



Dedham Public Schools
Elementary School Improvement Plan
2018 - 2020

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Overview

School Council Statement of Purpose

The School Council, in serving as representatives of the larger school community, seeks to enrich and enhance opportunities for teaching and learning that result in improved learning outcomes for all students. The School Council strives to improve the supports available to teachers, students and their families as we work collectively across the district to better meet the needs of all our learners.

Responsibilities of the School Council

As outlined in the Education Reform Act of 1993 ([Link to DESE Regulations here](#)), the School Council is comprised of representatives from the parent body, the school staff, and the community at large. The council has specific responsibilities that include, but are not limited to, examining the following topics:

- School budget
- School Handbook
- School Improvement Plan

The council is charged with assisting principals with the development of annual *School Improvement Plans* that will identify areas of concern, establish explicit goals, state objectives, name persons charged with various responsibilities, and determine a timeline for measurable outcomes. In determining areas for improvement, the School Council may take guidance from the following sources:

- Common Core State Standards and Career Readiness Skills
- MA State Standards
- Standardized Testing Results
- Staff, Student and Parent Surveys

Acknowledgements

Dedham’s leadership team and the School Committee would like to acknowledge and thank the members of our collective elementary School Councils who have worked diligently with their respective teams to assess the needs at each of our neighborhood schools and set meaningful building based goals to frame our collective improvement efforts over the next two years.

ECEC Council	Avery Council	Greenlodge Council
Dr. Paul Sullivan, Principal	Dr. Clare Sullivan, Principal	Ashley Bodkins, Principal
Emily Hutton, Teacher	Karen Maregni, Teacher	Jennifer Balfour, Teacher
Margaret Wilds, Teacher	Lauren Shea, Teacher	Robert Desmond, Community
Kate Filmer, Parent	William Gallagher, Parent	Carol ElKurdi, Parent
Austin Schuette, Parent	Barbara Payne, Parent	Julie Killgoar, Teacher
	Janet Mattozzi, Community	Jacqueline Lemberger, Parent

Oakdale Council	Riverdale Council
Holli Caulfield, Principal	Ed Paris, Principal
Kerrin O’Brien, Teacher	Ingrid Mayyasi, Teacher
Meghan DeLong, Teacher	Elaine Sheehy, SAC
Meghan Walsh, Teacher	Lindsey Looney, Parent
Suzanne Finn, Parent	Donna Mulvey, Parent
Jayne O’Donnell, Parent	Peter Reynolds, Parent
Laura Fukushima, Parent	Susan Riley, Community Representative

Elementary Demographics

		2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	
ECEC	First Language not English	10	11.3	16.3	14.4	13.5	9.2	
	English Language Learner	5.2	7.1	8.8	6.5	6.4	3.6	
	Students With Disabilities	23.3	16.3	18.4	17.3	16.7	20.7	
	Economically Disadvantaged	23.3	23.4	18.4	15.4	13.2	13.3	Low-income
						10.9	12.4	Free Lunch
						2.3	0.9	Reduced Lunch
	High Needs	39.6	36.2	33.7	29.4	30.5	32.8	High Needs
AVERY	First Language not English	21.2	20.1	19.5	18.6	17.7	23.7	
	English Language Learner	16.8	14.3	13.3	10.3	8.7	10.4	
	Students With Disabilities	25.5	21.4	21.8	23.1	22.4	22.9	
	Economically Disadvantaged	42.7	38.6	35.1	34.3	51.8	53.8	Low-income
						47.2	45	Free Lunch
						4.7	8.8	Reduced Lunch
	High Needs	60.4	56.8	54.9	52.9	63.5	66.3	High Needs
GREENLODGE	First Language not English	6.8	7.6	8.7	8.5	7.2	5.4	
	English Language Learner	4.5	5	5	4.6	3	2.2	
	Students With Disabilities	22.6	18	15.4	16.1	19	20.3	
	Economically Disadvantaged	9.4	11.9	10.7	8.5	11.1	13	Low-income
						10.5	11.4	Free Lunch
						0.7	1.6	Reduced Lunch
	High Needs	30.1	28.4	26.8	25.9	28.9	32.9	High Needs

		2017-18	2016-17	2015-16	2014-15	2013-14	2012-13	
OAKDALE	First Language not English	12.6	11.8	7.5	7.7	6.8	6.6	
	English Language Learner	9.5	5.5	2.5	4.5	4.1	3.1	
	Students With Disabilities	16.5	16.5	16.1	14.7	12.8	14.2	
	Economically Disadvantaged	15.4	14.3	11.5	9.1	14.2	15.1	Low-income
						12.8	12.9	Free Lunch
						1.4	2.2	Reduced Lunch
	High Needs	32.6	30.5	28	25.5	26.4	28.3	High Needs
RIVERDALE	First Language not English	19.6	18.6	16.9	12.8	10.4	11.6	
	English Language Learner	10.1	10.4	9.3	4.8	5.5	5.1	
	Students With Disabilities	22.9	20.2	21.9	16.6	25.8	27.8	
	Economically Disadvantaged	29.1	27.9	21.9	20.3	20.9	25.3	Low-income
						17	19.7	Free Lunch
						3.8	5.6	Reduced Lunch
	High Needs	47.5	49.2	45.4	36.9	42.9	47	High Needs

Elementary Performance

Avery Elementary School									
			'17		'16	'15	'14	'13	'12
Grade 5	ELA	Exceeding	6	ADVANCED		10	14	26	10
		Meeting	33	PROFICIENT		46	33	40	56
		Partially Meeting	54	NEEDS IMPROVEMENT		29	45	30	30
		Not Meeting	8	WARNING		15	8	5	4
	MATH	Exceeding	10	ADVANCED		32	20	35	32
		Meeting	29	PROFICIENT		27	31	35	40
		Partially Meeting	52	NEEDS IMPROVEMENT		29	41	23	20
		Not Meeting	10	WARNING		12	8	7	8
Grade 4	ELA	Exceeding	4	ADVANCED		2	4	2	3
		Meeting	44	PROFICIENT		32	43	33	55
		Partially Meeting	43	NEEDS IMPROVEMENT		52	39	55	33
		Not Meeting	9	WARNING		14	13	10	10
	MATH	Exceeding	6	ADVANCED		9	15	10	23
		Meeting	31	PROFICIENT		34	46	31	43
		Partially Meeting	49	NEEDS IMPROVEMENT		49	33	55	30
		Not Meeting	13	WARNING		8	7	4	5
Grade 3	ELA	Exceeding	4	ADVANCED		19	3	10	15
		Meeting	36	PROFICIENT		52	48	50	54
		Partially Meeting	55	NEEDS IMPROVEMENT		20	44	40	27
		Not Meeting	4	WARNING		9	5	0	4
	MATH	Exceeding	1	ADVANCED		24	25	37	31
		Meeting	42	PROFICIENT		45	39	49	27
		Partially Meeting	43	NEEDS IMPROVEMENT		18	28	10	33
		Not Meeting	13	WARNING		13	8	5	8

