

CANTON PUBLIC SCHOOLS

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Superintendent of Schools



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School Business Administrator

To develop students who are competent and creative thinkers, curious and confident learners, and compassionate citizens.

Superintendent's Report School Committee Meeting of Thursday, May 23, 2019

Jennifer Fischer-Mueller, Ed.D.
Superintendent of Schools

Superintendent Activities Highlights

PreK-12 Annual Art Show: Each year, I am amazed at the quality and variety of the art displayed at the Annual Spring Art Show in the CHS gymnasium. This preK-12 event showcases the work of students throughout our school district. This year was especially interesting with the inclusion of student writing in response to the question, "Why is art important to you?"

2019 PreK-12 Annual Spring Art Show

Canton High School Gym * 6 - 8 pm * Monday May 20 - Thursday May 23
Art Showcases, Art Classrooms, Art Hallways



The Exhibit will include the Silent Auction of 10 Rain Barrels that have been Hand Painted by CHS students.



Updates

Director of Technology: Next Wednesday, May 29, we will welcome two finalists for the Director of Technology. I am pleased to announce that our finalists are Thomas Reeve, a technology integration specialist from Holliston High School and Julie Shore, the assistant

principal of CHS. Both candidates have exceptional qualifications and experience, and we are delighted they are moving into this phase of the search process. During the finalists' day, the candidates will visit several schools and district staff will have the opportunity to interact with and question the finalists. Every group with whom our finalists meet will receive feedback forms to complete. Feedback forms from stakeholders provide critical information for the search and the interview committee is welcome to participate in a review of the feedback forms. I am very thankful for the work of the interview committee and Assistant Superintendent Kinsella for the high quality process they've engaged in over the past few weeks. I hope to name the Director of Technology prior to the next School Committee meeting on June 13.

MCAS: Grades 3-8 have successfully completed their administration of the Spring 2019 MCAS in ELA, Math and Science. CHS has completed ELA and Math. We have one more round of testing at the HS for Science which will take place in June.

Planning Professional Development: Educators have been provided with a variety of options for workshops and courses for this spring and summer. Elementary educators and Unit E members have also been given an opportunity to choose a concentration for their professional development for the 2019-2020 school year. We are in the process of figuring out the groupings and planning for professional development that will support our Strategic Framework's focus on transforming teaching and learning. Special thanks to Deborah Rooney, preK-8 Director of Teaching and Learning for her work securing meaningful learning and providing choice to all participants.

STEAM Professional Learning Community (PLC): The STEAM PLC is in the planning stages for STEAM Week 2019 which will coincide with the MA STEM week on October 21-25, 2019. All schools will be supported to find innovative ways to participate. The Galvin Middle School will be benefiting from a free resource through *i2learning* which provides intensive week-long interdisciplinary PBL units of study developed by MIT for grades 6, 7 and 8.

Indicators of Excellence

Safe Sports 1st Team Award: I am proud to announce that CHS was recently honored with the National Athletic Trainers Association (NATA)

Safe Sports School Award - 1st Team.

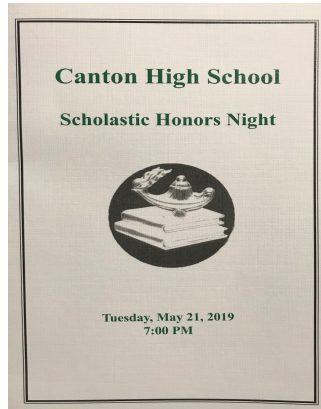
According to NATA, this award "recognizes schools who take crucial steps to protect their athletes from injury."

Thank you to CPS Athletic Trainer, Ms. Kristen Sasanoff, for her hard work and dedication supporting the well-being of our student athletes.

Beyond the hard work of Sasonoff, CHS was honored for the quality of our Athletic Training room, our commitment to healthy concussion protocols, and exceptional communication with the Canton Bulldog community in the area of sport safety and healthy practices.



Canton High School Scholastic Honors Night: It was my pleasure to participate in Tuesday's Scholastic Honors Night at CHS. The night is full of awards and commendations for the excellence present at CHS, including the annual Ralph Clough Academic Awards, the Annual Book Awards and Mr. Folan's announcement of this year's Valedictorian and Salutatorian, Brandon Pho and Michael Mazzola, respectively. Congratulations to these two students and all the night's honorees.



Kyle McDonough

Important Dates and Events

May 20-23	PreK-12 Annual Art Show, CHS Gym, 6:00-8:00 pm
May 27	No School, Memorial Day
May 28	CHS Scholarship Night, 7:00 pm, CHS Auditorium
June 4	CHS Performing Arts Gala, CHS, 6:00 pm
June 6	Unity Day, GMS, 8:00 am - 2:00 pm (rain date June 10)
June 6	GMS Cultural Heritage Night, GMS, 6:00-8:00 pm
June 7	CHS Graduation, 6:00 pm
June 10	Step Up Day, CHS, 8:00 am -11:00 am
June 12	Kindergarten Parent Information Night, <i>JFK @ 6:00 pm, Luce and Hansen @ 6:30 pm</i>
June 13	School Committee Meeting, DLL, 7:00 pm
June 14	Last Day of School for PreK
June 17	Last Day of School for Kindergarten
June 21	Last Day of School, Grades 1-11, Early Release

CANTON PUBLIC SCHOOLS
Overnight and Travel Out of State Field Trips
Superintendent/School Committee Request Form

CHS ☒

GMS ☒

HANSEN ☐

JFK ☐

LUCE ☐

GRADE: 6, 7, 10, 11 TEACHER(S) IN CHARGE: Susan Crespi

1. Submit to Nursing and Administration at least ONE MONTH prior to trip departure date.
2. Complete all of the following information.

Program Information:

Destination of Field Trip, Activity: University of MA
Future Problem Solvers
International Competition Amherst MA
Venue City State

Dates of Travel: Wednesday, June 5 - Sunday June 9

Location of nearest medical facility for emergency care: Cooley Dickinson Hospital

Relevancy to Teaching Unit: FPS

What is your current lesson plan? Students have been researching the topic of De-Extinction and will compete by completing a 6-step process in two hours. CMPS students have identified a problem they are passionate about and have also completed a six step process and will compete by presenting their project.

Educational Value of Trip: The students meet students from all over the country and world and share their stories, projects and ideas. A hands on ^{experience} event the students will never forget and may even teach life long skills.

What do you have for follow-up plans? The teams & individuals present to school committee their project and experiences.

Program Specifics:

Time of Departure: 12:00 pm Time Scheduled to Return: 5:00 pm
Number of Students Attending: 22 Cost per Student: \$ 700 - 900
Number of CPS Chaperones: 1 Number of Additional Chaperones: 6
Total Number Substitute Staff needed: 0
Transportation: Car/Bus (mini)

☐ Initial Principal Approval: _____ Date: _____

Superintendent and School Committee approval are required.

Allow a minimum of one month for planning

☐ Approved by Superintendent _____ Date: _____

☐ Approved by School Committee _____ Date: _____

Canton Public Schools do not discriminate on the basis of race, color, religion, national origin, sex, sexual orientation, gender identity, age, or disability.

Galvin Middle School Citizenship Award

The Galvin Middle School Citizenship Award will be given in recognition of the commitment Dr. Ann McLean-Muse CCC-SLP has shown to the Galvin Middle School.

Dr. McLean Muse announced her retirement this year and her family has reached out to request if they could create a recognition award to be given to a graduating 8th grader who exemplifies Dr. McLean Muse's qualities as a member of the Galvin Middle School community.

This award would be in the form of a certificate for the student and a plaque hung in Galvin Middle School with each recipient's name added to it. The funding for the plaque, certificates and annual additions would be provided by the McLean-Muse family.

A little about Dr. McLean Muse:

Dr. Ann McLean Muse has been a member of the Canton Public Schools – Galvin Middle School for the last 16 years. She has touched the lives of many students and staff that have passed through GMS, not just as an SLP but as a dedicated, committed, involved member of the GMS community.

Dr. McLean Muse has supported the inclusion of all students within her practice as an SLP, but also her membership in the activities and clubs at GMS. She has been the staff facilitator or member of the 8th Grade Slide Show, Morning Announcements, Cultural Heritage Night, Fit 4 Funds, 8th Grade Alternative Trip, and Bulldog Block to name a few.

Her work with social emotional learning and ensuring all students access the curriculum and the core values and commitment to the Canton Public Schools is seen daily. It does not just stop when the bell rings. Dr. McLean Muse attends after school and evening events in order to assist her students in their pragmatic and social skill development to ensure the generalization of skills. This is seen at school dances, movie nights, the play and athletic tournaments.

The student receiving this award would be an individual who:

- Is a current 8th grade student who supports the inclusive culture of GMS
- Has contributed to the GMS culture in a positive manner
- Is an active member of the GMS community
- Is a role model to other students

The students are determined through discussion with the 7th and 8th grade staff and support of administration.

The award will be given out at the annual 8th grade awards ceremony the day prior to the 8th grade promotional ceremony.

To: Dr. Fischer-Mueller, Superintendent
From: Robie Peter, Luce Principal
Date: May 7, 2019
RE: Remembrance

On behalf of the Dean S. Luce Elementary School I would like to request permission for us to erect a sign on our upper playground. This sign would contain a social story about how to make a friend. It would serve as a memorial to our Speech and Language Pathologist Brooke Stephens who recently passed away. Ms. Stephens felt that one should always surround oneself with good friends. She also desired for her students to have the ability to initiate and sustain friendships.

The story would be created by her speech and language colleagues using Board maker and then could be reproduced by a playground company. We would purchase the sign and posts from the playground company. We would then enlist the assistance of our maintenance department to install it.

We would seek donations to fund this memorial.

Dean S. Luce Elementary School 2018-19 School Improvement Plan: Year-end Report

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
May 23, 2019

2018-19 School Council		
Name	Position	Term End Date
Robie Peter*	Principal	Permanent
Melanie Greitzer*	Parent	June, 2019
Kristian Merenda	Parent	June, 2019
Susan Stewart	Parent	June,, 2020
Anne Cohen	Teacher	June, 2019
Heather Lazaro	Teacher	June, 2020
Susan Olsen	Teacher	June, 2020
<i>*Council Co-Chairs Elections for 2019-20 School Council to take place in Fall 2019.</i>		

Dean S. Luce School Mission Statement

We are an educational community that seeks to blend academic growth with the social development of every child. Our goal is that each student be a successful learner and accept mistakes as a step in human growth. We aspire for our students to SHINE. That is, we want them to be safe (S), help one another (H), include each other (I), never give up (N) and encourage excellence (E).

Dean S. Luce Elementary School Improvement Plan, 2018-19: Results

School Demographics 2018-19

- o 492 students and 75 staff
- o Student mobility: 16 students moved out of Luce and 7 students moved in
- o Four general education classes per grade K-5
- o One substantially separate Special Education classroom
- o 5% of students are English Language Learners
- o 8% of students have a first language other than English
- o 14% of students received specialized instruction for identified disabilities
- o 22% of students qualify for free or reduced lunch
- o 96% average student attendance
- o New staff hires for 2018-19:
 - Speech and Language Assistant; Kindergarten and Grade 3 Educators (one-year positions);
 - Title 1 funding supported 2 part-time Reading Tutors

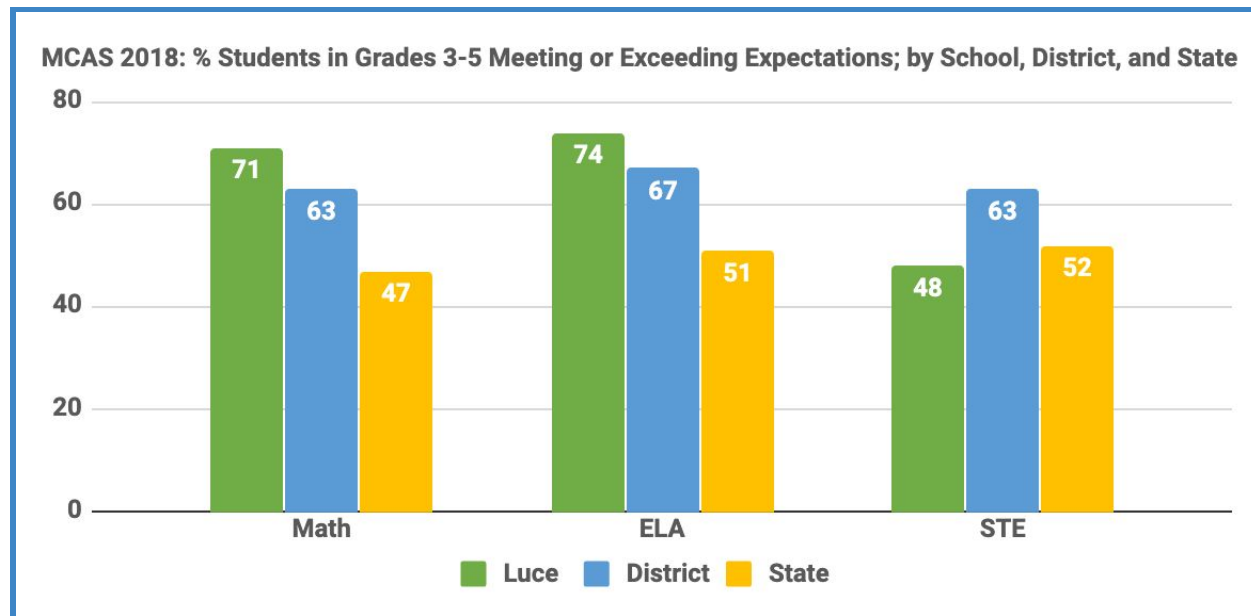
Student Learning Outcomes

District Assessments

Students in Gr. 1 and 2 improved their reading performance during the first six months of the school year. On the Developmental Reading Assessment (DRA), 58% of Gr. 1 students read at or above grade level in November 2018. By March of 2019, that number had increased to 66%. In Gr. 2, similar assessment shows that 62% of students scored at or above grade level in November, with 68% scoring at those levels in March. For both grades, we anticipate that end-of-year assessments will bring that number closer to 90%.

