

Littleville & Chester Elementary School Improvement Plan 2019-2021



Elementary Mission Statement

We the faculty and staff at the Gateway Regional Elementary Schools, believe in the unique potential of each child to learn and contribute to their community. With the support of the parents and community of Littleville Elementary and Chester Elementary it is our goal to facilitate the development of the intellectual ability, personal responsibility and positive self-esteem in our students.

GATEWAY REGIONAL ELEMENTARY SCHOOLS

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Principal – Megan Coburn – mcoburn@grsd.org
Assistant Principal – Darlene Rehor – drehor@grsd.org
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School Council Members

Megan Coburn
Margaret Petzold
Ruth Harper
Kayla Brady
Joyce Hanousek
Gail Gingras
Keri Morawiec
Misty Robitaille
Kristina Cortis
Annie Pritchard
Sarah Anable

Grades Serviced – PreK - 5

Enrollment by grade for 2019-2020 school year :

Littleville Elementary		Chester Elementary	
PreK- 45	3rd - 44	PreK- 15	3rd - 12
K - 38	4th - 47	K- 15	4th - 24
1st - 40	5th - 58	1st - 21	5th - 18
2nd - 54		2nd - 21	

Current School Operating Goals

Goal #1 (Teaching & Learning)

To improve the holistic educational development of all students by identifying and providing tiered supports for all students to optimize their learning potential.

Goal #2 (Safe & Respectful Schools)

To provide a safe and respectful school environment for students, staff and families that encourages collaboration, and promotes inclusion and access for all.

Goal #3 (Family & Community Engagement)

To actively engage parents, families and the community as partners in each student's education to facilitate the healthy development of the whole child.

Goal #4 (Fiscal Responsibilities and Operating in compliance with State and Federal Laws and Regulations)

To work collaboratively with all stakeholders to balance school programs and service needs with fiscal responsibility that continues to provide a high quality education for all students.

Goal #1: To improve the holistic educational development of all students by identifying and providing tiered supports for all students to optimize their learning potential.

STRATEGY/ACTION	NEXT STEPS	PERSONS RESPONSIBLE	TIMELINE	RESOURCES	EVIDENCE OF COMPLETION
<ul style="list-style-type: none"> ● Implement SPED services in alignment with inclusive best practice. ● Literacy intervention Programs will continue to be monitored and evaluated based on student growth data. ● Monitor implementation of open response rubric for each grade level and calibrate scoring. ● At Litteville, create a 30 minute RTI block across all grade levels to address individual needs. ● Continue to use Benchmark, DIBELS and state assessments to identify students for interventions during Data Meetings. 	<p>Pilot program at the K-2 levels for full inclusion</p> <p>Data meetings for reviewing data to inform instruction.</p> <p>Examine data for trends in student growth.</p> <p>Schedule SPED services and reading/math interventions during RTI block</p> <p>Continue holding grade level Data Meetings</p>	<p>Principal/teachers SPED Director</p> <p>Principal Literacy coach Literacy specialists</p> <p>Principal Teachers</p> <p>Principal</p> <p>Principals, Literacy Staff, Teachers</p>	<p>Fall 2018</p> <p>Fall/Winter/ Spring literacy meetings</p> <p>Ongoing</p> <p>Ongoing</p> <p>Oct/Feb/May</p>	<p>Strategically aligned schedule</p> <p>F& P Leveled Literacy Intervention</p> <p>Student growth data on Open Response assessments</p> <p>Classroom schedules aligned with specialists schedules</p> <p>BAS/DIBELS/ MCAS/GOMath</p>	<p>Increase of students with disabilities being taught in the general ed setting</p> <p>Decisions made regarding interventions and assessment tools.</p> <p>Continued use of Rubrics</p> <p>Interventions and enrichment opportunities will occur during this time</p> <p>All students will make effective progress Students will be identified for extra support</p>