Greenlodge Elementary School

			'17		'16	'15	'14	'13	'12
Grade 5	ELA	Exceeding	9	ADVANCED		38	14	28	16
		Meeting	54	PROFICIENT		55	54	50	58
		Partially Meeting	36	NEEDS IMPROVEMENT		7	24	17	20
		Not Meeting	2	WARNING		0	8	5	6
	MATH	Exceeding	18	ADVANCED		38	39	51	36
		Meeting	41	PROFICIENT		33	37	30	42
		Partially Meeting	41	NEEDS IMPROVEMENT		15	17	14	18
		Not Meeting	0	WARNING		13	7	4	4
Grade 4	ELA	Exceeding	8	ADVANCED		11	8	9	7
		Meeting	63	PROFICIENT		69	40	47	64
		Partially Meeting	25	NEEDS IMPROVEMENT		19	38	34	20
		Not Meeting	5	WARNING		2	13	10	9
	MATH	Exceeding	8	ADVANCED		33	30	16	29
		Meeting	61	PROFICIENT		43	35	41	46
		Partially Meeting	27	NEEDS IMPROVEMENT		20	23	40	23
		Not Meeting	5	WARNING		4	12	3	3
Grade 3	ELA	Exceeding	3	ADVANCED		11	23	30	18
		Meeting	41	PROFICIENT		75	51	48	59
		Partially Meeting	52	NEEDS IMPROVEMENT		15	26	18	19
		Not Meeting	5	WARNING		0	0	4	4
	MATH	Exceeding	2	ADVANCED		42	61	54	38
		Meeting	52	PROFICIENT		47	30	30	40
		Partially Meeting	39	NEEDS IMPROVEMENT		7	7	11	15
		Not Meeting	8	WARNING		4	2	5	7

Oakdale Elementary School

			'17		'16	'15	'14	'13	'12
Grade 5	ELA	Exceeding	4	ADVANCED		39	36	49	36
		Meeting	49	PROFICIENT		47	54	46	44
		Partially Meeting	43	NEEDS IMPROVEMENT		9	7	3	15
		Not Meeting	4	WARNING		5	3	2	5
	MATH	Exceeding	6	ADVANCED		50	43	63	43
		Meeting	47	PROFICIENT		31	39	25	33
		Partially Meeting	45	NEEDS IMPROVEMENT		16	16	11	20
		Not Meeting	2	WARNING		3	1	0	4
Grade 4	ELA	Exceeding	5	ADVANCED		21	12	15	14
		Meeting	53	PROFICIENT		48	52	52	53
		Partially Meeting	33	NEEDS IMPROVEMENT		29	32	30	27
		Not Meeting	9	WARNING		2	3	3	6
	MATH	Exceeding	2	ADVANCED		40	35	30	27
		Meeting	48	PROFICIENT		35	31	33	44
		Partially Meeting	34	NEEDS IMPROVEMENT		25	29	34	27
		Not Meeting	16	WARNING		0	5	3	2
Grade 3	ELA	Exceeding	4	ADVANCED		14	30	18	32
		Meeting	57	PROFICIENT		47	43	56	46
		Partially Meeting	38	NEEDS IMPROVEMENT		31	22	23	18
		Not Meeting	0	WARNING		9	6	3	3
	MATH	Exceeding	13	ADVANCED		34	50	36	39
		Meeting	51	PROFICIENT		36	35	38	41
		Partially Meeting	36	NEEDS IMPROVEMENT		21	7	20	15
		Not Meeting	0	WARNING		9	7	6	5

Riverdale Elementary School

			'17		'16	'15	'14	'13	'12
Grade 5	ELA	Exceeding	10	ADVANCED		35	20	30	19
		Meeting	43	PROFICIENT		45	45	39	54
		Partially Meeting	33	NEEDS IMPROVEMENT		16	11	24	19
		Not Meeting	15	WARNING		4	23	6	8
	MATH	Exceeding	5	ADVANCED		46	32	24	16
		Meeting	48	PROFICIENT		36	34	38	41
		Partially Meeting	33	NEEDS IMPROVEMENT		12	16	21	32
		Not Meeting	15	WARNING		6	18	18	11
Grade 4	ELA	Exceeding	12	ADVANCED		7	16	8	11
		Meeting	33	PROFICIENT		40	46	41	51
		Partially Meeting	48	NEEDS IMPROVEMENT		22	27	30	26
		Not Meeting	7	WARNING		31	11	22	11
	MATH	Exceeding	2	ADVANCED		9	11	17	11
		Meeting	26	PROFICIENT		42	35	28	54
		Partially Meeting	64	NEEDS IMPROVEMENT		31	46	42	23
		Not Meeting	7	WARNING		18	8	14	11
Grade 3	ELA	Exceeding	9	ADVANCED		27	25	27	12
		Meeting	46	PROFICIENT		58	43	45	61
		Partially Meeting	40	NEEDS IMPROVEMENT		11	25	21	24
		Not Meeting	6	WARNING		4	8	6	3
	MATH	Exceeding	9	ADVANCED		38	31	52	45
		Meeting	57	PROFICIENT		44	38	33	24
		Partially Meeting	29	NEEDS IMPROVEMENT		7	15	9	27
		Not Meeting	6	WARNING		11	15	6	3

District-Wide Elementary School Improvement Plan Goals

Goal #1

Data Systems, Structures, and Informed Practice

By June of 2019 the district will establish clear and consistent systems and structures by which all faculty and staff can easily access, analyze and use district performance information to inform decision making, improve practice, and enhance student learning PK-5.

Current Reality

Throughout the 2017 - 2018 school year the district has moved to implement assessment tools that supplement available standardized testing data and provide reliable and valid performance information to support a robust data infrastructure and culture. STAR 360 early literacy, reading, and mathematics assessments were implemented this year in the K-5 grade span this year. Through this assessment tool the district, for the first time, was able to look student performance using timely, consistent, and reliable data. Panorama surveys were also implemented with faculty, students, and families. These surveys provide reliable and valid data that provides insight into school and district culture, school engagement and other critical indicators of school and district performance. Here again the district for the first time was able to look at measures of school and district performance using a universally administered tool that produces reliable and valid data. In addition to the implementation of these tools the Office of Curriculum, Instruction, and Assessment worked to build the initial systems and structures by which district and building leaders will be trained and coached to support their implementation of data teams throughout the district.

Desired State

The district aims to ensure that all faculty and staff (a) have access to valid and reliable performance data, (b) have the skills to effectively analyze that data, (c) have access to supports and resources that would allow them to adjust practice based on analysis of performance data and (d) practice in a data informed culture where systems and structures are in place to support the appropriate and timely use of data in monitoring and adjusting programs and practices to suit the dynamic needs of our diverse student population.

Strategies and Action Steps	Responsibility	Timeline	Evidence
<p>Data Infrastructure</p> <p>The Office of Curriculum, Instruction, and Assessment will work with Elementary Principals and other key leaders to identify key outcomes and the metrics that are or will be used to measure progress towards those identified outcomes.</p>	<p>Elementary Principals</p> <p>Curriculum Coordinators</p> <p>Instructional Coaches</p>	<p>September 2018 - December 2018</p>	<p>Performance outcomes and metrics by department</p> <p>Metrics for key performance outcomes by department</p>
<p>Training and Protocols</p> <p>The Office of Curriculum, Instruction, and Assessment will continue to vet and establish</p>	<p>Curriculum Coordinators</p> <p>Elementary Principals</p>	<p>September 2018 - June 2019</p>	<p>Protocols for analysis of performance data and decision making</p> <p>Training schedule, agendas, and materials</p>

<p>systems and protocols by which district data teams will analyze performance information, engage in collaborative problem solving, and make informed programmatic and instructional decisions.</p>	<p>Instructional Coaches PK-5 Teachers</p>		<p>Artifacts demonstrating implementation of data teams at department and building level</p>
<p>Data Accessibility</p> <p>The Office of Curriculum, Instruction, and Assessment will finalize an inventory of assessments that are used throughout the district's PK-12 classrooms and work to establish streamlined systems through which professionals access performance data.</p>	<p>Assistant Superintendent for Curriculum, Instruction, and Assessment</p> <p>Curriculum Coordinators</p> <p>Director of Technology</p>	<p>September 2018 - June 2019</p>	<p>Data management system</p>
<p>Continue to refine and streamline K-5 benchmark assessment systems</p> <p>STAR 360 Writing EDM4 Running Records Benchmark Assessment System for Reading Comprehension</p>	<p>PK-8 STEM/Humanities Curriculum Coordinators</p> <p>Elementary Principals</p> <p>Instructional Coaches</p> <p>K-5 Teachers</p>	<p>September 2018 - June 2019</p>	<p>Guidance documents for faculty/staff</p> <p>Clearly defined, coherent, efficient systems of assessment</p>

District Goal #2

Writing and Critical Thinking Across the K-5 Curriculum

By June of 2019 the district will (a) establish clear expectations and benchmarks for written output in grades K-5, (b) provide teachers and other faculty/staff with clear guidance and training to support their work with students in achieving the established expectations and benchmarks for written output and (c) develop a system of assessments to that will allow teachers to clearly understand and monitor student progress towards established expectations and benchmarks and, at the same time, allow the district to monitor overall programmatic efficacy.

