

Coolidge Corner School Improvement Plan -- 2019-2020

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Overview of School/School Summary:

The Coolidge Corner School is a vibrant K-8 learning community, where we are committed to creating a safe, welcoming and respectful learning environment. We strive to support each student on their path to engaged citizenship in our community and society at large. Students learn to respect themselves and others while honoring the diversity of cultures, backgrounds and learning differences that are part of the fabric of the Coolidge Corner School. To that end we support faculty and staff as they provide students with the instructional experiences they need to achieve success. As educators at Coolidge Corner School, we believe that all students deserve the opportunity to achieve at high levels and feel connected, valued, and respected in our community. As part of this belief, we understand that different students need different supports and approaches to achieve equitable access and outcomes. We believe in fostering citizenship amongst our students that promotes equity and social justice through increasing levels of cultural proficiency. As educators at Coolidge Corner School, we believe that through our collaborative practices we will achieve a culture of reflection that works towards addressing the structures within our school that result in unintentional bias, structural racism, and inequitable outcomes.

Our three School Improvement Plan goals include action items that support the continuous improvement of literacy and math instruction as well as building and maintaining community cohesiveness as we rejoin our staff and families in our new building after three years separated.

- **Literacy:** Comprehensive improvement in literacy learning outcomes for all students through an ongoing cycle of professional development, teaching, and assessment as shown by increased proficiency levels and student growth on both state and local assessment measures.
- **Math:** Improvement in mathematical learning outcomes for all students through implementation of the National Council of Teachers of Mathematics (NCTM) Effective Mathematical Teaching Practices, development of mathematical mindsets for students K-8, and increasing math content knowledge for teachers K-5 alongside strengthening of math content area teachers' practices in 6-8 as shown by increased proficiency levels and student growth on both state and local assessment measures.
- **School Climate:** To foster a positive school culture by building and strengthening relationships with and among students, staff, and families through teacher led and facilitated professional learning groups centered around texts that support the themes of groundwork on racial identity, family engagement, representation & centering students, and relationships.

The Coolidge Corner School is working hard this year on re-establishing our community and creating developmentally informed procedures and protocols to operate fluidly and efficiently in our new building. As we move forward we are working on incorporating best practices for creating a comprehensive schedule that meets the social emotional and academic needs of each child preK - 8. We are working on evaluating longer blocks of learning time that have the

flexibility for integrated project based learning, blocks for intervention and expansion opportunities to meet each child where they are in their path towards achieving their academic goals, and concrete blocks of time dedicated to supporting social emotional learning both through explicit instruction and guided practice.

Challenges the school currently faces with regards to achieving equitable outcomes for all students:

1. A clear plan for use and analysis of state, district and school specific data to inform instruction to raise student achievement.
2. A lack of district wide math assessments by grade level that provide data to inform instruction, interventions and extensions as articulated by a clear vision of math instruction, intervention, and extension for grades PK-8 by the district.
3. Adjusting to a new administrative structure and team in support of staff and students.
4. At times a lack of urgency and in-depth understanding of how some instructional practices do not always allow access and success for all students.

Coolidge Corner School Improvement Plan -- 2019-2020

Goal #1 – Literacy

Goal Recommendation:

Comprehensive improvement in literacy learning outcomes for all students through an ongoing cycle of professional development, teaching, and assessment as shown by increased proficiency levels and student growth on both state and local assessment measures.

Measurement of Goal:

In aggregate, students in each grade, grades 4-8 will obtain a mean SGP 3 points higher than the results from 2018. Students will be grouped into prior year performance levels in order to measure how much students at different entry points (performance levels) progress in 2018.

	2018	2019
Meeting or Exceeding Expectations (Combined students who scored in the top two levels.)	69	62
Partially Meeting or Not Meeting Expectations (Combined students who scored in the bottom two levels.)	44	39

1. *How will reaching this goal address creating equitable outcomes for all students in literacy?*

By providing teachers with high quality job embedded professional development through the Literacy Collaborative Framework students will have access to research based instructional practices that are authentic, student-centered, language-based, process-oriented, and outcome-based. (Lesley University, Literacy Leadership Guide). This cohesive and consistent approach to literacy instruction K-8 will translate into improved and equitable outcomes for all students by raising expectations for all students and supporting educators' understanding of literacy acquisition.