<ul style="list-style-type: none"> Utilize the RTI process for struggling learners. 	Continue with current structure	Vice-Principal Teachers	Ongoing	RTI and Referral Documentation	referral numbers will decrease
<ul style="list-style-type: none"> Phase STEM curriculum into K-2 	Schedule monthly lessons	STEM Teacher	2018-2019	STEM Budget/fundraiser Next Generation Science Standards	K-2 STEM activities
<ul style="list-style-type: none"> Provide on-going professional development to assist teachers in delivering effective, technology supported instruction to improve student learning 	Professional Development workshops facilitated by Tech Committee	Technology Staff Tech Committee Members	Ongoing	Technology Online Licenses to various academic sites	Lesson Plans will include technology components. Students will be more engaged in learning and skills will increase.
<ul style="list-style-type: none"> Secure a Literacy Consultant to audit K-5 literacy programs and curriculum 	Complete a full literacy audit	Administration Teachers Literacy Consultant	Spring 2018	Funding Teacher Feedback forms Classroom observations	Completed Literacy Report
<ul style="list-style-type: none"> Provide professional development on explicit phonics instruction 	Project Read Phonics Training	K-2 Teachers SPED/Literacy Staff Literacy Consultant	2018-2019	Project Read Materials PD stipends	Implementation of Project Read Phonics K-2
<ul style="list-style-type: none"> Develop a bridge between the Project Read and Linguistics literacy programs 	Create a scope and sequence for grade 3	Literacy Coach Teachers	2019-2020	Project Read and Linguistics materials	Completed scope and sequence
<ul style="list-style-type: none"> Implement Linguistics at grades 3-5 	Professional development for teachers	Literacy Coach 3rd-5th gr. teachers	2019-2020	Linguistics materials	Classroom ELA curriculum
<ul style="list-style-type: none"> Employ evidence-based solutions to remediate dyslexia, dyscalculia, and dysgraphia 	Send selected staff to Reading Institute 45hr. graduate course	Reading Institute Selected Staff	Spring 2019	Graduate Course at BayPath	Improved understanding of dyslexia, dysgraphia, and dyscalculia

Goal # 2: To provide a safe and respectful school environment for students, staff and families that encourages collaboration, and promotes inclusion and access for all.

STRATEGY/ACTION	NEXT STEPS	PERSONS RESPONSIBLE	TIMELINE	RESOURCES	EVIDENCE OF COMPLETION
<ul style="list-style-type: none"> ● K-5 Weekly Social Skills groups to work empathy, sympathy, frustration tolerance, friendship building and problem solving 	Michelle Garcia-Winner Social Skills Curriculum	School Adjustment Counselor Autism Specialist	Ongoing	Michelle Garcia-Winner Social Skills Curriculum	Decrease in student incident/behavior reports on playground and bus. Improved coping strategies and emotional regulation.
<ul style="list-style-type: none"> ● Continue to implement <i>Bucket Filler</i> character development program. 	Continue with schoolwide consistent language	All Staff	Ongoing	<i>Have You Filled a Bucket Today</i> By, Carol McCloud Monthly School wide Assemblies	Staff and students using “Bucket Filling” language. Students are recognized monthly
<ul style="list-style-type: none"> ● Training on the Gateway Regional Bullying Prevention and Intervention Plan & Policy 	Enforce and support the district Bullying Policy through staff training	All Staff	Annually	Training provided by Nurse Leader	Attend In-Service Training. Decrease in bullying reports.
<ul style="list-style-type: none"> ● Continue to update, implement, and train staff on the district’s Emergency Response Plan. 	Continue to assess building and safety needs	All Staff District Crisis Team	Ongoing	District Crisis Team, Local and State Law Enforcement, Fire Dept.	Documentation of safety drills.
<ul style="list-style-type: none"> ● Implement social/emotional learning (SEL) curriculum district wide 	Professional Development of all staff	SPED Director, School Adjustment Counselors, BCBA, Administrators	2017-2019	SEL Curriculum resources	A strong focus on educating the whole child. Reduction in behavior/emotional incidents.

