

Annual Report of the  
Edward Devotion School Council  
June 2016

**School Improvement Plan Goals 2016 - 2017**



Submitted to the Superintendent of Schools July 2016

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### 2015 – 2016 School Council Members

Name	Position	Status	Term Expires
Jen Buller David O’Hara Monica Crowley	Principals	Permanent	N/A
Michelle Morris	Teacher	YR 2/2YRS	May 2016
Stephanie Baran-Glennon	Teacher	YR 2/3YRS	May 2017
Michelle Gordon	Teacher	YR 1/3YRS	May 2018
Kristine Jackson	Teacher	YR1/3YRS	May 2018
Mike Toffel	Parent	YR 1/3YRS	May 2018
Sarah Harris	Parent	YR 3/3YRS	May 2016

Julie Wingerter	Parent	YR 1/3YRS	May 2018
Jonathan Winickoff	Parent	YR 2 /3YRS	May 2017
John Bowman	Community Representative	YR 1/3YRS	May 2018

**2016 – 2017 School Council Members**

<b>Name</b>	<b>Position</b>	<b>Status</b>	<b>Term Expires</b>
Jen Buller David O’Hara Monica Crowley	Principals	Permanent	N/A
TBD (Lower Devo Teacher)	Teacher	YR 1/3YRS	May 2019
Stephanie Baran-Glennon	Teacher	YR 3/3YRS	May 2017
Michelle Gordon	Teacher	YR 2/3YRS	May 2018
Kristine Jackson	Teacher	YR 2/3YRS	May 2018
Mike Toffel	Parent	YR 2/3YRS	May 2018
Sara Mnookin	Parent	YR 1/3YRS	May 2019

Julie Wingerter	Parent	YR 2/3YRS	May 2018
Jonathan Winickoff	Parent	YR 3 /3YRS	May 2017
John Bowman	Community Representative	YR 2/3YRS	May 2018

**Edward Devotion School Mission Statement**

*Academic:*

We work hard so we can become smarter. We take risks as learners. We communicate effectively: orally, in writing, and through technology.

*Community:*

We make sure everyone feels physically, emotionally, and intellectually safe. We give and receive respect. We have compassion for one another. We contribute positively to our school, to our community, and to our world. We establish and maintain healthy friendships.

*Whole Person:*

We are confident in our abilities. We love to learn and strive to become lifelong learners.

**Public Schools of Brookline (PSB) Strategic Plan 2.0 Goals**

*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 educational equity across all classrooms, schools, and programs.

*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 the joy of learning.

*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.

*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.

## **2016 – 2017 Edward Devotion School Improvement Plan Executive Summary**

### ***Overview of School Improvement Plan Work During the 2015-2016 School Year***

#### **Foster a Compassionate and Inclusive Community**

This past year a teacher leadership group designed and helped support Community Meetings in K-2. These once a month meetings offered a chance for students to share with our learning community, including parents, some of their work and experiences. Each class presented twice during the course of the year, once as part of a vertical team and once as part of a grade level. During the meetings we shared a Responsive Classroom morning greeting, shared work, recognized our friends celebrating birthdays, and closed with a song led by our kindergarteners. The community feedback regarding this special time was overwhelming positive and helped us move closer towards our goal of making our large school feel smaller and intimate.

Additionally at Upper Devotion, all school community meetings were held once a month for all students and staff. We came together to celebrate our community by sharing who we are as learners in school and out of school. We started a new tradition of Black and Yellow Day that featured an all school trivia game composed of students and staff the day before Thanksgiving. The unveiling of this new event, along with the dearly held tradition of past years, have helped smoothed the transition for students, staff and families.

### **Continue to Implement a Bullying Prevention Program**

Many of the components in the **Foster a Compassionate and Inclusive Community** goal is a result of the implementation of the Olweus Anti-Bullying program embraced by the Public Schools of Brookline. With the class meeting being a key component of the program, so as to build and foster community, we have worked diligently to foster a compassionate and inclusive community through staff and student education. At the start of the year, data from the Olweus Bullying questionnaire was shared with each staff and its implication on the school's supervisory plan for hallways, cafeteria, recess and bus travel. We have also been working on a progressive approach to identifying negative student behaviors and reflecting on alternative positive choices. Providing consistency across the school is also a topic of continued discussion as many staff have varied levels of tolerance and we know that can be challenging for students.