2. *Why did you select this goal? Include data that shows how your students are doing now in this area and why you selected it as your goal*

In the absence of a cohesive, comprehensive, and consistent approach to literacy instruction that focuses on the complex strategic actions and skills of reading, writing, and word study, gaps in achievement have been persistent throughout the past several years. Current BAS data shows that more students move between *exceeds expectations* and *pause and consider* from Fall to Spring assessments in comparison to the percentage of students that move between *not meeting expectations* and *meeting expectations*. Currently 23% of our Grade 1 students do not meet the expectations for grade level using the Benchmark Assessment System (Spring 2017 BAS data). This is the same percentage of students who did not meet expectations in the Fall of 2016. We have a persistent and growing gap in ELA proficiency and growth amongst subgroups in race, ELL status, socio-economic status, and special education status.

Coolidge Corner School Improvement Plan -- 2019-2020

3. Which District-wide Core Values are supported by your school's work on this goal?

High Achievement for All, Excellence in Teaching, Collaboration, Educational Equity

Action	Baseline Data	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc)	Indicators of Progress and Success
Revision of coaching and professional development model for K-8	MCAS, BAS, 2018 Staff Survey	Building Administration, Literacy Coaches (K-2, 4-8), K-5 classroom and special education teachers, Grades 6-8 ELA and special education, ELL teachers, literacy specialists, and paraprofessionals	Fall 2019	Faculty Meeting, Grade level team times, coverage times, professional development times arranged by principal and vice principals.	<p>Coaches at CCS have met with and will continue to meet with ELA staff (and other content area staff grades 6-8) through June, 2020 to identify leveled texts for units of study, revised coaching model and expectations</p> <p>A clear and revised professional development plan will be shared with staff following staff feedback and input in focus groups and grade level meeting times.</p>
Implementation of Instructional Practices: Workshop, IRA, Language/Word Study, Newly designed district reading units grades 1-8	MCAS, BAS,	Building Administration, Literacy Coaches (K-2,4-8), K-5 classroom and special education teachers, Grades 6-8 ELA and special education, ELL teachers, literacy specialists, and paraprofessionals	Spring 2020		<p>Classroom teachers and ELA content teachers will have completed coaching sessions and group co-planning sessions with Literacy coaches centered around units of study in reading.</p> <p>Coaches will have collaborated with ECS to coach around differentiation and implementation of challenge framework as it relates to literacy</p>

Coolidge Corner School Improvement Plan -- 2019-2020

					instruction
Analyzing data to inform instruction: BAS in Nov/Dec and June, on demand writing assessments, MCAS, in class formative assessments including running records K-2	MCAS, BAS	Literacy Leadership Team, Instructional Leadership Team, grade level teams, building administration, literacy coaches and specialists	Spring 2020	Common planning time meetings, literacy leadership team meetings, faculty meetings, literacy collaborative professional development release time	Data review meetings will take place with grade level teams Data walls will be created and used in each K-5 classroom BAS data review meetings were held in Nov/Dec and March to inform interventions and instruction in K-5
Examination of and feedback about practices that result in individual/group student growth	MCAS, BAS, 2019 Staff Survey	Principal and Vice Principals	Spring 2020	Individual observation and feedback sessions with teachers, vice principal/principal weekly meetings	Increased feedback around literacy instruction and practices in supervision and evaluation as well as coaching conversations
MCAS/BAS data dive and action plans	MCAS, BAS	Principal, vice principals, grade level teachers, literacy coaches, literacy specialists, special education teachers	Spring 2020	Time with Erin Cooley to identify and analyze data, time with teachers, coaches, specialists to develop action plans	10-15 middle school students who have low growth and achievement for 2 consecutive years will be identified Additional data will be gathered and analyzed A plan will be developed to support the identified middle school students, identify trends in data from 3-5 and develop a plan to interrupt patterns in 3-5

