

Paxton Center School School Improvement Plan (SIP)

Last updated 5-25-2022

Some sections are under construction due to COVID-19



School:	Paxton Center School	Plan Duration:	2022-2025
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Goal Description			
Goal Number:	1	Goal Title:	Reading
S.M.A.R.T. Goal	<p>By the Spring of 2025, 90% of the students will meet or exceed the 40% benchmark on the STAR assessment in early literacy/ reading Kindergarten-5th grades.</p> <p>By the Spring of 2025, 85% of the students will meet or exceed the 40% benchmark on the STAR assessment in reading grades 6-8.</p>		

Goal Details and Performance Indicators	
The rationale for Goal:	PCS will use the data to identify students at risk or below instructional and independent grade-level benchmarks using STAR assessment in early literacy/ reading. PCS will use the SST and Common Planning time process to create an intervention plan to address students' strengths and weaknesses in literacy/ reading. Additionally, PCS may establish after-school and summer programs to support students in need and Title I (if applicable).
Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]	<p>2A. Continue to use the current assessment systems</p> <ul style="list-style-type: none"> Use the STAR assessment system 3 times a year beginning, middle, and end of the year <p>3B Systematically measure, analyze, and use data through the Student Success Team (SST) and Common Planning time process</p>
Anticipated Outcomes (Interim and Final)	<p>Interim Outcomes:</p> <ul style="list-style-type: none"> Teacher will use the Fountas and Pinnell curriculum to improve early literacy/ reading K-5 At-risk students will improve reading at an instructional and independent level.

- Grades 6-8 will monitor STAR assessment and students' quarterly grades

Final Outcomes:

- The SST will continue to monitor students on a regular basis who are at risk or below instructional and independent grade-level benchmarks.
- The teacher will use STAR reading assessment data to monitor progress and adjust instruction practices for students below the benchmark
- Teachers will use tools and develop strategies for instruction and intervention practices for students below the benchmark.
- At-risk students will continue to be monitored by DCAP, IEP, 504 plans and Title I (If applicable)

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For the school year 2022-2023 the District ELA Curriculum Committee will develop curriculum 6-8. We need to wait for this work to be completed to move forward on this goal.

Goal Description			
Goal Number:	2	Goal Title:	Writing (completed)
S.M.A.R.T. Goal	By June 2023, (75%-80%) of students in grades 4-8 will show growth in demonstrating the 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	
The rationale for Goal:	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.
Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]	2A. Develop a consistently implemented and vertically aligned Pre K- 12 Curriculum. 3B Systematically measure, analyze, and act upon student learning data.
Anticipated Outcomes (Interim and Final)	<p>Interim Outcomes:</p> <ul style="list-style-type: none"> By June 2023, teachers at each grade level, 4-8 will have a common understanding of ELA framework standards relevant to the goal. By June 2023, develop grade-specific writing assessments and rubrics for grades 6-8 By June 2023, all students in grades 4-8 will be assessed twice a year. By June 2023, 100% of students in grades 4-8 will show growth in grade-level writing standards. <p>Final Outcomes:</p> <ul style="list-style-type: none"> (75% - 80%) of students in grades, 4-8 will show mastery of grade-level writing standards.

	<ul style="list-style-type: none"> Teachers will use common assessments across grades to measure progress toward grade-level expectations
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
Grades 6-8: <ul style="list-style-type: none"> Identify, create, and implement common and grade-appropriate writing rubrics to include idea development and conventions Identify, create, and implement common writing materials (graphic organizers and checklists). Develop a common understanding across grade and content levels of grade-specific writing expectations. Develop a 'master list' of academic vocabulary -- use similar language and vocabulary when teaching/reviewing writing concepts. 	PD Days Time to meet in grade levels MCAS and other established writing rubric tools. Meet frequently to discuss writing tools (graphic organizers, checklists, and rubrics) to assess and revise when needed. Quarterly grade-level data meetings to look at student writing across the curriculum.	2020-2023
Grades 4-5: <ul style="list-style-type: none"> Every day, students will write in each class for content-specific needs. Identify and implement grade-appropriate writing rubrics to include idea development and conventions Develop a common understanding across grade and content levels of grade-specific writing expectations. Develop a 'master list' of academic vocabulary Grades 6-8: <ul style="list-style-type: none"> Continue implementation of grade-specific writing rubrics and writing materials (graphic organizers and checklists). Every student will be assessed twice a year. Consistent implementation of academic vocabulary lists. 	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.	2020-2023