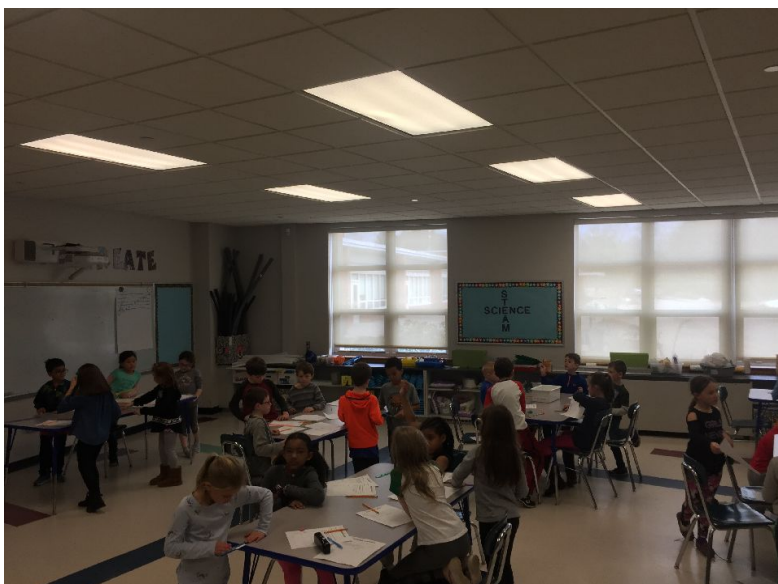
MCAS 2018

The chart on the next page illustrates the strong performance of Luce School students in the ELA and Math portions of MCAS. We continue to focus on science instruction and expect that this focus will yield greater student learning gains in 2019-20.



Workshop model

With the introduction of workshop model in 80% of math classes Gr. 1-5, students have had significant more time to explore math concepts and to practice math skills. We have seen a welcome reduction in the number of minutes that teachers talk at the beginning of math class, resulting in an increased number of minutes that teachers are available to support students individually and in small groups. Our Math Specialist provided momentum for this important instructional shift by participating in professional development, offering to model this new classroom structure, and providing support to educators through classroom visits and one-on-one meetings to plan lessons and debrief. Classroom teachers provided each other with professional support for this by opening their classroom doors for observations by colleagues and follow-up conversations.



Science Room

Classroom designated, and set-up, to be “science room” and available to all teachers via lab scheduler. Grade level science materials able to be shared/stored here.

Mystery Science

Classroom educators K-5 report that *Mystery Science* was a beneficial resource that encouraged hands-on experimentation in science. The videos helped students understand the scientific concepts being learned.

We Thinkers

Classroom educators report that Gr. 1 students are successfully using strategies learned in *We Thinkers*, our social thinking curriculum. Student exposure to the social thinking curriculum begins in the Rodman Preschool, continues in kindergarten, and is completed in first grade. This program encourages the recognition of student feelings and perspective taking.



Calm Classroom

Simultaneously, first grade teachers continued with the *Calm Classroom* program, enabling students to develop self-calming strategies and recognition of anxiety triggers. After the School Psychologist modeled the program during a faculty meeting, upper-grade staff incorporated it into their classroom routines, as well.

Co-teaching

Two Gr. 3 classroom teachers piloted a co-teaching model. Students participated in Science and Math instruction with one educator and English Language Arts and Social Studies with another. These two classes often joined together for cross-curricular projects. Parent survey results gathered mid-year were overwhelmingly supportive of this model. We are conducting a second survey at the end of this school year.



In addition...

Second grade classrooms participated in **Family Read-In** on the first Friday afternoon each month.

Educators in Gr. 2-5 utilized **Newsela**, an online, non-fiction resource that enables students to read and respond to what they have read on a daily basis. Newsela also allowed teachers to analyze student performance and differentiate instruction.

All academic **Special Education services** continue to take place in the classroom, with the exception of RTI block, during which small group, pull-out sessions take place.

Grade 4 students participated in the **Biography Bottle Project**.



Student School Experience

Student Experience

The student school experience extends beyond the walls of the classroom and includes the following events and opportunities:

- 4 school-wide SHINE assemblies, including student presentations and slideshows to highlight positive actions taken by students;
- 471 students celebrated as Students of the Month using a recognition process that we revised to be more inclusive of the student body;
- Students donated to the following non-profit organizations: \$600 to Nickels for Nutrition; Wear Jeans for Vets; over 65 boxes of food items to Canton Food Pantry; over 300 pounds of candy to pediatric patients at Dana Farber Hospital; personal care items for Veterans via Canton Womens' Club; Toys for Tots, Cradles to Crayons Clothing Drive; and collection for the Quincy Animal Shelter;
- Students created posters for Canton PMC Ride;
- Five authors visited to encourage students with the writing process;

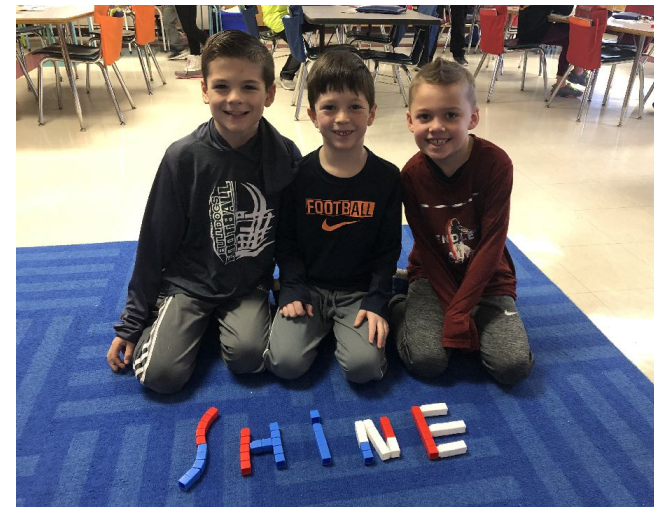


- #LuceIsKind: Students performed random acts of kindness during the month of February;
- Three programs encouraged safe and ecologically-sound ways of traveling: Safe Routes to School Pedestrian (Gr. 2), Bike Safety (Gr. 4), and FootLoose Fridays (whole school community);
- Reading Challenges held during summer and February breaks;
- Multiple afterschool activities offered at no cost to families: Girls Running Club, Robotics, and Global Languages;
- Norfolk County Sheriff visited and read to Gr. 1
- Kidsborough, our surround child-care program, provided before- and after-school care and has a waiting list;
- Little Free Library located in lobby to allow all students to acquire and/recycle books throughout the year; and,
- All classrooms participated in a February door-decorating contest, with each door designed to represent a specific children's book.

CAPT and Luce School

The Luce School CAPT demonstrates its unwavering support of our school community through a variety of student- and family-focused activities. CAPT support in 2018-19 included the following activities:

- o Luce Sprint Boosterthon held for the first time;
- o Contributed to ten grade-level field trips;
- o Sponsored nine assembly programs, including *No Bully Zone*, *Veteran's Day*, *Geography Man*, *Christimahankwanzamadan*, *Top Secret Science*, *Forces in Motion*, *Brain Challenge* and the Luce Circus;
- o Coordinated Kindergarten Character Program for all elementary school, Rodman Preschool, and St. John's School;
- o Sponsored Holiday Shoppe, Fun Run, Carnival, Top Secret Science Nights, Take Someone Special to Breakfast, Someone Special Dance (grs. 3-5) and Someone Special Craft Night (grs. K-2);
- o Provided a shade canopy for our upper playground; and,
- o Arranged for parent volunteers for Book Baggie Program in grades K-2.



School Community Survey Results

Overall, the 2018-19 Community Survey confirms that the SHINE philosophy is “made real” and “resonates with all students.” Children feel very connected to the school community through SHINE assemblies and student acknowledgements on the Legacy Tree. Students are recognized not only for their academics but also for their personal achievement in character development.

In addition, the survey confirms that the strong sense of community that nurtures our students, who feel that adults in school talk with them, not at them. Families feel that the Luce School provides their children with a well-rounded education, in which learning is encouraged in different ways through the identification and support of individual strengths and challenges.

School Community Survey Results: Climate, Environment and Parent Engagement

- 97% observe a safe learning environment;
- 95% find the school vision to be clear;
- 97% students demonstrate a sense of belonging;
- 95% students have at least one trusted adult in school;
- 98% parent-teacher interactions are collaborative and respectful;
- 91% find varied opportunities for parent input (i.e. school council, parent programs, CAPT);
- 98% report feeling safe on the bus; and
- 93% feel discipline is fair and a part of the learning process.

School Community Results: Communication

- 83% aware of CPS Strategic Framework;
- 90% aware that CPS is emphasizing social emotional learning;
- 97% value the emphasis on social emotional learning;
- 94% feel comfortable raising issues and concerns;
- 98% report timely administrative response;
- 96% report timely teacher response;
- 95% have a sense of how their child is performing in class;
- 87% familiar with grade-level curriculum expectations; and,
- 98% feel confident supporting child's learning at home.

School Community Results: Curriculum & Instruction

- 97% find high standards for student work
- 98% see promotion of a growth mindset;
- 72% satisfaction with variety of learning opportunities offering within the school day;
- 69% feel homework extends learning;
- 96% believe teacher observation of one another is beneficial to improved instruction;
- 100% believe grade level teacher meetings are beneficial to improved instruction;
- 74% notice an increased emphasis on science;
- 87% notice an increased emphasis on utilizing technology within the classroom;
- 97% feel confident supporting student learning at home.

School Community Survey Results: General Concerns and Suggestions

- Increase academic rigor;
- Address teasing and disrespect displayed on the bus;
- Increase teacher communication about student progress between conferences;
- Improve teacher electronic updates;
- Increase narrative information on report cards;
- Increase grade-level events which could connect families and friends;
- Provide more succinct communication from CAPT; not just through Facebook;
- Continue to provide ample training opportunities for all teachers and educational assistants;
- Support teacher opportunities for common planning;
- Increase enrichment opportunities, especially after school (languages, STEM, arts);
- Assign meaningful homework; and,
- Continue to address issues related to equity and diversity.

Summary of Progress Toward 2018-19 School Priorities

The Luce School focused on the following three priorities:

1. Teacher Collaboration:

During the second year of a multi-year initiative, Grade level Team Leaders were identified in Gr. 1-5 and continued monthly training in facilitative leadership with a consultant, the Director of Teaching and Learning, and the Assistant Superintendent. Teacher leader feedback confirms the effectiveness of this professional development, with participants putting their newly-acquired skills into practice during grade level common planning meetings.

2. Transforming Teaching and Learning: Observation of Instructional Practices

A pilot group of educators worked with Assistant Superintendent in developing their capacity to conduct peer observations. All staff were introduced to the concept of, and provided with opportunities to, “pineapple” with one another, as well. Educators were encouraged to share their learning with their colleagues after participation in professional conferences (J. Minahan) and learning about new instructional strategies. (Newsela, Math). Luce Educators received professional development from one another in *Working with the Student with Anxiety* during four faculty meetings. Administrative observations and educator feedback reveal use of these techniques and evidence of student learning.

3. Transforming Teaching and Learning with an Emphasis on Science

Teachers K-5 received revised and newly-developed science curriculum units at the beginning of the year. Professional development opportunities provided educators with opportunities to deepen their understanding of and comfort with “hands-on experimentation,” as well as their understanding of science concepts new to their grade level. During a professional development session early in the year, educators at each grade level selected which new units to teach this year. In addition, we created a shared classroom space dedicated to science. This new resource allowed for classes to join together for science instruction, including hands-on experimentation. The space is also well-suited for the effective storage and retrieval of science materials.

2018-19 Luce School Priority #1: Achieving Educational Excellence & Ensuring Equity

Develop the leadership capacity of Grade-level Team Leaders, so that teachers are better able to learn with and from each other during collaborative grade-level team meetings and increase the amount of time teachers have available for this collaborative work.

Rationale: Highly-skilled Grade-level Team Leaders are key contributors to a professional culture in which all educators share ownership for student learning. Grade-level Team Leaders support the structures that allow for teacher teams to collaborate effectively: They lead data-based inquiry processes, and they guide colleagues in collaborative conversation, informed by the professional knowledge base on pedagogy, about how to improve instructional practices.

Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvement

2.3 Professional Culture

3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Increase capacity of administrators to support Grade-level Team Leaders by providing them with second year of PD in Facilitative Leadership (FL)	<ul style="list-style-type: none"> • Consultant • Asst. Supt. • Director of T&L, PreK-8 • Principals 	Ongoing 2018-19	<ul style="list-style-type: none"> • Consultant • PD funding • Time 	<ul style="list-style-type: none"> • Monthly PD provided to principals through Critical Friends Group (CFG) with Dir. of T&L and consultant • Agendas from CFG meetings: 10/22/18 meeting • Faculty meeting agendas • Building-based meetings utilizing facilitative leadership strategies.
Increase capacity of Grade-Level Team Leaders by providing them with second year of PD in Facilitative Leadership	<ul style="list-style-type: none"> • Consultant • Asst. Supt. • Director of T&L, PreK-8 	Ongoing 2018-2019	<ul style="list-style-type: none"> • Consultant • Funding • Time 	<ul style="list-style-type: none"> • 10/18/18-Full Day retreat for Team Leaders with consultant • Monthly afterschool team meetings (September 18th, December 11th, January 2nd, February 26th, April 9th, May 14th and June 11th) • Quotes from educators: <ul style="list-style-type: none"> ◦ "We worked as a team and learned from each other, reflected on and improved our practice (to help improve student performance)." ◦ "The professional learning has guided me in taking more risks as an educator and letting student learning truly lead my teaching." • Agendas of monthly after school PD sessions and twice-yearly day-long PD sessions • Self-assessments completed by Team Leaders at beginning and end of year show increased knowledge of and facility with facilitative leadership skills

Create additional blocks of time (120 minutes minimum) for the collaborative work of grade-level teams	<ul style="list-style-type: none"> • Asst. Supt. • Director of T&L, PreK-8 • Principals • Grade-Level Team Leaders 	Summer 2018	<ul style="list-style-type: none"> • Time • Funding for substitutes 	<ul style="list-style-type: none"> • Grade Level Teams (1,2, 4 & 5) met in three grade-level collaborative time meeting in November. Grade level teams (2, 4 & 5) met additionally in February and May. • Facilitative Leadership practices utilized during common planning sessions (9/26, 1/9, 3/6 and 6/5) • Agendas from these meetings demonstrate focus on collaborative work • Work products of these meetings show focus on improving teacher practice and student learning
Increase likelihood of program success by ensuring that elementary educators in all roles have a clear understanding of the purpose and practices of collaborative work led by Team Leaders	<ul style="list-style-type: none"> • Asst. Supt. • Director of T&L, PreK-8 • Principals 	Summer and Fall 2018	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Information about Grade-Level Team Leader program opportunities to be distributed in May 2019
Provide a model of effective practices in facilitative leadership for Team Leaders	<ul style="list-style-type: none"> • Principals 	Ongoing 2018-19	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Collaborative meetings between Grade-Level Team Leaders and Principals to begin in each building next year

2018-19 Luce Elementary School Priority #2: Transforming Teaching & Learning

Improve educator practices by creating structured opportunities for educators to observe each other's instructional practices

Rationale: Research supports that when educators can engage colleagues in collaborative conversation, informed by the professional knowledge based on pedagogy, about how to improve instructional practices and informed by data-based inquiry processes, student achievement increases.

