



# Littleville Elementary & Chester Elementary School Improvement Plan 2017-2020

## 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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## *School Council Members*

Megan Coburn  
Margaret Petzold  
Ruth Harper  
Kayla Brady  
Joyce Hanousek  
Paula Hepburn  
Keri Morawiec  
Mary Plumly  
Kristina Cortis  
Sarah Anable

## **Grades Serviced – PreK - 5**

### **Enrollment by grade for 2017-2018 school year :**

Littleville Elementary		Chester Elementary	
PreK- 24	3rd - 56	PreK- 20	3rd - 19
K - 50	4th - 45	K- 23	4th - 13
1st - 44	5th -50	1st - 12	5th - 20
2nd - 46		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"> <li>● Strategically address best practices for inclusion through professional development.</li> <li>● Integrate student focused, inquiry-based instruction that utilizes 21st century skills across all grades.</li> <li>● Literacy intervention Programs will continue to be monitored and evaluated based on student growth data.</li> <li>● Monitor implementation of open response rubric for each grade level and calibrate scoring.</li> <li>● At Litteville, create a 30 minute RTI block across all grade levels to address individual needs.</li> </ul>	<p>Professional development based on scientific research proving that students with disabilities make the most effective progress when taught in the general ed setting</p> <p>Professional development and feedback.</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>Principal/teachers SPED Director</p> <p>Principal, Vice-Principal Teachers</p> <p>Principal, Vice-Principal Teachers Literacy Staff</p> <p>Principal Literacy Teachers</p> <p>Principal</p>	<p>2017DSAC Network 2018-2020</p> <p>Ongoing</p> <p>Fall/Winter/ Spring literacy meetings</p> <p>Ongoing</p> <p>Beginning Fall 2016</p>	<p>DSAC Inclusion Network Meetings Professional Development</p> <p>Professional Development Technology 21st Century Rubrics</p> <p>F&amp; P Leveled Literacy Intervention</p> <p>Student growth data on Open Response assessments</p> <p>Classroom schedules aligned with specialists schedules</p>	<p>Increase of students with disabilities being taught in the general education setting</p> <p>Evidence of Inquiry based lessons</p> <p>Decisions made regarding interventions and assessment tools.</p> <p>Continued use of Rubrics</p> <p>Instruction will be individualized for all learners to address varying needs.</p>

<ul style="list-style-type: none"> <li>Continue to use Benchmark, DIBELS and state assessments to identify students for interventions during Data Meetings.</li> </ul>	Continue holding grade level Data Meetings	Principal, Literacy Staff, Teachers	Oct/Feb/May	BAS/DIBELS/MCAS/GOMath	Students will make effective progress- Students will be identified for extra support
<ul style="list-style-type: none"> <li>Utilize the RTI process for struggling learners.</li> </ul>	Continue with current structure	Vice-Principal Teachers	Ongoing	RTI and Referral Documentation	referral numbers will decrease
<ul style="list-style-type: none"> <li>Continue to create and align STEM curriculum to classroom curriculum units and NGSS</li> </ul>	Develop 3-5 curriculum	STEM Teacher Teachers WSU Consultant Principal	Fall 2016 - Spring 2018	WSU Consultant STEM teacher Informal/Formal observations	Aligned STEM/NGSS curriculum map for grades 3-5
<ul style="list-style-type: none"> <li>Provide on-going professional development to assist teachers in delivering effective, technology supported instruction to improve student learning</li> </ul>	Professional Development workshops facilitated by Tech Committee	Technology Staff Tech Committee Members	Fall 2017 to Spring 2019	Technology Online Licenses to various academic sites	Lesson Plans will include technology components. Students will be more engaged in learning and skills will increase.