Current Reality

Guided by school committee goals and the district’s 20/20 strategic plan, the district deployed a major restructuring in the fall of 2017. This restructuring included the implementation of a robust instructional coaching model in grades K-8. In addition to the coaching model the restructuring also brought curriculum coordinators into the Office of Curriculum, Instruction, and Assessment. Through these two elements of the district’s restructuring, the district was able to greatly accelerate its efforts to enhance work in strategic improvements to our curriculum and practices as they relate to writing. Current performance indicators (Spring 2017 MCAS) continue to indicate low performance in testing scenarios that involve written output. Dedham’s students clearly struggle with both written mechanics, topic development and on demand writing. During the 2017 - 2018 school year the district took steps towards identifying and articulating a guaranteed and viable writing curriculum spanning kindergarten through grade 12. At the ECEC our pre-school teachers engaged in a year long process aimed at studying and selecting a curriculum program that would bring continuity in teaching and learning for our earliest learners. In grades K-2 classrooms our teachers and coaches fully implemented Wilson Foundations, a systematic and structured phonics program. In grades K-5 the Lucy Calkins reading and writing units of study were deployed and ongoing training was provided throughout the school year. In grades 6-12 the Office of Curriculum, Instruction, and Assessment worked closely with department chairs to evaluate our practices in curriculum, instruction, and assessment as they pertain to writing. Through the work conducted across the K-12 span during school year 2017 - 2018, the district gained many insights into (a) its current practices as they relate to teaching and learning within the domain of writing and (b) strategic priorities necessary to continue the necessary improvements to the K-12 writing program.

Desired State

The district aims to establish clear outcomes for writing in grades K-5 and provide for teachers and other professionals the resources, training, and assessment tools necessary to (a) evaluate student progress towards those outcomes and (b) adjust their practice to support individual student progress towards established outcomes.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Benchmarks, rubrics, and exemplars for written output K-5.	Assistant Superintendent Curriculum Coordinators Instructional Coaches	May - July 2018	1. Deployment of district writing prompt in May of 2018 2. Collaborative scoring of all samples generated by writing prompt 3. Identification of exemplars and benchmark papers 4. Finalized rubrics by genre and grade level

<p>Communication and Training K-12</p>	<p>Assistant Superintendent</p> <p>Curriculum Coordinators</p> <p>Department Heads Directors</p> <p>Instructional Coaches</p> <p>Building Principals</p> <p>Teacher Leaders</p>	<p>August 2018 - June 2019</p>	<ol style="list-style-type: none"> 1. Internal curriculum and assessment documents prepared and ready for school year 2018 - 2019 2. Comprehensive professional development plan for school year 2018 - 2019. 3. Family summaries of writing curriculum and expectations for written output prepared and published to all district web-sites.
<p>Develop and deploy a series of district wide writing assessments for grades K-5.</p> <p>Ensure that written output is embedded into all assessment systems in grades 6-12.</p>	<p>Assistant Superintendent</p> <p>Curriculum Coordinators</p> <p>Directors Department Heads</p> <p>Instructional Coaches</p> <p>Principals</p> <p>Teachers</p>	<p>September 2018 - June 2019</p>	<ol style="list-style-type: none"> 1. District wide writing assessments revised and implemented in grades K-5. 2. Written output incorporated into all assessments in grades 6-12.

District Goal #3

Social and Emotional Learning

By June of 2019 the district will (a) establish clear outcomes and standards for social and emotional learning in grades K-5, (b) begin to ensure that curriculum is aligned with and designed to ensure mastery of established outcomes and standards, (c) develop and deploy training and professional development structures to support this alignment of curriculum with standards, and (d) an assessment system in place to track student progress and programmatic efficacy.

Current Reality

The district lacks a comprehensive approach to ensuring the development of key social and emotional learning skills that support overall wellness and academic achievement. It is well documented that a robust approach to social and emotional learning is a critical element in building safe and supportive school climates. The School Committee’s 2017 - 2018 goals explicitly state the need to focus on “Safe/Supportive/Inclusive Schools and School Environments.” This focus coupled with the district’s 20/20 strategic plan focus on building organizational structures/systems to ensure high quality instruction and consistent learning expectations set the stage for work completed over the course of the 2017 - 2018 school year. In the K-5 span two certified health teachers were added to ensure that health education could be layered into the existing health and physical education program. The Second Step program was purchased as a potential curriculum for this additional instructional time and, under the supervision of the Director of Health and Wellness, this curriculum was evaluated and partially deployed. In grades 6-8 a new position was added to the faculty. This position served two roles, .5 health teaching and .5 SEL program development. This new position added a high degree of value to DMS and moved SEL work forward by (a) beginning the implementation of the Second Step program in grades 6-8, (b) supporting the implementation of 6th grade health curriculum, (c) conducting an informal assessment of SEL programming at DMS and (d) working closely with teams and individual professional needs to address the needs of students.

Desired State

The development of social and emotional skills in children provides the foundation on which students navigate the school setting and access opportunities to learn throughout their time in our public schools. As such the district aims to ensure that every child has appropriate opportunities to learn and master these social and emotional skills and habits of mind. To achieve this goal the district must have a guaranteed and viable standards based SEL curriculum, an assessment system that ensures our ability to monitor student progress towards key SEL outcomes, and the training and professional learning necessary to support teachers and other professional staff in making the necessary adjustments to curriculum, instruction, and assessment.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Through a careful review of K-5 health, wellness, and social/emotional curriculum, ensure that all courses are aligned to and driven by rigorous national and state standards.	Assistant Superintendent Director of Health, Wellness, and Physical Education Director of Clinical Services	May 2018 - August 2018	Curriculum documents that reflect alignment to rigorous national and state standards. Strategic training plan for teachers and other professionals in the K-5 grade span.

	SEL Program Developer		
Implementation of Second Step program in grades K-5.	<p>Director of Health, Wellness, and Physical Education</p> <p>Director of Counseling Services</p> <p>SEL Program Developer</p> <p>Curriculum Coordinators</p> <p>Principals</p> <p>Health/Wellness Teachers</p> <p>Classroom Teachers</p>	September 2018 - June 2019	<p>Fidelity checks conducted by curriculum coordinators and assistant superintendent.</p> <p>Panorama survey data, students and faculty.</p> <p>Trends in office referrals and behavioral data.</p>

District Goal #4

Cultural Proficiency

By the conclusion of the 2018 - 2019 school year the district will conduct a full audit of policies, procedures, communication mechanisms, curriculum, instructional practices, and other district wide systems and structures to (a) gain a better understanding of the district’s capacity as it relates to cultural awareness and responsiveness and (b) inform long term strategic planning for adjustments to curriculum, instruction, assessment and professional development.

Current Reality

The population of Dedham continues to diversify in its socio-economic, racial, ethnic, cultural, familial, and religious backgrounds. The student population reflects this diversity and in this diversity we have a rich resource to draw upon in learning about ourselves and others. The faculty and staff of the Dedham Public Schools do not reflect the diversity of the student body. While efforts continue to be made in hiring faculty and staff of diverse backgrounds, other efforts are necessary to ensure that our policies, programs, and practices are culturally aware and responsive to the diverse needs of the community we serve.