Goal #2 -- Math

Goal Recommendation:

Improvement in mathematical learning outcomes for all students through implementation of the National Council of Teachers of Mathematics (NCTM) Effective Mathematical Teaching Practices, development of mathematical mindsets for students K-8, and increasing math content knowledge for teachers K-5 alongside strengthening of math content area teachers' practices in 6-8 as shown by increased proficiency levels and student growth on both state and local assessment measures.

(This description was below the graph and moved up here.)

Measurement of Goal:

In aggregate, students in each grade, grades 4-8 will obtain a mean SGP 3 points higher than the results from 2018. Students will be grouped into prior year performance levels in order to measure how much students at different entry points (performance levels) progress in 2018. While we will be tracking the proficiency level of students over time the primary measure of meeting our math goal will be student growth percentile.

Average Growth

	2018	2019
Meeting or Exceeding Expectations (Combined students who scored in the top two levels.)	71	68
Partially Meeting or Not Meeting Expectations (Combined students who scored in the bottom two levels.)	48	46

2. *How will reaching this goal address creating equitable outcomes for all students in mathematics?*

In the book titled, "Principles To Actions: Ensuring Mathematical Success For All," by the National Council of Teachers of Mathematics, "The learning of mathematics has been defined to include the development of five interrelated strands that, together, constitute mathematical proficiency.

- A. Conceptual understanding (i.e., the comprehension and connection of concepts, operations, and relations)
- B. Procedural fluency (i.e., the meaningful and flexible use of procedures to solve problems)
- C. Strategic competence (i.e., the ability to formulate, represent, and solve mathematical problems)
- D. Adaptive reasoning (i.e., the capacity to think logically and to justify one's thinking)

Coolidge Corner School Improvement Plan -- 2019-2020

E. Productive disposition (i.e., the tendency to see the sense in mathematical, to perceive it as both useful and worthwhile, to believe that steady effort in learning mathematics pays off, and to see oneself as an effective learner and doer of mathematics)”

Having instruction focus on these strands while engaging students in “mathematical practices” will develop and support mathematical ways of thinking that support real world problem solving. The Common Core State Standards refer to “mathematical practices” as the skills students are engaged in as they learn mathematics.

- A. Make sense of problems and persevere in solving them.
- B. Reason abstractly and quantitatively.
- C. Construct viable arguments and critique the reasoning of others.
- D. Use appropriate tools strategically.
- E. Attend to precision
- F. Look for and make use of structure.
- G. Look for and express regularity in repeated reasoning.

As all Coolidge Corner teachers of mathematics implement the National Council of Teachers of Mathematics (NCTM) Effective Mathematical Teaching strands and the CCSS practices, all students will have access to high quality curriculum and robust instruction fueled by high expectations. The result will be greater achievement for all students.

3. *Why did you select this goal? Include data that shows how your students are doing now in this area and why you selected it as your goal.*

As the chart above communicates, many students in grades 3-8 performed in the advanced and proficient ranges on the 2016 math MCAS assessment. However, 30 percent of third graders, 36 percent of fourth graders, 19 percent of fifth graders, 20 percent of seventh graders and 19 percent of eighth graders earned a score of needs improvement or lower. These percentages indicate a strong need of enhanced math instruction to better support student achievement.

