

**John B. DeValles Elementary School
School Improvement plan
2021-2022**

Contributors

School Instructional Leadership Team Members

Tara Montembault- Principal	Jamie Karalekas- Kindergarten
Nicola Ansdell- Assistant Principal	Jesse Pozzi- 1 st Grade
Karen Lombard- Teaching and Learning Specialist	Julie Botte-2 nd Grade
Jarred Varao-School Adjustment Counselor	Colleen McLaughlin-3 rd Grade
Kevin Gifford- Wraparound Coordinator	Madison Collins- 4 th Grade
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Nicole Enos- Special Education Facilitator	Sarah Desroches- Health

DeValles Elementary School

Plan Overview 3 Year Plan

Drafted September 2019, Updated October 2020, Updated October 2021

Mission

The mission of DeValles School is to enable and inspire our diverse student body to achieve academic excellence, self-confidence, healthy relationships, and a life-long love of learning through high-quality instruction, student supports, and school-wide systems that work together to meet the individual needs of each of our students.

Vision

DeValles' vision is that ALL students will speak, read, write, and solve problems at their grade level and beyond, that 100% of students will show growth in all areas, and that ALL students, faculty, staff, families, and community partners will feel safe and supported at our school.

Instructional Focus

At DeValles Elementary School all students listen and read to know; speak and write to show what they know. This instructional focus aligns with the 4 domains of language. DeValles provides explicit instruction and multiple opportunities to practice listening, reading, speaking, and writing. Woven throughout the instructional focus are critical thinking and problem-solving skills. Our Instructional Focus is realized and enhanced by using the following School-Wide Evidence-Based Instructional Practices or SWEBIPs:

- Accountable Talk, Academic Discourse, Student Voice
- Vocabulary Acquisition and Use Strategies (Frayer Model, 7 Steps, Morphology, Context Clues, Figurative Language)
- Annotation of Problems using KNSA
- Goal Setting with Individual and Small Group Student Conferencing on Progress and Next Steps

Beliefs & Theory of Action

Beliefs: At DeValles School we believe that our work is extremely important. We believe that ALL students can grow and achieve at high levels and we never give up on any student even if the student feels like giving up on themselves.

Theory of Action: If we work together to create a safe, supportive, and caring learning environment for all stakeholders, then ALL students will achieve at higher levels and be happier at deeper levels.

DeValles Code- Core Values

Our entire school community is committed to living our core values which are to work hard, be nice, and stay safe.

Strategic Objectives

<p>1. High Quality Instruction: increase student achievement by strengthening teaching and learning.</p>	<p>2. Effective Student Support Systems: <i>Create an inclusive, culturally-responsive learning environment</i></p>	<p>3. Strong Family/ Community Relationships: <i>Empower families and the community through collaboration.</i></p>	<p>4. Team Excellence: <i>Cultivate a highly- motivated, skilled, and reflective team of educators and support staff.</i></p>
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Strategic Initiatives

<p><i>1.1 Well-Structured Lessons: create, submit, implement, and adapt standards-based units comprised of well-structured lessons that meet the needs of our diverse learners with tiered and equitable supports.</i></p>	<p><i>2.1 Safe & Collaborative Learning Environment: develop students' relationships and communication skills by providing opportunities for students to work in diverse and equitable groups and utilize meaningful academic discourse through accountable talk.</i></p>	<p><i>3.1 Culturally Proficient Communication: demonstrate understanding and appreciation for different home languages, culture, and values.</i></p>	<p><i>4.1 Professional Development: provide targeted professional development based on staff interests, student needs, and staff capacity.</i></p>
<p><i>1.2 Analysis & Conclusions: use a wide range of both formative and summative data to inform short and long-term instructional decisions that improve learning for ALL students.</i></p>	<p><i>2.2 Student Motivation – create and maintain a safe, supportive, and collaborative learning environment that motivates students to take academic risks, challenge themselves, and claim ownership of their learning.</i></p>	<p><i>3.2 Two-Way Communication: regularly and proactively communicate with families about teaching and student learning and performance using multiple two-way communication tools.</i></p>	<p><i>4.2 Professional Collaboration: consistently and effectively collaborate with colleagues on a wide-range of tasks including but not limited to: creating & implementing standards-based units & well-structured lessons, examining student work, analyzing student performance, planning appropriate & effective interventions.</i></p>
<p><i>1.3 Instructional Strategies: implement all school-wide, evidence-based, instructional practices that promote high expectations and engagement in ALL classes.</i></p>	<p><i>2.3 Sharing Conclusions- prioritize collaboration amongst grade level colleagues and with Special Education and ESL teachers.</i></p>	<p><i>3.3 Family and Community Engagement: Implement multiple opportunities for collaboration and partnerships that educate and empower families to be actively involved in the school and in their child's education.</i></p>	<p><i>4.3 Decision-Making Teams: contribute & illicit relevant ideas and expertise to planning and decision making at the school level in teams such as SILT, COLT, PBIS, Trauma Sensitive Schools, FEC, ELPAC, & School Council.</i></p>
<p><i>1.4 Student Engagement: design & utilize instructional activities, strategies, and practices that motivate and engage ALL students in the content of the lesson and during independent work.</i></p>	<p><i>2.4 Interventions: Maximize the Whole Child Support Team (WCST) process to identify academic, behavioral, social emotional supports for students.</i></p>		
	<p><i>2.5 Tiered Supports: Use tiered supports to effectively meet the needs of ALL learners academically, socially, & emotionally. (RTI/MTSS & PBIS)</i></p>		

Outcomes

Outcome 1 – A: Increase the percentage of students reading at grade level according to STAR Early Literacy/Reading and DRAs to 80% in all grades by EOY

Outcome 1 – B: 100% of students will meet or exceed typical growth of 50% as reported by the EOY Ready Math diagnostic.

Outcome 1 – C: Increase the student growth percentile to accelerated growth (60 SGP at MOY and 80 SGP at EOY) for students in the partially meeting ELA expectations categories on STAR.

Outcome 1 – D: Maintain the student growth percentile of 50 SGP for students meeting ELA expectations on STAR and MCAS

Outcome 1- E. Exceed typical growth and reach stretch growth for students meeting Math expectations on Ready Math data and MCAS.

Outcome 2 – A: Maintain progress on the ACCESS test by moving English Learners at least one proficiency level per year.

Outcome 2 – B: Decrease the rate of chronically absent students by 5% in 2019-20 and 3% in 2020-21 and in 2021-2022.

Outcome 2 – C: Increase the number of students who respond favorably on the VOCAL school climate survey given by MA DESE.

Outcome 2 – D: Decrease the number of office referrals by 10%.

Outcome 3 – A: Increase face to face or virtual family engagement to 80% as measured through event sign-ins.

Outcome 4 – A: 100% of teachers will utilize strategies learned in professional development as evidenced in observations both formal and informal.

Strategic Objective/Initiative: High Quality Instruction/1.1 Well-Structured Lessons

Increase student achievement by strengthening teaching and learning.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Lesson Plans submitted electronically	Teachers	Weekly	
Review of lesson plans (elements of a good lesson & data driven plans)	Principal/AP/TLS	Weekly	
Learning walks with a focus on ELA and Math being aligned to lesson plans	Principal/AP/TLS	Weekly	
Identify, prioritize and address areas of growth in teaching and learning	Principal/ AP	Ongoing	
Classroom Observations (informal and formal)	Principal/AP/TLS	Ongoing	
Assessment results used for planning small groups and standards/skills	Teachers	Ongoing	
Assessment results used for planning small groups and standards/skills	Teachers	Ongoing	
BOY IPI results used in plans	Teachers	Oct 2021	
Lesson Studies	Teachers & TLS	January 2022	
Formative and summative assessment results used in plans	Teachers	Ongoing	
SILT Meetings to analyze school-wide data and determine next steps	SILT	Monthly	
Grade Level Meeting Curriculum and Instruction Development of Intro Reading and Ready Math	TLS/Principal/AP	Ongoing	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Deeper understanding of the Into Reading and Ready Math Curriculum	Teachers	Ongoing	
Increase in consistent use of the elements of a good lesson using Intro Reading and Ready Math Curriculum	Teachers	Ongoing	
Improve teaching practices and improved student outcomes	Principal/ AP/ TLS/ Teachers	Ongoing	
Standards-based objectives evident in lesson planning	Teachers	Ongoing	
Increased scaled scores for all students on M.O.Y. Star ELA grades K-5	Teachers	Jan 2022	
Increased diagnostic scores for all students on MOY Ready Math grades K-5	Teachers	Jan 2022	
Improved M.O.Y. IPI scores – K-2	Teachers	Jan 2022	
Improved reading levels for all students on M.O.Y. DRA, K- Grade 3	Teachers	BOY/MOY/EOY	
Increased scaled scores for all students on E.O.Y. Star ELA grades K-5	Teachers	June 2022	
Increased diagnostic scores for all students on EOY Ready Math grades K-5	Teachers	June 2022	
Differentiated instruction reflected in lesson plans and in practice	Teachers	Ongoing	

