



Waterford Street School School Improvement Plan - 2019 - 2022

WSS Updated School Improvement Plan (SIP):

Mission

Gardner Public Schools will work side by side with our families to prepare students for their future social, emotional, and academic. This will be done in a safe, caring, just, and equitable environment.

Core Values

Safe, Respectful, Responsible, and Kind

Vision

At Waterford, we are committed to being a place where all community members are enthusiastic, kind, cooperative, and resourceful lifelong achievers.

We strive to accomplish this by:

- Learning and practicing what it means to be a safe, respectful, and responsible Waterford Street School citizens - these three words make up our school mantra. We will teach and live these values daily.
- Providing a rigorous, enriching, and enjoyable academic experience. We our children return home every day with knowledge to share, skills to demonstrate, and a smile on their face!
- Fostering positive relationships between the staff, students, and their families.
- Infusing our children with a sense of belonging and pride in their school. Go Waterford Wildcats!
- Incorporating every child's family as part of the school community.

Theory of Action

If we:

- create, implement, and assess clear, high level common expectations for student learning that are aligned with grade level district and state standards & objectives, *and*
- teach using rigorous, challenging learning activities and differentiated instructional strategies that support students' social emotional and academic growth while developing positive learning partnerships, *and*
- utilize academic and social emotional data to inform our instruction and interventions, *and*
- work in collaboration with families and community partners to engage in shared decision making for effective educational programming, *then*

All students will have equitable access and opportunities to achieve at their highest level, and become lifelong, collaborative, problem seekers and solvers who positively contribute to the workforce and their community.



Waterford Street School School Improvement Plan - 2019 - 2022

Strategic Objectives (Big “sunflowers” - areas to grow)			
<p>1. Create a <u>trauma-sensitive school</u> that supports all students social, emotional (SEL) and behavioral development that enable students to be cooperative, kind, and resourceful.</p>	<p>2. Provide <u>rigorous</u>, engaging, learning activities and instructional strategies that support academic growth and develop enthusiastic, cooperative, and resourceful academic ACHIEVERS.</p>	<p>3. Utilize academic and social emotional <u>data</u> to inform instruction and tiered interventions.</p>	<p>4. <u>Collaborate with families and community partners</u> to engage in shared decision-making for effective educational programming and to create an environment where families and their students feel a part of our <u>positive school community</u>.</p>
Action Steps			



Waterford Street School School Improvement Plan - 2019 - 2022

<ul style="list-style-type: none"> A. Trauma-sensitive school training B. Utilize the <i>Paths</i> and <i>Zones of Regulation</i> Tier I curriculum (all students) C. Positive Behavioral Intervention and Supports (P.B.I.S. and P.B.S. for preschool) will be implemented and refined D. Create kindness project and portfolio E. Define outcomes for these areas of our vision statement F. Administer <i>Paths</i>- pre-test/post test G. Provide students w/ tiered interventions / supports for SEL H. Implement SST process with more fidelity 	<ul style="list-style-type: none"> A. Implement a Multi Tiered System of Support (M.T.S.S.) for academics B. Implement, and assess clear, high level common expectations for student learning aligned with grade level district and state standards & objectives C. Create systems and interventions for students not achieving these academic expectations D. Implement non-negotiable instructional practices that all teachers adopt (“The Waterford Way”) and that align with district instructional objectives E. New 	<ul style="list-style-type: none"> A. Implement a Multi Tiered System of Support (M.T.S.S.) for social, emotional learning, and behavior B. Data analysis template for common planning (create one for grade-level - what standards C. Implement the Student Support Team (SST) plan with greater fidelity D. New Schedule created and implemented 	<ul style="list-style-type: none"> A. Build on the efforts of the Family and Community Engagement Committee that was created last year by improving upon the many events that were held B. Increase the School Council’s membership to include parents as well as community members and business leaders C. Increase parent communication and transparency D. Social Media usage increased E. Better communication and transparency through social media, web-sites, newsletters and other outlets F. Create partnerships with community organizations and businesses G. Increase reflection and improvement Student, Staff and Parent feedback surveys
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Waterford Street School School Improvement Plan - 2019 - 2022

<p>I. Ensure staff are de-escalation and restraint trained through C.P.I. program</p> <p>J. Foster routines and structure through the implementation of the 1st 6 weeks curriculum, New Schedule Created and implemented</p>	<p>schedule created and implemented</p> <p>F. Data - informed instruction/centers;</p> <p>G. Peer learning walks and observations to foster reflective practices and improvement</p> <p>H. Offer professional development in various strategies - U.D.L., “Champion Teaching”, Total Participation Techniques, Inclusion co-teaching, differentiated instruction, Reading Instruction and Math Instruction</p>		
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Outcomes
<ul style="list-style-type: none"> ● By 2022, ALL students will be reading achievers by scoring at the “strategic” level (at grade-level) or “core” level (at/above grade-level) for DIBELs reading assessment; <ul style="list-style-type: none"> ○ 80% by the end of 2020