Strategic Areas of Focus:

- 1.3 Excellent Educators for Every Student, Every Day
- 2.3 Professional Culture
- 3.1 Designed Student Learning & Growth
- 3.3 Educators' Creativity & Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Develop plan for small, voluntary peer observation program that builds from teacher interest and need	<ul style="list-style-type: none"> Principal Director of T&L, PreK-8 Assistant Supt. 	Summer and Fall 2018	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Network through MESPA (Massachusetts Educational School Principals Association) relative to peer observations programs utilized in other district Read professional articles on peer observation Brainstormed strategies with building based staff on how best to implement Gathered with district administrative colleagues to review literature and share strategies and ideas
Recruit educators to participate in program and provide PD in peer observation practices	<ul style="list-style-type: none"> Building Admin Team Director of T&L, PreK-8 	Fall 2018	<ul style="list-style-type: none"> Time Professional resources in peer observation 	<ul style="list-style-type: none"> Presented concept of Pineappling via Powerpoint and staff discussion during September faculty meeting Peer Observation opportunity described and facilitated by Assistant Supt. and Director of Teaching & Learning PreK-8 during October faculty meeting Benefits of Peer Observation discussed during December faculty meeting
Increase educator repertoire of instructional practices by providing opportunities for educators participating in peer observations to share their learning with colleagues	<ul style="list-style-type: none"> Participants in peer observations Building Admin Team 	Winter-Spring 2018-19	<ul style="list-style-type: none"> Time Professional resources 	<ul style="list-style-type: none"> Faculty meeting agendas confirm presentations by Luce educators to one another about instructional practices: October, January, February, March, April Peer observations supported sharing of instructional practices in the areas of the workshop model in math, guided reading, and support for students with challenging behaviors Administrator observations in classrooms confirms that educators have begun to implement strategies learned through observations in peers' classrooms and through collegial sharing during faculty meetings

2018-19 Luce Elementary School Priority #3: Transforming Teaching & Learning with an Emphasis on Science

Develop each educators capacity to deliver high quality, standards based instruction in Science so that students meet year end expectations

Rationale: It is essential that we instruct in grade specific science standards in the Massachusetts Curriculum Frameworks. Our educators further opportunities to implement all newly created science units and to further expand their related content knowledge.

Strategic Areas of Focus:

- 1.2 Educational Excellence and Continuous Improvement; 1.4 Equitable Access to High Quality Instruction
- 3.1 Designed Student Learning & Growth; 3.2 Students' Ownership of Learning and Demonstration of Learning and Growth
- 3.3 Educators' Creativity & Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Ensure students have access to updated learning opportunities in science by providing educators at each grade level with newly-revised curriculum units	<ul style="list-style-type: none"> Vertical alignment grade-level reps. Classroom Educators 	Ongoing 2018-19	<ul style="list-style-type: none"> Grade level units Related materials grade level meeting time 	<ul style="list-style-type: none"> During professional development before the opening of schools, all teachers K-5 received hard copies and electronic access to the new science units. All teachers received clear guidance about district expectations for science instruction in 2019-20. Through collaborative process, educators K-5 agreed upon the new science units to be taught this year.
Increase educators' understanding, skill-set and instructional abilities related to science content and end-of-year grade-level standards through the receipt of high quality professional development	<ul style="list-style-type: none"> Elementary Curriculum Coordinator Principals PD Provider from Teachers21 Classroom Educators 	PD opps. (11/6/18, 12/5/18 and 2/6/19)	<ul style="list-style-type: none"> PD time and funding Teachers21 Consultant 	<p>Science PD: various grade levels on different days</p> <ul style="list-style-type: none"> 9/5/18, 11/6/18, 12/ 5/18, 2/6/19 1/17/19 Grade 5 authors met with Katy Clark, consultant Feedback from 11/6/18 showed deeper content knowledge Teachers provided with necessary resources Teachers observed implementing strategies and delivering standards-based instruction in Science as documented in Baseline
Ensure continual updating of science curriculum by assessing effectiveness of newly-implemented curriculum units	<ul style="list-style-type: none"> Grade level teams 	Ongoing 2018-19	<ul style="list-style-type: none"> Science instruction time Grade-level common planning time 	<ul style="list-style-type: none"> Unit assessments piloted. Teachers report an increase in student comprehension of material with hands on end of unit assessments Continue to review end of unit assessments based on teacher and student feedback. Educators worked as building grade level teams to complete summary of year and reflect on units taught. Feedback sought in regards to additional professional development needed to insure educator ability to implement all units in FY20.

Dean S. Luce Elementary School School Improvement Plan, 2019-20

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
May 23, 2019

2019-20 School Council		
Name	Position	Term End Date
Yeshi Gaskin*	Principal	Permanent
Susan Stewart	Parent	June, 2020
TBD	Parent	June , 2021
TBD	Parent	June, 2021
Heather Lazaro	Educator	June, 2020
Susan Olsen	Educator	June, 2020
TBD	Educator	June, 2021
*Council Co-Chairs-TBD; elections for School Council to be held in Fall 2019.		

School Improvement Priorities for 2019-20

Upon review of the school community survey and feedback, along with review of progress toward our 2018-19 goals, we have chosen to focus for the coming school year on increasing educators ability to learn from one another. This will include continued training of grade level team leaders which enables them to work with their grade level teams in examination of instructional practices and student work. It will include continued opportunities for educators to visit with one another during instructional time and dedicated professional development during faculty meetings focussed on pedagogy and increasing the rigor of instructional practices.

2019-20 Luce School Priority #1: Achieving Educational Excellence & Ensuring Equity

Improve educator practices by creating structured opportunities for educators to share and discuss educational pedagogy.

Rationale: Educators share ownership for student learning. Research supports that when educators can engage colleagues in collaborative conversation, informed by the professional knowledge based on pedagogy, about how to improve instructional practices and informed by data-based inquiry processes, student achievement increases.

Strategic Areas of Focus

- 1.2 Educational Excellence and Continuous Improvement
- 2.3 Professional Culture
- 3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Increase capacity of Grade-Level Team Leaders to serve as catalysts for advancement of teaching and learning	<ul style="list-style-type: none"> Asst. Superintendent Director of T&L Administration Consultant 	Ongoing 2019-20	<ul style="list-style-type: none"> Funding Training Time 	<ul style="list-style-type: none"> Agendas of monthly after school PD sessions and twice-yearly day-long PD sessions Self-assessments completed by Team Leaders at beginning and end of year show increased knowledge of and facility with facilitative leadership skills
Support teachers in implementing workshop model in Math and ELA	<ul style="list-style-type: none"> Administration Consultants Director of T&L Stem Coordinator 	Ongoing 2019-20	<ul style="list-style-type: none"> PD Time 	<ul style="list-style-type: none"> Feedback from PD Observations of practice
Create additional blocks of time (120 min. minimum) for collaborative work of grade-level teams	<ul style="list-style-type: none"> Asst. Supt. Director of T&L Principals Grade-Level Team Leaders 	Summer 2019	<ul style="list-style-type: none"> Time Funding 	<ul style="list-style-type: none"> Calendar for elementary schools shows extended blocks of time for grade-level team meetings Agendas from these meetings demonstrate focus on collaborative work Work products of meetings show focus on improved teacher practice and stdt. learning
Increase likelihood of program success by ensuring that elementary educators in all roles have clear understanding of purpose and practices of collaborative work led by Team Leaders	<ul style="list-style-type: none"> Asst. Supt. Director of T&L Principals 	Summer and Fall 2019	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Information about Grade-Level Team Leader program opportunities distributed in May 2019

Provide model of effective practices in facilitative leadership for Team Leaders	<ul style="list-style-type: none"> • Principals 	Ongoing 2019-20	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Dates established for collaborative meetings between Grade-Level Team Leaders and Principals to begin in each building next year
Utilize faculty meetings and common planning opportunities to investigate structures related to advancing rigor of instructional practices	<ul style="list-style-type: none"> • Building Admin Team • Faculty 	Ongoing 2019-20	<ul style="list-style-type: none"> • Time • Prof. resources 	<ul style="list-style-type: none"> • Faculty identified topics, including but not limited to: Tier I instruction, writing, cultural competency, student accountability, and students with specific identified disabilities • Examination of instructional practices through professional articles and protocol examinations • Administrator observations in classrooms confirms that educators have begun to implement strategies learned through observations in peers' classrooms and through collegial sharing during faculty meetings • Faculty meeting agendas • Common planning agendas

2019-20 Luce Elementary School Priority #2: Transforming Teaching & Learning

Improve educator practices by creating structured opportunities for educators to observe and discuss each other's instructional practices

Rationale: Research supports that when educators can engage colleagues in collaborative conversation, informed by the professional knowledge based on pedagogy, about how to improve instructional practices and informed by data-based inquiry processes, student achievement increases.

Strategic Areas of Focus:

- 1.3 Excellent Educators for Every Student, Every Day
- 2.3 Professional Culture
- 3.1 Designed Student Learning & Growth
- 3.3 Educators' Creativity & Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Continue to evolve plan for small, voluntary peer observation program that builds from teacher interest and need	<ul style="list-style-type: none"> Principal Director of T&L, PreK-8 Assistant Supt. 	Summer and Fall 2019	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Gather with district administrative colleagues to review literature and share strategies and ideas Review "pineapple" process with faculty during opening faculty meeting
Recruit educators to participate in program and provide PD in peer observation practices	<ul style="list-style-type: none"> Building Admin Team Director of T&L, PreK-8 	Fall 2019	<ul style="list-style-type: none"> Time Professional resources in peer observation 	<ul style="list-style-type: none"> Peer Observation opportunity described and facilitated by Assistant Supt. and Director of Teaching & Learning PreK-8 during October faculty meeting
Increase educator repertoire of instructional practices by providing opportunities for educators participating in peer observations to share their learning with colleagues	<ul style="list-style-type: none"> Participants in peer observations Building Admin Team 	Winter-Spring 2019-20	<ul style="list-style-type: none"> Time Professional resources Funding for substitute coverage 	<ul style="list-style-type: none"> Provide coverage for "pineappling" to occur Faculty meeting agendas confirm presentations by Luce educators and discussions about instructional practices Examination of instructional practices through professional articles and protocol examinations Administrator observations in classrooms confirm educators have begun to implement strategies learned through observations in peers' classrooms and through collegial sharing during faculty meetings

JFK Elementary 2018-19 School Improvement Plan: Year-end Report

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
May 23, 2019

2018-19 School Council		
Name	Position	Term End Date
Christine McMahon*	Principal	Permanent
Carol Mahoney*	Parent	June, 2019
Maria Magazzu	Teacher	June, 2020
Kerry Donaghey	Teacher	June, 2019
Amy Eagles	Teacher	June, 2019
Kat Kelley	Teacher	June, 2020
Kelly Cavanaugh	Parent	June, 2019
Christine Gray	Parent	June, 2019
<i>Council Co-Chairs*</i>		

JFK School Improvement Plan, 2018-19: Results

School Demographics

- Student population size remained relatively consistent (from 534 in FY18 to 520 students in FY19).
- Reduction of one kindergarten class
- 2.9% of students are English Language Learners
- 11.3% of students received specialized instruction for identified disabilities
- Population of economically-disadvantaged students decreased by 20% from prior year (10.2% in 2018 to 8.1% in 2019)

Student Learning Outcomes

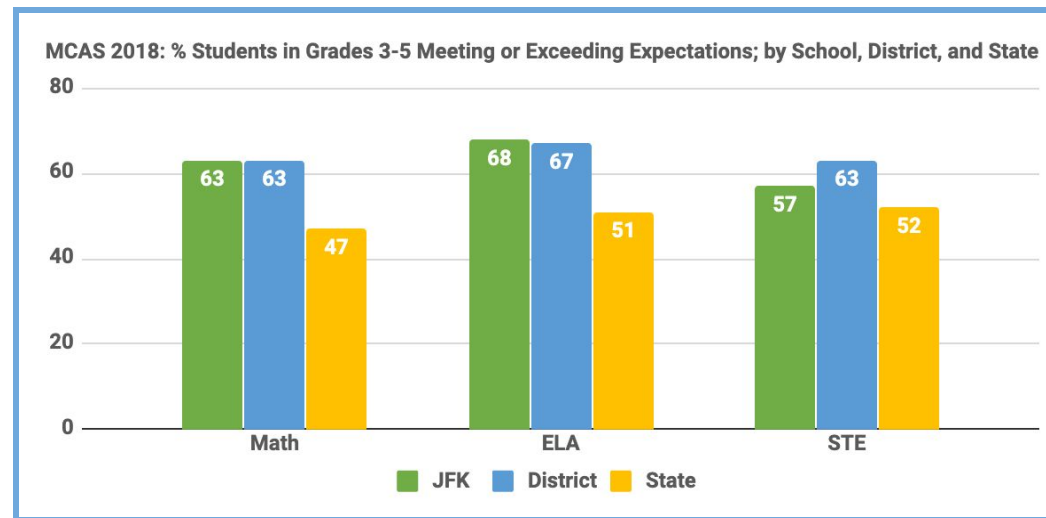
Behavior

- JFK School has seen a 93% reduction in the number of incidents in which students' challenging behavior required administrative staff intervention (from 57 incidents last year to only 4 this year). This improvement is a direct result of the concrete steps we have taken towards School Priority #2: Social-Emotional Learning. The weekly PAWSOME Awards have focused on specific goals, allowing more students the opportunity to be recognized; recess takes place before lunch, allowing students time to defuse situations before returning to class; and administration is present in the cafeteria daily to talk with students and problem-solve issues that have taken place in the schoolyard. Teachers report that they are losing less instructional time in solving problems with students upon their return to class. The School Psychologist and Speech and Language Pathologist co-teach the Social Thinking curriculum, which provides step-by-step guidance for teaching social-cognitive and communicative skills. The adoption of Morning Meeting and Responsive Classroom practices has been an engaging way to start each day, build a strong sense of community, and set children up for success both socially and academically. 96% of families report that they value the social and emotional learning that takes place at the JFK.

Academic growth and achievement

- **Read Naturally** is now in its third year of implementation, with student participation in Gr. 2-4 increasing from 32 students last year to 40 student this year. Even though Read Naturally is known for improving reading speed through repeated readings of the same text, our students' greatest areas of improvement have been in comprehension and reading expression, as demonstrated on pre- and post-test measures. Most importantly, our students are engaged with reading and love the program.
- **Guided Math** has been a huge shift in math instruction, moving us from a teacher-centered approach to a more student-centered approach. It is currently being implemented in 12 classrooms with many other teachers hoping to join the implementation next year. The structure of a guided math lesson begins with a brief, whole-group mini lesson; all students then rotate through stations in small groups to focus on various tasks, including independent problem-solving, technology practice, hands-on learning with manipulatives, and small group targeted instruction. Students have expressed that this approach supports their understanding of mathematical concepts, that they are processing more information, able to ask more questions, and that they now love math. Teachers have repeatedly shared that this more student-centered approach has allowed them to get to know their students as math learners as never before.