### **Support a Culture of Data Inquiry to Promote Student Achievement**

Selected grade levels established norms to review student work. Kindergarten classes have been meeting with protocols. Grade 2,4 and 5 have met, however, have not set specific norms. Special education teams and grades 7 and 8 meet weekly and have established norms. At the same time, faculty meeting norms were established at both Lower and Upper Devotion. Grade level teams along with the literacy specialists use BAS data to inform guided reading groups and LLI groups. Staff in grades 7 and 8 reviewed data with the newly appointed .4 specialist and created consistent LLI groups for the first time and used data to support differentiation in the content areas during guidance meetings. Also, grade 7 and 8 math teachers and newly appointed math specialist have identified and used online math resources with learning during the 2015-2016 school year (TenMarks and TSMath and multiple other online sites.) A student survey was created and administered to students in grade 7 and 8 to assess their math learning in January, 2016. Results were shared with the students, staff and parent community.

### **Support a Culture of 21st Century Teaching and Learning**

Both sites saw widespread use of Google Apps for Education and Twitter. Specifically at Lower Devotion grades 1 and 5 used ipads for group/center learning and CST Data forms have all been moved to Google Drive. Staff at both sites expanded their use of SmartBoards across all content areas and increased use of classroom websites for communication purposes. Use of PTO donated Chrome book carts and Google classrooms in all seven and eight content area classrooms flourished.

The K-6 Team 21 was created and held 4 teacher led workshops. Evidence of attendees using skills and resources in practices through observations. Two teacher led workshops were held at Upper Devotion. Team 21 members attended the following professional development opportunities: BLC '15, MassCue, GAFE Summit, PBL 101.AS a result of this work, one outreach event in spring at PTO Coffee and Conversation highlighted tools in use at Lower and Upper Devotion.

By April 2016, 14 educators at Upper Devotion and 6 Lower Devotion educators were trained in Project Based Learning through the Buck Institute for Education. All 7-8 students and teachers have participated in at least 1 Project Based Learning experience. This training was a huge success and fear of no future funding from the district is a grave concern as more teachers need to be trained and others need continually updates to internalize this important instructional practice.

### **Maintenance of a K-8 Devotion School Identity Through Communication and Collaboration**

Our motto of, “One School-Two Sites” can be seen in our vehicles for communication. We have maintained one School Site Council with representatives from both school sites as we inform the creation of each year’s SIP. The Devotion School saw a new website design this past August that houses all information for both Lower and Upper Devotion. All staff at both sites use the same Google Staff and Community calendar to stay abreast of events and activities. The administration team at both schools send out a weekly staff newsletter and write a blog post on the website each week as well. Two all school gatherings were held in the fall and spring to provide the staff the chance to gather and reconnect. All the traditions and PTO sponsored activities continued this year and will keep going as the K-4 community moves to Webster Street. The Devotion Administration Team (from both sites) meet monthly with the PTO presidents to plan and continue opportunities to foster a strong Devotion School community in this time of challenging transition. It is different than what the community is use to, and we are very sensitive to making sure we do all we can to nurture our sense of togetherness.

### ***Goals of the 2016-2017 School Improvement Plan***

#### **Foster a Compassionate and Inclusive Community**

Our first goal aims to continue the work of strengthening our community through three avenues: within the classroom, within grade level clusters, and within the entire K-8 community. First, through the work of Responsive Classroom, Developmental Design, and Positive Behavior Interventions and Supports (PBIS) we hope to increase the consistent use of language and practices that foster and support a safe learning environment where students are able to take risks and grow academically and socially. Secondly, by continuing and expanding the model of Community Meetings, we look to continue the work in making our large school feel small and intimate. By inviting families into our building consistently to share student work/experiences, we hope to foster a sense of involvement and closeness between our families. Thirdly, during these next years of construction as our community exists between different physical spaces, we are hoping to continue and create new opportunities for the entire K-8 community to join together in celebration of learning.