4. *Which District-wide Core Values are supported by your school's work on this goal?*
High Achievement for All, Excellence in Teaching, Collaboration, Educational Equity

Coolidge Corner School Improvement Plan -- 2019-2020

Action	Baseline Data	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc)	Indicators of Progress and Success
Develop educators fluency with National Council of Teachers of Mathematics Effective Mathematical Teaching Practices	MCAS, K-2 Kathy Richardson assessments	Math specialists and coaches, grade level classroom teachers K-5, math content area teachers 6-8, building administration	Spring 2020	Grade level release time, support from math curriculum coordinator in developing scope and sequence for PD, development/identification of comprehensive screening and assessment tool for mathematical skills and understanding	For grades 4-8: Increase in SGP in Math on MCAS, increase in proficiency rates on Math MCAS Use of effective teaching strategies observable in observations by supervisors
Development of mathematical mindset for students K-8	Student survey	Math specialists and coaches, grade level classroom teachers K-5, math content area teachers 6-8, building administration	Spring 2020	Work with data office on creation and analysis of student survey, grade level release time	Student survey about mathematical mindset for Grades 3-8 will be administered in the Spring
Common assessments/ Common language Grade level specific planning time with the math specialist to		Math specialists, grade level vice principals, math coaches	Spring 2020	Grade level team time	Grade level teams in K-5 will have once a month meetings with the math specialists to co-plan, develop assessments, and analyze data to inform instruction and intervention cycles.

Coolidge Corner School Improvement Plan -- 2019-2020

systematically approach to identify math intervention					
Increase math content knowledge for teachers 3-5		Math specialists and coaches, grade level classroom teachers 3-5, building administration	Spring 2020	Release time, district vision for math instruction following program review	Grades 3-5 will participate in 24 hours of Developing Mathematical Ideas professional development in preparation for new curriculum roll out in SY2020
Strengthening math content area teachers' practices in grades 6-8 through implementation of new district curriculum	MCAS	math content area teachers 6-8, math coach, building administration	Fall 2019	Release time to meet with math coach	Grades 6-8 math teachers will implement the new OpenUp math curriculum and have opportunities to provide feedback
Pilot Investigations Math Curriculum in Grade 2		Grade 2 team, district math specialist	SY2019	Grade level team time to meet with district wide coach	Grade 2 will pilot the Investigations Math curriculum and offer feedback to district

Goal #3 -- School Climate

Goal Recommendation:

- To foster a positive school culture by building and strengthening relationships with and among students, staff, and families through teacher led and facilitated professional learning groups centered around texts that support the themes of groundwork on racial identity, family engagement, representation & centering students, and relationships.
- To make progress on our community identified priorities of improved clarity and cohesion.

2. *How will reaching this goal address creating equitable outcomes for all students?*

Based on research (Danielle Allen, H. Richard Milner, Roland Barth, Theresa Perry, Karen Mapp) and school achievement and climate data, there is shared understanding that positive school climate (all relationships) support improved and equitable student outcomes. There is much evidence and research that relationship building can be a critical element to teacher and student success (G. Gay, *Culturally Responsive Teaching: Theory, Research, and Practice*, 2ed; Ladson-Billings, *The Dreamkeepers*; Milner, *Start Where You Are, but Don't Stay There*). One study reveals and cites how "building and sustaining relationships can influence how welcome students feel in an environment and also help them construct positive attitudes about school - and consequently put forth more effort in their school work." (Milner, *Rac(e)ing to Class*) It is through the purposeful examination and subsequent strengthening of all relationships that we aim to raise the level of engagement and achievement along with the climate of our school community amongst educators, students and families.

3. *Why did you select this goal? Include data that shows how your students are doing now in this area and why you selected it as your goal*

As educators at Coolidge Corner School we believe that all students deserve the opportunity to achieve at high levels and feel connected, valued, and respected in our community. As part of this belief we understand that different students need different supports and approaches to achieve equitable access and outcomes.

We believe in fostering citizenship amongst our students that promotes equity and social justice through increasing levels of cultural proficiency.

As educators at Coolidge Corner School we believe that through our collaborative practices we will achieve a culture of reflection that works towards addressing the structures within our school that result in unintentional bias, structural racism, and inequitable outcomes.