- **MCAS** results in spring 2018 allowed JFK school to be classified by the Department of Elementary and Secondary education as “Meeting Targets.”



Student voice and agency

- **Student-led conferences:** All Grade 5 students had an opportunity to showcase their learning in a Workshare Event that took place on March 26, 2019. Families were invited to listen to students as they explained their portfolio. Students walked through the process of organizing, reflecting, and monitoring their progress to demonstrate true ownership of their learning.
- **Student-organized clubs:** Students at all grade levels initiated clubs that run during recess. Students have the opportunity to promote their club during lunch by explaining the purpose of the club and when it will meet. Examples of several successful clubs include comic book club, history club, bracelet club, and the singing club.
- **Student Council:** Ten elected members of the fifth grade class served as the student voice of the JFK to school and district administration. They spent the year developing their leadership skills by organizing school activities and service projects, including Mix it Up Monday, the Rwanda Project, Holiday Toy Drive, and Spirit Week. Their efforts were recognized publicly during their presentation to the School Committee in March.

Student School Experience

- **School-Wide morning meetings** have been a great way both to start the day and to build our school culture. Led by our Culture and Climate Committee, the school-wide monthly morning meetings on early release days have included a morning message, greeting, and sharing activity for all grades in the school. Older grades were paired with younger grades to cultivate a larger sense of community. 100% of respondents to our community survey confirmed that their children feel a sense of belonging in the school, and 91% feel their child has at least one trusted adult in the school.
- **Kidsborough:** Before- and after-school enrichment is new to the JFK this year following several years of parent requests for a childcare program. The program runs from 7:00am-9:00am and from 3:15-6:00 pm. The morning program serves 30-35 students, and the afternoon program serves 40 students. Kidsborough anticipates that next year's numbers will be closer to 40 students in the morning and 50-55 students in the afternoon. When in Kidsborough, students participate in outdoor play, enjoy a healthy snack, complete homework, enjoy free time, and participate in a variety of clubs, including science, chess, Lego, Play-Doh creations, reading, and cooking. Next year, the program hopes to add sports and language clubs.
- **Before and after-school activities:** Over 80% of families responding to our community survey report with the learning opportunities provided during the school day. We know, however, that our students flourish when those opportunities extend beyond the school day to include before- and after-school hours. Some of our most popular before- and after-school opportunities include Foreign Language Club, Girls on the Run, Garden Club, Mallet Madness, and Kids for Peace. These extracurricular activities allow students to pursue interests that they may not be able to pursue during the regular school day.
- **Classroom environments** have become more flexible to allow students greater choice in where their learning takes place. Space is more student-centered, there are more varied options for seating and work spaces, student work is replacing purchased materials, and walls have less clutter.
- **Shared learning** takes place across grade levels, enabling students to see connections in content. For example, Kindergarten and Gr. 3 share written poems and conduct experiments related to forces and motion. Kindergarten and Gr. 4 study plants together in our outdoor garden.

Summary of Progress Toward 2018-19 School Priorities

JFK has spent the past year working on three school priorities:

- Achieving Educational Excellence & Ensuring Equity
- Cultivating School Climate and Culture
- Transforming Teaching and Learning

Achieving Educational Excellence and Ensuring Equity: Grade-level Team Leaders used their facilitative skills to work with teacher teams throughout the year. According to results from an educator survey, focus areas for work facilitated by the Team Leaders included team building, looking at student work, instructional practices, and assessments. Results of this work include building greater trust among colleagues, increased reflection about professional practice, greater openness to new approaches, and greater openness to sharing ideas.

Cultivating School Climate and Culture: Work on social and emotional learning continued with revisions to our school wide PAWS system to support students. The weekly Pawsome Award is now goal-focused, which allows more students access to being nominated for the award. Calm Classroom and We Thinkers-Social Problem Solvers continue to help children build fundamental social competencies and to improve their social and academic performance. The formation of a Culture and Climate Committee was a driving force in initiating school-wide morning meetings. Many teachers are also implementing morning meeting and report that students are better able to self-regulate, have longer attention spans, and are better able to focus on academic content.

Transforming Teaching and Learning: Teachers continued to build upon curriculum units at all grade levels. Teacher feedback was also positive in response to the professional development offered. Sample responses to educator professional development include the following quotes:

"I thought the activity was super helpful in seeing new ways to get students engaged."

"Now that we can see how the experiments work, we can bring the lesson into class knowing what needs to be done."

"Engaging doing the experiment and seeing how our kids would see it."

2018-19 JFK School Priority #1: Achieving Educational Excellence & Ensuring Equity

Develop the leadership capacity of Grade-level Team Leaders, so that teachers are better able to learn with and from each other during collaborative grade-level team meetings

Rationale: Highly-skilled Grade-level Team Leaders are key contributors to a professional culture in which all educators share ownership for student learning. Grade-level Team Leaders support the structure that allow for teacher teams to collaborate effectively: They lead data-based inquiry, processes, and they guide colleagues in collaborative conversation, informed by the professional knowledge base on pedagogy, about how to improve instructional practices.

Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvement

2.3 Professional Culture

3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress to date
Increase capacity of administrators to support Grade-level Team Leaders by providing them with second year of PD in Facilitative Leadership (FL)	<ul style="list-style-type: none"> Consultant Asst. Supt. Dir. of T&L, PreK-8 Principals 	Ongoing 2018-19	<ul style="list-style-type: none"> Consultant PD funding Time 	<ul style="list-style-type: none"> Nine Critical Friends Group (CFG) meetings held with Principals, Dir. of T&L PreK-8, and Consultant Agenda from CFG meeting shows content and strategies appropriate to development of Facilitative Leadership skills Agendas from faculty meetings
Increase capacity of Grade-Level Team Leaders by providing them with second year of PD in Facilitative Leadership	<ul style="list-style-type: none"> Consultant Asst. Supt. Dir. of T&L, PreK-8 	Ongoing 2018-19	<ul style="list-style-type: none"> Consultant PD funding Time 	<ul style="list-style-type: none"> Professional development provided to Grade-Level Team Leaders: Full-day PD on 10/18, 3/13 After school PD: 9/18, 12/11, 1/2, 2/26, 4/9, 5/14, 6/11 Include responses from summary of TL survey
Create additional blocks of time (120 minutes minimum) for the collaborative work of grade-level teams	<ul style="list-style-type: none"> Asst. Supt. Dir. of T&L, PreK-8 Principals Grade-Level Team Leaders 	Summer 2018	<ul style="list-style-type: none"> Time Funding for substitutes 	<ul style="list-style-type: none"> Early Release Common Planning time: 9/26, 1/9, 3/6, 6/5 Addition grade-level collaborative time, 2+ hours, created by providing sub coverage (see p. 23 of Grade-Level Team Leaders Guidance and Resource booklet) Agendas from building based grade level team meetings
Increase likelihood of program success by ensuring that elementary educators in all roles have a clear understanding of the purpose and practices of collaborative work led by Team Leaders	<ul style="list-style-type: none"> Asst. Supt. Dir. of T&L, PreK-8 Principals 	Summer and Fall of 2018	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Regular monthly meetings with all elementary educators focusing on School-wide Professional Communities Information about Grade-Level Team Leader program opportunities to be distributed in May 2019
Provide a model of effective practices in facilitative leadership for Team Leaders	<ul style="list-style-type: none"> Principals 	Ongoing 2018-19	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Collaborative meetings between Grade-Level Team Leaders and Principals to begin in each building next year

2018-19 JFK School Priority #2: Cultivating School Climate and Culture

Build and maintain an effective and accountable approach to school-wide student support

Rationale: Helping students develop the habits and skills of self management, self-discipline, and social and emotional efficacy is vital to their overall learning experience. Innovative plans will help educators avoid punitive and exclusionary practices when addressing student behavioral challenges, creating a more positive school experience for all students.

Strategic Areas of Focus:

- 2.1 Social Emotional Learning
- 2.2 Behavioral Intervention
- 2.4 School Safety

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Attend out-of-districts PD: "Recalibrating School-wide Discipline and Student Support: Building a Restorative and Accountable Approach"	<ul style="list-style-type: none"> Principal Team Chair 	July, 2018	<ul style="list-style-type: none"> Funding for PD 	<ul style="list-style-type: none"> Principal and Team Chair/Admin attended professional conference
Gather building-based team of staff in diverse roles to draft a statement of beliefs for revised approach to supporting students with behavioral challenges	<ul style="list-style-type: none"> Principal Team Chair School Psych. Teacher/EA volunteers 	Summer 2018	<ul style="list-style-type: none"> Time Prof. resources about behavioral support Survey data 	<ul style="list-style-type: none"> Faculty meeting held to promote a shift in mindset related to restorative, accountable approach to schoolwide discipline; Punitive/Restorative and Gear Activities used Culture and Climate Committee created School-wide Behavior Expectations revised based on new learning from conference and faculty responses to Punitive/Restorative and Gears Activities
Share working draft of belief statement with staff at beginning of school year, including expectations for staff and administrators in addressing behavioral challenges	<ul style="list-style-type: none"> Principal Team Chair School Psych. Teacher/EA volunteers 	Sept. 2018	<ul style="list-style-type: none"> PD Time Resources 	<ul style="list-style-type: none"> Copy of revised behavior expectations shared with all staff Classroom observations by admin. confirm teacher use of new strategies to support positive student behavior New strategies implemented, as well, during School-Wide Morning Meetings School psychologist and SLPA collaborated in implementation of Social Thinking curriculum in Gr. K-2 Student behavior referrals by staff have decreased from 57 in 2017-18 to only 4 in 2018-19 Weekly goals instituted for PAWSOME Awards, thereby allowing more students access to award Emails to teachers confirm follow-up from admin after Student Response weekly meetings
Strengthen home/school support system for students by providing families with quarterly forums to increase capacity to address children's behavioral challenges, using techniques and language similar to that used in school	<ul style="list-style-type: none"> Principal Team Chair School Psych. Teacher/EA volunteers 	Ongoing 2018-19	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Agenda Oct. 2018 Parent feedback Agendas The October meeting only had 5 parents in attendance. This will be a focus area next year in order to build home/school support and more inclusive practices.

2018-19 JFK Elementary School School Priority #3: Transforming Teaching and Learning

Develop each educators capacity to deliver high quality, standards based instruction in Science so that students meet year end expectations

Rationale: It is essential that we instruct in grade specific science standards in the Massachusetts Curriculum Frameworks. Our educators further opportunities to implement all newly created science units and to further expand their related content knowledge.

Strategic Areas of Focus:

- 1.2 Educational Excellence and Continuous Improvement
- 1.4 Equitable Access to High Quality Instruction
- 3.1 Designed Student Learning & Growth
- 3.2 Students' Ownership of Learning and Demonstration of Learning and Growth
- 3.3 Educators' Creativity & Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Ensure students have access to updated learning opportunities in science by providing educators at each grade level with newly-revised curriculum units	<ul style="list-style-type: none"> Vertical alignment grade-level representatives Classroom Educators 	Ongoing 2018-19	<ul style="list-style-type: none"> Grade-level units Grade-level collaborative time Related materials 	<ul style="list-style-type: none"> 9/5/18: All elementary teachers and special educators received binders of all completed units. During professional development before the opening of schools, all teachers K-5 received hard copies and electronic access to the new science units. All teachers received clear guidance about district expectations for science instruction in 2019-20. Through a collaborative process, educators at each grade level K-5 agreed upon the new science units to be taught this year.
Increase educators' understanding, skill-set and instructional abilities related to science content and end-of-year grade-level standards through the receipt of high quality professional development	<ul style="list-style-type: none"> Elementary Curriculum Coordinator Principals Teachers21 Consultant Classroom Educators 	PD opportunities (11/6/18, 12/5/18 and 2/6/19)	<ul style="list-style-type: none"> Time, funding for PD Teachers21 Consultant 	<ul style="list-style-type: none"> Science PD, for various grade combinations <ul style="list-style-type: none"> 9/5/18 11/6/18: Teacher feedback 12/ 5/18 2/6/19 1/17/19: Gr. 5 authors with Katy Clark Teachers provided with necessary resources Teachers were observed implementing strategies and delivering standards-based instruction in Science
Ensure continual updating of science curriculum by assessing effectiveness of newly-implemented curriculum units	<ul style="list-style-type: none"> Grade level teams 	Ongoing 2018-19	<ul style="list-style-type: none"> Science instruction time Grade-level common planning time 	<ul style="list-style-type: none"> Educators provided with form to share feedback for consideration of future unit revision Increased student comprehension and learning as evidenced through end of unit performance assessments

John F. Kennedy School School Improvement Plan, 2019-20

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
May 23, 2019

2018-19 School Council

Name	Position	Term
Christine McMahon*	Principal	Permanent
Carol Mahoney*	Teacher	June, 2019
Kathryn Kelley	Teacher	June, 2020
Maria Magazzu	Teacher	June, 2020
Kelly Cavanaugh	Parent	June, 2019
Amy Eagles	Teacher	June, 2019
Kerry Donaghey	Teacher	June, 2019

**Council Co-Chairs*

Elections for 2019-20 School Council to be held in Fall 2019.

School Improvement Priorities for 2019-20

Upon review of the school community survey, teacher feedback from faculty meetings and professional development, and along with review of progress toward our 2018-19 goals, JFK School has chosen to focus for the coming school year on three areas: promoting a more inclusive environment for all students, staff, and families so everyone feels welcome and accepted; continuing to support teachers in creating and maintaining safe, caring, supportive, and responsive classrooms that will build social and emotional skills and have a positive impact on overall school culture; and supporting teachers in implementing new and innovative ways of teaching in order to provide meaningful instruction to all students.

2019-20 JFK School Priority #1: Achieving Educational Excellence & Ensuring Equity

Promote an inclusive environment that benefits all students, staff, and families so everyone has access to learning and feels valued as a member of the school environment.

Rationale: Inclusive schools support diversity, engage in respectful relationships, and provide an equitable opportunity for everyone.