<ul style="list-style-type: none"> ● Develop and implement PBIS school wide expectations for behavior and structures for student support ● Develop Safe and Supportive Schools action plan to submit to DESE for continuation grant funding for action plan implementation ● Participate in Harvard's Early Learning Study 	<p>Meet w/staff to determine agreed upon expectations Inform all staff and Implement school-wide</p> <p>Team will create and submit action plan to DESE</p> <p>Share data and observations on child growth and development</p>	<p>Vice-principals PBIS Team</p> <p>Vice-Principal Safe & Supportive Team</p> <p>PreK Teachers Principal</p>	<p>Spring 2019 - Spring 2020</p> <p>Winter 2019 - Fall 2019</p> <p>2018-2020</p>	<p>DESE Grant Funding Staff Meetings</p> <p>DESE Grant Funding</p> <p>Family Participation Harvard School of Education</p>	<p>PBIS Expectations and Action Plan</p> <p>Safe & Supportive Schools Action Plan submitted to DESE</p> <p>Published Study</p>
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Goal # 3: To actively engage parents, families and the community as partners in each student’s education to facilitate the healthy development of the whole child.

STRATEGY/ACTION	NEXT STEPS	PERSONS RESPONSIBLE	TIMELINE	RESOURCES	EVIDENCE OF COMPLETION
<ul style="list-style-type: none"> ● Monthly Assembly ● Training for teacher website development ● Annual community workshops on educational/ behavioral/ SPED topics ● Establish family outreach programs for students in substantially separate programs ● Grandfriends / Grandparents Day ● Littleville Links to Literacy Participation ● Continue to host Family Literacy Nights. 	<p>Continue each grade level hosting an assembly</p> <p>Provide teachers with quality training and feedback</p> <p>Select dates for workshops</p> <p>Examine, revise and expand current outreach opportunities</p> <p>Plan classroom activities</p> <p>Continue work w/community partnership</p> <p>Secure GEF funds (LES), set dates</p>	<p>Principal Teachers</p> <p>Technology Committee</p> <p>SPED Director and staff</p> <p>Special education staff and administration</p> <p>Principals Teachers, Secretaries</p> <p>Links to Literacy Director, principal, grade 4 teacher</p> <p>Literacy Staff Title I Coordinator Elem. Admin</p>	<p>Ongoing</p> <p>Annual PD</p> <p>Annually</p> <p>2018</p> <p>Annually</p> <p>Fall 2017 - Spring 2020</p> <p>Every Fall/Spring</p>	<p>GPAC for LES</p> <p>Training provided by technology committee</p> <p>Training provided by special education staff</p> <p>Outreach provided by special education staff</p> <p>invitations, notices, coordinating</p> <p>Links to Literacy</p> <p>GEF Funds (LES) Title I funds (CES)</p>	<p>Attendance of parents</p> <p>Increased teachers use classroom websites & Parent PlusPortals</p> <p>Attendance sheets</p> <p>Parent contact logs Attendance sheets</p> <p>Attendance sheets Sign-In</p> <p>Students in “adopted” classroom will build home libraries with Links to Library books. Littleville grade 4 class will receive books as well.</p> <p>Attendance Sheets</p>

Goal #4 To work collaboratively with all stakeholders to balance school program and service needs with fiscal responsibility that continues to provide a high quality education for all students.

STRATEGY/ACTION	NEXT STEPS	PERSONS RESPONSIBLE	TIMELINE	RESOURCES	EVIDENCE OF COMPLETION
<ul style="list-style-type: none"> ● Create Instructional Leadership Team to support school year learning initiatives 	Solicit instructional leadership team	Principal Vice-Principal Teachers	2019-2021	Professional development of Instructional Leadership Team	PD sign in sheets
<ul style="list-style-type: none"> ● Reduce spending on substitutes 	Maximize current staff scheduling	Principal	Ongoing	Secretaries	Budget spending analysis
<ul style="list-style-type: none"> ● Train all direct care staff in de-escalation and physical intervention 	Provide professional development	Special Education Administration	Annually	CPI Training	Attendance sheets Certificates of completion
<ul style="list-style-type: none"> ● Gateway 2025 Visioning Process 	Plan 2025 activities	All staff	2017 -2025	District wide 2025 activities	Attendance sheets Implementation of goals
<ul style="list-style-type: none"> ● Improve membership & participation on Elementary School Council 	Merge individual building Councils into one	Principal	Quarterly Meetings	Parents, staff & community members	Improved participation at School Council meetings
<ul style="list-style-type: none"> ● Apply for DESE grants to support a variety of initiatives and pilots 	Apply for Safe & Supportive Schools and PBIS grants	Vice-Principal Grant Writer	2018-2021	DESE Grants Teacher participation on Teams	Implementation plan submitted to DESE

