|
| The teacher appropriately differentiates instruction so the lesson content is accessible for all learners | 1.1 / 3 |
| The teacher uses appropriate resources aligned to students' diverse learning needs | 1.6 / 3 |
| The classroom climate is characterized by respectful behavior, routines, tone, and discourse | 2.3 / 3 |
| The teacher conducts appropriate formative assessments to check for understanding and provide feedback to students | 1.7 / 3 |
| Overall: | 6.7 / 12 = 56% |

MA DESE Comprehensive Review Focus Area #2: Student Engagement & Critical Thinking

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| Students are motivated and engaged in the lesson. | 2.1 / 3 |
| The teacher facilitates tasks that encourage students to develop and engage in critical thinking. | 1.1 / 3 |
| Students assume responsibility for their own learning whether individually, in pairs, or in groups. | 1.7 / 3 |
| Overall: | 5.0 / 9 = 56% |

Connection to MRSD strategic plan (2016-2018):

- Promote 21st century learning (collaboration, creativity, communication, critical thinking, information, media, and technology skills) within integrated units based on the core content subjects, with a focus on global awareness and civic, health, environmental, and financial literacy





- Supporting all students as learners: Improve differentiated learning for all individuals. Provide enrichment opportunities for children ready for more advanced instruction; Increase supports and Responses to Intervention (RTI) for struggling learners (PreK-12)

Teaching and Learning Action Plan:

| Action Plan Timeline | Person(s) Responsible | Resources Needed | Evidence of Implementation | Monitoring: Date by SIP Team | Results/ Evidence |
|--|--|---|---------------------------------------|--|---|
| Host “summer institute” on differentiated instructional practices | *Director of Curriculum, Instruction, and Assessment *Principal *Faculty | -PD time -PD resources | +Post-pd survey(s) | September 2018 | Moved to district objective |
| Host “summer institute” on critical thinking instructional strategies | *Director of Curriculum, Instruction, and Assessment *Principal *Faculty | -PD time -PD resources | +Post-pd survey(s) | September 2018 | *NPDL deep learning plan for 2019-2020 school year-6 Cs roll out |
| Grade level teams critical friends protocol professional development | *Director of Curriculum, Instruction, and Assessment *Instructional Leader team | -Instructional leader meetings | -Instructional leader meeting agendas | December 2018 | *Empower Our Learning faculty meeting reviews (1/2019 and 5/2019) |
| Schedule with outside expert (Cape Cod Collaborative MTSS liaison) learning walk opportunities using assessment of DI rubric and reflections | *Principal *Instructional Leaders | -Cape Cod Collaborative grant | +Rubric feedback | December 2018 June 2019 December 2019 June 2020 | *Walkthrough with CIA (2/2019) |
| Grade level teams collaborate and monitor use of differentiated instructional practices within the classroom | *Faculty | -Lesson planning resources -PLC time | -Lesson plans -Observational data | June 2019 June 2020 June 2021 | *Empower Our Learning faculty meeting reviews (1/2019 and 5/2019) |





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| through use of critical friends protocol | | | | | *NPDL deep learning plan for 2019-2020 (3/2019) |
| Grade level teams collaborate and monitor employment of critical thinking instructional practices within the classroom through use of critical friends protocol | *Faculty | -Lesson planning resources -PLC time | -Lesson plans -Observational data | June 2019 June 2020 June 2021 | *Empower Our Learning faculty meeting reviews (1/2019) *NPDL deep learning plan for 2019-2020 (3/2019) |
| Revise lesson/unit plans using Critical Friends reflections/discussions during PLC | *I/L team *Grade level teams | -PLC time | -PLC agendas -Protocol reflections | June 2020 June 2021 | *NPDL deep learning plan for 2019-2020 (3/2019) |
| Continue to foster a “collaborative coaching and learning system” of teacher-teacher support with DI and critical thinking instructional strategies | *Instructional leadership team *Principal | -Faculty meeting PD structure | +Faculty meeting course catalog +Post-pd surveys | June 2021 | *NPDL deep learning plan for 2019-2020 (3/2019) |
| Administrative team and instructional leaders complete instructional rounds focused on the problem of practice: DI and critical thinking | *Administrative team *Instructional leadership team | -none | +Instructional rounds schedule | January 2019 June 2019 January 2020 June 2020 January 2021 June 2021 | *Walkthrough with CIA (2/2019) |
| Administrative team and instructional leaders share reflections and discussions with faculty on instructional rounds | *Administrative team *Instructional leadership team *Faculty | -none | +Feedback and discussion notes | January 2019 June 2019 January 2020 June 2020 January 2021 June 2021 | *Empower Our Learning faculty meeting reviews (1/2019) |

Achievement goal action steps based on the following research and resources:



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1. Schoolwide Differentiation (Rebora, A., 2008)
2. Instructional Rounds in Education (City, E., Elmore, R., Fiarman, S.E., & Teitel, L., 2009)
3. [National School Reform, Critical Friends Groups](#)
4. [P21: Partnership for 21st Century Learning](#)
5. Integrating Differentiated Instruction & Understanding by Design: Connecting and Kids (Tomlinson, C., & McTighe, J., 2006)

Focus Area: Wellness

Goal 1W: By year 3, CES will successfully implement the district selected social-emotional curriculum and identified program as measured by Measure of Academic Performance (NWEA-MAP) conditional growth index of equal to or greater than 60% for all students.