Strategic Areas of Focus:

1.1 Educational Equity

1.3 Excellent Education for Every Student, Every Day

1.4 Equitable Access to High Quality Instruction

Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Initiate Phase 1 of a multi-year commitment to creating a school that is inclusive to all students	<ul style="list-style-type: none"> Administration 	Ongoing 2019-20	<ul style="list-style-type: none"> Teacher PD Time Professional resources on inclusive schools Ongoing collaboration with model school 	<ul style="list-style-type: none"> Feedback from Kindergarten teachers' visit to model school Observation of inclusive practices Agendas from monthly meetings with specialists and grade level teams
Offer equitable activities for children and families before, during, and after school	<ul style="list-style-type: none"> Administration Parents Teachers 	Ongoing 2019-20	<ul style="list-style-type: none"> Time Resources 	<ul style="list-style-type: none"> Community Survey results Diverse representation at events
Provide monthly open office hours for families in order to foster conversations, promote awareness, and build community	<ul style="list-style-type: none"> Administration 	Ongoing 2019-20	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Attendance sign in sheets Parent feedback
Raise staff awareness about equity and diversity in everyday practice	<ul style="list-style-type: none"> Building-based Core Equity Team 	Ongoing 2019-20	<ul style="list-style-type: none"> Time Professional resources in the area of equity 	<ul style="list-style-type: none"> Faculty agendas Curriculum review

2019-20 JFK School Priority #2: Cultivating School Climate and Culture

Build and maintain a school climate and culture that supports the social and emotional needs of all students

Rationale: Helping students develop the habits and skills of self management, self-discipline, and social and emotional efficacy is vital to their overall learning experience. Common language and routines provide a framework that is shared by everyone when addressing student behavioral challenges, creating a more positive school experience for all students.

Strategic Areas of Focus:

- 2.1 Social Emotional Learning
- 2.2 Behavioral Intervention
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Revise School-wide Expectations to include common language to be used by all staff	<ul style="list-style-type: none"> • Culture and Climate Committee 	July - August 2019	<ul style="list-style-type: none"> • Collaborative time 	<ul style="list-style-type: none"> • Revised School-wide Expectations Document
Share revised School-wide Expectations with staff at beginning of school year, including expectations for staff and administrators in using a common language and addressing behavioral challenges	<ul style="list-style-type: none"> • Administration • Culture and Climate Committee 	September 2019	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Observation of practice • Office referrals
Increase capacity to support teachers in the implementation of Morning Meeting, Social Thinking, and Collaborative Problem Solving	<ul style="list-style-type: none"> • Administration • Culture and Climate Committee 	Ongoing 2019-20	<ul style="list-style-type: none"> • Support from Culture and Climate Committee • Common Planning time with psychologist and SLP 	<ul style="list-style-type: none"> • Observation of practice • Teacher feedback • Office referrals

2019-20 JFK School Priority #3: Transforming Teaching and Learning

Build the capacity to support opportunities for innovative teaching and learning.

Rationale: Teaching, lessons, and environments should be flexible in order to allow for student centered collaborative learning experiences and ownership of learning.

Strategic Areas of Focus:

3.1 Designing Student Learning and Growth

3.2 Student Agency, Voice, and Ownership of Learning

3.3 Educator's Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Support teachers in implementing the workshop model in math and ELA	<ul style="list-style-type: none"> Administration Consultants Dir. Teaching & Learn. Stem Coordinator 	Ongoing 2019-20	<ul style="list-style-type: none"> District PD Time for peer observations and collaboration Time for planning with ELA and math specialists 	<ul style="list-style-type: none"> Teacher feedback from PD Observations of practice
Increase the capacity of Grade-Level Team Leaders to serve as the catalysts for the advancement of teaching and learning	<ul style="list-style-type: none"> Administration 	Ongoing 2019-20	<ul style="list-style-type: none"> Time Resource 	<ul style="list-style-type: none"> Meeting agendas Observation of practice
Cultivate classroom environments that ensure function, collaboration, flexibility, and ownership of learning	<ul style="list-style-type: none"> Administration 	Ongoing 2019-20	<ul style="list-style-type: none"> Resources District PD 	<ul style="list-style-type: none"> Observations
Solicit enrichment programming that is engaging and relevant to grade-level curriculum	<ul style="list-style-type: none"> Administration Teachers CAPT 	Ongoing 2019-20	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Teacher feedback Student feedback

Lt. Peter M. Hansen Elementary School 2018-19 School Improvement Plan: Year-end Report

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
May 23, 2019

2018-19 School Council		
Name	Position	Term End Date
David Brauninger	Principal	Permanent
Christine Giglio	Teacher	June, 2020
Lisa Hansen	Teacher	June, 2020
Corinne Coates	Parent	June, 2020
Joshua Layne	Parent	June, 2020
Jen Rudnick	Parent	June, 2020
Stacey Drew	Community Rep.	June, 2020
<i>Elections to be held Fall 2019 for the 2019-20 School Council</i>		

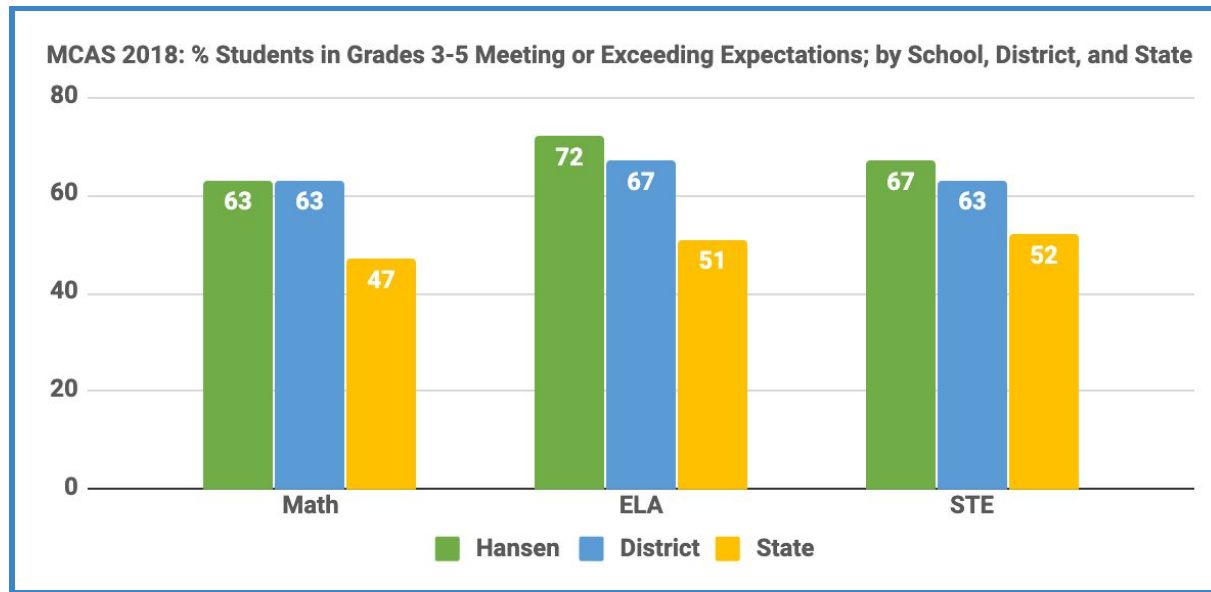
Lt. Peter M. Hansen, 2018-19: Results

School Demographics

- Four class sections in all grades (K - 5), with one sub-separate classroom for students in Gr. 3 - 5
- 1.4% increase in student population from 2017-18 to 2018-19 (from 477 to 484 students)
- 53 new students (excluding Kindergarten) enrolled since end of 2017-18, representing 10.9% of current student population
- English Language Learner population remained consistent in size (3.6% in 2017-18, 3.7% in 2018-19)
- 2.1% decrease in students with disabilities from 2017-18 to 2018-19 (from 11.2% to 9.1%)
- 15.7% of students economically disadvantaged; 27.3% identified as 'High Needs'
- 13.0% African American, 11.0% Asian, 6.6% Hispanic, 61.8% White, and 7.2% Multi-Race, Non-Hispanic

Student Learning Outcomes

As reported previously in Fall 2018, there is much to be proud of when we consider student learning at the Hansen Elementary School. One measure of what students have learned is MCAS. Overall, the Department of Elementary and Secondary Education has classified the Hansen as 'Meeting Targets,' and our MCAS average scaled scores are consistently above state averages and in line with or above the district averages in ELA and Math. As an example, our average scaled score for the 2018 ELA MCAS was 511 (district average was 508, and state average was 500), while our average scaled Math score was 508 (district average was 507, and state average was 498). See chart below for comparisons among Hansen School, the district, and the state.



Hansen School strives to provide learning opportunities that extend beyond the academic to include social, emotional, and behavioral areas. We are now wrapping up our second year with the Student Support Center (SSC) as a resource that supports all students and delivers meaningful opportunities for learning and skill-building. The SSC is staffed by our School Psychologist and is consistently supported throughout the day by the Home-School Interventionist and Educational Assistants. In addition to building social and emotional skills, students utilizing the SSC learn adaptive behaviors and how to interact positively with peers and adults in the school environment. With its focus on positive expectations and behaviors, the SSC:

- provides students with the opportunity to build skills and learn how to resolve conflicts;
- creates space in which adults can teach students desired behaviors;
- encourage expected behaviors;
- increase academic engagement and academic performance;
- provide students with counseling and behavioral support;
- provide academic support until students are ready to return to their classrooms; and,
- improve the overall school climate.

To date, 95 students have accessed the Student Support Center to receive emotional or behavioral support. These 95 students account for a total of 413 visits. The SSC is also available for students requiring adult check-ins and processing opportunities in lower-level moments; we have had 352 student visits for this purpose. When students access the space, they complete a reflection sheet and self-assess their level of emotion through self-rating on a scale of 1-5. When ready, students process the incident and/or emotion with SSC staff. Before returning to class, they again complete a self-assessment of how they are feeling in that moment. In all instances, students have rated themselves higher (nearly all by several points). These processing and self-assessment forms are then shared with relevant staff (administration, child's teacher, etc.), along with a summary of strategies for future success that were developed between the student and SSC staff. While we continue to reflect and refine how best to meet the needs of students, we are proud that our number of behavioral slips has sent to the office continues to decrease each year (this year we have received just 6).

Another way in which we are working to support the social, emotional, and behavioral needs of students, while building and strengthening classroom and school community is through our use of Responsive Classroom. During the summer of 2018, eight Hansen staff members (three teachers in Gr. 1, three teachers in Gr. 2, one teacher in Gr. 4, and the Art teacher) participated in professional development in this model, and all have incorporated elements into their classroom this year. The teachers set aside time each day for students to connect with one another and to model language and activities that build individual self-esteem, promote peer connections, and enhance classroom community. All eight teachers have provided overwhelmingly positive feedback, and all have noted positive impact on students. These teachers have shared pieces of their work throughout the year at staff meetings, and there is a strong excitement amongst Hansen staff to implement Responsive Classroom more widely.

Student School Experience

What is most important to us at Hansen is that all students have equal access to a positive school experience, within a safe and supportive learning community. One data point that allows us to gain insight into our students' experience in school is the VOCAL (Views of Climate and Learning) survey that 75 students in last year's Gr. 5 class completed at the end of MCAS.

One highlight from the survey results is that 95% of all students feel that 'adults working at this school treat all students respectfully.' When broken down by student subgroup, results show that 100% of African American students, 91% of Asian students, and 96% of White students felt this to be true. In addition, 93% of students responded that 'students at my school get along well with each other.' 100% of African American students, 91% of Asian students, and 96% of White students felt this to be true. In addition, 91% of all students responded that 'students respect one another.' 100% of African American students, 91% of Asian students, and 88% of White students felt this to be true. Finally, 100% of all students responded that 'I feel safe at our school.' When we look at all of our data disaggregated by racial subgroups, we note that African American students tend to respond with the highest degree of positivity, while Asian students tend to respond with the lowest. This is interesting information for us to consider, and we will compare our data to the results of this year's VOCAL survey, which students in both Gr. 4 and Gr. 5 will take at the end of MCAS this year.

This spring, parents/guardians also completed the elementary school community survey. The Hansen School received 68 responses, with 91% agreeing or strongly agreeing that 'I feel that the school provides a safe learning environment for my child' and 94% agreeing or strongly agreeing that 'my child feels a sense of belonging at school'. In addition 92% agreed or strongly agreed that 'My child has at least one trusted adult in the school'. Finally, 84% agree or strongly agree that 'I feel comfortable raising issues and concerns that are important to me'.

In an effort to provide all students with positive school experiences, we have also launched two groups that provide opportunities for adult members of the Hansen School community to work together with the ultimate goal of ensuring a positive school experience for all students and families. This year, we started a Climate and Culture Committee, which consists of 13 volunteer staff members from the Hansen School. This group is made up of school administrators, teachers across various grade levels, special educators, specialist teachers, and a school psychologist. We have dug more deeply into our adult climate and culture, and how this impacts the experiences for our students. We have spent time identifying and discussing our strengths and areas for growth, while also examining some of our data around from our students regarding their views on school climate (VOCAL data). We have led conversation with staff at faculty meetings, and are excited to continue to dig more deeply into this topic as we move ahead. In addition to this group, we also recently began to offer community forums to discuss issues related to culture, equity, and bias. Any adult member of the Hansen community (parent/guardian/other family member and staff) is welcome to attend and participate. We held our first forum on April 26, and 15 members participated (6 staff members and 9 community members). At this meeting, we spent time getting to know one another, discussed our group purpose and rationale for offering this opportunity, and discussed our group norms and expectations. We are scheduled to hold our next meeting on May 30, where folks will have the opportunity to 'share their stories' and where we can listen to and learn from each others' perspectives.

'Kindness' continues to be a focus at our school and is part of our daily messaging and communication. For the third consecutive year, our fourth grade staff and students led school-wide activities during the 'Great Kindness Challenge' week. This group teamed with the CHS Character Crew for a school pep-rally, greeted students and staff with messages of kindness, and shared ideas of kind acts that students could participate in. The kindness did not begin and end in only one week, as our Junior Character Crew has carried this theme throughout the year. Approximately 60 students in grades 3-5 voluntarily meet outside of school hours one day each week with fourth grade faculty and community volunteers, participating in health and wellness and kindness based activities. Their work and messages are proudly displayed throughout the Hansen School, as we continually work to build and sustain a culture of care and kindness for ourselves and for each other. A consistent theme that is routinely messaged throughout our building is that each and every one of us matter and are important members of the Hansen School community. As a wonderful visual, currently we proudly have displayed a mural of a tree with every staff members name written on the trunk, and every student's picture displayed on an individual leaf of the tree. The students love seeing themselves represented, and the message that every adult is responsible for helping every child grow is wonderfully represented.

One final example which is ongoing at the moment is our end of the year KBT Awards. This idea, launched by Hansen Physical Education Teacher, Andrea Moore recognizes students that consistently exhibit our KBT attributes: kind, brave, and thankful. Staff may nominate any student for the award, and Gr. 5 students may nominate peers that are kind, brave, and/or thankful. At the conclusion of Field Day on May 31, each student nominated will be recognized in a school-wide assembly.

Summary of Progress Toward 2018-19 School Priorities

The Hansen School has focused our work in three primary areas this school year:

- Transforming Teaching and Learning with an Emphasis on Science;
- Achieving Educational Excellence and Ensuring Equity; and,
- Cultivating School Climate and Culture.

