



Thomas Willett Elementary School School Improvement Plan 2018-2020



**Willett Elementary School
School Improvement Plan 2018-2020**

Instructional Leadership Team 2017-2018	School Council Members 2017-2018	Instructional Leadership Team 2018-2019	School Council Members 2018-2019
Renee Bernier, School Adjustment Counselor	Rose Brown, Parent		
Kelsey Bower, Teacher	Jennifer Campbell, Teacher		
Jeffrey Cateon, Principal	Jeffrey Cateon, Principal		
Jocelyn Farland, Teacher	Jennifer Donnelly, Parent		
Pamela Jervis, Teacher	Nancy Doyle, Teacher		
Kerri MacVittie, Teacher	Kimberly Laramée, Community Member		
Julie O'Boyle, Teacher	Barbara Sierota, Parent		
Michelle Slater, Teacher	Brenda Swintak, Teacher		
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Willett Elementary School

School Improvement Plan 2018-2020

KEY FINDINGS 2017 – 2018

CURRICULUM, PLANNING, AND ASSESSMENT

Willett School staff will analyze state, district and classroom assessment data to inform and tailor instruction to meet or exceed the 2017 state targets.

- Willett’s staff utilized researched based instructional practices to increase students’ ability to meet expectations as defined in the Massachusetts State Frameworks
- MCAS 2017 data indicates that 50% of Willett students either met or exceeded expectations in mathematics, therefore outperforming the state by 2%
- In ELA, 62% of Willett students either met or exceeded expectations, outperforming the state by 11%
- Everyday Math and Reading Street continue to guide instruction in mathematics and literacy
- Willett’s staff utilized Everyday Math online tools for data collection
- ST Math was implemented in grades K-4
- Designed and administered authentic and meaningful student assessments
- Willett’s Massachusetts Consortium for Innovative Educational Assessments (MCIEA) team worked with an assigned coach to refine a grade 3 unit that was previously used as a Curriculum Embedded Performance Assessment (CEPA), which set the stage for further development of Project Based Learning and performance assessments in other grades
- Meetings with staff were held in the fall, winter and spring to analyze data and identify student’s individual progress to guide small group instruction
- Grade-level meetings took place bi-weekly with a focus on student achievement and instructional practices

TEACHING ALL STUDENTS

Willett Elementary School

School Improvement Plan 2018-2020

The Willett community will identify and implement Positive Behavioral Intervention and Supports (PBIS) classroom expectations as measured by a decrease in behavioral referrals.

- All teachers have increased usage of PBIS expectations in their classroom routines
- As part of the implementation of Positive Behavioral Intervention and Supports (PBIS), the use of the Willett Way in our common areas was positively acknowledged through school-wide incentives and reward systems
- Efforts were made to streamline consistent data collection systems for improved progress monitoring of behavioral referrals
- Office behavioral referrals have declined since the implementation of PBIS in the classrooms

PARENT AND FAMILY ENGAGEMENT

Willett School will work collaboratively with community members and organizations through the Community Connections Committee.

- At the beginning of the year, the Community Connections Committee hosted a new event called Mix, Move, Mingle, which enhanced feelings of inclusiveness for students and their families
- Willett students traveled through the city to show appreciation to our community members and to build relationships during our second annual community day; during these visits students sang and delivered flowers to seniors, donated planted flowers to neighbors, wrote thank you cards to municipal employees and created bookmarks for the public library
- The Willett PTO partnered with local business, including restaurants and retail shops to not only create fundraising opportunities, but also to increase Willett's community involvement
- Willett continued its grades 3 and 4 partnership with Bristol County Savings Bank and has the highest percentage of student participation in the Savings Makes Sense program in the area
- The district and school reciprocal partnership with the Alan Shawn Feinstein Foundation has promoted a belief in students to give back to those less fortunate by doing good deeds
- The Attleboro Farmers Market and University of Rhode Island master gardeners were instrumental in providing continued support to the success of our Willett garden

Willett Elementary School

School Improvement Plan 2018-2020

PROFESSIONAL CULTURE

Willett School staff will intentionally increase opportunities for weekly, targeted collaboration among support staff and classroom teachers to provide unified instruction to meet the needs of all students.

- The recess and lunch duty coverage schedule created opportunities for increased collaboration amongst staff
- A respectful, collegial learning environment allowed staff to feel supported in trying new methods to meet students' individual needs
- An array of professional development opportunities provided staff with engaging, challenging and inspiring instructional strategies to implement with their students

Willett Elementary School
School Improvement Plan 2018-2020

2018-2020 GOAL SUMMARY

STUDENT GROWTH AND OUTCOMES

Willett School's Professional Learning Communities (PLC) will incorporate best practices for teaching and learning acquired through the district's targeted Professional Development pathways.

SCHOOL ENVIRONMENT

The Willett School Community will form a culture that all members are respected, challenged to grow, engaged in meaningful collaboration and inspire others to achieve success.

FAMILY AND COMMUNITY ENGAGEMENT: OUTREACH AND CONNECTIONS

Willett School will increase participation and engagement of families and community members in school.