Desired State

The Dedham Public Schools aims to ensure that all of its faculty and staff are proficient in their understanding of the diverse cultural backgrounds of their students and how they can create safe and secure learning environments that are responsive to the cultural diversity represented in their classrooms and clinics.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Equity Audit completed to assess policies, practices, and procedures as they relate to ensuring equitable opportunity to learn for all students.	Assistant Superintendent Curriculum Coordinators Director of Counseling Services Director of Special Education Elementary Principals	July 2018 - December 2018	Equity Audit final report. Agendas and minutes of equity audit team. Recommendations for long term strategic planning

Avery School

Avery School Update of 2015-2017 School Improvement Plan Goals	
Student Learning Goals: To increase student achievement in the areas of writing, reading comprehension, math and test taking strategies.	
Increase student achievement in writing of all genres (narrative, informational and opinion writing)	Over the 2015-2017 school years, the majority of our classroom teachers participated in the Empowering Writers workshops. Grade level teams implemented the strategies in conjunction with writer’s workshop. Students participated regularly in structured open response writing across the curriculum focusing on using evidence from texts.
Increase student achievement in the area of reading comprehension	Over the 2015-2017 school years, the guided reading instruction returned to classroom groups rather than across the entire grade level. This decreased the number of students in groups and provided classroom teacher with a better handle on their students’ performance. All grade levels placed a focus on Close Reading strategies focusing on text evidence to support responses.
Increase student achievement in the area of math targeting deficiencies in specific CCSS as identified	Over the cycle of this plan the Avery staff has fully implemented the EDM4 curriculum. They are using the flex day to provide in class, targeted intervention for students having difficulty with a specific skill, as well as enrichment for those to whom the skill comes easily. The building math coach has worked closely with teachers to identify students in need of a boost and has created boost groups for these students, as well as enrichment groups for students achieving above grade level expectations.
School Improvement Goals: To continue to create and foster an inclusive, safe, and culturally aware learning environment for all students and their families.	
Increase opportunities for academic and personal enrichment for all students	Over the 2015-2017 school years, Avery staff has worked with the literacy specialists and math specialist to provide opportunities to extend the curriculum for students.
Expand and implement an RTI program across all grade levels	Over the 2015-2017 school years, the Avery School implemented a limited RTI program. Professional development occurred during the Wednesday afternoon sessions. Our data team reviewed student performance and created literacy groups based on skill need. Targeted students participated in 6-8 week sessions. Progress was monitored using the DRA progress monitoring materials to determine continued need for participation. Classroom teachers utilized the math flex day to provide in class intervention. A revised schedule

	with embedded intervention/enrichment blocks was put on hold as the district structure and roles changed.
Develop a consistent approach to rules, expectations and procedures in relation to student behaviors	A committee of teachers, specialists and counselors met to develop a school wide positive behavior system for our students. Assemblies were held to explain the program to the students and it was then implemented for the remainder of the first year. Over the second year the program was tweaked to address issues which arose in the first year.
Explore ways to decrease staff duties during school day	A committee of staff was established to study ways to consolidate and thereby the number of duties for staff. The group was unable to find ways to decrease the number of duties taking into account staff agreement on the number of adults needed at each recess and lunch period to provide safe supervision, however they were able to shift the schedule to provide a more consistent schedule.

Avery School Goals 2018 - 2020

Avery School Goal #1			
The Avery School will continue to create and maintain an environment in which students' diverse backgrounds, identities, strengths, and challenges are respected and supported.			
Current Reality			
Avery utilizes the Responsive Classroom approach with morning meetings and building-wide activities to reinforce a sense of community, caring and responsibility. Because of the number of individuals covering recess and lunch, and the resultant possibility of variation in expectations creating confusion for students, over the past two years our staff has collaborated and utilized the PBIS model to establish clear behavioral expectations with consistent language, strategies and logical consequences. Specific lessons in Making Connections, Emotional Literacy, Caring and Effective Communication, Cultural Competence and Social Responsibility, and Conflict Management and Responsible Decision-Making from Connected and Respected have been utilized to address specific areas of need.			
Desired State			
The focus on a consistent manner of promoting understanding, respect for differences, and strong social and emotional skills will enable students to navigate daily interactions in class, in the cafetorium, and on the playground, thereby freeing them to access the curriculum and opportunities for learning.			
Strategies and Action Steps	Responsibility	Timeline	Evidence
Provide training for Responsive Classroom to staff who have not previously received the training	Assistant Superintendent, Principal, Staff	Fall 2018-Winter 2018	Fully trained staff
Continue to provide a safe, supportive environment through the implementation of a Responsive Classroom approach, PBIS strategies and Connected and Respected lessons, as well as the introduction of the Second Step program in physical education classes	Principal, Staff	Ongoing 2018-2020	Daily schedules and lesson plans Panorama Surveys Reduced playground issues and office referrals
Increase opportunities for counselors, psychologists and classroom teachers to co-teach social skills lessons in the classrooms	Principal, Counseling Staff, Classroom Teachers	Ongoing 2018-2020	Daily schedules

<p>Increase titles in classroom libraries reflecting diversity and exploring themes such as respecting and celebrating diversity.</p>	<p>Principal, Instructional Coach, School Library/Media Specialist, Classroom Teachers, Curriculum Director for Humanities</p>	<p>Ongoing 2018-2020</p>	<p>Classroom libraries that will reflect the students and families of the Avery School</p>
<p>Continue to provide enrichment programs that highlight the diverse cultures of the Avery School and foster inclusivity and cultural proficiency</p>	<p>Principal, PTO</p>	<p>Ongoing 2018-2020</p>	<p>Calendar of cultural enrichment programs</p>

Avery School Goal #2

To increase two-way communication and opportunities for all families to feel welcome and be involved in their child’s classroom and the larger school community.

Current Reality

The Avery School PTO is an extremely active group of parents that provides the Avery students and staff with a variety of enrichment programs, the bus fees for two field trips per grade, the entrance fee for one field trip per grade, and more. The PTO sponsors a variety of school events such as the Spooktacular, the Holiday Gift Shoppe, the Avery’s Got Talent Show, the Rising Grade 1 Student PlayDate, Family Cookout on Field Day, and the Avery trip to the Red Sox game. Our parents volunteer in the library and in school events such as the Field Day as well as serve as chaperones on field trips. Throughout the school year notices of upcoming events are sent home weekly. Teachers communicate with parents through newsletters, classroom websites, meetings, phone calls, emails, and various social media such as Twitter and Instagram. Some classrooms invite parents in to share writers folders or projects. Whole school communication takes the form of a newsletter, as well as phone calls and emails through Connect-Ed.

Desired State

Avery School families will be regularly informed of upcoming events and activities through a variety of modes of communication, in their native language when possible. They will have multiple opportunities to visit during the school day for student presentations, events, and sharing of work as well as, in the evening for presentations by staff. New families will be welcomed to the Avery School by staff and parent representatives.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Increase opportunities for families to come into the school during the day for presentations and sharing	Principal, Classroom teachers	Ongoing 2018-2020	Classroom invitations Events posted on school calendar
Host an annual International Night to highlight the wealth of diversity in our school	Principal, ELL Staff, PTO	Fall or Winter 2018, 2019	Parent Notice Event posted on school calendar
Host a variety of curriculum nights (Math, Science, etc.)	Principal, Instructional Coach, Interventionists, Classroom Teachers, Special Education and ELL Staff	Ongoing 2018-2020	Parent Notice Event posted on school calendar
Increase opportunity and avenues for translation of materials for our families	Principal, District Administration, ELL Staff, Avery Parents	Ongoing 2018-2020	Increased availability of translated notices

Continue to build a support system for outreach to new families	Principal, School Secretary, ELL Staff, PTO	Ongoing 2018-2020	Formalized welcome plan for families of students entering Avery School
Increase availability of updated information on Avery webpages (school, classrooms, specialists)	Principal, Staff	Ongoing 2018-2020	Avery School and classroom webpages Twitter Classroom Instagram

Avery School Goal #3

Over the 2018-2020 school years, the Avery School staff will consistently use instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are differentiated to meet the diverse learning styles, needs, interests and levels of readiness of our students.