Transforming Teaching and Learning with an Emphasis on Science

Last year, teachers worked to create new units for Science instruction across K-5. We kicked off this year by providing all elementary teachers and special educators with binders of all completed units before the opening of school. All teachers also received hard copies and electronic access to the new units. Through a collaborative process, educators at each grade level agreed upon the new science units to be taught this year, and received clear guidance about district expectations for science instruction in 2019-2020. We also worked to increase educators' understanding, skill-set and instructional abilities related to science content and end-of-year grade-level standards through the receipt of high quality professional development. While we had a number of opportunities for staff to engage in Science PD, few Hansen staff opted to participate in this focus when offered choice. On November 6th, 7 Hansen staff members participated in three hours of Science PD, and on December 5th, we had only one staff member participate. All elementary teachers and special educators did participate in Science PD prior to the opening of school, and our Grade 5 authors met with a consultant to review units and content on January 17. Moving forward, we need to continue to reflect upon and tailor our Science instruction with a solid understanding of the standards at each grade level. In addition, we must understand that 'Science' cannot be contained to only one block which is taught for 45 minutes each day. Skills such as exploring, experimenting, analyzing, making hypotheses and conclusions, and writing must be part of the everyday student learning experience across all portions of the day.

Achieving Educational Excellence and Ensuring Equity

For the second consecutive year, members of the Hansen staff, alongside district colleagues participated in teacher leader professional development to facilitate and support structures that allow teacher teams to learn with and from each other. All of our team leaders continued into this second year, and each grade level has one team leader that participated, while Kindergarten has two. Throughout the year, team leaders have led grade-level work using facilitative leadership strategies that drive conversations and reflections around students and their work. Team Leaders utilized collaborative time during half days and also scheduled additional two hour blocks with their teams to engage in this work.

Cultivating School Climate and Culture

Another focus for our work has been around cultivating school climate and culture by developing and deepening staff social and emotional competencies and behavior intervention strategies that best support all students and that enrich climate and culture. Continuing our effort to provide a more proactive approach to supporting students socially, emotionally, and behaviorally, our Student Support Center is utilized daily. Our School Psychologist serves as the primary support provider, with the elementary Home/School Interventionist and Educational Assistants also providing support and resources for students. To date, our support staff has assisted 95 students through 413 moments of emotional or behavioral support. In addition, students access this space as part of processing or check-in plans and during non-crisis moments when adult assistance and processing is helpful. There have been 352 visits in these instances. Upon each visit, students complete a processing form and process with the support staff. On a 1-5 scale students self-assess their level of emotion upon entering, and again upon exiting the space and returning to class after receiving support. Every single visit has resulted with the student rating themselves higher after processing and before returning to class.

As another proactive measure to support and build school and classroom community with common expectations, we have begun to incorporate elements from the Responsive Classroom model in various classrooms. Over the summer, 8 staff members participated in training, and have implemented this within their classrooms. In the art room, many of our first and second grade classrooms, as well as some classrooms in grades 3 and 4, teachers have worked with students to build community, personal connections, and positive relationships. The teacher feedback has been overwhelmingly positive, and we look forward to expanding our work with Responsive Classroom by having more staff participate in trainings.

In addition, we've launched a faculty Climate and Culture Committee, which consists of 13 volunteer members who serve in a variety of roles in the building. As it relates to school/climate and culture, the group has reflected upon our strengths and areas for growth, while also taking a deeper look into the data related to student reporting of their own school experience through the Views of Climate and Learning (VOCAL) survey. This survey, completed by last year's Grade 5 students, provided us with data that was overwhelmingly positive, while also helping guide us to look more deeply into some areas. We are looking forward to having our students in Grades 4 and 5 complete this survey this year, which will further help us to put this data into context and better define possible trends relating to student experiences at the Hansen School.

In addition, throughout the year, our faculty meetings have focused on supporting students with trauma, through trauma informed practices. We have read various articles and texts, viewed EdTalk videos, reviewed our own data, and participated in protocol led discussions. While examining student data gathered through survey, our focus question has been and will continue to be 'what are the inputs that would foster a high agree rate for each question?'. This guiding question will continue to remain in the forefront of our minds as we support the social, emotional, and behavioral needs of all students and work to enrich our school climate and culture.

2018-19 Hansen Elementary School Priority #1: Transforming Teaching & Learning with an Emphasis on Science

Develop each educator's capacity to deliver high quality, standards based instruction in Science so that students meet year end expectations

Rationale: It is essential that we instruct in grade specific science standards in the Massachusetts Curriculum Frameworks. Our educators further opportunities to implement all newly created science units and to further expand their related content knowledge.

Strategic Areas of Focus:

- 1.2 Educational Excellence and Continuous Improvement; 1.4 Equitable Access to High Quality Instruction
- 3.1 Designed Student Learning & Growth 3.2 Students' Ownership of Learning and Demonstration of Learning and Growth
- 3.3 Educators' Creativity & Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
<ul style="list-style-type: none"> Ensure students have access to updated learning opportunities in science by providing educators at each grade level with newly-revised curriculum units 	<ul style="list-style-type: none"> Vertical alignment grade level representatives Classroom Educators 	Ongoing 2018-19	<ul style="list-style-type: none"> Grade level units Related materials Grade level meeting time 	<ul style="list-style-type: none"> Elementary teachers and special educators received binders of all completed units. During professional development before the opening of schools, all teachers K-5 received hard copies and electronic access to the new science units. All teachers received clear guidance about district expectations for science instruction in 2019-20. Through a collaborative process, educators at each grade level K-5 agreed upon the new science units to be taught this year.
<ul style="list-style-type: none"> Increase educators' understanding, skill-set and instructional abilities related to science content and end-of-year grade-level standards through the receipt of high quality professional development 	<ul style="list-style-type: none"> Elementary Curriculum Coord. Principals PD Provider from Teachers21 Classroom Educators 	PD in November, December, February	<ul style="list-style-type: none"> Time PD funding Teachers21 Consultant 	<ul style="list-style-type: none"> Science PD: Various grade configurations each day <ul style="list-style-type: none"> 9/5/18 11/6/18 12/ 5/18 2/6/19 K-5 1/17/19 Grade 5 authors with Katy Clark Teacher feedback from 11/6/18 PD Day Teachers were provided with necessary resources Teachers observed implementing strategies and delivering standards-based instruction in Science Teacher feedback from science PD indicates deepened content knowledge in subject area
<ul style="list-style-type: none"> Ensure continual updating of science curriculum by assessing effectiveness of newly-implemented curriculum units 	<ul style="list-style-type: none"> Grade level teams 	Ongoing 2018-19	<ul style="list-style-type: none"> Science instruction time Grade level common planning time 	<ul style="list-style-type: none"> Educators provided with form to share feedback for consideration of future unit revision Increased student comprehension and learning as evidenced through end of unit performance assessments Revised assessments

2018-19 Hansen School Priority #2: Achieving Educational Excellence & Ensuring Equity

Develop the leadership capacity of Grade-level Team Leaders, so that teachers are better able to learn with and from each other during collaborative grade-level team meetings and increase the amount of time teachers have available for this collaborative work.

Rationale: Highly-skilled Grade-level Team Leaders are key contributors to a professional culture in which all educators share ownership for student learning. Grade-level Team Leaders support the structures that allow for teacher teams to collaborate effectively: They lead data-based inquiry processes, and they guide colleagues in collaborative conversation, informed by the professional knowledge base on pedagogy, about how to improve instructional practices.

Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvement; 2.3 Professional Culture; 3.3 Educators' Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
<ul style="list-style-type: none"> • Increase capacity of administrators to support Grade-level Team Leaders by providing them with second year of PD in Facilitative Leadership (FL) 	<ul style="list-style-type: none"> • Consultant • Asst. Supt. • Director of T&L, PreK-8 • Principals 	Ongoing 2018-19	<ul style="list-style-type: none"> • Consultant • PD funding • Time 	<ul style="list-style-type: none"> • 9 Critical Friends Group (CFG) meetings held with Principals, Dir. of T&L PreK-8, and Consultant • Agenda from CFG meeting shows content and strategies appropriate to development of Facilitative Leadership skills • Agendas from faculty meetings
<ul style="list-style-type: none"> • Increase capacity of Grade-Level Team Leaders by providing them with second year of PD in Facilitative Leadership 	<ul style="list-style-type: none"> • Consultant • Asst. Supt. • Director of T&L, PreK-8 	Ongoing 2018-19	<ul style="list-style-type: none"> • Consultant • Funding • Time 	<ul style="list-style-type: none"> • Professional development provided to Grade-Level Team Leaders: • Full-day PD on 10/18, 3/13 • After school PD: 9/18, 12/11, 1/2, 2/26, 4/9, 5/14, 6/11 • Include responses from summary of TL survey
<ul style="list-style-type: none"> • Create additional blocks of time (120 minutes minimum) for collaborative work of grade-level teams 	<ul style="list-style-type: none"> • Asst. Supt. • Director of T&L, PreK-8 • Principals • Grade-Level Team Leaders 	Summer 2018	<ul style="list-style-type: none"> • Time • Funding 	<ul style="list-style-type: none"> • Early Release Common Planning time: Sept. 26, Jan 9, March 6, June 5 • Addition grade-level collaborative time, 2+ hours, created by providing sub coverage (see p. 23 of Grade-Level Team Leaders Guidance and Resource booklet) • Agendas from building based grade level team meetings
<ul style="list-style-type: none"> • Increase likelihood of program success by ensuring that elementary educators in all roles have a clear understanding of the purpose and practices of collaborative work led by Team Leaders 	<ul style="list-style-type: none"> • Asst. Supt. • Director of T&L, PreK-8 • Principals 	Summer and Fall 2018	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Regular monthly meetings with all elementary educators focusing on School-wide Professional Communities • Information about Grade-Level Team Leader program opportunities to be distributed in May 2019
<ul style="list-style-type: none"> • Provide a model of effective practices in facilitative leadership for Team Leaders 	<ul style="list-style-type: none"> • Principals 	Ongoing 2018-19	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Collaborative meetings between Grade-Level Team Leaders and Principals to begin in each building next year

2018-19 Hansen School Priority #3: Cultivating School Climate and Culture

Develop and deepen social and emotional competencies and behavior intervention strategies that best support all students and that enrich climate and culture

Rationale: Because student learning is inextricably linked to a school's social environment, we must pay careful attention to and provide explicit instruction in social-emotional skills and positive behavior reinforcement strategies. Both contribute to a healthy climate and culture and support overall student well-being and success.

Strategic Areas of Focus:

1.1 Educational Equity 1.4 Equitable Access to High Quality Instruction
2.1 Social and Emotional Learning 2.2 Behavioral Intervention 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
<ul style="list-style-type: none"> Analyze and reflect on social, emotional, and/or behavioral student data collected through the SSC 	<ul style="list-style-type: none"> School Admin. SSC Staff Social/Emotional and Equity Consultant 	Ongoing 2018-19	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Include SSC numbers (visits, interactions)
<ul style="list-style-type: none"> Develop core team of educators to create and lead roll-out of school-wide system of positive behavior reinforcement 	<ul style="list-style-type: none"> School Admin Student Support Staff Social/Emotional and Equity Consultant 	Ongoing 2018-19	<ul style="list-style-type: none"> Time Resources for Positive Behavior Systems 	<ul style="list-style-type: none"> 8 staff attended Responsive Classroom workshops during summer 2018 and implemented elements in classrooms Launched Staff Climate and Culture Committee (13 staff) to examine and grow how adult climate/culture supports student success To support positive student and family experience, we recently began holding 'Community Forums' to invite conversation around culture, equity, and bias (6 staff and 9 parents/guardians attended first forum in April)
<ul style="list-style-type: none"> Dedicate faculty meetings to teaching and learning; review readings/research to deepen understanding of how to support students socially, emotionally, and behaviorally 	<ul style="list-style-type: none"> Principal and School Admin 	One meeting per month throughout 18-19	<ul style="list-style-type: none"> Ed. research Facilitative Leadership protocols to guide conversations and activities 	<ul style="list-style-type: none"> Faculty Agendas support this work Focus on trauma informed teaching and supporting fragile students Brainstormed characteristics and qualities of Hansen Student Ambassadors/Leaders with roll-out expected in Fall of 2019

Lt. Peter M. Hansen School School Improvement Plan, 2019-20

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
May 23, 2019

2019-20 School Council		
Name	Position	Term End Date
David Brauninger	Principal	Permanent
Christine Giglio	Teacher	June, 2020
Lisa Hansen	Teacher	June, 2020
Corinne Coates	Parent	June, 2020
Joshua Layne	Parent	June, 2020
Jen Rudnick	Parent	June, 2020
Stacey Drew	Community Rep.	June, 2020
School Council elections to be held fall 2019.		

School Improvement Priorities for 2019-20

Upon review of the school community survey, along with review of our progress toward 2018-19 goals, we have chosen to focus for the coming school year on transforming teaching and learning through growing teacher instructional capacity and repertoire, achieving educational excellence and ensuring equity, and cultivating school climate and culture.

Specifically, our teaching and learning goal is to focus on providing high quality professional development to our teachers and educational support staff in standards based literacy, writing, and math. In addition, this goal will guide our focus with grade level team leaders, as they continue to increase their capacity to support the purpose and practice of collaborative work. Our goal related to educational excellence and equity is to grow our relationships and partnerships with community families and resources, to ensure a safe, welcoming, and equitable school experience for all of our students. Finally, our goal related to cultivating school climate and culture is to continue developing social and emotional competencies and behavior intervention strategies that both support all students and enrich our school's climate and culture. In addition, through this goal, we aim to create the conditions and opportunities for both students and staff to contribute as positive forces and important voices in building and sustaining a strong climate and culture at the Hansen School.

2019-20 Hansen Elementary School Priority #1: Transforming Teaching & Learning

Develop capacity to support opportunities for innovative teaching and learning along with educator capacity to deliver high quality, standards based instruction so that all students meet year end expectations

Rationale: It is essential that we instruct in grade specific standards in the Massachusetts Curriculum Frameworks and that educators have opportunities to participate in professional learning to further enhance their instructional practice.

Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvement; 1.3 Excellent Educators for Every Student, Every Day

1.4 Equitable Access to High Quality Instruction; 3.1 Designed Student Learning & Growth

3.2 Students' Ownership of Learning and Demonstration of Learning and Growth; 3.3 Educators' Creativity & Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
<ul style="list-style-type: none"> • Increase educators' understanding, skill-set and instructional abilities related to end-of-year grade-level standards across the content areas through the receipt of high quality professional development 	<ul style="list-style-type: none"> • Dir. T&L PreK-8 • Principals • PD Providers and Consultants • Classroom Educators 	Ongoing 2019-20	<ul style="list-style-type: none"> • Time • PD funding • PD Providers and Consultants • Staff leaders in district 	<ul style="list-style-type: none"> • Teacher Feedback from PD • Observations of practice
<ul style="list-style-type: none"> • Ensure ongoing staff reflection of instructional practice to best meet the diverse learning needs of all students 	<ul style="list-style-type: none"> • Principal and Administration • Classroom Educators 	Ongoing 2019-20	<ul style="list-style-type: none"> • Time • Scheduled opportunities (Common Planning and Post-Observation Conferences) to discuss teaching and learning 	<ul style="list-style-type: none"> • Observations of practice • Teacher Feedback • Growth in educators trying new, research and standards based instructional practices (workshop models, literacy approaches etc.)
<ul style="list-style-type: none"> • Increase the capacity of Grade-Level Team Leaders to serve as the catalysts for the advancement of teaching and learning 	<ul style="list-style-type: none"> • District and School Admin. • Consultant • Grade-Level Team Leaders 	Ongoing 2019-20	<ul style="list-style-type: none"> • Consultant • Funding • Time 	<ul style="list-style-type: none"> • Feedback from Team Leaders and teachers • Observations of classroom practice • Observations of teacher teams using common planning time to hold instructional conversations and analyze student work

2019-20 Hansen School Priority #2: Achieving Educational Excellence & Ensuring Equity

Promote an equitable school experience for all students by creating the structures and capacity for all families to feel welcomed and included while having opportunities to provide feedback in safe and comfortable forums.

Rationale: The connection between school and home is critical, and therefore it is imperative that all families feel welcomed, included, and comfortable in sharing feedback. When these conditions exist for all, it will ensure equal access and opportunity and an equitable school experience for students and families.

Strategic Areas of Focus:

- 1.1 Educational Equity
- 1.2 Educational Excellence and Continuous Improvement
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
<ul style="list-style-type: none"> Create a new 'welcoming procedure' as a means to share school and community information and resources with new families 	<ul style="list-style-type: none"> School Admin. Office Staff Hansen CAPT 	Summer of 2019 and ongoing 2019-20	<ul style="list-style-type: none"> Time Community partnerships 	<ul style="list-style-type: none"> Creation of resource pamphlet with key school/community information Feedback from families/evidence that resources being utilized Increased participation from new families in school events and groups
<ul style="list-style-type: none"> Create ongoing opportunities for new families to provide feedback on their experiences during their first year. 	<ul style="list-style-type: none"> School Admin. Office Staff School Council 	Ongoing 2019-20	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Creation of feedback survey School Council Agendas
<ul style="list-style-type: none"> Hold ongoing community forums to engage families around topics such as culture, equity, and bias 	<ul style="list-style-type: none"> Principal Hansen Staff 	Ongoing 2019-20 (approx. one meeting per month)	<ul style="list-style-type: none"> Time Volunteers for childcare 	<ul style="list-style-type: none"> Community Forum Agendas Steady participation from staff and community members each month Emergence of a clear vision and purpose i.e. how do these conversations translate to our work with students at the Hansen?

2019-20 Hansen School Priority #3: Cultivating School Climate and Culture

Grow and enrich our professional climate and culture so that we are able to meet the social, emotional, and behavioral needs of all students.

Rationale: Because student learning is inextricably linked to a school's social environment, we must pay careful attention to and provide explicit instruction in social-emotional skills and positive behavior reinforcement strategies. Both contribute to a healthy climate and culture and support overall student well-being and success.

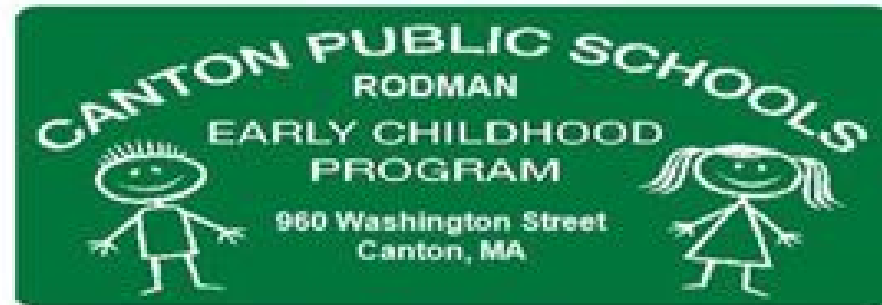
Strategic Areas of Focus:

1.1 Educational Equity; 1.2 Educational Excellence and Continuous Improvement; 1.4 Equitable Access to High Quality Instruction;
2.1 Social and Emotional Learning; 2.2 Behavioral Intervention; 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Indicators of Progress and Success
<ul style="list-style-type: none"> • Increase # staff providing proactive, targeted instruction in social, emotional, and behavioral regulation and skill-building 	<ul style="list-style-type: none"> • School Admin. • Student Support Staff • Classroom teachers • Support staff 	Ongoing 2019-20	<ul style="list-style-type: none"> • Time • PD/Training opportunities 	<ul style="list-style-type: none"> • Additional staff enrolling in PD/trainings/courses to support student social, emotional, and/or behavioral development • Decrease in discipline referrals • Observation of practice
<ul style="list-style-type: none"> • Continue collaboration amongst Hansen staff part of the Climate and Culture Committee 	<ul style="list-style-type: none"> • School Admin. • Student Support Staff • Teachers 	Ongoing 2019-20	<ul style="list-style-type: none"> • Time 	<ul style="list-style-type: none"> • Climate/Culture Committee Agendas • Faculty Meeting Agendas • Feedback from staff regarding professional climate and culture at Hansen
<ul style="list-style-type: none"> • Create and implement Hansen Student Ambassador/Leadership program 	<ul style="list-style-type: none"> • Principal • School Admin. • Hansen Staff 	Summer of 2019 and ongoing 2019-20	<ul style="list-style-type: none"> • Time • Training resources for elem. student leaders • Staff/Community Volunteers 	<ul style="list-style-type: none"> • Roles and responsibilities of leaders clarified • Structures created and implemented for leaders to 'mentor' younger students • Observation of student leaders participating in extracurricular events (parent nights, conferences etc.)

Rodman Early Childhood Program 2018-19 School Improvement Plan: Year-end Report

CANTON PUBLIC SCHOOLS



Submitted to the Canton School Committee
May 23, 2019

2018-19 School Council		
Name	Position	Term End Date
Donna Kilday*	Early Childhood Coordinator	Permanent
Rich Azulay*	Student Services Coordinator/BCBA	Permanent
Kerry Emde	Classroom Teacher	June 2021
Katie Doherty	Home to School Interventionist	June 2021
Hannah Jean Francois	Parent	June, 2020
Daisy Salamanca	Parent	June, 2020
Dave Smith	Parent	June, 2021
Council Co-Chairs*		

Rodman Preschool Improvement Plan, 2018-19: Results

School Demographics

- 97 students currently enrolled
- 32% of families report speaking more than one language at home
- 25% of students receive free/reduced lunch
- 25% of families receive tuition assistance
- 80 students were evaluated for Special Education eligibility; nine students qualified for Special Education services
- 50 students will transition to CPS kindergarten in September 2019
- Enrollment by race/ethnicity:
 - 62% white
 - 11% Black or African American
 - 12% Asian
 - 7% White & Asian
 - 10% Hispanic or Latino
 - 1% White & American Indian or Alaska Native

Student Learning Outcomes

Early literacy

The development of phonological awareness skills was a major area of focus for our program this year. Phonological awareness skills require auditory discrimination (there is no visual component) and are strong predictors of reading success in the early elementary years. We monitored and assessed all students who will transition to kindergarten this fall, with the following results:

- 56% of students who will transition to kindergarten this fall meet the DESE standard for rhyming skills.
 - 20% are developing toward meeting the standard.
 - 24% are beginning to meet the standard.
- 30% of students who will transition to kindergarten this fall meet the standard for isolating the initial sound in a word.
 - 10% are developing toward meeting that standard.
 - 10% are beginning to meet that standard.

Social development

All students accessed the Social Thinking curriculum, which has been modified to meet the needs of our students. Social concepts include thinking with one's eyes, following the group plan, and whole-body listening. All students demonstrate increased proficiency in these areas. Having a universal vocabulary designed to support social growth in young children is instrumental in the success of our students.

Emotional and behavioral development

Students at the Rodman Early Childhood Program continue to develop effective coping and self-regulation skills. Classroom staff along with ABA tutors are well-equipped to meet a variety of social-emotional needs. All students benefit from the expertise and inclusive supports of our BCBA and school psychologist, and all of our students are able to access the preschool classroom successfully.

Science

Our curriculum units continue to focus on science. We were able to make adjustments this year based on student learning data found in curriculum pre-assessments. For example, over 70% of students demonstrated proficiency in understanding the vocabulary and concept knowledge of our unit on winter. This data allowed us to adjust the length and content of the unit. We were able to add in additional curriculum units and increase the academic rigor of this unit. Our units on space and animal habitats are still a big favorite of students.

Student School Experience

Our school experience for both students and families reflects our belief in the importance of inclusion, acceptance, compassion, and respect. Students in our program are happy to be in school and are developing a sense of empathy at a very early age. They are valued for their differences, and they are included and represented in our classrooms and curriculum. Family survey results note strong support for our shared work on educational equity. This sense of belonging is evident in both student achievement and the various partnerships that have emerged this year. Our new relationship with the Best Buddies chapter at Canton High School has been nothing short of remarkable. We are excited to continue and expand that next year. Canton Students Embracing Diversity (CSED) has been another wonderful high school group with whom we have partnered. These students helped guide our equity work with staff and even visited in our classrooms as mentors. In addition to student partners, our CAPT entered its second year and is planning for a third. The CAPT focus on supporting the school and bringing families together is much appreciated.

Autism support

We are pleased to have brought families together for an evening event devoted to autism awareness. A wonderful, compassionate, and knowledgeable speaker, Dr. Kent Rude, created an atmosphere of caring and support while sharing important information about autism. Families in attendance then created their own Autism Support Group. Supporting our families in this way speaks to the values and beliefs of our program: inclusion, acceptance, compassion, and respect.

Rodman Reads

Students and families enjoyed this year's Rodman Reads event, which focused on *How Kind*, by Mary Murphy. Children created a kindness chain and celebrated with a kindness parade. Interestingly, the idea of celebrating with a parade was put forward by our preschoolers. Student voice is clearly alive and well at the Rodman! In addition, families enjoyed several family/child story times facilitated by our partners at Self Help, Inc. Lastly, we were proud to host our very own Scholastic Book Fair for the first time this year.

Bus Buddies

Beginning this year, our families volunteered to be “bus buddies”! This created a wonderful partnership between families and children and allowed our students who ride a van to enter and exit the school with their friends. This is just another way we embrace an inclusive culture.

Family and staff surveys

Both families and staff agree that the acquisition of early literacy skills must remain an area of focus. Families seek a better understanding of the most important skills in this area,, along with how to support the development of these skills at home. Staff seek evidence-based interventions to support all learners with early literacy development.

The desire for more opportunities for partnership and collaboration was a common theme in both family and staff surveys. Families feel they have a good relationship with their children’s teachers and would welcome even more opportunities to become involved in classrooms. Staff members are looking to build upon existing school structures to support increased collaboration and communication among staff in varying roles.

One area of survey feedback from families was a cause for some concern. This year’s survey included a new question: Do you feel a sense of belonging in our program? While 75% of families reported that they do feel a sense of belonging, 19% reported feeling only some sense of belonging, and 7% reported they do not feel they belong in this school community. These results and our conversations with families make it clear that the school has work to do in this area.

Summary of Progress Toward 2018-19 School Priorities

The Rodman Early Childhood Program focused on three priority areas this year: increasing student achievement in early literacy, ensuring educational equity for dual-language learners, and increasing opportunities for teachers to collaborate with, and learn from, their peers.

A review of research on the development of early literacy, as well as focused professional development on the acquisition of phonological awareness skills, yielded a shift in instruction to highlight these skills. Because of that shift in both content and teaching practices, students who will enter kindergarten this fall are more proficient in this area than cohorts from prior years. Our team remains committed to identifying both an evidence-based screening tool for the early identification of students who do not meet the standard and additional appropriate interventions to ensure all students demonstrate growth and proficiency in this area.

Our work to ensure educational equity involved significant professional development for staff. The entire staff engaged in learning and reflective conversations on implicit bias, white privilege, and microaggressions. The use of a developmental language tool has improved our ability to evaluate whether dual-language learners meet requirements for Special Education. We have, therefore, eliminated the past practice of at times inadvertently misidentifying dual-language learners as disabled. Continued work is needed to ensure that policies, practices, and curriculum reflect equity and represent the diversity of our student population.

Our third area of focus this year revolved around peer collaboration. Classroom teachers engaged in weekly common planning resulting in shared teaching practices and an increased ability to meet the needs of a diverse group of learners. Weekly teacher and coordinator meetings resulted in increased communication and higher quality experience for all students and their families. Additionally, our student services coordinator initiated daily meetings with all ABA tutors. This has resulted in improved student performance and achievement and aligned beliefs among staff regarding practices and interventions focused on addressing challenging behavior.

2018-19 Rodman Early Childhood Program School Priority #1: Transforming Teaching & Learning

Increase student achievement in early literacy skills.

Rationale: As early literacy skills are foundational for student success in the elementary years, we must provide effective and explicit literacy instruction in the preschool years. There is a direct correlation between strong early literacy skills and third grade reading proficiency.

Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvements

3.1 Designing student learning and growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Document existing beliefs, skills, and practices among educators related to early literacy and language development	<ul style="list-style-type: none"> EC Coordinator 	Fall 2018	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Classroom teachers completed a catalog of educator beliefs, self-report of educator skills, and list of early literacy instructional practices currently in use.
Develop plan of action to provide PD in early literacy and language development	<ul style="list-style-type: none"> EC Coordinator Dir. of T&L, PreK-8 Reading Specialists 	Fall 2018	<ul style="list-style-type: none"> Time Professional literature 	<ul style="list-style-type: none"> Plan developed, including timeline and specific resources required. PD was offered in November with follow up during faculty meetings and common planning opportunities.
Build teacher knowledge base in early language and literacy development through PD and peer observation	<ul style="list-style-type: none"> EC Coordinator Dir. of T&L, PreK-8 Reading Specialists 	Ongoing 2018-19	<ul style="list-style-type: none"> Time Possibly consultant 	<ul style="list-style-type: none"> Teachers participated in professional development with ELL Specialists and Rodman Early Childhood administrators.
Revise preschool report card and rubrics related to early literacy skills to reflect deepened professional understandings	<ul style="list-style-type: none"> EC Coordinator Dir. of T&L, PreK-8 Classroom teachers 	Nov. 2018	<ul style="list-style-type: none"> Time Professional literature DESE standards CPS report card & rubrics 	<ul style="list-style-type: none"> Report card revised as of April 2019 to reflect a deeper understanding of the development of phonological awareness skills.
Select specific early language and literacy skills to use as benchmarks for evaluating student growth	<ul style="list-style-type: none"> EC Coordinator Dir. of T&L, PreK-8 Classroom teachers 	Ongoing 2018-19	<ul style="list-style-type: none"> Time Professional literature 	<ul style="list-style-type: none"> Rhyming and beginning sound assessment tool identified. Data taken at three intervals. Data from assessments gathered, analyzed, and shared Data show significant student growth
Engage Rodman families to support development of early language and literacy skills with their children; connect families with community resources	<ul style="list-style-type: none"> EC Coordinator Classroom Teachers 	Ongoing 2018-19	<ul style="list-style-type: none"> Time Professional community resources 	<ul style="list-style-type: none"> Four parent/ child story times conducted with Self Help, Inc. Two story times were held in partnership with the Best Buddies chapter from CHS.

