



Chatham Elementary School
School Improvement Plan



Chatham Elementary School Schoolwide Improvement Plan 2021-2022

“Engagement and Connection”



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: Grade Level Content is the Academic Priority

Connection to the MRSD (2018-2022) Strategic Plan:

Improve Curriculum, Instruction and Assessment for All Learners by ensuring our collective practices are focused on students, preparing them for college, career, and life as members of both a local and global community.

► To meet this goal, we will standardize a learner-centered approach in our classrooms, and provide challenging and experiential learning that prepares students for 2030 and beyond.

Goal and Measurement:

By June 2022, all students will display growth equal to a “year’s worth of growth in a year’s worth of time” on the Measure of Academic Performance (NWEA-MAP) conditional growth index (growth \geq 40-60%).

Academic Priority Action Plan:

Action Step:	Person(s) Responsible	Resources Needed	Evidence of Implementation	Monitoring: Date by SIP Team	Results/ Evidence
MA DESE Acceleration Roadmap will be implemented	Administration, Grade level Teams	DESE resources Focus on connections and “just in time” learning	Action steps and priority area evidence	June 2022	
Implement Deep Learning Framework into lesson design for content areas	All staff	KCL and NPDL resources; PLC time	Lesson planning documents and PLC minutes	January 2022 June 2022	
Investigate and begin to develop extended school day and school year deep learning programs to target low performing groups	Coherence Team District CIA Principal	Funding for bussing and curriculum development; funding for staffing for program	Catalog of offerings	June 2022	





Focus Area: Equity and Access

Connection to MRSD strategic plan (2018-2022):

- **Expand Community Engagement and Partnerships** by focusing on families' equity of access, increasing community involvement, and further embedding service-learning within the curriculum.
 - ▶ This will be done by improving partnerships with families of underrepresented students, expanding the involvement of community partners, and further integrating service into our schools.
- **Strengthen Social and Emotional Well-Being** through a deliberate focus on the development of healthy, supportive relationships and a fully integrated social-emotional learning curriculum.
 - ▶ We will achieve this through emphasizing student character development and resiliency, and strengthening our school climate and culture.

MRSD Common SIP Goal and Measurement (for all schools): Develop, deepen and expand our staff's understanding of culture (surface, shallow, deep), the brain, and how this knowledge supports culturally responsive teaching as measured by a qualitative analysis of pre and post teacher self-reflection data on a district developed tool as well as disaggregated student achievement data.

CES SIP Goal and Measurement: By June 2022, CES educators will increase their perceived levels of comfort to employ culturally responsive teaching strategies (ie being a warm defender) from *somewhat confident* to confident.

CES SIP Goal and Measurement: By June 2022, all students will display growth equal to a “year’s worth of growth in a year’s worth of time” on the Measure of Academic Performance (NWEA-MAP) conditional growth index (growth > 40-60%).

Equity and Access Priority Action Plan:

Action Step:	Person(s) Responsible	Resources Needed	Evidence of Implementation	Monitoring: Date by SIP Team	Results/ Evidence
Assess staff efficacy and knowledge of culturally responsive teaching	District Administration; Principal	Equity Self-assessment	Results and analysis	February 2021	
Create and implement action plan for PD and steps for creating a culturally responsive culture (Hammond, 2015) as it relates to deep learning culture	District Administration; Principal	Equity self-assessment results and analysis Deep Learning PD Action plan/evidence	Equity PD Action Plan	June 2021	





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<p>Regular and consistent use of Kaleidoscope Deep Learning Equity Pauses and Foundational Indicators protocol when designing learning experiences during lessons and/or units</p>	<p>KCL team Grade level teams</p>	<p><u>KCL resources</u></p>	<p>CES KCL -Equity Pause Protocol</p>	<p>June 2021 January 2022 June 2022</p>	
<p>Actively solicit representation on all schoolwide councils/boards from all representative groups-”Voices at the table”</p>	<p>School Council PTO Staff</p>	<p>Volunteer boards/council participation and PR</p>	<p>Board/group membership</p>	<p>June 2022</p>	





Focus Area: Wellness and Learning

Connection to MRSD strategic plan (2018-2022):

- **Strengthen Social and Emotional Well-Being** through a deliberate focus on the development of healthy, supportive relationships and a fully integrated social-emotional learning curriculum.
 - ▶ We will achieve this through emphasizing student character development and resiliency, and strengthening our school climate and culture.

Goal and Measurement:

- **On the MSRD Connections survey (to be given in January 2022), 95% of grade 3 and 4 students will identify at least one staff member that they are comfortable sharing their accomplishments, personal problems, and/or concerns with because they are interested in them and show them warmth, understanding, and respect.**
- **The CES Response to Intervention framework will be published to provide educators, students, and caregivers clarity in the fidelity of targeted support expectations, research-based interventions, and equitable and consistent progress monitoring.**
- **By June 2022, all students will display growth equal to a “year’s worth of growth in a year’s worth of time” on the Measure of Academic Performance (NWEA-MAP) conditional growth index (growth \geq 40-60%).**

Wellness Priority Action Plan:

Action Plan Timeline	Person(s) Responsible	Resources Needed	Evidence of Implementation	Monitoring Date by SIP Team	Results/ Evidence
Convene a “treatment integrity” team to review and measure the fidelity of current interventions	Principal	RtI network resources	Summary of findings	January 2022	
Create a published “PDR”-like document of treatments that are found to reach the desired outcomes most successfully	RtI Team	Summary of “treatment integrity” findings	Published document	June 2022	





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<p>Monthly communications to families to support potential trauma/stress factors due to COVID or other societal factors</p>	<p>Principal; Superintendent; Guidance Team Nursing Team</p>	<p>Socio-emotional resources</p>	<p>Newsletters; school-wide communications</p>	<p>June 2021 January 2022 (if needed)</p>	
<p>Implementation of New Pedagogies of Deep Learning global dimensions and Kaleidoscope Collective Domains in daily lesson plans and units</p>	<p>Teaching teams</p>	<p>NPDL and KCL resources;</p>	<p>Units/lesson plans found within CES KCL <u>Goal document</u></p> <p>Progression on NPDL School Conditions Rubric</p>	<p>January 2022 June 2022</p>	
<p>Re-establish “Proud to be a SHARK” events to celebrate learning growth, engagement, and promote connections as a community</p>	<p>Principal; Grade Level teams; Kindness Club; Students</p>	<p>Schedule of events</p>	<p>Proud to be a SHARK agendas and presentations</p>	<p>June 2022</p>	





Appendix A Rationale Statements for Goals

Rationale for Goal 1:

- Educational researchers and think tanks argue that with the COVID closure and restrictions of 2020-2021, district/schools/educators should “run every idea through a simple test: Will this help every student get back to grade level?” prior to making decisions on what and how to teach. “We don’t mean ignoring social/emotional or other non-academic needs; addressing those are core to setting students up for success. But more than anything else, you should prioritize accelerating students’ learning by accelerating their exposure to grade-appropriate content—so that every student can get back to grade level. It won’t happen in a single year, but if you don’t set the goal and build a strategy around it, it won’t happen at all.” (TNTP, Acceleration Document)
- Researcher Muñiz (2019) found that setting high expectations for all students is an essential competency for culturally responsive educators. “Culturally responsive educators adopt the view that all students are capable of academic success, a belief that research shows is critical to supporting student growth” (Muñiz, 2019).
- The first key domain for deeper learning is “Building Knowledge” (MA DESE Kaleidoscope Partnership). Found within this domain, standards and practices indicators shape learning design. These indicators ensure a) Learning is grounded by an overarching essential question, phenomena, or theme connecting grade-appropriate standards and skills, is open-ended and intriguing, helps students to uncover and make meaning of big ideas, and helps students transfer knowledge systematically; b) Students are encouraged to engage with content standards and practices, connecting across standards and units using texts or problems that exhibit grade-appropriate complexity; and c) Learning opportunities are grounded in what is outlined in the relevant grade and content area of the MA Curriculum Frameworks.
- “Mastery is equity” (Bhasin, Kaleidoscope Collective Partnership, MA DESE, 2020).
- In the executive summary of research titled, “The Opportunity Myth” (2018), TNTP researchers found that “students spent more than 500 hours per school year on assignments that weren’t appropriate for their grade and with instruction that didn’t ask enough of them—the equivalent of six months of wasted class time in each core subject.”

Rationale for Goal 2:

- Researcher Muñiz (2019) states, “What is needed now is a major investment in developing culturally responsive educators, one that goes beyond providing one-off courses or workshops.
- The education policy organization, New America, established 8 common competencies that Muñiz (2019) notes is “not an exhaustive list,” yet “these interconnected competencies illustrate the common skills and knowledge that research and theory in the field suggests are critical to enacting culturally responsive teaching with fidelity, across grade levels and subject areas.”
- In the “Opportunity Myth” (2018, TNTP), researchers found “students of color, those from low-income families, English language learners, and students with mild to moderate disabilities have even less access to [grade level





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resources/opportunities] than their peers. For example, classrooms that served predominantly students from higher-income backgrounds spent twice as much time on grade-appropriate assignments and five times as much time with strong instruction, compared to classrooms with predominantly students from low-income backgrounds.” In addition, these researchers found, “All students tended to succeed on grade-level work, but many students of color were denied any opportunity to even try it. Success rates on grade-level work were similar

- 56% success rates on all grade-level assignments from classrooms with mostly students of color; 65% success rates on all grade-level assignment from classrooms with mostly white students;
- 4 out of 10 classrooms with a majority of students of color never received a single grade-level assignment;
- 38% of classrooms that had no grade-level assignments in classrooms with mostly students of color; 12% of classrooms that had no grade-level assignments in classrooms with mostly white students.

Rationale for Goal 3:

- The Center on Positive Behavioral Interventions and Supports advise that given the current conditions, “we must deliberately (re)arrange teaching and learning environments within an MTSS framework so (a) all students experience vibrant, positive, and constructive adult and peer relationships; (b) students who are at risk for academic, social, emotional, and/or behavioral difficulties proactively receive increased and targeted supported; and (c) students with disabilities or other significant academic, social, emotional, and/or behavioral challenges receive intensive and individualized supports to promote positive and equitable outcomes for all students.”





Appendix B Reference List for Goals

References for Goal #1:

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](#)"
2. [TNP Acceleration Guide](#)
3. [Culturally Responsive Teaching: A 50-state Survey of Teaching Standards](#) (J. Muñiz, 2019)
4. [Deeper Learning Guidance Tool](#) (Kaleidoscope Collective Partnership, MA DESE, 2020)
5. [The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down-and How to Fix It](#) (TNTP, reimagining learning; 2018)
6. Culturally Responsive Teaching & The Brain (Z. Hammond, 2015)

References for Goal #2:

Equity and Access 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](#)"
2. [TNP Acceleration Guide](#)
3. [Culturally Responsive Teaching: A 50-state Survey of Teaching Standards](#) (J. Muñiz, 2019)
4. [Deeper Learning Guidance Tool](#) (Kaleidoscope Collective Partnership, MA DESE, 2020)
5. [The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down-and How to Fix It](#) (TNTP, reimagining learning; 2018)
6. Culturally Responsive Teaching & The Brain (Z. Hammond, 2015)

References for Goal #3:

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

1. [Returning to School During and After Crisis: A Guide to Supporting States, Districts, Schools, Educators, and Students through a Multi-Tiered Systems of Support Framework during the 2020-2021 School Year](#)
2. [Evaluate and Refine Implementation; Rtl Action Network](#)
3. [Key Design Principles for Direct Assessments of SEL: Lessons Learned from the 2017-2019 Design Challenges](#) (2019)
4. [Socio-Emotional Well-being and the Global Competencies: Five Things We Know](#) (Education in Motion, 2020)
5. [Education Reimagined: The Future of Learning](#) (Fullan, Quinn, Drummy, & Gardner, 2020)
6. [Culturally Responsive Teaching: A 50-state Survey of Teaching Standards](#) (J. Muñiz, 2019)





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7. [The Opportunity Myth: What Students Can Show Us About How School Is Letting Them Down-and How to Fix It](#) (TNTP, reimagining learning; 2018)
8. Culturally Responsive Teaching & The Brain (Z. Hammond, 2015)