Current Reality

Over the past year the District has implemented changes in curricula and support staffing. The Avery School teachers are currently at the beginning stages of implementing the Lucy Calkins Reader’s Workshop and Writer’s Workshop, Foundations and the Building Blocks of Science program. Our regular education support staff has decreased or changed their focus. Several of our staff have had the opportunity for extended professional development in the reader's workshop model and have shared the information gained with grade level peers. The Instructional Coach has coupled with a large amount of the staff in coaching sessions around the curriculum and best teaching practices. Groups of teachers have visited classes in our building, other buildings in the system, and in other systems to observe reader’s and writer’s workshop. As the high needs subgroup of our student population increases, teachers are balancing the learning of new curricula with the ever increasing need to differentiate instruction to meet the needs of our students.

Desired State

Avery teachers will become comfortable with the new curricula, utilizing an expanded repertoire of teaching strategies to meet the diverse needs, learning styles, readiness levels and interests of our students. Or newly created schedule will provide opportunities for intervention and enrichment without impacting in class instruction.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Engage in differentiated professional learning opportunities to deepen our understanding of District curricula and best practices to support all learners	Principal, ETL, Instructional Coach, Teaching Staff	Ongoing 2018-2020	Meeting agendas
Create a sustainable master/classroom schedule which supports daily intervention and enrichment blocks to met the needs of all students.	Principal, ETL, Classroom Teachers, Special Education Staff, ELL Staff, Interventionists	June-September 2018 June-September 2019	Master and classroom schedules
Provide opportunities and structures for staff to observe best practices in other classrooms in the district and out of district	Principal, ETL, Instructional Coach,	Ongoing 2018-2020	Calendar of onsite and out of building and district visits

Curran Early Childhood Education Center (ECEC) Update

ECEC Update of 2015-2017 School Improvement Plan Goals	
Student Learning Goals	
Goals	Update
Improved Kindergarten performance on English Language Arts assessments including Letter Identification, Concepts of Print, Rhyme Production and Developmental Reading Assessment	Data suggest that kindergarten competencies have generally improved across domains, much of which improvement may be associated with the move to full day kindergarten as the district's official kindergarten programming. It should also be noted that there has been a shift in assessment procedures and measurement devices with the advent of the Star 360 protocols.
Improved student competencies in Mathematics through adherence to the updated Everyday Math 4 Curriculum in Kindergarten	Through professional development, ECEC teachers have conscientiously worked to remain current with best practices in early mathematic instruction. The evolution of the Everyday Math program is part of that structure for growth. Again, mathematics competencies appear to be positively affected by the evolution of the ECEC kindergarten program to a full day session for all students.
Improvement in student writing competencies as supported by the adoption of the Handwriting Without Tears program in Kindergarten.	Much of the focus of this goal has been redirected with the adoption of the Foundations work for ECEC kindergarteners. The range of writing competencies anticipated to be augmented by Handwriting Without Tears are addressed and supported through that district-wide initiative.
Improvement in student socio-emotional competencies through support of Social Thinking curriculum in preschool and Social Skills curriculum in Kindergarten.	Social emotional learning is a critically important component of early childhood curricula. Our kindergarten Social Skills curriculum is implemented in all of our kindergarten classes and has been a successful historical component of ECEC kindergarten. The district has devoted large amounts of time, resources and consideration toward the development and rollout of a more current and targeted preschool curriculum, and social emotional aspects are obvious and critical aspects of that endeavor.
School Improvement Goals	
Adoption of free-for-all full-day Kindergarten programming by the beginning	ACCOMPLISHED! Through the efforts of the Superintendent of Schools

<p>of the 2018 school year.</p>	<p>and the Dedham School Committee, the goal of offering tuition free, full day kindergarten to all Dedham students was achieved a full year ahead of schedule and has been implemented at the ECEC beginning in the fall of 2017.</p>
<p>Work in collaboration with elementary schools and district leaders for a strong implementation of Response to Intervention strategies.</p>	<p>This is an ongoing effort occurring as a critical piece of the district's restructuring plan. Personnel deployment and training considerations remain topics under discussion and full implementation of the RTI model at the ECEC is imminent.</p>
<p>Continued focus on solidifying connections with elementary schools to provide the smoothest possible student transitions to Grade One</p>	<p>The ECEC principal meets with and communicates with the principals of the four elementary schools on an ongoing basis for the purpose of assuring the smoothest of transitions for kindergarteners to Grade One. Further, each school year in early June, ECEC kindergarten students visit the first grade classrooms they will attend in the fall. It is a day of celebration for the kindergarten students who all look forward to visiting their new schools and meeting their teacher.</p>
<p>Build community support for and approval of the construction of a new ECEC facility.</p>	<p>ACCOMPLISHED! In May 2016, Dedham Town Meeting Members approved funding for the construction of a new Early Childhood Education Center at the site of the former Dexter Elementary School by an overwhelming vote of 189 to 44.</p>

Curran ECEC School Goals 2018 - 2020

ECEC School Goal #1

During the upcoming school year, the Early Childhood Education Center and its community will undergo a number of transitions. The most glaringly evident, of course, is the transition to a brand new school facility midway through a school year. However, there is also a transition to be acknowledged and understood when a new school leader assumes authority. This goal for school improvement centers around the recognition and understanding of these impending transitions and the development of the collaboration, teamwork, planning and execution required to overcome the challenges while capitalizing on the opportunities embedded within them.

Current Reality

Since 1993, the home of the Curran Early Childhood Education Center has been the Capen School, which was constructed in 1931 and designed for students in Grades 1 through 8. While it has nobly served the Town of Dedham for 87 years, the Capen facility has many drawbacks and deficiencies, specifically in its role as an early childhood center. For years, if not decades, the ECEC staff has worked under the understanding, if not assurance, that a new facility would soon be tailor-made for the youngest students of Dedham. Because of that recurrent promise, many school upgrades, updates, renovations, and improvements were delayed in anticipation of a solution which just never materialized. Over time, the physical plant of the school building has suffered because of those delays and, with it, the quality of educational and therapeutic possibilities.

In addition, the school's leadership going forward has recently been entrusted to a very highly regarded, veteran and accomplished principal with decades of successful experience in school administration and specific background and experience in the distinct disciplines of early childhood education.

Desired State

At this writing, the construction of the brand new Early Childhood Education Center at 1100 High Street is well underway. This state-of-the-art facility, the first ever approved by the Massachusetts School Building Authority with a preschool component, will solidify the district's reputation as a preeminent force in early childhood education in the Commonwealth. The new ECEC is scheduled to be completed and ready for occupancy sometime during the 2018–19 school year. The school and community are excited about the possibilities connected with a world class, 21st century school facility designed with the specific needs of three, four, and five-year-old children in mind.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Recruitment/Hiring of ECEC Principal	DPS Leadership ECEC Staff	Spring 2018	Completed
Transition Planning/New ECEC	ECEC Leadership, Staff, Community	Fall 2018	Meeting Agendas
Move to 1100 High Street/Setup	DPS Leadership ECEC Leadership, ECEC Staff	Winter/Spring 18-19	Accomplished move.
Beginning and Ongoing School Operations	DPS, ECEC Community	Winter/Spring 18-19 and beyond	Various, Meeting Reports, Agendas

ECEC School Goal #2

To increase school/home communication opportunities for all families to feel welcome and be involved both in their child’s classroom and the larger school community.

