

School Improvement Plan

2018-2019



17-18 Update of Goals

Academic Goals & Action Steps:

District Goal: By June 2019 common assessments will show an increase in students meeting expectations in critical thinking, collaborative problem solving and leadership.

- 17-18 Action Steps:
 - Train Instructional Leadership Team to facilitate common data analysis process
 - Use common data analysis process to analyze district MCAS and other Common Assessment data in critical skills
 - Engage vertical teacher teams to review current articulation of content and assessment
 - Evaluate current common assessment structure to determine gaps in assessing critical skills
 - Develop comprehensive common assessment inventory and needs inventory
 - Develop needed common assessments

Maynard High School Goal: By June 2019, MHS students will demonstrate an increase in writing proficiency as demonstrated by common assessments.

- 17-18 Action Steps
 - *Developing Inter-Rater Reliability (IRR)*
 - Share refined writing and department rubrics.
 - Develop grade level expectations for writing. What does good written work look like in grades 9,10,11 & 12 by department
 - Conduct IR Mini Workshop
 - IRR Round 1- departments bring one writing assignment to be graded by the group to ensure IRR
 - IRR Round 2- departments bring one writing assignment to be graded by the group to ensure IRR
 - *Data Analysis & Intervention*
 - Using common assessment data departmental teams will identify areas of growth.
 - Create intervention strategies for previously identified areas of growth
 - Implement interventions
 - Analyze effectiveness of interventions

Fowler School Goal: By June 2019 Fowler school students will demonstrate an

increase in writing proficiency as evidenced by school wide writing rubrics for three different types of writing.

- 17-18 Action Steps:
 - Generate authentic student responses to series of writing prompts and activators
 - Provide professional development for staff regarding Writing process & revision strategies
 - Zone time instruction
 - Implementation and calibration of Fowler Writing Rubric
 - Evaluating student work
 - Provide direct instruction on specific writing skills
 - Provide feedback to students on strategies and skills of effective writers
 - Use a common data analysis process to evaluate student work using the Fowler School Wide writing rubrics.

Green Meadow School:

Math Goal- Students will demonstrate growth in understanding of critical numeracy concepts as evidenced by common assessments.

Literacy- Students will demonstrate increased fluency and reading comprehension skills as evidenced by common assessments

- 17-18 Action Steps
 - Identify Critical Math Concepts
 - Identify Common assessments
 - Develop Assessment timeline
 - Administer Benchmark Assessments
 - Analyze data in teacher teams
 - Provide focused instruction using a variety of practices
 - Measure student progress
 - Identify intervention/extension needs
 - Provide intervention/extension
 - Evaluate student progress
 - Measure student growth

Social Emotional Goals:

District Goal- By June 2019, the district will show an improved positive culture and climate as evidenced by district assessments and measures.

- Action steps-
 - Parent, student & staff perception survey
 - Develop action plan to address survey results
 - Professional Development for staff in
 - Collaborative & Proactive Solutions (goal 10 additional staff)
 - Social Thinking (Goal 5 additional staff)
 - PBIS (Goal 10 additional staff)

All School Goal- By June 2019, Students use a variety of Social emotional strategies when encountering challenging academic, social and emotional situations.

- High School Action Steps-
 - Revise Advisory
 - Identifying and developing topics on major issues and assessments
 - Identify data points: Student survey, connection with adults
 - Use Collaborative Proactive Solutions ALSUP for BBST referrals
 - Train staff in CPS and Alternative Strategies
- Fowler School Action Steps-
 - Form PBIS team
 - Develop Fowler PBIS Action Plan
 - Implement School Wide weekly Advisory program
 - Continue to teach, develop and use Growth Mindset concepts
 - Year two of Advisory will be developed by curriculum team
- Green Meadow Steps-
 - Form PBIS team
 - Develop GM PBIS Action Plan
 - Develop Social Emotional Curriculum outline
 - Begin piloting push in Social Emotional Curriculum Instruction

2018-2019 Goals & Benchmarks

Coordinated Program Review Final Report

As one part of its accountability system, the Department of Elementary and Secondary Education oversees local compliance with education requirements through the Coordinated Program Review (CPR). All reviews cover selected requirements in the following areas:

- Special Education
- Civil Rights
- English Language Learners

Throughout the 2017-2018 school year, the Maynard Public Schools conducted self-assessments across all criteria using the state Web-based Monitoring Systems (WBMS). On March 12, 2018 and March 27, 2018, the Department of Elementary and Secondary Education completed on site visits in which they reviewed documents, interviews, surveyed parents, observed classrooms and facilities and reviewed records for English learner education. The purpose of the program review is to evaluate the implementation of selected criteria in the program areas of special education, civil rights, and other related general education requirements, and English learner education.

Our Coordinated Program Review findings highlighted Maynard Public Schools is fully implementing 57 out of 59 Special Education criteria, 20 out of 28 Civil Rights and General Education criteria and 13 out of 15 English Learner Education criteria. There was only one criterion in which we received a rating of not implemented. The following areas were reviewed as partially implemented: 2 for Special Education, 7 for Civil Rights and General Education, and 2 for English Learners.

