

<b>School:</b>	Paxton Center School	<b>Plan Duration:</b>	2017-2020
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Goal Description			
<b>Goal Number:</b>	1	<b>Goal Title:</b>	Reading
<b>S.M.A.R.T. Goal</b>	By Spring of 2020, 90% of students in Kindergarten-5th grades will meet grade level expectations for reading skills as described in the MA Frameworks using <b>DRA (3-5), AIMSweb (2-4) and (BAS K-2)</b> reading assessments.		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	PCS will use the data to identify students who are at risk or below instructional and independent grade level benchmarks. We will use the SST and Common Planning time process to create an intervention plan to address student's strengths and weaknesses in reading.
<b>Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]</b>	2A. Continue to use the current assessment systems (3-5) while implementing the Fontas & Pinell Classroom (K-2) 3B Systematically measure, analyze, and use data through the SST and Common Planning time process
<b>Anticipated Outcomes (Interim and Final)</b>	<p><b>Interim Outcomes:</b></p> <ul style="list-style-type: none"> <li>Teachers develop common understandings of reading standards for <b>Fontas &amp; Pinell</b></li> <li>Students on watch improve skill set in reading foundational skills.</li> </ul> <p><b>Final Outcomes:</b></p> <ul style="list-style-type: none"> <li>School has a structure of SST to make data driven decisions</li> <li>Teachers have a menu of assessment tools to monitor progress and adjust instruction.</li> <li>Teachers will develop tools and strategies for instruction and intervention</li> <li>The number of students on the watch list will decrease</li> </ul>

**Paxton Center School - School Improvement Plan (SIP)**  
**2017-2020** --- Last updated 6/13/19

<b>Implementation Benchmarks (Years 1-3)</b>		
<b>Action</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
<ul style="list-style-type: none"> <li>● Develop a shared assessment data base</li> <li>● Develop a protocol for reviewing assessment data</li> <li>● Focus on phonics, phonemic awareness, fluency</li> <li>● Quarterly grade level meetings to review student progress</li> <li>● Possible implementation of Fountas and Pinnell Benchmark Assessment System/Fountas and Pinnell Classroom</li> </ul>	Grade appropriate benchmark assessments for phonics, phonemic awareness, vocabulary, fluency and comprehension. LLI BAS, Quick Phonics Survey PD Days Time to meet in grade levels	2017-2018
<ul style="list-style-type: none"> <li>● Add to phonics, phonemic awareness, fluency, vocabulary and comprehension (components of reading)</li> <li>● Quarterly grade level meetings to review student progress</li> <li>● Possible implementation of Fountas and Pinnell Benchmark Assessment System/Fountas and Pinnell Classroom</li> </ul>	Tools and strategies for vocabulary instruction/intervention PD Days Time to meet in grade levels	2018-2019
<ul style="list-style-type: none"> <li>● Quarterly grade level meetings to review student progress</li> <li>● Add to foundational components of reading writing to demonstrate reading comprehension.</li> <li>● Develop a 'master list' of common vocabulary related to writing about your reading.</li> <li>● Possible implementation of Fountas and Pinnell Benchmark Assessment System/Fountas and Pinnell Classroom</li> </ul>	PD Days Time to meet in grade levels	2019-2020

**Paxton Center School - School Improvement Plan (SIP)**  
**2017-2020** --- Last updated 6/13/19

<b>School:</b>	Paxton Center School	<b>Plan Duration:</b>	2017-2020
----------------	----------------------	-----------------------	-----------