Current Reality

Some ECEC teachers are more comfortable than others at the provision and dissemination of regularly issued classroom communication to families. Responses from a recent survey of ECEC families reflect the disparity and suggest that strategizing to identify and address the variances would serve to improve the capability of families to more successfully participate as close partners in the early learning and formal education of their children.

Desired State

Those who are fortunate to work at the ECEC understand the school’s significant function as the “gateway” school to the district. A huge part of the connections, relationships and bonds which must be activated and sustained among and between students, teachers, parents, families, the ECEC and the Dedham Public Schools is inextricably tied to optimal communication functions. The establishment of excellent practice in this area would include collaborative efforts on the part of administration and interested stakeholders to develop a strategy to identify and explore all real or perceived shortcomings in school/family communication and to address and satisfy the needs of families for the cohesive dissemination of classroom news and information across the school.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Inventory of ECEC communication practices	ECEC Leadership, Staff, Community	Ongoing	Meeting agenda, supporting documentation.
Define expectations/best practices	ECEC Leadership, Staff, Community	Ongoing	Meeting agenda, supporting documentation.
Exploration of divergent means of effective communication	ECEC Leadership, Staff, Community	Ongoing	Meeting agenda, supporting documentation.
Administrator/staff collaboration regarding the expectations of periodic classroom	ECEC Leadership, Staff, Community	Ongoing	Meeting agenda, supporting documentation.

Greenlodge School

Greenlodge Improvement Plan Update	
2015-2017 Goals	Update
Increase consistency with strategic language and practices while improving reading performance outcomes on daily assignments and on standardized tests	<ul style="list-style-type: none"> ● Wilson Foundations was implemented beginning in January 2017, in 1st and 2nd grade. ● The district aggressively supported professional development throughout the 2017-18, school year. Greenlodge had 4 Lab Classrooms that worked directly with TLA, the Humanities Curriculum Coordinator and Instructional Coach. All classroom teachers received professional development training in Lucy Calkins Reading Units of Study. Next year, Writing Lab Classrooms will be added in addition to Reading.
Continue to create a school environment that provides a consistent foundation in academics and social-emotional support for students and teachers.	<ul style="list-style-type: none"> ● Principal, Ashley Bodkins, was hired July 1, 2016. Our principal is dedicated to continuous school improvement and growth. ● Educational Team Leader, Jenny McGowan was hired July 1, 2017. Our ETL is dedicated to continuous school improvement and growth. ● The district restructuring created an Instructional Coach position. Our coach is dedicated to continuous school improvement and growth. ● The district is in the process of developing comprehensive, digital Curriculum Maps which outline the scope and sequence, standards, objectives, assessments and resources for all content areas PK-5. A well-articulated curriculum is the foundation for understanding grade level benchmarks. ● Greenlodge created a PBIS team in the Spring of 2017. The team is focused on developing more consistent school wide expectations and responses to behavior. All school Community Meetings were established to teach our core values, establish and maintain common expectations and celebrate student success.
Advocate for improvements in the Greenlodge facility including additional space for programming and safe playground areas	<ul style="list-style-type: none"> ● Reconfigured space to support programming: STAR room and Outdoor Classroom (installed summer 2017), 2 Learning Centers, Intervention/Curriculum Resource Room, Conference Room, OT work space in Learning Center, Separate Music and Art rooms. ● Blacktop was repaved in August 2016. PTO painted colorful playground games on the surface. Playground borders and

	<p>handicapped ramps were repaired. Sidewalks were installed in the front of the building outside of classrooms. Crosswalks were painted in 3 strategic locations.</p>
<p>Develop and begin implementation of a multi-faceted action plan to develop an inclusive community where a culture of respect, empathy and understanding of individual differences is fostered and celebrated</p>	<ul style="list-style-type: none"> ● Weekly All school Community Meetings were established to teach our core values, establish and maintain common expectations and celebrate student success. ● Our core values - Respect always, Excel academically, Act responsibly, Care for others and be Honest and trustworthy - are the foundation of our school-wide expectations. ● The majority of our teachers have received training in Responsive Classroom and/or Zones of Regulation.

Greenlodge School Goals 2018 - 2020

Greenlodge School Goal #1

Throughout the 2018-2020 school years, the Greenlodge School consistently use instructional practices that reflect high expectations regarding content and quality of effort and work; engage all students; and are personalized to accommodate diverse learning styles, needs, interests and levels of readiness.

Current Reality

Greenlodge utilizes daily morning meetings in classrooms and weekly all school community meetings to build classroom and school communities, promote our school core values and to teach self-regulation skills in order to create a safe learning environment. In 2017-18 Greenlodge developed a PBIS team provide clear and consistent behavioral expectations, language and strategies to encourage positive behaviors. Teachers are currently using the workshop model of instruction to teach Reading and Writing. Various groups of teachers have had opportunities to attend professional development and visit other districts to learn more about co-teaching and multi-age learning. They have presented to both staff and families.

Desired State

To become a school environment in which students respect and affirm their own and others' differences and are supported to share and explore differences and similarities related to background, identity, language, strengths and challenges. To consistently use a varied repertoire of practices to create structured opportunities for each student to meet or exceed curriculum standards and behavioral expectations. We would like to be a model for other schools and districts.

Strategies and Action Steps	Responsibility	Timeline	Evidence
<ul style="list-style-type: none"> Develop a deeper understanding of our students' and families' background, identity, language, strengths and challenges through surveys and parent/guardian focus groups. 	Greenlodge Leadership team, School Council and PTO	Fall 2018	Data collected from surveys and focus groups
<ul style="list-style-type: none"> Engage in professional learning opportunities to deepen our understanding of how to support all learners. (ie, Workshop model of instruction, Universal Design for Learning, Personalized Learning) 	Greenlodge Leadership team, Staff	Fall 2018 - Spring 2020	Agendas and exit tickets from PD, Panorama survey results, Assessment Data (STAR, MCAS, DRA/BAS, Writing Prompts, EDM Assessments)
<ul style="list-style-type: none"> Create a sustainable master/classroom schedule which supports daily, personalized intervention and enrichment blocks. 	Greenlodge Leadership team, Staff	Spring/Summer 2018	Schedules, Feedback from staff

<ul style="list-style-type: none"> ● Explore, create and develop opportunities for co-teaching, inclusion and multi-age learning. ● Continue to develop a safe and supportive school through implementation of PBIS, bi-weekly community meetings and clear expectations. 	<p>Greenlodge Leadership team, Special Education Staff and Classroom teacher.</p> <p>Greenlodge Leadership team, PBIS Team, Staff</p>	<p>On-going 2018-2020</p> <p>On-going 2018-2020</p>	<p>Observations in other districts, attendance at workshops, presentations to staff, observations in classrooms</p> <p>Panorama survey results, Decrease office referrals</p>
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Greenlodge School Goal #2

To use a variety of strategies and culturally proficient 2- way communication to welcome and encourage every family to participate actively and appropriately in the classroom and school community.

Current Reality

The PTO at Greenlodge is an active group of parents that generously supports teacher stipends for instructional materials, enrichment programs, field trips and much more. The Greenlodge PTO hosts a variety of events such as the Fall Pumpkin Patch, Halloween Dance, Variety Show and Sweetheart Dance. Classroom and Library volunteers are committed to helping classes on weekly basis. Some classes include families in celebrations of student work such as sharing “published” writing and social studies projects. Other classes invite parents to join math games/explorations. Many teachers at Greenlodge use websites, social media, email/newsletters to communicate curriculum and classroom highlights. The school sends a weekly newsletter to all families to inform them of upcoming events and school news.