<p>Grades 4-8:</p> <ul style="list-style-type: none"> Vertical content area meetings to communicate strengths and weaknesses, and review rubrics, assignments, and vocabulary. 		
<p>Grades K-3:</p> <ul style="list-style-type: none"> Every day, students will write in each class for content-specific needs. Identify and implement grade-appropriate writing rubrics to include idea development and conventions Develop a common understanding across grade and content levels of grade-specific writing expectations. Develop a 'master list' of Grade level sight words Develop Fountas & Pinnell writing components for guided reading, interactive read-aloud, and shared reading <p>Grades 4-5:</p> <ul style="list-style-type: none"> implement writing prompt twice a year with core aligned rubrics for Informational, Opinion, and Narrative writing. Create writing vocabulary lists to be used in both grade levels. Continue to implement AEE (Answer, Evidence, Exploration) response strategy Writing prompt (expository and narrative) as a pretest/ posttest Continue implementation of grade-specific writing rubrics. Every student will be assessed twice a year. Consistent implementation of academic vocabulary lists. Review rubrics for the effectiveness of instruction. <p>Grades 6-8</p> <ul style="list-style-type: none"> Continue implementation of grade-specific writing rubrics. Review rubric effectiveness. Review the effectiveness of academic vocabulary. Every student will be assessed twice a year. 	<p>PD Days Time to meet in grade levels Implementation of a common writing approach to instruction for grades K-5</p> <p>Grade level F & P Training</p> <p>Monthly grade-level data meetings to look at student writing across the curriculum.</p>	<p>2020-2023</p>

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Goal Description			
Goal Number:	3	Goal Title:	Math
S.M.A.R.T. Goal	<p>By the Spring of 2025, 90% of the students will meet or exceed the 40% benchmark on the STAR assessment in mathematics 1st-5th grades.</p> <p>By the Spring of 2025, 80% of the students will meet or exceed the 40% benchmark on the STAR assessment in mathematics grades 6-8.</p>		

Goal Details and Performance Indicators	
Rationale for Goal:	PCS will use the data to identify students who are at risk or below instructional and independent grade-level benchmarks using STAR assessment in mathematics. We will use the SST and Common Planning time process to create an intervention plan to address students' strengths and weaknesses in mathematics. Additionally, PCS may establish after-school and summer to support students in need as well as Title I (if applicable).
Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]	<p>2A. Continue to use the current assessment systems</p> <ul style="list-style-type: none"> Use the STAR assessment system 3 times a year beginning, middle, and end of the year <p>3B Systematically measure, analyze, and act upon student learning data through the Student Success Team (SST) and Common Planning time process</p>
Anticipated Outcomes (Interim and Final)	<p>Interim Outcomes:</p> <ul style="list-style-type: none"> Grades 1-8 will monitor STAR assessments 3 times a year: beginning, middle and end of year <p>Final Outcomes:</p>

	<ul style="list-style-type: none"> • The SST will continue to monitor students on a regular basis who are at risk or below instructional and independent grade-level benchmarks. • The teacher will use STAR math assessment data to monitor progress and adjust instruction practices for students below benchmark • Teachers will use tools and develop strategies for instruction and intervention practices for students below the benchmark. • At-risk students will continue to be monitored by DCAP, IEP, or 504 plans
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
<ul style="list-style-type: none"> • Training to implement STAR Assessment • Develop a shared assessment (database) • Develop a protocol for reviewing assessment data • Use Title I services (If applicable) 	STAR assessment system website and PD Work with District Literacy Specialist Student Success Team Process (SST) Grade level meetings Title I (If applicable)	2022-2025 STAR Assessment given 3 times a year 2022-2025 Weekly SST meetings 2022-2025 Monthly Grade level meetings 2022-2025 Develop a daily Title I schedule