Goal Description			
<b>Goal Number:</b>	2	<b>Goal Title:</b>	Writing
<b>S.M.A.R.T. Goal</b>	By June 2020, 100% of students in grades 4-8 will show significant growth in demonstrating ability to assert and defend claims in writing to show what they know about a given topic as measured by locally developed grade specific writing rubrics.		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	To develop flexibility and nuance in their own writing, students need to read a wide range of complex model texts. It is also important that students can discuss evidence from texts in formulating their ideas or positions, as well as demonstrate awareness of competing ideas or positions.
<b>Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]</b>	2A. Develop a consistently implemented and vertically aligned Pre K- 12 Curriculum. 3B Systematically measure, analyze, and act upon student learning data.
<b>Anticipated Outcomes (Interim and Final)</b>	<p><b>Interim Outcomes:</b></p> <ul style="list-style-type: none"> <li>● By June 2018, teachers at each grade level, 4-8 will have a common understanding of ELA frameworks standards relevant to goal.</li> <li>● By June 2018, develop grade specific writing assessments and rubrics for grades 6-8</li> <li>● By June 2019, all students in grades 4-8 will be assessed twice a year.</li> <li>● By June 2020, 100% of students in grades 4-8 will show growth in grade level writing standards.</li> </ul>

## Paxton Center School - School Improvement Plan (SIP)

2017-2020 --- Last updated 6/13/19

	<p><b>Final Outcomes:</b></p> <ul style="list-style-type: none"> <li>● 100% of students in grades 4-8 will show mastery of grade level writing standards.</li> <li>● Teachers will use common assessments across grades to measure progress toward grade level expectations</li> </ul>
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
<p>Grades 6-8:</p> <ul style="list-style-type: none"> <li>● Every day, students will write in each class for content specific needs.</li> <li>● Identify and implement grade appropriate writing rubrics to include idea development and conventions</li> <li>● Develop a common understanding across grade and content levels of grade specific writing expectations.</li> <li>● Develop a 'master list' of academic vocabulary</li> </ul>	<p>PD Days Time to meet in grade levels MCAS and other established writing rubric tools. Quarterly grade level data meetings to look at student writing across the curriculum.</p>	2017-2018
<p>Grades 4-5:</p> <ul style="list-style-type: none"> <li>● Every day, students will write in each class for content specific needs.</li> <li>● Identify and implement grade appropriate writing rubrics to include idea development and conventions</li> <li>● Develop a common understanding across grade and content levels of grade specific writing expectations.</li> <li>● Develop a 'master list' of academic vocabulary</li> </ul> <p>Grades 6-8:</p> <ul style="list-style-type: none"> <li>● Continue implementation of grade specific writing rubrics.</li> <li>● Every student will be assessed twice a year.</li> <li>● Consistent implementation of academic vocabulary lists.</li> </ul> <p>Grades 4-8:</p> <ul style="list-style-type: none"> <li>● Vertical content area meetings to communicate strengths and weakness, review rubrics, and vocabulary.</li> </ul>	<p>PD Days Time to meet in grade levels Implementation of a common writing approach to instruction for grades 4-5 Quarterly grade level data meetings to look at student writing across the curriculum.</p>	2018-2019

## Paxton Center School - School Improvement Plan (SIP)

**2017-2020** --- Last updated 6/13/19

<p>Grades K-3:</p> <ul style="list-style-type: none"> <li>● Every day, students will write in each class for content specific needs.</li> <li>● Identify and implement grade appropriate writing rubrics to include idea development and conventions</li> <li>● Develop a common understanding across grade and content levels of grade specific writing expectations.</li> <li>● Develop a 'master list' of academic vocabulary</li> </ul> <p>Grades 4-5:</p> <ul style="list-style-type: none"> <li>● Continue implementation of grade specific writing rubrics.</li> <li>● Every student will be assessed twice a year.</li> <li>● Consistent implementation of academic vocabulary lists.</li> <li>● Review rubrics for effectiveness of instruction.</li> </ul> <p>Grades 6-8</p> <ul style="list-style-type: none"> <li>● Continue implementation of grade specific writing rubrics.</li> <li>● Review rubric effectiveness.</li> <li>● Review effectiveness of academic vocabulary.</li> <li>● Every student will be assessed twice a year.</li> </ul>	<p>PD Days</p> <p>Time to meet in grade levels</p> <p>Implementation of a common writing approach to instruction for grades K-5</p> <p>Quarterly grade level data meetings to look at student writing across the curriculum.</p>	<p>2019-2020</p>
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**Paxton Center School - School Improvement Plan (SIP)**  
**2017-2020** --- Last updated 6/13/19