Goal 2W: By year 3, each classroom will employ, at least one time per week, instructional experience(s) that targets the 5 core competencies (self-awareness, self-management, social-awareness, relationship skills, and relationship decision making) via one of the CASEL recommended approaches (free-standing lesson, general teaching methods, integrated into content/academic areas, or other schoolwide initiative) (CASEL, 2015) as measured by Measure of Academic Performance (NWEA-MAP) conditional growth index of equal to or greater than 60% for all students.

Rationale: According to research, schools that integrate a “universal SEL programs which showed that, compared to controls, SEL participants demonstrated significantly improved social and emotional skills, attitudes, behavior, and academic performance that reflected an 11-percentile-point gain in achievement” ([Durlak, J.A., Weisberg, R.P., Dymnicki, A.P., Taylor, R.D., Schllinger, K.B., 2011](#)). Additional rationale is provided by the [MRSD SEL Committee Needs Assessment](#) as these goals directly connect to several action items of the MRSD SEL plan:

Item #4 of MRSD SEL Plan: Adopt and implement evidence-based programs for academic, social, and emotional learning across all grades.

Item #5 of MRSD SEL Plan: Integrate SEL at all three levels of school functioning (curriculum and instruction, schoolwide practices and policies, family and community partnerships).

Connection to MRSD strategic plan (2016-2018):

- Create a social-emotional framework (PreK-12) that is data-driven, promotes leadership, and advances a positive culture within Monomoy schools
- Create inspiring cultures within each Monomoy school that attracts and retains both students and staff

Wellness Action Plan:

| Action Plan Timeline | Person(s) Responsible | Resources Needed | Evidence of Implementation | Monitoring: Date by SIP Team | Results/ Evidence |
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| Create a school-wide vision of SEL | *Principal *Faculty Staff | -Faculty meeting time -SEL literature | +CES SEL vision statement posted around building and in student-parent handbook | September 2018 | *Moved to district initiative -rolled out to staff 9/2018 |
| Professional development of staff on district-chosen SEL program | *Director of Pupil Services *Director of Curriculum, Instruction, and Assessment *Principal *Faculty | -SEL program -PD time | +PD agenda +Post-PD survey results | October 2019 | *Completed 10/2018 |
| Pilot SEL program (Second Step) | *Volunteers from faculty | -SEL program -Schedule | +Pilot feedback +Lesson schedule | -June 2019 | *Completed Program adopted for 2019-2020 school year |
| Implementation of SEL program (Second Step and Botvin) | *Faculty | -SEL program -Schedule | +Lesson schedule for grades 3 and 4 for Botvin +Second Step implementation | -June 2020 -prek-2 by 2021 | *Completed Program adopted for 2019-2020 school year |
| Measurement of student success/progress with SEL standards | *Faculty *PBIS team | -End of unit assessments -SWIS data -Analysis time | +Classroom/grade level assessment data results +SWIS data comparisons | June 2019 December 2019 June 2020 December 2020 June 2021 | Moved to district initiative |
| Measurement of impact | *Faculty *PBIS team | -MCAS results -Analysis time | +Increase percentages of students meeting or exceeding expectations | September 2019 September 2020 | |
| Professional development on how to integrate SEL into academic content (ie. how to implement free-standing lessons, general | *PBIS team *Counseling department | -PD time -Lesson planning time | +UbD Learning Plans +Observational data +Post-pd survey(s) | June 2019 June 2020 June 2021 | *NPDL scouting team 2019-2020 learning plan |





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| teaching practices, integration of skill instruction) | | | | | |
| Implementation of SEL free-standing lessons, general teaching practices, integration of skill instruction and practices within the academic curriculum | *Faculty | -SEL themed literature/resources for use within content area units | +UbD Learning Plans | June 2020 June 2021 | |
| Coordination with Families | *Principal *PBIS team *Faculty *Director of Pupil Services *MSRD SEL committee | -Parent University schedules -PD training on awareness and sensitivity toward families and concerns related to social emotional learning. | -PD post-surveys -Parent University agendas | June 2020 June 2021 | Parent University moved to district initiative |
| Coordination with Community Resources and Services on SEL initiatives (collaboration, information, service learning) | *Principal *PBIS team *Faculty *Community partnerships *MSRD SEL committee | -After-school club coordination -Service learning resources | +Parent University agendas +After-school club catalog +Service learning unit plans | June 2020 June 2021 | |

Achievement goal action steps based on the following research and resources:

1. [Curriculum and Instruction: Social and Emotional Learning in Massachusetts](#)
2. [Collaborative for Academic, Social, Emotional Learning \(CASEL\)](#)
3. [Monomoy Regional School District Social Emotional Learning Plan](#)