#### **Continue to Implement a Bullying Prevention Program**

Based on concrete evidence from the OBQ data for 2016 (*pending*), the following goal seeks to strengthen the Edward Devotion School community’s commitment to bullying prevention. We will continue to strengthen our Bullying Prevention Coordinating Committee and their outreach to faculty. This group will continue to help guide our work in layering in best practices from the Olweus curriculum with other anti bullying curricula currently being implemented. The BPCC will also play a vital role in helping support teachers in the day to day practice of behavior supports and interventions. Additionally, we intend to reach out to our families and outside community members to involve them in the conversations around defining and preventing bullying.

#### **Support a Culture of Data Inquiry to Promote Student Achievement**



Our third goal was established to help identify and elevate best practices in teaching at the Edward Devotion School for the purpose of increasing student engagement and achievement at every level. We plan to create this culture of collaborative inquiry in three ways. First, we will need to establish a safe space for teachers to engage in the sharing of their professional practices and student work. We will help each other in this by creating meeting norms within grade level teams and as a whole faculty. We will also identify protocols that will support our work. Next we will use data that is already readily available to us such as, MCAS, Benchmark Assessment System (BAS- literacy), End of the Year Assessment (EOYA- math), to assess student learning to plan for instruction and differentiation as well as to examine personal practice and elevated best professional practices in specific curricula areas. Finally, we will engage in creating/identifying common grade level pre-/post-assessments that will be used to help inform instruction, interventions, and extensions in addition to examining the strengths and challenges of particular instructional decisions.

**Support a Culture of 21st Century Teaching and Learning**

One of our goals as educators is to prepare students for the complex global and digital world that is ever evolving around them. To achieve this goal we seek to increase the knowledge base and practice of these skills in all of our staff. Through robust professional development, teacher led workshops that elevate best practices, showcases that invite community members into our learning journey, and engagement in elements of Project Based Learning, this goal seeks to build upon the foundation for what we have identified as a critical shift in practice that will support our students in their own journey of engaged lifelong learning. We hope to build upon our successes in Project Based Learning and look to the district to continue to provide training/funding for training.

**Maintenance of a K-8 Devotion School Identity Through Communication and Collaboration**

The reality of being a K-8 school community operating in separate physical spaces pose unique challenges that each constituency felt important to address within our School Improvement Plan. This goal seeks to maintain a strong K-8 Devotion School identity so that transitions between physical locations will be as seamless as possible and families, faculty/staff, and students will feel supported and informed during these times of transition.

**2016 – 2017 Edward Devotion School Improvement Plan**

The School Improvement Plan Grid for the 2016 – 2017 school years includes the following areas of focus:

- I. Foster a Compassionate and Inclusive Community
- II. Continue to Implement a Bullying Prevention Program
- III. Support a Culture of Data Inquiry to Promote Student Achievement
- IV. Support a Culture of 21st Century Teaching and Learning
- V. Maintenance of a K-8 Devotion School Identity through Communication and Collaboration