<b>School:</b>	Paxton Center	<b>Plan Duration:</b>	2017-2020
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Goal Description			
<b>Goal Number:</b>	3	<b>Goal Title:</b>	Math
<b>S.M.A.R.T. Goal</b>	By Spring of 2020, 80% of students in Kindergarten - 8th grades will meet grade level expectations as described in the MA Frameworks measured by end of module assessments in the Eureka and Big Ideas math programs.		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	<p>The 8 year average for PCS MCAS Proficient/Advanced in ELA for grade 4 is 67% [WRSD 73%] and grade 8 is 90% [WRSD 91%]; for Math in grade 4 it is 63% [WRSD 66%] and in grade 8 it is 69% [69%].</p> <p>To improve teaching and learning by collaborating to systematically measure, analyze, and act upon student learning data. To guide teachers in discovering what students are learning and how they are thinking.</p>
<b>Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]</b>	<p>2A. Develop a consistently implemented and vertically aligned Pre K- 12 Curriculum.</p> <p>3B Systematically measure, analyze, and act upon student learning data.</p>
<b>Anticipated Outcomes (Interim and Final)</b>	<p><b>Interim Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Teachers: By the Spring of 2017 develop benchmark assessments for students in grades K-5 for the strand: Numbers and Operations.</li> <li>● Teachers: By the Spring of 2017 develop a collection of assessment items focused on expressions and equations in grades 6-8</li> </ul>

## Paxton Center School - School Improvement Plan (SIP)

**2017-2020** --- Last updated 6/13/19

	<ul style="list-style-type: none"> <li>• Teachers will utilize data to inform instruction and intervention</li> <li>• Students: will demonstrate increased ability to perform math computations and problem solving in the targeted strands.</li> </ul> <p><b>Final Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Teachers will regularly review student data to adjust instruction and intervention.</li> <li>• Students: will meet grade level math expectations.</li> </ul>
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<b>Implementation Benchmarks (Years 1-3)</b>		
<b>Action</b>	<b>Supports/Resources</b>	<b>Timeline/Frequency</b>
Grades 3-5: <ul style="list-style-type: none"> <li>• Develop a list of 'power words' to consistently use across grade level.</li> <li>• Students will acquire and use accurately a range of general academic and domain specific words and phrases.</li> <li>• Develop benchmark assessments for Numbers and Operations</li> </ul> Grades 6-8: <ul style="list-style-type: none"> <li>• Develop a list of 'power words' to consistently use across grade level.</li> <li>• Students will acquire and use accurately a range of general academic and domain specific words and phrases.</li> <li>• Targeted student interventions for Expressions and Equations.</li> </ul>	Edulastic Eureka Moby Max Big Ideas PD Days Time to meet in grade levels	2017-2018
Grades K-2: <ul style="list-style-type: none"> <li>• Develop a list of 'power words' to consistently use across grade level.</li> <li>• Students will acquire and use accurately a range of general academic and domain specific words and phrases.</li> <li>• Develop benchmark assessments for Numbers and Operations</li> </ul> Grades 3-5: <ul style="list-style-type: none"> <li>• Application of benchmark assessments.</li> <li>• Targeted student interventions for Numbers and Operations.</li> </ul>	Edulastic Eureka Moby Max Big Ideas PD Days Time to meet in grade levels	2018-2019