Strategic Objective/Initiative: High Quality Instruction/1.2 Analysis & Conclusions

Increase student achievement by strengthening teaching and learning.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
ELA assessment results used for planning small groups and standards/skills	Teachers	Ongoing	
Math assessment results used for planning small groups and standards/skills	Teachers	Ongoing	
DRA & IPI results used in plans	Teachers	Ongoing	
Formative and summative assessments results used in plans	Teachers	Ongoing	
SILT Meetings to analyze school-wide data, determine next steps, & communicate	SILT	Monthly	
TCT Notes collected & reviewed	Teachers/Principal/AP/TLS	Weekly	
Collaboration Cycle Protocol (introduction and review in PD)	Principal/AP/TLS	Nov 2021	
Looking at Student Protocol (introduction and review in PD)	Principal/AP/TLS	Nov 2021	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Increase in consistent use of data in lesson plans	Teachers	Ongoing	
Increased scaled scores for all students on MOY/ EOY Star ELA grades K-5	Teachers	Jan- June 2022	

Increased typical growth for all students as reported by the MOY/EOY diagnostic. Grades K-5	Teachers	Jan- June 2022	
Improved MOY/EOY IPI scores – K-2	Teachers	Jan- June 2022	
Improved reading levels for all students on MOY/EOY DRA, K-3	Teachers	BOY MOY EOY	
Differentiated instruction	Teachers	Ongoing	
Increase in intentional data discussions in TCT Notes	Teachers	Nov - Ongoing	
Increase in analyzing student work during TCT (evidenced in notes)	Teachers	Nov - Ongoing	

Strategic Objective/Initiative: High Quality Instruction/1.3 Instructional Strategies

Increase student achievement by strengthening teaching and learning.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
School-Wide, Evidence-Based, Instructional Practices (SWEBIPs) Reviewed & One-Pagers Shared	Principal/TLS	Nov 2021	
Incorporate The Big 5 of Reading into all lessons: Phonemic Awareness (Heggerty,) Phonics, Fluency, Vocabulary, Comprehension across all content areas	Teachers	Ongoing	
Incorporate productive struggle, critical thinking, mental math, open-ended problem solving, mathematical modeling utilizing manipulatives &/or DreamBox Learning into Math and Science	Teachers	Ongoing	
Incorporate explicit instruction and practice in speaking, listening, and listening comprehension	Teachers	Ongoing	
Learning walks with a focus on instructional strategies	Principal/AP/TLS	Weekly	
Provide reminders, helpful hints, and information concerning SWEBIPs in Weekly Update Google Document	Principal/TLS	Weekly	
Consistent and frequent observations	Principal & AP	Ongoing	
SILT Meetings to analyze SWEBIPs, determine next steps, & communicate out to staff	SILT	Monthly	

Measuring Impact

<p style="text-align: center;">Early Evidence of Change Benchmark</p> <p style="text-align: center;"><i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i></p>	<p style="text-align: center;">Person Responsible</p>	<p style="text-align: center;">Date</p>	<p style="text-align: center;">Status</p>
<p>Increase in consistent use of SWEBIPs in lesson plans & during observations</p>	<p style="text-align: center;">Teachers</p>	<p style="text-align: center;">Ongoing</p>	
<p>Decrease in teacher talk and increase in student talk compared to baseline</p>	<p style="text-align: center;">Teachers</p>	<p style="text-align: center;">Ongoing</p>	
<p>Increased scaled scores for all students on MOY/EOY Star ELA grades K-5</p>	<p style="text-align: center;">Teachers</p>	<p style="text-align: center;">BOY/MOY/EOY</p>	
<p>Increased typical growth for all students as reported by the MOY/EOY diagnostic. Grades K-5</p>	<p style="text-align: center;">Teachers</p>	<p style="text-align: center;">BOY/MOY/EOY</p>	
<p>Improved MOY/EOY IPI scores – K-2</p>	<p style="text-align: center;">Teachers</p>	<p style="text-align: center;">BOY/MOY/EOY</p>	
<p>Improved reading levels for all students on MOY/EOY DRA, K-3</p>	<p style="text-align: center;">Teachers</p>	<p style="text-align: center;">BOY/MOY/EOY</p>	