## EDWARD DEVOTION SCHOOL IMPROVEMENT PLAN

### **GOAL 1: Foster a Compassionate and Inclusive Community**

#### **PSB Goals:**

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
<p>1. All K-8 classroom teachers will hold weekly scheduled community meetings with their homeroom/Advisory class designed to promote a sense of community in the classroom.</p> <p>1A. Pair core and academic specialists with classrooms to participate in and lead classroom meetings</p> <p>1B. All K-5 classroom teachers will be trained in Responsive Classroom</p> <p>1C. All 6-8 teachers will be trained in Developmental Designs.</p>	<p>Currently 10 grades K-5 teachers have received Responsive Classroom training.</p> <p>Currently 10 grades 6-8 teachers have received Developmental Designs Training.</p> <p>Currently 1 specialist K-8 have received Responsive Classroom training. Currently 2 special education teachers have received Developmental Designs Training.</p>	<p>Classroom teachers, core and academic specialists in grades K-8</p>	<p>2015-2018</p>	<p>By September 18, 2016 K-8 classroom teachers will have provided the principal with their weekly schedule, with class meeting times identified.</p> <p>By September, 2016 all core and academic specialists will have been assigned to a classroom community</p> <p>By June, 2017 all core and academic specialists will have participated in/lead at least 8 classroom meetings.</p> <p>By May 2018, all K-5 classroom teachers will have been trained in Responsive Classroom</p> <p>By May 2018, all 6-8 teachers will have be trained in Developmental Designs.</p> <p>All new hires will be trained in either Responsive Classroom or Developmental Designs based on grade level within three years of date hired.</p>	<p>PSB provided Summer week long workshops/PD</p>
<p>2. Continue K-2, 7-8 Community Meetings during the year by grade clusters</p> <p>2A. Implement 3-4 and 5-6 Community Meetings</p>		<p>Principals Vice Principal K-8 faculty and staff</p>	<p>2016-2017</p>	<p>By the end of May 2017, all grade levels will have engaged in 8 community meetings between Oct-May</p>	<p>Teacher stipend for summer meeting to create calendar/ template agendas for grade level community meetings.</p>

<p>3. Establish school wide activities that engage all members of the K-8 community</p> <p>3A. There will be a schedule for K-6 and 7/8 Devotion Spirit Days</p> <p>3B. Identify buddy classes for all classrooms K-4 to meet at least five times during the year.</p> <p>3C. Identify vehicles for ways for students to connect socially and academically between Upper and Lower Devotion.</p> <p>3D. Every effort will be made to continue collaboration with PTO to offer school wide traditional activities to allow for joint K-8 access. Examples include DFL Superbowl, International Night, and Carnival, Math Night.</p>	<p>existing list of already established K-8 student community activities</p> <p>By the end of May, 2016 buddy classes for all classrooms K-6 were assigned and met at least five times</p>	<p>Principal(s) Vice Principal Classroom teachers and specialists K-8 Lower Devotion Student Council Upper Devotion Student Council</p>	<p>2015-2016</p>	<p>By the end of May 2016, at least three K-4 and 5-8 Devotion Spirit Days will have been scheduled and celebrated.</p>	<p>Engage student councils at the start of school to confirm Spirit Days and</p>
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## EDWARD DEVOTION SCHOOL IMPROVEMENT PLAN

### **GOAL 2: Continue to Implement a Bullying Prevention Program**

#### **PSB Goals:**

**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 educational equity across all classrooms, schools, and programs.**

**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 the joy of learning.**

**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.**

**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.**

<b>Action</b>	<b>Baseline Data</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Progress/Success</b>	<b>Resources Needed/ Anticipated Funding Source</b>
1. Form Bullying Prevention Coordinating Committees at Lower Devotion and Upper Devotion to meet once a month	BPCC was formed at Lower Devo and met formally 4 times during the 2015-2016 school year	Principal Vice Principal BPCC Members	September 30, 2016	BPCC at Lower and Upper Devotion were formed and meet once a month from September - June 2016-2017	
2. Classroom teachers along with their specialist partners, hold weekly class meetings/advisory that incorporate Olweus “Meeting That Matter” materials with current Responsive Classroom and Developmental Designs philosophy.		Classroom teachers	2016-2017	All classrooms held weekly class meetings/advisory that focused on developmentally appropriate topic, discussions and activities that support the building of a safe and inclusive community.	
3. BPCC tasks are to oversee implementation, including analysis of annual Olweus Bullying Questionnaire (OBQ) survey results and identification of ways to support implementation of class meetings and on-the-spot interventions.	BPCC members at LD and leadership team at UD led a workshop in the fall and a check in meeting in the winter on how to use On-the-Spot Interventions and helped classroom teachers identify Class Meeting materials/resources			BPCC members will continue to help teachers identify materials and resources and model successful class meetings.	