For the criteria receiving a rating of partially implemented or not implemented, the district must propose to the Department corrective actions to bring those areas into compliance. The District has already filed and received an approved corrective action report. All corrective action needs to be completed within one year.

As part of the corrective action, The district will take the following actions in the 2018-2019 school year.

- Maynard Public Schools will be developing and implementing procedures to ensure an annual review of all programs to ensure equitable access and participation in athletics, academics, and extra curriculars for all groups with protected status.
- The District will conduct an English Language Education Program evaluation and implement recommended changes.

- The District will engage teachers and staff in a variety of professional development programs to address needs identified in the report.
 - Annual mandated training will be updated to include specific developmentally appropriate strategies for dealing with bullying
 - Annual mandated training will be updated to include information on Home/Hospital Policy
 - Staff will be trained in a process to review materials used with students to ensure appropriate and diverse representations of people and groups.
- The Special Education department will ensure compliance with IEP timelines related to Independent Education Evaluations
- Revise room assignments at Green Meadow to ensure all spaces used for pull out special education and Speech and Language small group instruction are equal in all physical respects to general education spaces.
- Update Green Meadow's non-discrimination statement to include gender identity as a protected category.
- Update non-discrimination statements to include nontolerance for harassment on the basis of gender identity
- Adoption of a School Committee Home Hospital Policy
- Revision of School Committee Restraint Policy to include changes to restraint regulations.

Academic Goals & Action Steps:

District Goal: By June 2019 common assessments will show an increase in students meeting expectations in critical thinking, collaborative problem solving and leadership.

- 18-19 Action Steps:
 - Use common data analysis process to analyze district MCAS and other Common Assessment data in critical skills
 - Engage vertical teacher teams to review current articulation of content and assessment, (November 6, 2018 & May 10, 2019)
 - Develop comprehensive common assessment inventory and needs inventory (December 2018)
 - Develop needed common assessments (June 2019)

Maynard High School Goal:

By June 2019, MHS students will demonstrate an increase in writing proficiency as demonstrated by common assessments. (Faculty meetings and early release days will be used to develop specific interventions by department and grade, identify dates to analyze specific student work, and assess intervention effectiveness.)

- Action Steps-
 - Identify targets for intervention by grade and subject in student writing. (November 2018)
 - Design interventions for improvement in student writing for targeted areas. (January 2019)
 - Implement interventions for improvements in student writing for targeted areas. (March 2019)
 - Assess effectiveness of interventions for improvements in student writing for targeted areas using departmental rubrics at intermediate intervals through the school year. (June 2019)

Fowler School Goal: By June 2019 Fowler school students will demonstrate an increase in writing proficiency as evidenced by school wide writing rubrics for three different types of writing.

- Action Steps
 - *Developing Inter-Rater Reliability (IRR) (September-December)*
 - Share refined writing rubrics.
 - Conduct IRR Mini Workshop
 - IRR Round 1- Teams bring one writing assignment to be graded by the group to ensure IRR
 - IRR Round 2- Teams bring one writing assignment to be graded by the group to ensure IRR
 - *Data Analysis & Intervention (January-June)*
 - Using common assessment data teams will identify areas of growth.
 - Create intervention strategies for previously identified areas of growth
 - Implement interventions
 - Analyze effectiveness of interventions

Green Meadow School:

Math Goal- Students will demonstrate growth in understanding of critical numeracy concepts as evidenced by common assessments.

Literacy- Students will demonstrate increased fluency and reading comprehension skills as evidenced by common assessments

- 18-19 Action Steps
 - Administer Benchmark Assessments, with focus on consistency in administration & evaluation
 - Analyze data in teacher teams
 - Provide focused instruction using a variety of practices
 - Measure student progress
 - Identify intervention/extension needs
 - Provide intervention/extension
 - Evaluate student progress

Social Emotional Goal

District Goal- By June 2019, the district will show an improved positive culture and climate as evidenced by district assessments and measures.

- Action steps-
 - Parent, student & staff perception survey
 - Develop action plan to address survey results
 - Professional Development for staff in
 - Collaborative & Proactive Solutions (goal 10 additional staff)
 - Social Thinking (goal 5 additional staff)
 - De-escalation strategies

All School Goal- By June 2019, Students use a variety of Social emotional strategies when encountering challenging academic, social and emotional situations.

- High School Action Steps-
 - Continue to implement Ross Greene's ALSUP (Assessment of lagging skills and unsolved problems) strategies/philosophy/SEL's(Social-Emotional Learning) five competencies as means to imbed SEL when working with challenging students
 - The five competencies are: self-awareness, self-regulation, social awareness, relationship skills, and responsible decision making
 - Gauge faculty understanding of SEL Five Competencies
 - Faculty self-assessment to begin modeling SEL strategies
 - Create a culture of common SEL language
 - Collaboratively develop implementation plan
- Fowler School Action Steps-
 - Develop Fowler PBIS Action Plan collaboratively with faculty, students and parents
 - Develop/select additional Advisory curriculum
 - Begin push in Social Emotional Curriculum Instruction
- Green Meadow Steps-
 - Form PBIS team
 - Review Green Meadow PBIS Action Plan
 - Begin School Wide PBIS implementation in Common Spaces

- Develop Social Emotional Curriculum map
- Continue push in Social Emotional Curriculum Instruction