Desired State

The Greenlodge school will regularly use a two-way system of communication that supports frequent, proactive and personalized communications with families about student performance and learning. As a school we will demonstrate and understanding and appreciation of different families’ home language, culture and values. We would like to be a model for other schools and districts.

Strategies and Action Steps	Responsibility	Timeline	Evidence
<ul style="list-style-type: none"> Develop a deeper understanding of our students’ and families’ background, identity, language, strengths and challenges through surveys and parent/guardian focus groups. 	Greenlodge Leadership team, School Council and PTO, families	Fall 2018	Data collected from surveys and focus groups
<ul style="list-style-type: none"> PTO executive board/grade level representatives to develop a strategic plan to strengthen family/community communication. 	Principal, PTO board, staff	Summer/Fall 2018	Information presented on calendars, website and newsletters.
<ul style="list-style-type: none"> Staff to share best practices in two-way communication and develop repertoire. 	Principal, ETL, staff	2018-2020	Staff meeting agendas, common planning time, Panorama survey results
<ul style="list-style-type: none"> Schedule parent/guardian information sessions, speakers and/or book study 	Greenlodge Leadership Team, PTO, Teacher Leaders	Fall 2018, Spring 2019, Fall 2019, Spring 2020	Agenda, notes, attendance

<ul style="list-style-type: none"> ● Highlight major observances and holidays celebrated by our community to bring awareness and understanding. 	Principal, School Secretary, Staff	On-going	Panorama survey results
<ul style="list-style-type: none"> ● Provide translation services as needed. 	Principal, ETL, Secretary	On-going	Panorama survey results; feedback from parent/guardians
<ul style="list-style-type: none"> ● Host a Family Cultural Night (using Riverdale and ECEC as models). 	Principal, PTO, Families	Winter 2019, Winter 2020	Panorama survey results, attendance at the events

Oakdale School

Oakdale School Update of 2015 - 2017 School Improvement Plan Goals	
Student Learning Goals - To increase student achievement in the areas of: writing, reading comprehension, math and test taking strategies.	
GOALS	Update
Increase student achievement in writing of all genres (narrative, informational and opinion writing)	This goal predated the changes in the Statewide testing and the restructuring at the elementary level. Several grade levels have implemented the Writers' Workshop Model which has been extremely well received.
Increase student achievement in the area of reading comprehension	This goal predated the changes in the Statewide testing and the restructuring at the elementary level. Under the direction of Dr. Smith and th Literacy Coach, classes are using the Reader's Workshop Model. Also there are 4 "Lab Classrooms" at Oakdale.
Increase student achievement in the area of math targeting deficiencies in specific CCSS as identified	This goal predated the changes in the Statewide testing. Based on the 2017 Next Gen MCAS, Oakdale students in Grades 3, 4 and 5 exceed the state average of students meeting or exceeding expectations. (Grade 3- 64%, Gr 4- 50% , Gr 5 53%)
School Improvement Goals - To continue to create and foster an inclusive, safe, and culturally aware learning environment for all students and their families.	
GOALS	Update
Increasing opportunities for academic and personal enrichment for all students	Participation rates continue to remain steady in our After School Enrichment classes. During the Winter Enrichment of 2017 the enrollment was at the highest since 2014 with over 230 students participating in various courses.
Continue to maintain and upgrade learning environments, furniture, etc. to foster collaborative learning and meet the individual needs of the students.	Furniture for various classrooms was purchased. Alternative working/sitting spaces were purchased such as stand up desks, hookie stools, alternate tables and chairs, as well as tradition seating for those who benefit from this model.
Develop and begin implementation of a multi-faceted action plan to develop an inclusive community where a culture of respect, empathy and understanding of individual differences is fostered and celebrated.	Staff professional development has been implemented around the topic of Cultural Competence. A Cultural evening has been scheduled for families to celebrate traditions and culture of our Oakdale students.

Oakdale School Goals 2018 - 2020

Oakdale School Goal #1

To continue reorganizing the school schedule to implement intervention and enrichment times throughout the school day to meet the needs of all learners and facilitate collaboration among staff.

Current Reality

Due to the shared specialist we were unable to have common prep periods for our grade level teams this year. Being the first year having a full time interventionist, the scheduled time for the interventionist to meet with students was considered after all of the other schedules (specialist, special education, lunch/recess) were completed. Because of this, it was extremely challenging to schedule times for students to be pulled for intervention and/or enrichment.

Desired State

To create specific blocks of times for grade levels to schedule intervention and enrichment for students. To creatively schedule specialists to ensure uninterrupted teaching blocks for classroom teachers.

Strategies and Action Steps	Responsibility	Timeline	Evidence
<ul style="list-style-type: none"> ● Create “Intervention Blocks” for each grade level to ensure that students are receiving the support they need during appropriate times. 	Building Principal, Instructional Coach, Interventionist, Scheduling Committee	Spring- Summer 2018 ongoing	Students will make more progress due to the times they are being pulled. This will be evident in the Star 360 data, LLI Assessments, formative and summative assessments.
<ul style="list-style-type: none"> ● Create a schedule where grade level teams have the same specialist schedule to promote collaboration. 	Building Principal, Fine Arts Dept. Chair, Scheduling Committee	Spring- Summer 2018 Ongoing	More consistent delivery of instruction.
<ul style="list-style-type: none"> ● Reevaluate the Friday Exploration Block to investigate ways to improve. 	Building Principal, Sub committee of staff members.	Summer 2018	Ongoing evaluation of the lunch/recess schedule. Input from staff, students, and parents.
<ul style="list-style-type: none"> ● Investigate alternative lunch/recess schedules to optimize time on learning. 	Building Principal Classroom Teachers		

Oakdale School Goal #2

To continue to create and foster a safe, inclusive, culturally aware environment for all students and staff.

Current Reality

The population at Oakdale School is becoming increasingly more culturally diverse. Although we work extremely hard to create an inclusive environment, we need to provide staff with skills and tools to teach this changing population. We also have many students who learn in various ways. Therefore, we need to continue to create and foster an inclusive environment. Safety is an utmost priority at Oakdale School. It is imperative to continue to ensure that all students are feeling physically, socially, and emotionally safe.

Desired State

That all staff and students are sensitive and understanding of each other. That all staff and students feel safe and supported at Oakdale School. To continue to work with staff and students regarding cultural awareness and acceptance of the many cultures that make up Oakdale School.

Strategies and Action Steps	Responsibility	Timeline	Evidence
<ul style="list-style-type: none"> Continue PD work with staff regarding cultural awareness, proficiency, and competency 	Building Principal Assistant Superintendent	Ongoing	Oakdale School become a more culturally competent environment. Providing staff with the skills needed to successfully teach students who come from a culture or cultures other than our own. Developing personal and interpersonal awareness of other cultures to assist in meeting the needs of all students.
<ul style="list-style-type: none"> Continue to inventory and exam classroom libraries to ensure that a variety of books are available to students representing various cultures, races, and religions. 	Building Principal Instructional Coach Classroom Teacher	Sept-October 2018	An increase in the variety of books in each classroom.
<ul style="list-style-type: none"> Display “Welcome Signs” in many different languages throughout the school. 	Building Principal Culture Sub -group ELL Teacher	Summer 2018- ongoing	Students and staff will practice and learn greetings in other languages.
<ul style="list-style-type: none"> Family questionnaire regarding family information about culture and language. 	Classroom teachers	Fall 2018	Families will participate in the questionnaire to share information with staff about the families origin to better understand students.