Willett Elementary School

School Improvement Plan 2018-2020

Attleboro Action Plan for Strategic Objective One

STUDENT GROWTH AND OUTCOMES	
<p>Willett School's Professional Learning Communities (PLC) will incorporate best practices for teaching and learning acquired through the district's targeted Professional Development pathways.</p>	
Strategic Initiatives	Process Benchmarks
<p>Intentional collaboration among the Multicultural PLC and school staff during Building Meetings to integrate best practices for creating a culturally inclusive school environment</p>	<p>Anecdotal data will be collected from at least four cross collaboration meetings during the school year</p>
<p>Increase the frequency of cross-curricular project based learning opportunities into all classrooms to a minimum of twice annually</p>	<p>Students will showcase their learning at monthly school-wide community meetings</p>
<p>A new PLC of Paraprofessionals will be formed to share and initiate best practices for teaching and learning</p>	<p>Shared meeting notes will be collected at least once monthly</p>
<p>Improve student engagement through technological resources including Everyday Math Online, ST Math for grades K-4, Google classroom, Kahoot!, Quizlet, teacher websites and Facebook pages</p>	<p>Review of math data at grade level meetings at least five times a year; data will include assessment check-ins, unit and cumulative assessments, open response lessons and selected student work samples</p>
<p>Integrate engaging, hands-on science explorations into classroom lessons for grades K-4</p>	<p>Use of resources including Mystery Science, DESE Curriculum Units (I-Mods), Willett Garden and teacher-created materials to</p>

Willett Elementary School School Improvement Plan 2018-2020

	engage students and improve students' science knowledge
To lessen the teacher equity gap as outlined in Willett's Equity Status in April of 2018, Willett administration will make cognizant decisions on how to most effectively create classes to alleviate equity issues	A data analysis of class lists to show evidence of reduced disproportionate rates within the group data
A Professional Learning Community comprised of an instructional coach, ELL teacher and classroom teachers with ELL expertise will meet regularly to discuss best teaching practices to assist colleagues in the transitional planning and instructional practices of Willett's ELL population	Resource binder will be created to share best practices and transition plans

Evidence/Outcome Year One:
<ul style="list-style-type: none"> ● Performance Based Assessments ● Rubrics ● Student work samples ● Student showcases ● Meeting notes ● Resource binder
Evidence/Outcome Year Two:

Willett Elementary School

School Improvement Plan 2018-2020

Attleboro Action Plan for Strategic Objective Two

SCHOOL ENVIRONMENT	
The Willett School Community will form a culture that all members are respected, challenged to grow, engaged in meaningful collaboration and inspire others to achieve success.	
Strategic Initiatives	Process Benchmarks
Willett School will increase the use of a systematic, widespread positive behavior intervention system (PBIS) to increase expected school-wide behaviors as measured by a decrease in behavioral referrals	Analysis and sharing of data collected from SWIS at least twice a year
Willett School will celebrate differences through the use of shared literature, Steps to Respect/Second Step and during Feinsein Community meetings	Schedule time during sixth planning block with a designated staff member for each grade level to teach Second Steps or Steps to Respect Program
Continue implementation by modeling of expected and unexpected behaviors with students and staff using elements of the Willett Way in whole school locations and classrooms <ul style="list-style-type: none"> ● Kind and Courteous ● Safe and Secure ● Respectful and Responsible ● Positive and Productive 	<ul style="list-style-type: none"> ● Usage of behavior incident data to decrease future referrals ● Meetings will be Positive and Productive by following collaborative agendas with defined goals and objectives to accomplish intended outcomes

Willett Elementary School
School Improvement Plan 2018-2020

Evidence/Outcome Year One:

- SWIS data reports shared and analyzed
- School-wide staff survey to measure effectiveness of PBIS implementation
- Meeting notes from Steps to Respect/Second Step meetings

Evidence/Outcome Year Two:

Willett Elementary School

School Improvement Plan 2018-2020

Attleboro Action Plan for Strategic Objective Three

FAMILY AND COMMUNITY ENGAGEMENT	
Willett School will increase participation and engagement of families and community members in school.	
Strategic Initiatives	Process Benchmarks
Create increased opportunities for Student Council involvement in PTO meetings and events	<ul style="list-style-type: none"> ● Student Council update by Student Council representative at three PTO meetings ● Each Student Council member will participate in at least one school wide initiative
Personalize and broaden outreach to community members by: <ul style="list-style-type: none"> ● Using technology such as Facebook, Instagram, and Remind App ● Willett Wednesday Facebook like contest ● Implement informal meet and greet on staff first day after convocation ● Hosting Multicultural Celebration Event ● Build our Kids Success (BOKS) ● Grade 2 library field trips ● Grade 2 and 3 Bingo night ● The Giving Tree ● Pennies for Patients and food drives 	<ul style="list-style-type: none"> ● Measure "reached" and "likes" on Facebook and Instagram ● Increase in attendance numbers at school events ● Amount of donations collected

Willett Elementary School
School Improvement Plan 2018-2020

<p>Showcase learning to community members through various media</p> <ul style="list-style-type: none">● Willett Wednesdays will highlight work being done in various grade levels and specials● Instagram posts will display learning in our classrooms and building● Winter Concert and Art Gallery● Remind App has ability to send student work/student engagement to parents● APS Chorus Festival● Classroom Facebook pages and websites will update families and friends on student learning● Feinsteins Fridays and Community Meetings● Kindergarten Specialists showcase in June● Grades 1-4 Specialist Showcase in June● Willett Community Week (Grade 1 and Friends of Attleboro Animal Shelter)● Grade 4 music field trip to the R.I. Philharmonic Orchestra● Grade 2 Technology Night	<ul style="list-style-type: none">● Attendance Records● Student Work● Double ACS segments● Social Media Posts
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Willett Elementary School
School Improvement Plan 2018-2020

Evidence/Outcome Year One:

- Increased family involvement at school based events as evidenced by taking attendance
- Community outreach will be incorporated into each project based learning opportunity with surveys to follow as feedback

Evidence/Outcome Year Two: