

# **Driscoll School**

## **Improvement Plan**

**2016-2017**



**Presented by School Council Members:**

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# **2016-2017 School Improvement Plan Summary**

## **Mission Statement:**

**Driscoll School is a vibrant and active learning community where we find joy in thinking together.**

**We provide meaningful and engaging instruction because we actively and deliberately work to invest students in their learning. We cultivate curiosity through discovery and exploration and we facilitate and teach cooperation, collaboration and communication. Students, faculty and parents are a community of lifelong learners who believe in working hard to get smarter. We know that Driscoll is preparation for high school and beyond. Thus, students leave Driscoll with highlevel content knowledge paired with a deeply instilled love for learning. They leave us with the desire and ability to ask meaningful questions paired with the drive and skill to work with others to explore solutions that impact the world.**

## **Five year vision:**

**Over the next five years, Driscoll will become a leader and resource in the town and state for successfully pairing high academic achievement for all with the cultivation of real and lasting creativity, curiosity and joy in thinking. We will deliver student improvement results in traditional measures (i.e. MCAS) for every one of our wide range of learners, providing each child with at least a year's worth of growth (more if they are not meeting standards). In addition to finding success on traditional and formal measures, Driscoll will continue to focus on the richness of experiences that help students find true and lasting joy in learning experiences as measured by student feedback and work samples.**

## **Driscoll's Shared Values:**

**Scholarship with Creativity Confidence with Compassion Independence with Responsibility Individuality with Cooperation**

## **Driscoll's Student Habits:**

**Reflect Explore Connect Improve Persist**

### Theory of Action

If we....	Then (Vision)....
<p><b>A If we</b>, through professional development, collaborate within teaching teams to prioritize, explore and discuss the application of the literacy collaborative framework in order to strengthen literacy instruction 3-8...</p>	Then we will maximize opportunities for students to reach their highest potential and we will increase academic growth across all student groups.
<p><b>B If we</b> focus on developing strong collaborative teaching teams in a rigorous learning environment that facilitates the development and understanding all learners....</p>	Then we will see teachers analyzing student work/data, sharing best practices, and improving their own teaching skillsets in order to meet the range of needs for our learners.
<p><b>C If we</b> continue using technology to support teaching and learning...</p>	Then we will explore how to use technology effectively as important to both teaching and learning in technology rich classrooms that encourage a diversity of outcomes, learning in multiple ways.
<p><b>D If we</b> increase the use of differentiated instruction and assessment strategies to satisfactory levels in all subject areas to address the special education, ELL, and cultural achievement gaps....</p>	Then we will address our mission for all learners by using team time to build lessons, structures, and best practice to address this goal.
<p><b>E If we</b> take time to develop shared understanding with parents about our approach and philosophy for teaching mathematics, parents and teachers will develop even stronger partnerships and we will have more positive school culture related to Math.</p>	Then we will see an increase in student investment and improved learning outcomes for all students.

### Priorities

Priorities
<b>1. Quality Teaching:</b> Literacy Collaborative Framework Grades 3-8
<b>2. Rigorous Curriculum:</b> Using Technology as a teaching and learning tool
<b>3. Individualized Learning:</b> Differentiation for all learners
<b>4. Collaboration:</b> Power of the Teaching Team
<b>5. Culture:</b> Math Culture

EOY Benchmarks
<ul style="list-style-type: none"> <li>By June, 2017 tier one instruction should become more scaffolded and differentiated, meeting the needs of the wide range of Driscoll learners.</li> </ul>
<ul style="list-style-type: none"> <li>By June, 2017 students will express their learning through the use of technology resulting in a wide-range of learning needs met using technology as a learning tool to differentiate instruction.</li> </ul>
<ul style="list-style-type: none"> <li>By June, 2017 school year, all students will meet or exceed the benchmarks. 2/3rds of students working below grade level will meet or approach at least one year's growth based on the Benchmark Assessment System.</li> <li>Percentage of students will increase by 5% in the Advanced, Proficient and Needs Improvement categories of the MCAS. There will be no Warnings in Math, ELA and Science and Technology</li> </ul>
<ul style="list-style-type: none"> <li>By June, 2017 through a parent/teacher survey and open, honest communication regularly, we will achieve a partnership with families and see an increase in learning outcomes for all students.</li> </ul>

**Goal 1: Every Student Achieving - Ensure that every student meets or exceeds Brookline's high standards and eliminate persistent gaps in student achievement by establishing equity across all classrooms, schools, and programs.**

**Strategic Initiatives**

Initiative	Rationale / Evidence
<ul style="list-style-type: none"> <li>Establish key elements of Balanced Literacy in all Grades 3-8 Classrooms in order to provide a framework for differentiating literacy instruction.</li> </ul>	<ul style="list-style-type: none"> <li>Raise reading levels for all and provide a framework for common instruction and differentiation. Consistency of Literacy language and instructional practice across all grade levels, literacy intervention, and learning centers. Observations, coaching and teacher feedback.</li> </ul>
<ul style="list-style-type: none"> <li>Provide time for teachers to meet and examine data and discuss practice.</li> </ul>	<ul style="list-style-type: none"> <li>Collaborative time, faculty meetings, common planning time and coaching sessions.</li> </ul>
<ul style="list-style-type: none"> <li>Analyze the effectiveness of the program school-wide 3-8</li> </ul>	<ul style="list-style-type: none"> <li>Develop a tool or use the Fidelity of Implementation Tool</li> </ul>

**Indicators of Success**

Indicators	Q1	Q2	Q3	Q4
Professional development opportunities with staff evaluated by Literacy Survey				
Tier One literacy instruction should become more scaffolded and differentiated, meeting the needs of the student population, resulting in academic growth across student groups.				
Collaborative collegial conversations and literacy team meetings around data collected.				

### Action Plan

Key Actions	Person(s) Responsible	By When	Next Steps-Indicators	Resources Needed-Comments
1. Continue literacy professional development to develop teachers' knowledge and understanding of the Literacy Collaborative Framework	Literacy Specialist/Coach Principal Teachers	Sept.-June 2016-2017	Implementation of components presented/studied	Implementation will be effective, if teachers are given sufficient time devoted to literacy instruction (reading, writing, language/word study).
2. Professional development coaching with the literacy specialist- one on one with individual teachers.	Teachers Principal Literacy Specialists/Coach	Oct. 2016- June,2017	Collaborative Time Common Planning Pre-Observation Post Conference	Dates to be determined Coaching at least once a month
3. The Literacy Team will analyze the effectiveness of the program and its implementation school-wide. Progress and literacy practices implemented 3-8.	Teachers Principal Literacy Team Literacy Specialists/Coach	Sept. 2016-Jun 2017	Literacy Team Meeting Schedule Spring - Tool is completed for the year - Fidelity of Implementation Tool or other	
4. During training, teachers will use professional texts to guide their thinking about best practices in the reading and writing workshop.	Literacy Specialist/Coach Principal Teachers	Sept. 2016-June 2017	<i>Teaching for Comprehending and Fluency; Guiding Readers and Writers; and The Continuum of Literacy texts.</i>	Literacy collaborative texts or appropriate lesson materials; time; staff buy-in student data/work and case studies of teachers classes

5. Implement the basic elements in all classrooms (i.e. BAS used to form guided reading groups, 2 hour literacy block in schedule, use of writer's notebook, etc)	Literacy Specialist/Coach Principal Teachers	Sept.2016- June, 2017	Consistency in Literacy Practice 3-8	Scheduling - Guided reading materials, writer's notebooks.
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**Goal 2: Every Student Invested in Learning: Increase every student's ownership of his/her learning and achievement by using rigor, relevance and relationships to foster a spirit of inquiry and joy of learning.**

### Strategic Initiatives

Initiative	Rationale / Evidence
<ul style="list-style-type: none"> <li>Create a vision for how to use technology as a teaching and learning tool.</li> </ul>	<ul style="list-style-type: none"> <li>Faculty survey requesting additional support with technology lessons across grades.</li> </ul>
<ul style="list-style-type: none"> <li>Focus on integration of technology at faculty meetings, attend conferences, share best technology practices and create model lessons for students.</li> </ul>	<ul style="list-style-type: none"> <li>Promote the learning of all students through technology practices that establish high expectations, engage all students, and are personalized to accommodate diverse learning styles, needs, interests, levels.</li> </ul>
<ul style="list-style-type: none"> <li>Provide time for teachers to share resources and ideas within their teaching teams. Inventory technology needs in all classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>Need for technology carts per grade level, infocus projectors and document cameras in classrooms.</li> <li>Survey by teachers- need to establish common language/concepts and best practices.</li> </ul>

### Indicators of Success

Indicators	Q1	Q2	Q3	Q4
Employ a variety of technology practices to assist teaching and learning.				
Participate in professional development at faculty meetings, conferences and team meetings.				
Provide resources to all classrooms to effectively implement digital literacy.				