<p>4. Provide 1 faculty meeting by October 30, 2016 for staff to share strategies, discuss issues, and plan activities. (District to orient all new staff and paraprofessionals and student teachers to the Olweus Program.)</p>	<p>Staff met times during the year to review and discuss 2015 OBQ data driven identified areas to address.</p>	<p>Faculty Principal(s) Vice Principal</p>	<p>3 Olweus faculty meetings held 2015-2016</p>	<p>Staff met three times during the year to review and discuss 2016 OBQ data driven identified areas to address.</p>	<p>District training for new staff.</p>
<p>5. Use Olweus Bullying Questionnaire (OBQ) results to identify hot spots and areas needing additional attention in weekly class meetings, revise the supervisory plan, create documentation system, and address identified needs of particular cohorts of students.</p>	<p>OBQ 2015 data</p>	<p>Bullying Prevention Coordinating Committee (BPCC)  Faculty Principal(s) Vice Principal</p>	<p>Analyze 2016 OBQ results during summer of 2016..  Revised supervisory plan rolled out and implemented Fall 2016</p>	<p>Administration updated supervisory plan by September 1, 2016. Incorporated elements of PBIS work.  A 20% reduction between the OBQ 2016 and 2017 results of students reporting being bullied in the three key areas: lunchroom, playground/recess, hallways (identified hot spots from OBQ 2016 data)</p>	<p>Make sure all teachers have grade cluster reference binders of "Meetings that Matter" materials.</p>
<p>6. Continue to strengthen the after school supervisory plan for students participating in extended day programs</p>	<p>DASEP/DEDP existing operational agreements</p>	<p>Principal(s) Vice Principal TA/AHU coordinators DASEP coordinator DEDP coordinator</p>	<p>2016 - 2017  Bi-monthly meetings with all major after school coordinators.</p>	<p>Lower Devotion administration held bi-monthly meetings with all directors of after school programs and reviewed and coordinated supervision protocols.  At least 75% of respondents to staff/parent annual survey will indicate satisfaction with after school supervision</p>	
<p>6. Provide all parents with information about the Olweus Bullying Prevention Program at the beginning of the school year, including the parent pamphlet and a copy of the school-wide rules for home.</p>	<p>N/A</p>	<p>Bullying Prevention Coordinating Committee (BPCC)  Principal(s) Vice Principal</p>		<p>Parent information distributed at all fall Open Houses.  Follow-up information session was held if needed (as determined by PTO.)</p>	

## EDWARD DEVOTION SCHOOL IMPROVEMENT PLAN

### **GOAL 3: Promote a Culture of Collaborative Inquiry for Using Student Data and Student Work to Plan for Differentiated Instruction to Promote Student Achievement**

#### **PSB Goals:**

##### **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 educational equity across all classrooms, schools, and programs.

##### **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.**

<b>Action</b>	<b>Baseline Data</b>	<b>Person(s) Responsible</b>	<b>Timeline</b>	<b>Indicators of Progress/Success</b>	<b>Resources Needed/ Anticipated Funding Source</b>
<p>1. Develop team meeting norms/protocols for looking at data/student work</p> <p><i>1b. Identify possible School Reform Initiative and Collaborative Inquiry protocols to present to faculty/staff</i></p> <p>1c. Identify team and faculty meeting norms</p>	<p>Selected grade levels have already established norms</p> <p>Kindergarten classes have been meeting with protocols</p> <p>Grades 2,4, and 5 have met but with no protocols</p> <p>Special education teams meet regularly with protocols and norms</p> <p>Grades 7 and 8 meet regularly with norms and protocols</p> <p>Faculty meeting norms established at both Lower and Upper Devotion</p>	<p>Principals</p> <p>Grade level teams</p> <p>Specialists</p> <p>K-8 Faculty</p>	<p>2016-2017</p>	<p><i>By August of 2016 administration will have selected and prepared for distribution to grade level teams at least 2 protocols for looking at student work</i></p> <p>By Sept 30 2016 grade level teams will have identified their meeting norms</p>	
<p>2. Use student data to enhance teaching and learning.</p> <p>2A. Identify and use team meetings to analyze common math assessment student data in math and BAS in literacy to plan for instruction/ intervention/ extension across grade levels</p>	<p>Currently literacy specialists review and analyze BAS data</p> <p>BAS data is used to form LLI groups and guided reading groups</p> <p>Staff in grades 6-8 will have reviewed BAS results by grade level team with newly appointed .4 literacy interventionist assigned to</p>	<p>Grade Level Teams</p> <p>Literacy/Math Specialists</p> <p>Principals</p>	<p>2016 -2017</p>	<p>By Oct 15, 2016, grades 3-8 will have met and analyzed MCAS data with math and BAS for grades 1-8 literacy specialists</p> <p>Use faculty meetings for K-4 to identify and analyze common assessments and plan for instruction.</p> <p>After BAS is administered, teachers in grades 5-8 (1-6?) will have met to review scores with the</p>	<p>N/A</p>