2018-19 Rodman Early Childhood Program Priority #2: Achieving Educational Excellence & Ensuring Educational Equity

Ensure educational equity for dual-language learners by eliminating inadvertent misidentification of these learners as having special learning needs

Rationale: It is important to respect and understand the process of acquiring a second language so that we are not erroneously identifying students as having disabilities when none are present, as this could be prejudicial to their school experience over many years.

Strategic Areas of Focus:

- 1.1 Educational equity
- 1.4 Equitable access to high quality instruction

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Review existing special education evaluation processes used with dual language learners; revise processes to eliminate bias and to reflect deepened understanding of second language acquisition	<ul style="list-style-type: none"> • EC Coordinator • Student Services Coord. • Dir. for Student Services • ELL Specialist • Speech and Language Specialist 	September & October 2018	<ul style="list-style-type: none"> • Time • Professional literature • Consultation with districts serving second-language learners in the early years 	<ul style="list-style-type: none"> • Practice reviewed and new protocol put in place, incorporating a more developmental approach. • ELL specialist now screening students identified as having multiple languages in home as noted on registration.
Increase educator knowledge base about and capacity to support second language acquisition; deepen educator understanding of developmental indicators of second language acquisition as distinct from indicators of special educational needs	<ul style="list-style-type: none"> • EC Coordinator • Student Services Coord. • Dir. for Student Services • ELL Specialist • Speech and Language Specialist 	Ongoing 2018-19	<ul style="list-style-type: none"> • Time • Professional literature • Consultation with districts serving second-language learners in the early years 	<ul style="list-style-type: none"> • All staff attended PD provided by district ELL specialists on 12/5/18. • Purchased staff resource:: Dual Language Development and Disorders by Johanne Paradis • SLP attended PD on supporting dual language learners
Identify and/or create informational materials to share with area preschools, early intervention providers, and CPS families about language development in children, with a focus on how children acquire a second language	<ul style="list-style-type: none"> • EC Coordinator • Student Services Coord. • Dir. for Student Services • ELL Specialist • Speech and Language Specialist 	November 2018	<ul style="list-style-type: none"> • Time • Professional literature • Consultation with districts serving second-language learners in the early years 	<ul style="list-style-type: none"> • Best practices for serving young children acquiring more than one language was determined and discusses among staff. Information is shared with families on individual basis.
Create ongoing professional learning group among area preschool providers and early intervention providers to deepen shared understanding of the needs and development processes of second language learners	<ul style="list-style-type: none"> • EC Coordinator 	Ongoing 2018-19	<ul style="list-style-type: none"> • Time • Professional literature • Consultation with districts serving second-language learners in the early years 	<ul style="list-style-type: none"> • First meeting held in November of 2018. Resources shared. Best practice around dual language learners discussed and agreed upon.

2018-19 Rodman Early Childhood Program School Priority #3: Cultivating School Climate and Culture

Increase opportunities for teachers to share teaching practices and knowledge and to collaborate with, and learn from, peers.

Rationale: Research supports that when educators can engage colleagues in collaborative conversation, informed by the professional knowledge based on pedagogy, about how to improve instructional practices and informed by data-based inquiry processes, student achievement increases.

Strategic Areas of Focus:

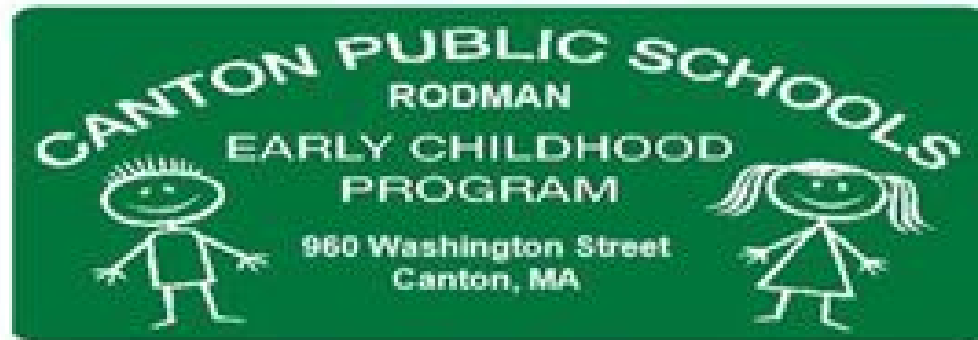
1.3 Excellent Educators for Every Student, Every Day

2.3 Professional Culture

3.3 Educators Creativity and Innovation

Key Action	Person(s) Responsible	Timeline	Resources Needed	Evidence of actions and progress
Implement weekly, twenty minute common planning sessions for all preschool classroom teachers.	<ul style="list-style-type: none"> E. C. Coord. Classroom Teachers 	Ongoing 2018-19	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Established. Weekly meeting notes reflecting discussion on curriculum and student learning
Develop plan for small, voluntary peer observation program that builds from teacher interest and need	<ul style="list-style-type: none"> E.C. Coord. Dir. of T&L, PreK-8 Asst. Supt. 	Fall 2018	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Teachers received training from Assistant Superintendent on 12/4/18 Further discussion occurred during January faculty meeting and again a teacher meeting in February. Barriers to implementation were discussed and shared by teachers. This information was shared with the administrative team in order to better support teachers in this practice.
Recruit educators to participate in program and provide PD in peer observation practices	<ul style="list-style-type: none"> E.C Coord. Dir. of T&L, PreK-8 	Fall 2018	<ul style="list-style-type: none"> Time Professional resources in peer observation 	<ul style="list-style-type: none"> Teachers are interested in peer observations however have shared barriers to implementation which need to be further analyzed in order to ensure a successful experience for all involved.
Increase educator repertoire of instructional practices by providing opportunities for educators participating in peer observations to share their learning with colleagues	<ul style="list-style-type: none"> E.C. Coord. Participants in peer observations 	Winter-Spring 2018-19	<ul style="list-style-type: none"> Time Professional resource 	<ul style="list-style-type: none"> Educational assistants were given opportunities to observe in various classrooms. ABA tutor led workshop on using a token reinforcement system occurred Agendas and feedback from at least four faculty meetings show focus on sharing of professional learning

Rodman Early Childhood Program School Improvement Plan, 2019-2020



CANTON PUBLIC SCHOOLS

Submitted to the Canton School Committee
May 23, 2019

2019-20 School Council		
Name	Position	Term End Date
Donna Kilday*	Early Childhood Coordinator	Permanent
Rich Azulay*	Student Services Coordinator/ BCBA	Permanent
Kerry Emde	Classroom Teacher	June, 2020
Hannah Jean Francois	Parent	June, 2020
Daisy Salamanca	Parent	June, 2020
Dave Smith	Parent	June, 2021
Katie Doherty	Home to School Interventionist	June, 2021
* Council Co-Chairs		

School Improvement Priorities for 2019-20

Upon review of the family surveys, staff feedback sessions, student data and conversations during school council meetings, along with review of progress toward our 2018-19 goals, we have chosen to focus for the coming school year on building educational equity, increasing student achievement in early literacy and cultivating a climate and culture within the school and community focused on inclusion, respect and collaboration.

2019-2020 Rodman School Priority #1: Ensuring Educational Equity

Increase educational equity in classroom curriculum

Rationale: A meaningful school experience should be one that reflects and includes each child's culture, race and experience, counters bias and represents all children. All students and families should feel welcome and have a sense of belonging at our school.

Strategic Areas of Focus:

1.1 Educational equity

1.4 Equitable access to high quality instruction

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Conduct equity review of current classroom children's literature.	<ul style="list-style-type: none"> Early Childhood Coord. Classroom Teachers 	Ongoing 2019-20	<ul style="list-style-type: none"> Protocol for reviewing literature 	<ul style="list-style-type: none"> Classroom libraries reflect population of children present. Teachers have ability to evaluate children's literature for bias.
Creation of classroom libraries reflecting diverse student perspectives and experiences.	<ul style="list-style-type: none"> Early Childhood Coord. Classroom Teachers 	Completed Nov. 2019	<ul style="list-style-type: none"> Literature Time 	<ul style="list-style-type: none"> Libraries and curriculum reflect population of children present and offer varied opportunities for all subgroups to be represented.
Creation and implementation of curriculum reflecting the development of empathy and acceptance in young children.	<ul style="list-style-type: none"> Early Childhood Coord. Classroom Teachers 	Ongoing 2019-20	<ul style="list-style-type: none"> Time Materials 	<ul style="list-style-type: none"> All curriculum units will have documented, embedded lessons around equity.
Continued professional development for all staff on issues of educational equity.	<ul style="list-style-type: none"> Early Childhood Coord. Student Services Coordinator 	Ongoing 2019-20	<ul style="list-style-type: none"> PD resources 	<ul style="list-style-type: none"> Staff have increased awareness and are able to counteract bias in classrooms, curriculum and in interpersonal relationships.
Review, collaborate and observe instructional practices to identify bias and ensure equity.	<ul style="list-style-type: none"> Early Childhood Coord. Student Services Coordinator Rodman Early Childhood Staff 	Ongoing 2019-20	<ul style="list-style-type: none"> Protocol for observations Time for collaboration 	<ul style="list-style-type: none"> Staff are knowledgeable about instructional practices that promote equity and can engage in collaborative conversations around these issues.

2019-2020 Rodman School Priority #2: Transforming Teaching and Learning

Increase student achievement in early literacy skills.

Rationale: As early literacy skills are foundational for student success in the elementary years, we must provide effective and explicit literacy instruction in the preschool years. There is a direct correlation between strong early literacy skills and third grade reading proficiency.

Strategic Areas of Focus:

1.2 Educational Excellence and Continuous Improvements

3.1 Designing student learning and growth

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Identify and implement early literacy screening tool	<ul style="list-style-type: none"> Early Childhood Coord. Classroom Teachers Classroom Teachers 	October 2019	<ul style="list-style-type: none"> Screeners Time 	<ul style="list-style-type: none"> Screener identified and in use by November of 2019
Research, identify and implement evidence-based early literacy interventions using an RTI based model of implementation	<ul style="list-style-type: none"> Early Childhood Coord. Classroom teachers Student Services Coord. Dir. of T&L 	Ongoing 2019-20	<ul style="list-style-type: none"> Evidence-based interventions and related research Time PD on RTI model 	<ul style="list-style-type: none"> Instruction differentiated by need resulting in increased student achievement
Parent workshop on acquisition of early literacy skills	<ul style="list-style-type: none"> Early Childhood Coord. Classroom Teachers Classroom Teachers 	November 2019	<ul style="list-style-type: none"> Materials Time 	<ul style="list-style-type: none"> Workshop held with parents able to better support acquisition of early literacy skills in their children
Improve instructional strategies in the area of phonological awareness	<ul style="list-style-type: none"> Early Childhood Coord. Classroom Teachers Classroom Teachers 	Ongoing 2019-20	<ul style="list-style-type: none"> Materials Collaboration opportunities 	<ul style="list-style-type: none"> Increased student achievement resulting in all students proficient and meeting standards
Engage families with community resources to support the development of early literacy skills with their children	<ul style="list-style-type: none"> Early Childhood Coord. Rodman EC Staff 	Ongoing 2019-20	<ul style="list-style-type: none"> Community resources Communication tool 	<ul style="list-style-type: none"> Families are aware of and access community resources to support the development of children's early literacy, resulting in increased student achievement.

2019-2020 Rodman School Priority #3: Cultivate a climate and culture of inclusion, respect and collaboration

Rationale: Building a deeper understanding of the benefits of inclusion and awareness of disabilities with families in our program and community allows us to create an experience for all families that reflects our values of belonging, acceptance and respect.

Strategic Areas of Focus:

- 1.1 Educational Equity
- 2.3 Professional Culture

Key Action	Person(s) Responsible	Timeline	Resources Needed	Anticipated Indicators of Progress and Success
Create and implement parent orientation	<ul style="list-style-type: none"> Early Childhood Coord. Student Services Coordinator Rodman EC Staff 	October 2019	<ul style="list-style-type: none"> Time Activities Presenters 	<ul style="list-style-type: none"> Parents will attend an orientation evening and leave with a deeper awareness of disabilities and the impact having a child with a disability has on families.
Partner with CHS best buddies chapter to provide parent and student interactive events to promote understanding of disabilities and various cultures.	<ul style="list-style-type: none"> Early Childhood Coord. Student Services Coordinator Rodman EC Staff 	Ongoing 2019-20	<ul style="list-style-type: none"> Planning Time Materials 	<ul style="list-style-type: none"> Deeper collaboration and partnership across programs and with Rodman families
Increase parent involvement within classrooms.	<ul style="list-style-type: none"> Early Childhood Coord. Classroom Teachers 	Ongoing 2019-20	<ul style="list-style-type: none"> Research Planning Time 	<ul style="list-style-type: none"> Data will show increased number of families coming in to the classroom to engage in meaningful activities. The data of families joining the classrooms will reflect an even representation among race.
Adjust welcome back to school event to better meet the diverse needs of the students and families within the program.	<ul style="list-style-type: none"> Early Childhood Coord. Student Services Coordinator Rodman EC Staff 	September 2019	<ul style="list-style-type: none"> Time 	<ul style="list-style-type: none"> Event will show increased attendance by all families yielding a more in depth understanding of the program values and beliefs
Create an open house event which allows prospective families to better understand the Rodman Early Childhood experience and values of the program.	<ul style="list-style-type: none"> Early Childhood Coord. Student Services Coordinator Rodman EC Staff 	Nov. 2019-Feb. 2020	<ul style="list-style-type: none"> Staff to conduct tours Program brochure Possible PR video 	<ul style="list-style-type: none"> Families applying to enroll at the preschool will be more familiar with our unique program and the benefits of inclusion.