### Action Plan

Key Actions	Person(s) Responsible	By When	Next Steps-Indicators	Resources Needed/Comments
1. Create a technology vision for teaching and learning.	Technology Specialist Leadership Team Principal/Vice Principal School Council, PTO	Sept, 2016	Scheduled meeting time and Technology Research for K-8 learners.	
2. Share technology lessons across disciplines.	Technology Specialist Teaching Teams Principal/Vice Principal	Sept., 2016- June 2017	Collaborative team time, faculty meetings, common planning.	
3. Increase faculty use of technology through professional development and access to types of technology.	Technology Specialist Teaching Teams Principal/Vice Principal	Sept. 2016- June, 2017	Grade level/teaching teams explore all the ways to integrate laptops, tablets, chromebooks websites, blogs, 3D printer, online study tools, apps to enhance teaching and learning.  Shared technology platform 6th-8th (Canvas)	Budget Support  Training in Spring/Summer, 2016
4. Attend MassCue conference to engage in innovative practices using technology.	Technology Specialist 5 teachers	Nov, 2016	Share conference sessions at a faculty meeting	

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**Goal 3: Every Student Prepared for Change and Challenge- Instill in every student the habits of mind and life strategies critical for success in meeting the intellectual, civic and social demands of life in a diverse, ever-changing, global environment.**

### Strategic Initiatives

Initiative	Rationale / Evidence
<ul style="list-style-type: none"> <li>Provide resources to teachers that support developing strategies to foster collaboration and differentiation.</li> </ul>	<ul style="list-style-type: none"> <li>Identifying rigorous curriculum resources needed to differentiate instruction.</li> </ul>
<ul style="list-style-type: none"> <li>Designate four faculty meetings to “what Tier 1 should look like in the classroom.”</li> </ul>	<ul style="list-style-type: none"> <li>Teacher survey - more support at Tier 1 -extra resources for supporting struggling learners.</li> <li>Create a common “Tier 1”.</li> <li>More push-in support, planning and implementing</li> <li>More curriculum materials.</li> </ul>

### Indicators of Success

Indicators	Q1	Q2	Q3	Q4
More resources to differentiate instruction				
Faculty Meeting Time Allotted - Teaching Team Reports				
Application of Collaborative Strategies In Teaching Teams				
Parent Math Communication, Collaboration and Strengthened Shared Understanding of Math Practice				



## Action Plan

Key Actions	Person(s) Responsible	By When	Next Steps-Indicators	Resources Needed/ Comments
1. Define as a faculty what is differentiating instruction that will maximize each student's growth.	Teachers K-8 Specialists Principal	Sept. 2016 -June, 2017	Schedule into Team Meetings/ Faculty Meetings	
2. Faculty discussions on how to offer several different learning experiences in response to students' varied needs.	Teachers K-8 Specialist Principal/Vice Principal ECS Specialist	Sept. 2016- June, 2017	Collaborative time to create lessons, experiences, activities.	Provide learning activities and materials by difficulty, so as to challenge students at different readiness levels; by topic, in response to students' interests; and by students' preferred ways of learning or expressing themselves.
3. All staff will participate in lesson study in their teaching teams. Teams will work to identify and implement specific instructional refinements to improve performance based on principles of learning that are critical for ELL and special education students, but work well for all students: (clarified objectives, agenda, organizational systems, preview of vocabulary, clarified assignment elements, ELL strategies, etc.)	Teachers K-8, Specialists Principal/Vice Principal ECS Specialist	Sept. 2016- June, 2017	Discussion on what robust Tier One looks like.	<p>Organizational Systems:</p> <ul style="list-style-type: none"> <li>● Subject Area Binder System plan (common across grade level-continued work from previous years)</li> <li>● Agreed upon notebook usage across grade level</li> <li>● Homework Binder Use</li> </ul> <p>Supported Note-Taking/Lesson Notation/Classwork for all students (ideally Cornell/Two-Column notes for upper grades)</p> <p>Daily Objective Clarified (ideally, posted or written somewhere). This is critical for support staff or special education teachers who are unable to be right there at the start of the learning session. Important Tier One Instruction.</p> <p>Daily Agenda/Shared/Posted (roadmap of the day) Vocabulary and assignments available in advance for preview.</p>