## Paxton Center School - School Improvement Plan (SIP)

**2017-2020** --- Last updated 6/13/19

<ul style="list-style-type: none"> <li>● Develop a plan to continually review ‘power words’ with students across content areas where appropriate.</li> </ul> <p>Grades 5-6</p> <ul style="list-style-type: none"> <li>● Explore options for ‘bridging’ Eureka math instruction and Big Ideas math instruction between grades 5 and 6.</li> </ul> <p>Grades 6-8:</p> <ul style="list-style-type: none"> <li>● Targeted students interventions.</li> <li>● Review ‘power words’ for effectiveness.</li> <li>● Identify math objectives and vocabulary to be used in science classes.</li> <li>● Develop a plan to continually review ‘power words’ with students across content areas where appropriate.</li> </ul> <p>K-8:</p> <ul style="list-style-type: none"> <li>● Vertical content area meetings to communicate strengths and weakness, review interventions, and vocabulary.</li> </ul>		
<p>Grades K-2:</p> <ul style="list-style-type: none"> <li>● Application of benchmark assessments.</li> <li>● Targeted student interventions for Numbers and Operations.</li> <li>● Review ‘power words’ for effectiveness.</li> </ul> <p>Grades 3-8:</p> <ul style="list-style-type: none"> <li>● Review interventions and assessments.</li> </ul>	<p>Edulastic Eureka Moby Max Big Ideas PD Days Time to meet in grade levels</p>	<p>2019-2020</p>



**Paxton Center School - School Improvement Plan (SIP)**  
**2017-2020** --- Last updated 6/13/19

<b>School:</b>	Paxton Center	<b>Plan Duration:</b>	2017-2020
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Goal Description			
<b>Goal Number:</b>	4	<b>Goal Title:</b>	Social Emotional Learning (SEL)
<b>S.M.A.R.T. Goal</b>	On average, by Spring of 2020, students in grades K-8 will demonstrate an increased understanding of skills in the following areas: social awareness, self-awareness, relationship skills, decision making and self management, as measured by a pre-post survey.		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	A shared vision K-8 for supporting development of students' social emotional learning will improve achievement and develop more well rounded citizens.
<b>Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]</b>	Domain 5: Students' Social, Emotional and Health Needs
<b>Anticipated Outcomes (Interim and Final)</b>	<p><b>Interim Outcomes:</b></p> <ul style="list-style-type: none"> <li>● All students assessed on SEL skills via a survey and/or teacher checklist.</li> <li>● By Spring of 2018, each grade level will identify assessment and instructional tools.</li> <li>● By Spring 2019, all classroom teachers will implement lessons in two of the SEL competencies social awareness, self-awareness, relationship skills, decision making and self management.</li> <li>● By Spring 2020, all classroom teachers will implement lessons in all of the SEL competencies social awareness, self-awareness, relationship skills, decision making and</li> </ul>

## Paxton Center School - School Improvement Plan (SIP)

2017-2020 --- Last updated 6/13/19

	<p>self management.</p> <p><b>Final Outcomes:</b></p> <ul style="list-style-type: none"> <li>● Students will have a variety of coping skills to draw upon to manage social, behavioral, and emotional situations.</li> <li>● Teachers will regularly use and refer to the SEL strategies from lessons to continuously guide students in application of these skills on a daily basis.</li> </ul>
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
<ul style="list-style-type: none"> <li>● Teachers will identify and implement tools to rate students' social emotional demonstrated skills twice per year.</li> <li>● Teachers will identify tools for social emotional instruction</li> <li>● Student progress will be identified via student self reporting and/or teacher observations.</li> <li>● Parent night addressing SEL topics</li> <li>● Grade 7<sup>th</sup> speaker to address SEL topics</li> <li>● Continued discussion of how to instill the Panther 3 Rs (Respectful, Responsible, Reliable)</li> </ul>	PD Days MARC Anti-bullying program K-5 Working Together, Bldg Social Skills Through Folktales, gr. 4 Second Step on-line annual teacher subscriptions, gr. 6-8 Responsive Classroom Open Circle, Dedicated weekly time slot K-8	2017-2018
<ul style="list-style-type: none"> <li>● Teachers will identify and implement tools to rate students' social emotional demonstrated skills twice per year.</li> <li>● Full implementation of instruction in at least two of the five competency areas.</li> <li>● Vertical content area meetings to communicate strengths and weakness, review assessments, and instruction.</li> </ul>	PD Days Panorama Survey MARC Anti-bullying program K-5 Working Together, Bldg Social Skills Through Folktales, gr. 4 Second Step on-line annual teacher subscriptions, gr. 6-8 Responsive Classroom Open Circle Para-professional training Dedicated weekly time slot K-8	2018-2019