	<p>Upper Devotion and special educators to support differentiation in the content areas</p> <p><b>We hope by May 1, 2016, LLI students who were administered the BAS will show an increase in at least 2 levels from their Sept 2015 BAS score</b></p> <p><b>Identify Dates</b>  <b>-Also an average increase)</b>  <b>(How to record actual numbers.</b>  <b>- Percentage.</b>  <b>-Also an average increase</b>  <b>-mean from 15-16 going into 16-17 year)</b></p>			<p>literacy specialist <i>and literacy coach?</i> at Upper Devotion and plan for classroom guided reading groups and LLI groups</p> <p><b>For LLI:</b>  <b>By June 2017, students in grades 1-8 who were administered the BAS will show an increase in at least 2 levels from their Sept. 2016 BAS score</b></p> <p><b>*For general population: From October to March-why these dates? Why not just say the year?</b></p> <p><b>*Can't we come up with a way to share data within the school</b></p> <p><b>Identify Dates</b>  <b>(How to record actual numbers.</b>  <b>- Percentage.</b>  <b>-Also an average increase)</b>  <b>(need data from central office)</b>  <b>(How to record actual numbers.</b>  <b>- Percentage.</b>  <b>-Also an average increase)</b></p> <p>By May 2017, there will be a 20% reduction of the number of students who tested below benchmark in the Fall of 2015  (need data from central office)</p> <p>By mid-June 2017 at least 80% of students will demonstrate mastery of the content areas chosen by each grade level team on the EOYA.</p>	
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				<p>By Jan 2017 each grade level K-5 will have developed and administered 1 ELA or 1 Math common assessment (for example: a second grade writing prompt with rubric for scoring)</p> <p>By Feb 2017 each grade level K-5 will have reviewed the data with math or ELA specialists and planned for and executed intervention/extensions in all classes</p> <p>By May 2017 each K-5 grade level team will have administered their common assessment and analyzed the data</p>	
4. Review online math software for Grades 6-8.	<p>Grades 7/8 math teachers and math specialist have identified and used online math resources with learning for each unit taught during the 2015-2016 year TenMarks and TSMath</p> <p>Students in grades 7 and 8 filled out a survey about math learning during December and January and results shared with community.</p> <p>District Parent Feedback being administered April 4-April 27, 2016</p>	<p>Principal</p> <p>Vice Principal</p> <p>Math Coordinator</p> <p>Grade s6-8 math teachers</p> <p>Math Specialists</p> <p>ECS Teachers</p>	2016-2017	<p>Grades 6-8 math teachers and math specialists will continue to identify online math resources that enhanced teaching and learning for each unit taught during the 2016-2017 year.</p> <p>Feedback from students, will be collected and analyzed at least once during the school year to inform instructional programming.</p>	