Waterford Street School School Improvement Plan - 2019 - 2022

- 90% by the end of 2021
- 100% by the end of 2022
- By 2022, ALL students will be math achievers by scoring in the 41st percentile (average) or above on the MAPs math assessment
 - 80% by the end of 2020
 - 90% by the end of 2021
 - 100% by the end of 2022
- By 2022, ALL students will be SEL achievers by demonstrating kindness, cooperation and resourcefulness through ...
 - Creation of a kind/cooperative/resourceful portfolio;
 - 30% Growth in SEL skills as evinced by the RTI skills checklist and the Paths curriculum assessment;
 - 10% by the end of 2020
 - 20% by the end of 2021
 - 30% by the end of 2022
 - Decrease in discipline referrals by 30%
 - 10% by the end of 2020
 - 20% by the end of 2021
 - 30% by the end of 2022

Benchmarks

Benchmark for Strategic Objective 1 & 3	Person Responsible	Date Completed	Status
1) Trauma-Sensitive School, SEL, and behavior management School Training for all staff	Guidance, Admin., outside trainers	Initial - Fall 2019; Ongoing	In Process
1) Full implementation of the Paths and Zones of Regulation curricula	Teachers	Spring 2020	In Process



Waterford Street School School Improvement Plan - 2019 - 2022

2) PBIS/PBS (Preschool) Interventions, events and programs will be planned and implemented	Behavioral Coach, PBIS teams, Admin., All staff	Annually	In Process
3) All students will receive interventions/supports specific to their individual skill deficits in the moment	Coaches/ Teachers	Spring 2021	Early Stages
4) Co-teaching teams will use co-teaching strategies matched to the needs of students based on academic/non-academic data (students will be grouped according to specific needs/planned interventions)	Coaches/ Teachers	Spring 2021	In Process
5) All staff will have access to documentation of expectations for tiered instructional and behavioral practices & supports and staff plan will be implemented; A new schedule will be created and implemented to accommodate this;	Principals	Fall 2019	In Process
6) BESS, Paths, and SEL Skill assessments/checklist will be administered	Consultant/ Principals/ Coaches	Ongoing; biannually	In Process
7) Sensory rooms, hallways, and in-class areas will be created;	SEL Subcommittee of Leadership Team; Teachers	Winter 2019; then ongoing	Early Stages
8) Designated staff will be CPI trained	Admin., designated teachers, specialists, and support staff;	Fall 2019; then ongoing annually	Completed
9) First 6 weeks responsive classroom curriculum is implemented to create structured and routine-oriented classrooms	Teachers	Fall 2019; ongoing	In process
Benchmark for Strategic Objective 2 & 3	Person Responsible	Date Completed	Status
10) SST & LT teams will follow a tiered system of supports standard protocol for assessing academic and non-academic skill deficits, monitoring growth, and reporting progress (informed by MTSS guidelines)	Principals/ SST Leaders	Fall 2019; then ongoing	Early Stages



Waterford Street School School Improvement Plan - 2019 - 2022

11) Professional development for building staff will be planned and implemented to address cultural bias, culturally responsive teaching	Admin.	Spring 2021	Early Stages
12) Creation of Data analysis and curriculum planning protocols and templates to be used during grade-level and Pod common planning meetings	Admin./Coaches	Fall 2019	Completed
13) Data analysis of DIBEL/reading assessment results and action planning to address concerns will occur 3 times per year in grades K and 1;	Building Administrators/Coaches/Teachers	Ongoing; monthly	In Process
14) Data analysis of Maps Math assessment results and action planning to address concerns will occur in grades K & 1;	Building Administrators/Coaches/Teachers	Spring 2019	In Process
15) Professional Development on “The Waterford Way” instructional norms: U.D.L., Formative Assessment, Total Participation Techniques; “Champion Teaching Techniques”	Principals/Coaches/Staff	Fall 2019; ongoing	In Process
16) Community use of Footsteps to Brilliance will increase by 10% annually	Admin./ Coaches	Annually	In Process
17) New schedule completed to enable more co-teaching, and RTI intervention time;	Admin. Coaches	Ongoing, tri-annually	In Process
18) District/School learning walks/observations to find evidence of implementation of effective curriculum, planning, assessment, and instructional practices aligned to documented expectations	District/ Building Administrators	Semi-annually	In Process
19) SST and IEP checklists created; Teachers use for meetings;	Coaches/Admin./ Staff	Fall 2019/Ongoing	In Process
Benchmark for Strategic Objective 4	Person Responsible	Date Completed	Status
20) Family and Community Engagement Committee formed and yearly events are planned (1 event per month);	F.C.E.C. and Admin.	Fall 2019; annually	In Process



Waterford Street School School Improvement Plan - 2019 - 2022

21) School Council Formed	Administrators	Fall 2019; annually	In Process
22) PTO membership and fundraising	PTO coordinator/adm in.	Spring 2019; Annually	In Process
23) Outreach to different community organizations	Admin.	Spring 2019; Annually	In Process
24) Increase communication and transparency via facebook, Rediker email and text, and One Call;	Admin.	Spring 2019; Annually	In Process