4. Develop structural supports for underperforming students and improve academic achievement of students of color/low socioeconomic status needs to be a priority.	Teachers K-8 Specialist Principal/Vice Principal	Sept.2016- June, 2017	Look at wrap-around services and maximize placement to support learners.	Scheduling special needs para's in classroom and special educators, and regular ed para's.
5. To design an on-going communication with families about what differentiation will look like in the classroom (Tier 1) and what support structures are in place for student who are struggling, meeting the benchmark, and need of challenge, working above the grade level.	Principal Vice Principal Teachers K-8 Math Specialists, Math Coach 6-8 Interventionists ECS Specialist Literacy Specialist ELT Team Discussions Math Team	Sept.2016- June, 2017	Communication Model Designed For Family Information  Focus Groups	Resources to differentiate. Faculty Meetings targeting Professional Development in how to differentiate in the classroom.
6. Shared Math Vision with Driscoll Community	Math Team Principal	Fall/ Winter, 2016	1st or 2nd School Council Meeting and Math Team Meeting	Parents, School Council, Math Team, Principal, Teachers
7. Develop and implement 2-3 Parent events needed to strengthen shared understanding Continue to build Math Website	Math Team Principal Teachers	Spring, 2017	School Council Discussion	Math Website Parent Meetings
8. Gather Data about Progress of learners.	Principal School Council Math Team	Spring, 2017	Coordinate with PTO and Math Team	Parents, PTO, School Council

**Goal 4: Every Educator Growing Professionally- Foster dynamic professional learning communities that inspire inquiry, reflection, collaboration, and innovation, and use data to improve teaching, advance student learning, and refine the programs and practices of the Public Schools of Brookline.**

### Strategic Initiatives

Initiative	Rationale / Evidence
<ul style="list-style-type: none"> <li>Designate faculty meetings for teachers to work in grade level and content area teams to examine student work and data.</li> </ul>	<ul style="list-style-type: none"> <li>Teaching Team Reports</li> <li>Questionnaires</li> <li>Faculty Protocols</li> </ul>
<ul style="list-style-type: none"> <li>Continue to discuss case studies in the <i>Power of the Teaching Team</i></li> </ul>	<ul style="list-style-type: none"> <li>Case Studies/Review 2015-2016 Team Reports</li> </ul>
<ul style="list-style-type: none"> <li>Focus on instructional improvement resulting in teacher teams having time to think about the process, skills and conditions required for effective teams that improve instruction for all students.</li> </ul>	<ul style="list-style-type: none"> <li>Teacher survey</li> </ul>

### Indicators of Success

Indicators	Q1	Q2	Q3	Q4
Examining student work and data teams				
Collaborative Case Studies Discussed and Applied				
Instructional improvement on assessments				

### Action Plan

Key Actions	Person(s) Responsible	By When	Resources Needed	Other Comments
1. Provide 5 faculty meetings to collaborate-Data/analysis and student work.	Principal Vice Principal Specialist Teaching Teams	June, 2017	Data/student work	Schedule into Faculty Meeting Schedule in August
2. Build into the schedule time to plan Units of Study and share best instructional practices.	Principal Vice Principal Specialist Teaching Team	2016-2017	Schedule time in academic year	Common planning time, Faculty time, Collaborative time
3. Continue work on examining assessments informal and formal.	Leadership Team Teaching Teams Specialist Principal/Vice Principal	2016-2017	MCAS Data BAS Data Math/Science Assessments ELA Assessments	Leadership Meetings Math Meetings Faculty Meetings