<p>5A. ELA professional Development to support teaching in the Workshop Model for teachers in Grade 5-8</p> <p>5B. One staff from Lower Devotion will begin training as a literacy coach.</p>		<p>5-8 ELA Teachers</p> <p>Literacy Coach</p>	<p>2016-2017</p>	<p>Grade 5 teachers and 6-8 ELA teachers will engage in multiple literacy professional development: "Through ongoing professional development and coaching, teachers learn to differentiate to meet the individual need of students, improve their teaching practice, and create a more cohesive professional community environment."</p>	
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## EDWARD DEVOTION SCHOOL IMPROVEMENT PLAN

### **GOAL 4: Support a Culture of 21st Century Teaching and Learning by Leveraging Professional Development that Supports Robust Technology Use which Enhances Instruction**

#### **PSB Goals:**

**PSB 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 the joy of learning.

**PSB 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.**

**PSB 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.**

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
<p>1. Teachers will use technology to enhance teaching and learning</p> <p>1A. In July 2016 a group of educators (4-8), one team from Lower and one team from Upper Devotion will attend the Building Learning Communities Conference, founded by Alan November, to attend workshops to learn from educators around the world how to use technology to enhance teaching and learning.</p>	<p>widespread Twitter use, heavy use of Google Apps for Education in 4th/5th grades, grade 1 and 5 using ipads for group/center learning, CST Data forms have all been moved to Google Drive, expanded use of SmartBoards in more classrooms across all content areas, increased use of classroom websites for communication purposes, use of Chrome book carts and Google classrooms in all classes 7/8</p> <p>Approximately 80% of faculty have read the book, Who Owns the Learning by Alan November.</p> <p>14 Devotion School educators attended the First Five Days master class with Alan November. 5 Devotion School educators attended BLC '15.</p>	<p>Principals</p> <p>Director of Professional Development</p> <p>Library and Technology Curriculum Coordinator</p>	<p>2016-2017</p>	<p>1A. In July 2016 a core group of teachers (4-8) will have attended the three day Building Learning Communities Conference</p> <p>1B. By November 2016, BLC attendees will have shared their learning from conference with the entire faculty at a designated K-6 faculty meeting through teacher led workshops</p>	<p>Possible PTO funds to support additional staff members to attend BLC</p> <p>BEF District grant for BLC '16</p>

<p>2. Use of 21st Century Teaching and Learning K-4 Leadership Team at Lower Devotion to promote and support integration of technology integration with all staff through teacher led workshops.</p> <p>2A. Teaching and Learning Leadership Team members will hold at least two parent outreach events that showcase their professional development and impact on adult and student learning. .</p>	<p>K-6 Team 21 was created and held 4 (1 remaining) teacher led workshops. Evidence of attendees using skills and resources in practices through observations.</p> <p>Team 21 members attended the following professional development opportunities: BLC '15, MassCue, GAPE Summit, PBL 101</p> <p>1 outreach event in fall/winter at PTO Coffee and Conversation highlighting tools in use at Lower Devo</p> <p>Future outreach event to be planned and scheduled</p>	<p>6 Identified teachers K-4</p> <p>Principal</p> <p>Educational Technology Specialist</p>	<p>2016 - 2017</p>	<p>By June 2016, 21st Century Teaching and Learning K-4 Leadership Team will have been formed at Lower Devotion</p> <p>By May 2018, 100% of K-8 instructional staff will have utilized technology to enhance instruction in 2 curriculum areas as measured by a community wide exhibition, where all staff will demonstrate a successful professional practice utilizing technology, held in the spring of 2018 prior to K-8 grades reuniting at newly constructed Devotion School</p>	<p>PTO funding for stipends (3K) and professional development opportunities</p>
<p>3. Create teacher led workshops occurring during faculty meeting times, based on areas of need, to share best 21st Century Teaching and Learning professional practices.</p> <p>3A. Dedicate Faculty Meeting time to share best practices</p> <p>3B. Create additional time for faculty to share best practices and utilize resources</p> <p>3C. Create a shared folder in Google Drive for examples of student work/lesson plans that incorporate 21st Century Teaching and Learning skills</p>	<p>3 scheduled teacher led workshops around technology integration. Feedback was gathered to assess faculty needs and areas of interest for second round. 2 additional teacher led workshops were designed and implemented with adjustments from feedback.</p>	<p>Principals</p> <p>21st Century T/L Leadership Team</p> <p>Classroom Teachers</p> <p>Specialists</p>	<p>2016 - 2017</p>	<p>A faculty survey given two times during the year will inform the content of 3 Faculty Meeting times that were used for Teacher Led workshops at Lower Devotion.</p> <p>An agenda item at each K-4 faculty meeting was dedicated and utilized to share current best practices related to 21st Century Teaching and Learning.</p> <p>Summer workshop (2016) with focus on technology integration will be offered</p> <p>Shared Google Drive folder will be populated with 5-10 examples by the end of June 2017</p>	