Strategic Objective/Initiative 2: Effective Student Support Systems

Create an inclusive, culturally responsive learning environment.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
PD: Mindfulness	Julie Paquette	Oct 2021	
PD: District Curriculum Accommodation Plan (DCAP) & Whole Child Support Team Protocol Review (WCST)	Principal	Nov 2021	
Regular WCST Meetings following district protocol	WCST	Weekly	
Review and Implementation of PBIS strategies	COLT PBIS Team/ All Staff	Daily	
Review and Implementation of Trauma Sensitive Schools strategies & best practices	COLT TSS Team/All Staff	Daily	
Review and Implementation of PlayWorks	Teachers	Daily	
Review and Implementation of Mindfulness	COLT, Mindfulness Team, Teachers	Daily	
Daily attendance monitoring, recording, and phone calls	Secretary	Daily	
Classroom attendance recognition	SAC & Principal	Monthly	
Perfect attendance awards	SAC & Principal	Trimester	
Work with attendance officer to outreach and develop positive relationships with families with attendance struggles	Attendance Officer/ SAC/ Principal	Ongoing	
Leadership Team Meetings	Principal/AP/TLS/SAC/WAC	Fridays	

Measuring Impact

<p style="text-align: center;">Early Evidence of Change Benchmark</p> <p style="text-align: center;"><i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i></p>	<p style="text-align: center;">Person Responsible</p>	<p style="text-align: center;">Date</p>	<p style="text-align: center;">Status</p>
Daily incorporation of Mindfulness practices	Teachers	Ongoing	
Playworks: increased student activity and engagement during recess	PlayWorks Coaches	Ongoing	
Decrease in student injury reports	Nurse	Weekly	
Improvement in attendance rates (decrease in chronic absence rate, increase in daily school attendance)	Principal/ AP/ Secretary/ SAC/WAC/ Attendance Officer	Weekly	
Decrease in student office referrals	SAC/WAC/COLT/Teachers	Ongoing	

Strategic Objective/Initiative 3: Strong Family/Community Relationships

Empower families and the community through collaboration.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Two- way communication with families (Remind, Dojo, Phone calls, use of translation services)	Teachers	Ongoing	
Weekly updates on Facebook	Principal	Weekly	
Family Events	All Staff	2x year	
Family Fun Nights	PTO	2x year	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Number of views on Facebook	Principal	Ongoing	
Increase in number of staffs who utilize electronic communication tools	Teachers	Ongoing	
Increase number of tools used to highlight Congdon School	Principal	Ongoing	
Post Family Night Surveys	Principal	2x/year	
Post "Fun Night" survey	Principal	2x/year	

Strategic Objective/Initiative 4: Team Excellence

Cultivate a highly motivated, skilled, and reflective team of educators and support staff.

Monitoring Progress

Process Benchmark <i>What will be done, when, and by whom?</i>	Person Responsible	Date	Status
Survey teachers about professional development interests and needs	Principal/ TLS	September	Done
Develop PD Plan and Units	Principal/ TLS	October	
Schedule, set agenda, and facilitate regular SILT, COLT, PBIS, Trauma Sensitive Schools, FEC, School Council, and ELPAC meetings	Principal/ TLS/ AP/ SAC/ WAC	Monthly	
Schedule, set agenda, and facilitate grade level data meetings	Principal/ AP/ TLS	Weekly	
Review TCT Notes	Principal & AP	Weekly	
Support TCT	TLS	Weekly	

Measuring Impact

Early Evidence of Change Benchmark <i>What changes in practice, attitude, or behavior will you see if the initiative is having its desired impact?</i>	Person Responsible	Date	Status
Targeted, relevant professional development grounded in data & teacher surveys	Principal/TLS	Monthly	
Identify school-wide patterns and trends utilizing a variety of data points and develop action steps as a result	Principal/ SILT, COLT, ELPAC	Monthly	
Increase in teaching and learning discussion as described in TCT Notes	Principals/Teachers/TLS/AP	Weekly	