4. *Which District-wide Core Values are supported by your school's work on this goal?*

Collaboration, Respect for Human Differences, Educational Equity

Coolidge Corner School Improvement Plan -- 2019-2020

Action	Baseline Data	Person(s)/Teams Involved in the work	By When ?	Resources you will use to get this work done - (e.g. release time, PD time, faculty meetings, support from central office, funding, etc)	Indicators of Progress and Success
Faculty Facilitated Professional Learning Groups	2018 Panorama Staff Survey	Access and Equity Team Facilitators, all professional teaching staff, building administrators	SY2019	Faculty Meeting Time	Staff will engage in 5 sessions of faculty directed professional learning groups that align with our SIP and priorities
Continue community outreach meetings at least once a month at the Egmont/Trustman center.	2018-Panorama Family Survey	Access and Equity Leadership Team, building administrators, community partners, PTO Leadership	Spring 2020	Funding for pizza and activities at each outreach event, donated backpacks and supplies for Back to School Shop, connections with community partners, time to meet with family representatives to assess needs for 18-19 school year events	Events will be held in the 2019-2020 school year and data collected about attendance will be analyzed for effectiveness and impact

Coolidge Corner School Improvement Plan -- 2019-2020

<p>Continue to foster and strengthen the relationships between and among students and adults through the work of PBIS and Restorative Justice</p>	<p>2019-Panorama Family Survey-Section on School Climate (Question 4, 7, 8 and 9) Staff School Climate Survey (Climate Section, Question 4)</p>	<p>PBIS Leadership Team, K-8 educators, building administration</p>	<p>Spring 2020</p>	<p>Brookline Staff and Family survey</p>	<p>The PBIS team will continue to support “the bees”</p> <p>Grades 6-8 educators will participate in 12 hours of Restorative Justice Tier 1 Training</p> <p>Guidance staff and administrators will participate in Restorative Justice Tier 2 training</p> <p>Increase in favorable responses on staff and community climate surveys that relate to relationship building</p>
<p>Cultural Proficiency Professional Development for Grades 1-2</p>		<p>Grades 1 and 2 teams</p>	<p>Spring 2020</p>	<p>Grade level release time</p>	<p>The grades 1 and 2 teams will participate in 24 hours of cultural proficiency professional development</p>
<p>Development of Staff Resources Guide</p>	<p>Staff Feedback Survey, Priority work, staff principal listening sessions</p>	<p>Principal, vice principal, Staff Resource Guide Focus Group</p>	<p>Fall 2019</p>	<p>Focus group meeting time in summer 2019</p>	<p>A comprehensive staff resource guide was created, shared, and reviewed with the entire CCS staff</p> <p>A focus group for the staff resource guide met in July 2019 to provide feedback and revision on the first drafts</p> <p>A focus group will meet in March 2020 to provide additional feedback on the resource guide</p> <p>Edits to staff resource guide will be made throughout the school year based on staff feedback</p>

Coolidge Corner School Improvement Plan -- 2019-2020

Restructuring Grades 6-8 Open House	Family Feedback Survey, family principal listening sessions	Principal, Grades 6-8 team	Fall 2019		Middle school Open House was restructured to include grade 6 in the evening event as a first step in creating greater cohesion and clarity in our middle school community
Staff Professional Development Plan	Staff Feedback Survey	Principal, vice principals, director of professional development, Office of Teaching and Learning, Staff Professional Development Plan Focus Group	Fall 2019	Summer meeting with staff Professional Development Plan focus group	
Increased communication plan	Family Feedback Survey, Staff Feedback Survey, Listening Sessions	Principal, vice principals	Fall 2019	Summer meeting time to plan with PTO	<p>Increase principal home/school communication to twice/month</p> <p>Plan and schedule and communicate major PTO community building events</p> <p>Pair Coffee and Conversation with School Council meetings</p>
Revised supervision and evaluation plan	Staff Feedback Survey	Principal, vice principal	Fall 2019	Weekly meeting time with principal and vice principals	<p>Creation of data tracking for administrator classroom visits and feedback</p> <p>Blocked calendar scheduling for 7:00 - 10:00am to prioritize classroom visits and community building</p>