Riverdale School

Riverdale School Update of 2015 - 2017 School Improvement Goals	
Student Learning Goals - To increase student achievement in the areas of: writing, reading comprehension, math and test taking strategies.	
GOALS	UPDATE
Increase student achievement in writing of all genres (narrative, informational and opinion writing) by increasing the number of students who consider themselves writers.	This goal has worked well with the implementation of the Writer's Workshop Model. Some of the action steps were not addressed so that the district's curriculum initiatives could be put into place.
Increase student achievement in the area of reading comprehension, especially in the area of responding to reading.	This goal was supported by the district's investment in and implementation of the Lucy Calkins Readers Workshop curriculum. As can be seen through MCAS and Star 360 data, student achievement in this area has increased, and continues to increase.
Increase student achievement in the area of math by targeting deficiencies in specific CCSS as identified and student abilities to explain their logic and reasoning in writing.	This has been a focus in math classes across the school. The Everyday Math curriculum calls on students to explain in writing what their mathematical process was when solving a problem. Teachers have also used sentence starters and classroom language to further work towards this goal.
School Improvement Goals - To continue to create and foster an inclusive, safe, and culturally aware learning environment for all students and their families.	
GOALS	UPDATE
Examine the drop-off/pick-up procedures at the school and make the appropriate changes to ensure that the safety of students and families is maintained	The drop-off/pick-up procedures were examined by Mr. Paris, as well as discussed with families. Some change that have been made are having the bus for the ECEC pick up/drop off at Circle Drive. Clear directions and expectations of Circle Drive have been updated and sent out to parents. This has resulted in a more efficient and safer dismissal at the end of the day.
Continue to make improvements to classrooms and the entire school in order to allow for a more student-centered and collaborative learning environment in which the needs of all students are met.	To support this goal, new furniture (i.e. horseshoe tables, standing desks, flexible seating options, etc.) have been purchased and put into classrooms. This has resulted in a learning environment that fosters collaboration, as well as sets students up for success.

<p>Develop and begin implementation of a multi-faceted action plan to develop an inclusive community where a culture of respect, empathy and understanding of individual differences is fostered and celebrated.</p>	<p>Professional Development has been implemented at the building-level to support a more inclusive environment. Mr. Paris started a Professional Learning Community via a book club focused around the book <i>Teaching With Poverty In Mind</i>. This goal will fold into the school's new goal of fostering a more culturally proficient learning environment.</p>
<p>Explore and implement Social-Emotional learning methods that strengthen students' self-esteem, effort, courage to take academic risks, social thinking and ability to self-regulate</p>	<p>During the 2017-2018 School Year, the program <i>ZONES of Regulation</i> was implemented school-wide. This was implemented by Ms. Elaine Sheehy, the school's Adjustment Counselor, and was supported through district funds. Ms. Sheehy also researched and implemented "Calming Corners" in five classrooms throughout the school, including the Music space. Teachers were trained on how to use the materials and were given the materials to set up the Calming Corners. Data was also taken on who used the materials and exactly which materials were used. Data shows that students, who used the Calming Corner, spent an average of 7.82 minutes there and 88% reported an improved zone/readiness to learn.</p>

Riverdale School Goals 2018 - 2020

Riverdale School Goal #1

Create a more culturally proficient and inclusive schools that is welcoming to students and their families.

Current Reality

As the demographics of Riverdale continue to change, some of the current practices and beliefs of the Riverdale School also need to change. On school calendars, only holidays of certain cultures are reflected. In the past, mistakes such as planning events and/or field trips on religious holidays has happened, as well. Our students, staff and families are kind-hearted and open-minded community members, however we as a school need to support and educate our community members on how to further their knowledge around the idea of a culturally proficient and inclusive school community.

Desired State

A culturally proficient school would honor all cultures and have school calendars that reflect all days of importance to our students' cultures. Classrooms would have libraries with culturally diverse texts that reflect the student and community population. We would also see an increase in family involvement at the school, especially from families who have historically not participated in school events.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Survey Families about cultural factors that may affect schools	School Council	Fall 2018	The Riverdale School Council and staff will have a better understanding of the cultural beliefs of its families.
Examine current practices (i.e. monthly calendars that go home, newsletters, school events, school decorations, etc) to check for cultural bias	Principal, Riverdale Staff	Ongoing	Points of cultural bias or unawareness will be remedied. Families will start to feel more of a connection and/or become less distanced from the school.
Professional Development for staff around cultural biases	Riverdale Leadership Team (Principal, Educational Team Leader, School Adjustment Counselor, Instructional Coach, School Nurse)	Fall 2018 - Spring 2020	The Wednesday Professional Development course work will reflect work done around cultural awareness
Outfit classroom libraries with culturally proficient	Principal, Instructional	Ongoing throughout	Classroom libraries will reflect the families and

<p>and inclusive texts</p> <p>Continue to bring in outside performers via the Arts & Enrichment program provided through PTO that will inspire inclusivity and cultural proficiency</p> <p>Host Annual International Night</p>	<p>Coach, School Library/Media Specialist, Classroom Teachers, Curriculum Director for Humanities</p> <p>Principal, PTO</p>	<p>Fall 2018 - Spring 2020</p> <p>Ongoing throughout Fall 2018 - Spring 2020</p>	<p>community that attend and surround Riverdale.</p> <p>The Arts & Enrichment performances that are brought into Riverdale School will be based around our goal of cultural awareness and inclusivity.</p>
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Riverdale School Goal #2

Over the 2018-2019 and 2019-2020 School Years, we will examine our teaching practices and adjust our schedules to ensure our practices support a more inclusive model for all students of all abilities.

Current Reality

Riverdale School has ten general education classrooms and three substantially separate classrooms (Access Program). For the general education classrooms, two Special Education liaisons provide the services required, both in and out of the classroom. This is done with the help of paraprofessionals, as well. For the Access classroom, each is taught by a Special Education teacher, with the support of 1-2 paraprofessionals. For non-core academic times (Morning Meeting, specialist times, lunch, recess), Access students are included into the classroom, sometimes with a paraprofessional (if called for on the student's IEP). Opportunities for more inclusion are always looked for, and collaboration among general education and Access teachers is done when possible. There is no systematic way for Access and general education teachers to collaborate. Students in the Access program have a homebase of the Access classroom and report to that classroom every morning. These students then file out to the inclusion setting for Morning Meeting and then return for academics.

Desired State

By 2020, the goal is to have a more inclusionary model of educating students. Students of all abilities will be housed in the inclusion classroom setting and will receive instruction in that classroom to the largest extent possible. When necessary, students will be pulled out of the inclusion setting for services, but only after all other options have been examined. The Access program will remain, however these students will be on the class roster of the general education teacher, will report to that classroom upon entering the school, and will only leave the classroom for time during which significantly modified instruction is needed.

Strategies and Action Steps	Responsibility	Timeline	Evidence
Transition Access Program from three classrooms to two classrooms. Repurpose teacher of the collapsed classroom to suit inclusion model within the inclusion classroom.	Principal, Educational Team Leader, Director of Special Education	Fall 2018	There will be two Access classrooms. A Special Education teacher will be assigned to Grade 1 to support the inclusion model in those classrooms.
Professional Development for all staff around inclusionary practices	Principal, Educational Team Leader, Director of Special Education	Ongoing throughout Fall 2018 - Spring 2020	Staff will have a better understanding and will be better able to support the inclusion model.
Develop a master schedule that supports collaboration among teachers, as well as the inclusion model	Principal, Educational Team Leader, Riverdale staff	Spring 2018	The master schedule for Riverdale School will reflect common planning time for grade-level teams, including the special education staff that works with that team. Intervention blocks will also be built into the schedule to support a Multi-Tiered System of Supports (MTSS).
Examine practices, both at the administration and classroom level, to insure inclusionary practices are in place.	Principal, Educational Team Leader, Riverdale staff	Ongoing throughout Spring 2018 - Spring 2020	Class rosters and schedules will reflect a more inclusionary model of teaching and collaboration.