**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"> <li>● K-5 Weekly Social Skills groups to work empathy, sympathy, frustration tolerance, friendship building and problem solving</li> <li>● Continue to implement <i>Bucket Filler</i> character development program.</li> <li>● Training on the Gateway Regional Bullying Prevention and Intervention Plan &amp; Policy</li> <li>● Continue to implement and train staff on the district's Emergency Response Plan.</li> <li>● Implement social/emotional learning (SEL) curriculum district wide</li> </ul>	<p>Michelle Garcia-Winner Social Skills Curriculum</p> <p>Continue with schoolwide consistent language</p> <p>Enforce and support the district Bullying Policy through staff training</p> <p>Continue to assess building and safety needs</p> <p>2017-2018 Professional Development topic for Early Release Days</p>	<p>School Adjustment Counselor Autism Specialist</p> <p>All Staff</p> <p>All Staff</p> <p>All Staff</p> <p>SPED Director, School Adjustment Counselors, Autism Specialist, Administrators</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Annually</p> <p>Ongoing</p> <p>2017-2019</p>	<p>Michelle Garcia-Winner Social Skills Curriculum</p> <p><i>Have You Filled a Bucket Today</i> By, Carol McCloud Monthly School wide Assemblies</p> <p>Training provided by Nurse Leader</p> <p>District Crisis Team, Local and State Law Enforcement, Fire Dept.</p> <p>SEL Curriculum resources</p>	<p>Decrease in student incident/behavior reports on playground and bus. Improved coping strategies and emotional regulation.</p> <p>Staff and students using “Bucket Filling” language.</p> <p>Attend In-Service Training. Decrease in bullying reports.</p> <p>Documentation of safety drills.</p> <p>A strong focus on educating the whole child. Reduction in behavior/emotional incidents.</p>

**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.**

<b>STRATEGY/ACTION</b>	<b>NEXT STEPS</b>	<b>PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES</b>	<b>EVIDENCE OF COMPLETION</b>
<ul style="list-style-type: none"> <li>• Coffee with the principal initiative</li> </ul>	Plan and select dates for meeting	Principal	October 2016 to April 2018	Funds for coffee/treats	Attendance sheets
<ul style="list-style-type: none"> <li>• Training for teacher website development</li> </ul>	Provide teachers with quality training and feedback	Technology Committee	2017-2018	Training provided by technology committee	Increased teachers use of informative classroom websites Parent PlusPortals to monitor student progress
<ul style="list-style-type: none"> <li>• Annual community workshop around educational/behavioral/special education topics</li> </ul>	Select dates for workshops	SPED Director and staff	Annually	Training provided by special education staff	Attendance sheets
<ul style="list-style-type: none"> <li>• Establish family outreach programs for students in substantially separate programs</li> </ul>	Examine, revise and expand current outreach opportunities	Special education staff and administration	2018	Outreach provided by special education staff	Parent contact logs Attendance sheets
<ul style="list-style-type: none"> <li>• Implement social-emotional learning curriculum district wide</li> </ul>	Provide teachers with quality professional development and feedback	Principal Vice-Principal SPED Director School Adjustment Counselors	2017-2018	Training to be done by internal clinical team on Early Release Days	Attendance sheets Agendas
<ul style="list-style-type: none"> <li>• Littleville Links to Literacy Participation</li> </ul>	Continue work w/community partnership	Links to Literacy Director, principal, grade 3 teacher	Fall 2017 - Spring 2020	Links to Literacy	Students in “adopted” classroom will build home libraries with Links to Library books. Littleville grade 3 class and library will receive books as well.
<ul style="list-style-type: none"> <li>• Continue to host Family Literacy Nights.</li> </ul>	Secure GEF funds (LES), set dates	Literacy Staff Title I Coordinator Elem. Admin	Every Fall/Spring	GEF Funds (LES) Title I funds (CES)	Attendance Sheets

**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.**

<b>STRATEGY/ACTION</b>	<b>NEXT STEPS</b>	<b>PERSONS RESPONSIBLE</b>	<b>TIMELINE</b>	<b>RESOURCES</b>	<b>EVIDENCE OF COMPLETION</b>
<ul style="list-style-type: none"> <li>● Create Instructional Leadership Team to support school year learning initiatives</li> <li>● Reduce spending on substitutes</li> <li>● Train all direct care staff in de-escalation and physical intervention</li> <li>● Gateway 2025 Visioning Process</li> <li>● Improve membership &amp; participation on Elementary School Council</li> </ul>	Solicit instructional leadership team	Principal Vice-Principal School Adjustment Counselors SPEDAdmin	2017-2018	Professional development provided by Instructional Leadership Team	PD sign in sheets
	Maximize current staff scheduling		Ongoing	Secretaries	Budget spending analysis
	Provide professional development	Special Education Administration	2017-2018	Outside consultant	Attendance sheets Certificates of completion
	Plan 2025 activities	All staff	Ongoing	District wide 2025 activities	Attendance sheets
	Merge individual building Councils into one	Principal	Quarterly Meetings	Parents & community members	Improved participation at School Council meetings



