

Center/Sylvester School Improvement Plan 2015/2016 – Status Report
Jane DeGrenier and Russ Wilson
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Goal	Actions Taken	Pending Actions/Recommendations
1. To support the district efforts to increase school safety by integrating a School Resource Officer into the culture and community of the C/S School.	<ol style="list-style-type: none"> 1. Introduced Officer John to all students and faculty. 2. Officer John assisted with ALICE training. 3. Officer John maintained an active and daily presence at both buildings through visits, attendance at school events, speaking at Community Meetings, and at drop off and dismissal. 4. Administration maintained a record of the school's use of Officer John as it related to Home Visits, Consultations, and Active Involvement in school related matters. 	<ol style="list-style-type: none"> 1. Continue efforts to further integrate Officer John's presence into the daily culture and climate of the school. 2. Identify means for Officer John to bring specific messages of safety to our students as it relates to: Stranger Danger, Bicycle Safety, Saying "No", Citizenship, etc.
2. To enhance instruction and student learning outcomes in math by successfully implementing the enVisionMATH 2.0 program inclusive of its technological instructional components, digital homework, and formative/summative assessments.	<ol style="list-style-type: none"> 1. Faculty attended all professional development sessions in order to fully implement enVisionMATH 2.0 with fidelity. 2. Administration assisted faculty with technology integration by quickly responding to technological needs, obtaining coverage for teachers to assist colleagues with technology (Technology Ambassadors), and collaborating with district technology personnel to resolve open tickets. 	<ol style="list-style-type: none"> 1. Consistently incorporate the daily Math Challenge and Math Anytime components of enVisionMATH 2.0 as part of daily pre-lesson seatwork. 2. Reserve time for teachers to conduct peer observations of colleagues to observe various components of enVisionMATH 2.0 in action. 3. Tier II math time will be instituted two times per week in grades 1-4.

	<ol style="list-style-type: none"> Teachers utilized PLC time to analyze benchmark assessments, discuss and analyze data, share ideas to incorporate the technological components of enVisionMATH 2.0, and identify interventions using the Math Diagnostic Intervention System (MDIS) resource materials and Reteach components. Teachers utilized the various enVisionMATH 2.0 assessments for progress monitoring and intervention opportunities. Administration conducted frequent visits to math classes and completed 100% of written observations, specifically focused on math lessons, which provided targeted feedback. In collaboration with the district Math Coach, the school conducted a Math Night as a means for family engagement and to educate parents on the technological components available to them to support math learning at home. Benchmark data and a Walk-to-Compute intervention program were developed in grade 4 to enhance math learning. 	
3. To continue to strengthen and sustain a school-wide collaborative culture to improve instruction and student learning through the use of professional learning	<ol style="list-style-type: none"> Continued utilizing the Norms in daily interactions. The Consultant met with the leadership team and administrators on a few occasions since September to offer continued guidance. The leadership team met regularly and 	<ol style="list-style-type: none"> Teachers will maintain formal, weekly PLC agendas ultimately including rotating member roles, identified tasks, and measurable objectives. PLCs will be utilized to introduce, plan, and implement the Instructional

communities (PLCs), peer observation, and professional development.	<p>expanded its meetings to include the HTA, faculty drop-ins, and the Superintendents.</p> <ol style="list-style-type: none"> Administrators regularly offered praise, thanks, and constructive feedback in the verbal and written interactions/communication with teachers. The “I wonder if...” and “I thought it was great when...” strategies proved an effective means for gathering suggestions from faculty/staff during weekly grade level meetings. Administrators provided swift response to these suggestions. All teachers established SMART goals, completed Self Reflections, and Educator Plans. Written observations were conducted for 100% of the faculty. 	<p>Rounds process as being developed by the district leadership team.</p> <ol style="list-style-type: none"> Collect feedback on PLCs, teacher collaboration time, peer visits, and professional development to ensure a quality product and guide future collaborative efforts aimed at improving teaching and learning.
4. To improve student learning through increased teacher training in technology integration and digital literacy in the classroom.	<ol style="list-style-type: none"> Teachers attended all professional development workshops focused on enVisionMATH 2.0 technology integration via Pearson Realize, Doceri, and the Bounce App. Teachers in grades 3 and 4 incorporated the use of Chromebooks in regular math and literacy lessons. A teacher from every level volunteered to serve on the District Technology Committee. 	<ol style="list-style-type: none"> Technology embedded in PLCs and staff meetings. Continue assessing the purchase of additional devices for the school. Review International Society for Technology in Education (ISTE) Standards and plan for continued integration of technology across all settings.