## Paxton Center School - School Improvement Plan (SIP)

2017-2020 --- Last updated 6/13/19

<ul style="list-style-type: none"> <li>● Teachers will identify and implement tools to rate students' social emotional demonstrated skills twice per year.</li> <li>● Full implementation of instruction in at least two of the five competency areas.</li> </ul>	<p>PD Day  <b>EWIS Data K-8).</b>  <b>Panorama Survey Data (grades 3-5, grades 6-8), use past data from 2019 January assessment, identify kids at risk through SST process, and look at specific data within the panorama data and identify trends in questions that could help us measure SEL of our students.</b></p> <p>MARC Anti-bullying program K-5          Working Together, Bldg Social Skills Through Folktales, gr. 4          Second Step on-line annual teacher subscriptions, gr. 6-8          Responsive Classroom          Open Circle, Mind-up          Paraprofessional training          Dedicated weekly time slot  <b>through SDST process</b></p>	<p>2019-2020</p>
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## Paxton Center School - School Improvement Plan (SIP)

2017-2020 --- Last updated 6/13/19

<b>School:</b>	Paxton Center School	<b>Plan Duration:</b>	2017-2020
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Goal Description			
<b>Goal Number:</b>	5	<b>Goal Title:</b>	Implementing Science Standards
<b>S.M.A.R.T. Goal</b>	As a result of full adoption of new science standards, after three years students in grade 5 will improve MCAS science percentage of Proficient and Advanced from an average of 75% to 80%; students in grade 8 will improve from 69% to 74%		

Goal Details and Performance Indicators	
<b>Rationale for Goal:</b>	The Massachusetts versions of the Next Generation Science and Technology Standards are new to many teachers, implementing them with integrity is a challenge to teachers.
<b>Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]</b>	2A Aligned Curriculum: Develop a consistently implemented and vertically aligned Pre K- 12 Curriculum. 2B Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas.
<b>Anticipated Outcomes (Interim and Final)</b>	<p><b>Interim Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Teachers will become familiar with new science and technology standards.</li> <li>• Teachers will develop units of study and accompanying assessments.</li> </ul> <p><b>Final Outcomes:</b></p> <ul style="list-style-type: none"> <li>• Develop a dynamic and clearly articulated PK-12 curriculum with a focus on vertical alignment</li> </ul>

## Paxton Center School - School Improvement Plan (SIP)

**2017-2020** --- Last updated 6/13/19

	<ul style="list-style-type: none"> <li>○ Unpack district priority standards with instructional staff to define grade level expectations</li> <li>○ Monitor curriculum implementation to ensure consistency across grade levels.</li> <li>● Establish a curriculum review cycle which will tie to the budget priorities</li> </ul>
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
<ul style="list-style-type: none"> <li>● Develop a plan for introducing and supporting the use of the new science standards</li> <li>● Teacher reach a common understanding of grade level standards.</li> <li>● Start to develop list of grade specific science vocabulary terms that will be consistently reviewed.</li> </ul>	MA Science Standards PD days Materials for instruction Mystery Science Trial gr. 3 Stem Scopes Trial gr. 4	2017-2018
<ul style="list-style-type: none"> <li>● Develop at least two units of study for science instruction per grade level</li> <li>● Identify materials and opportunities needed to support effective science instruction</li> <li>● Revisit grade level vocabulary lists.</li> <li>● Vertical content area meetings to communicate strengths and weakness, review rubrics, and vocabulary.</li> </ul>	PD Days, <span style="color: red;">Pilot iScience textbook series</span>	2018-2019
<ul style="list-style-type: none"> <li>● Full implementation</li> </ul>		2019-2020