4. Train and support teachers in Project/Problem Based Learning (PBL) to foster ownership of learning for all students  4A. Teachers in grades K-6 will attend trainings from the Buck Institute of Education on Project Based Learning.	By April 2016, 14 educators at Upper Devotion and 6 Lower Devotion educators have been trained in Project Based Learning through the Buck Institute for Education  All 7-8 students and teachers have participated in at least 1 Project Based Learning experience	Principals  Classroom Teachers K-8	2015 - 2018	By May 2018 students in each grade K-6 will present at least one project during a PBL Exhibition event.	Unsure of future funding and timelines for professional development opportunities
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## EDWARD DEVOTION SCHOOL IMPROVEMENT PLAN

### GOAL 5: Maintain a K-8 Devotion School Identity through Enhanced Communication and Collaboration

#### PSB Goals:

Action	Baseline Data	Person(s) Responsible	Timeline	Indicators of Progress/Success	Resources Needed/ Anticipated Funding Source
1. Increase and enhance home to school communication  1A. continue principal blogs that reflect happenings at each site	current website	Principals  Core Specialists at Lower Devo	2016-2017	Principals at Lower and Upper Devotion will have posted weekly on their blog sites  By May 2017 core specialists at Lower Devo will have completed 5 (every 2 months) monthly	

1B. Post monthly core specialist updates for families on K-8 website				updates that were posted on the K-8 website	
2. Increase and enhance in-house staff communication  2a. Continue to utilize digital in-house K-8 school calendar with information to be updated representing both Upper and Lower Devotion sites  2b. Continue to create and distribute weekly in-house staff newsletters that include renovation updates	calendar organization system  in-house staff newsletters, Monday Message	Principals	2016 - 2017	The K-8 calendar is being used in Google Drive  By May 2017 principals will have created and distributed at least 40 in-house staff newsletters.	N/A
3. Maintain one school site council with potentially enlarged membership with monthly meetings being held at alternating site locations.		Principals  School Site Council	2016- 2018	by June of 2017 an annual School Improvement Plan that encompasses school improvement initiatives for both Upper and Lower Devotion.  by June 2017 the success of this school improvement plan will be based on the achievement of goals identified for both Upper and Lower Devotion.	
4. Continue K-8 traditions  4a. provide opportunities for K-8 students and families to continue to participate in established and developing school wide events		Principals K-8 faculty/staff	2016 - 2018	By May 2017 K-8 students and families will have been provided opportunities to attend school community events at both Upper and Lower Devotion.	possible PTO funding/support for events
5. Support Staff Community Building Events (such as		Principals K - 4 Faculty 5 - 8 Faculty	2016- 2018	By May of 2017 at least 3 K-8 staff community building events will have taken place.	possible PTO funding for events

<p>“Getting to Know Colleagues” exercise)</p> <p>5A. Increase staff morale, staff collaboration, and promote a collegial atmosphere through K-8 joint staff activities</p>				<p>By May of 2017 at least 2 additional site specific staff community building events will have taken place.</p>	
<p>6. Maintain one PTO dedicated to meeting the needs of both Upper and Lower Devotion Schools.</p>		<p>PTO</p>		<p>Survey questions in the annual staff and parent survey will measure staff and parent satisfaction with success in establishing a K-8 identity while operating in two separate locations</p>	