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Goal Description			
Goal Number:	4	Goal Title:	Social-Emotional Learning (SEL)
S.M.A.R.T. Goal	On average, by the 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	
The rationale for Goal:	A shared vision K-8 for supporting the development of students' social-emotional learning will improve achievement and develop more well-rounded citizens.
Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]	Domain 5: Students' Social, Emotional, and Health Need
Anticipated Outcomes (Interim and Final)	Interim Outcomes: <ul style="list-style-type: none"> • All students assessed on SEL skills via a survey and/or teacher checklist. • By the Spring of 2018, each grade level will identify assessment and instructional tools. • By Spring 2019, all classroom teachers will implement lessons in two of the SEL

	<p>competencies: social awareness, self-awareness, relationship skills, decision-making, and self-management.</p> <ul style="list-style-type: none"> By Spring 2020, all classroom teachers will implement lessons in all of the SEL competencies: social awareness, self-awareness, relationship skills, decision-making, and self-management. <p>Final Outcomes:</p> <ul style="list-style-type: none"> Students will have a variety of coping skills to draw upon to manage social, behavioral, and emotional situations. Teachers will regularly use and refer to the SEL strategies from lessons to continuously guide students in the application of these skills on a daily basis.
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Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
<ul style="list-style-type: none"> Teachers will identify and implement tools to rate students' social-emotional demonstrated skills twice per year. Teachers will identify tools for social-emotional instruction Student progress will be identified via student self-reporting and/or teacher observations. Parent night addressing SEL topics Grade 7/8 speaker to address SEL topics Continued discussion of how to instill the Panther 3 Rs (Respectful, Responsible, Reliable) 	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	TBD
<ul style="list-style-type: none"> Teachers will identify and implement tools to rate students' social-emotional demonstrated skills twice per year. Full implementation of instruction in at least two of the five competency areas. Vertical content area meetings to communicate strengths and weaknesses, review assessments, and instruction. 	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	TBD

	Responsive Classroom Open Circle Paraprofessional training Dedicated weekly time slot K-8	
<ul style="list-style-type: none"> • Teachers will identify and implement tools to rate students' social-emotional demonstrated skills twice per year. • Full implementation of instruction in at least two of the five competency areas. 	PD Day EWIS Data K-8). Panorama Survey Data (grades 3-5, grades 6-8), use past data from the 2019-January assessment, identify kids at risk through the SST process, look at specific data within the panorama data and identify trends in questions that could help us measure SEL of our students. 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 through SST process	TBD

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Inspire Science - for the next two years (2022-2023 & 2023-2024).

Goal Description			
Goal Number:	5	Goal Title:	Implementing Science Standards
S.M.A.R.T. Goal	As a result of the 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	
The rationale for Goal:	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.
Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]	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.
Anticipated Outcomes (Interim and Final)	<p>Interim Outcomes:</p> <ul style="list-style-type: none"> ● Teachers will become familiar with new science and technology standards. ● Teachers will develop units of study and accompanying assessments. <p>Final Outcomes:</p> <ul style="list-style-type: none"> ● Develop a dynamic and clearly articulated PK-12 curriculum with a focus on vertical alignment <ul style="list-style-type: none"> ○ Unpack district priority standards with instructional staff to define grade-level expectations ○ Monitor curriculum implementation to ensure consistency across grade levels.

- Establish a curriculum review cycle that will tie to the budget priorities

Implementation Benchmarks (Years 1-3)		
Action	Supports/Resources	Timeline/Frequency
<ul style="list-style-type: none"> • Develop a plan for introducing and supporting the use of the new science standards • Teachers reach a common understanding of grade-level standards. • Start to develop a list of grade-specific science vocabulary terms that will be consistently reviewed. 	MA Science Standards PD days Materials for instruction Mystery Science Trial gr. 3 Stem Scopes Trial gr. 4	TBD
<ul style="list-style-type: none"> • Develop at least two units of study for science instruction per grade level • Identify materials and opportunities needed to support effective science instruction • Revisit grade-level vocabulary lists. • Vertical content area meetings to communicate strengths and weaknesses, and review rubrics/ vocabulary. 	PD Days, Pilot iScience textbook series	TBD
<ul style="list-style-type: none"> • Full implementation 		TBD