

Penn Brook School
School Improvement Plan
2019-2020



Mrs. Margaret C. Maher, Principal

Mrs. Carol C. Jacobs, Superintendent

**GEORGETOWN SCHOOL COMMITTEE
MEMBERS LIST 2019-2020**

| | | |
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Georgetown Public Schools
Penn Brook Elementary School 2018-2019
Accomplishments

Goal # 1: Implement social emotional learning programs and strategies to support positive behavior and social-emotional development.

The first goal is a continuation of our implementation of Positive Behavioral Interventions and Supports (PBIS). PBIS is a framework for establishing and sustaining effective school-wide and individual behavior supports needed to enhance academic, social, and behavioral outcomes. PBIS is based on the three-tiered support model of Response to Intervention that establishes expectations for behavior across all school settings and is implemented for all students. Working together as a school community, we will continue to define behavioral expectations, logical consequences and implement support systems. In addition, during faculty meetings, district CPI trainers will teach strategies for de-escalating students with heightened behaviors. To teach students skills to manage emotions, resolve conflict and regulate behavior, we will be implementing the social/emotional program, Second Steps. Lessons will be taught weekly and reinforced in morning meetings, in morning messages, Community Gatherings and throughout the day across all settings.

In Tier 1, the social emotional curriculum Responsive Classroom is used to establish proactive school-wide supports and establishes school-wide behavioral expectations, creates a sense of community and establishes natural consequences for mistakes. In Tier 2, students who are at risk of failure or who are unresponsive to Tier I practices, are provided additional supports. Tier 3 is implemented for students who are at high risk of failure and or/ are unresponsive to Tiers 1 and 2. This would include specialized and individualized practices tailored to the specific needs of the student.

- Implement social emotional curriculum, Second Step
- Community Gatherings to reinforce character traits
- Crisis Prevention Institute (CPI) training in Nonviolent Crisis Intervention
- Refine PBIS data collection process for teachers
- Creation of Behavior Flow Chart for teachers
- Behavior tracking system created and implemented
- Monthly Positive Behavioral Interventions and Supports (PBIS) committee meeting
- Social/Emotional/Behavioral Student Assistance Team (SEB SAT) weekly meetings
- Student Assistance Team (SAT) weekly meetings
- Two full days of professional development

On-line training and resources
Schedule SEL block
Grade 6 bi-monthly Community Service
Grade 5 and Grade 6 Peer Mediation Training
Therapy Dog twice weekly
Leaf system for acknowledging individual students/class/grade demonstration of CARES traits
Wellness Class in Kindergarten – Grade 6
Small group monthly Wellness Workshops with Grade 5 and 6
Monthly Leadership Committee meetings
School-wide behavior matrix
Morning Announcements reinforcing CARES traits
Grade 6 Leadership Lunches
SEL lessons incorporated during library special
CARES and character traits incorporated into morning announcements
Monthly PBIS Newsletter focused on CARES themes and character traits
Recess behavior tracked by monitors
Collaboration with Georgetown Public Library to provide mentor texts for check-out
Creation of resource center in Penn Brook library linked to CARES traits
Teacher Book Club- *Social-Emotional Learning in the Classroom*

Goal # 2: Use inclusive practice strategies to improve MCAS for math and ELA high needs subgroup above the 50% growth percentile.

Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, both with and without disabilities, in the general education setting. We will continue to use the rubrics for writing across all content and use writing rubrics for three modes of writing to calibrate writing vertically and horizontally. In addition, we will provide after school MCAS tutoring for students in the high- needs subgroup. Staff members will also use common, school wide strategies learned from the Keys to Literacy professional development and subsequent coaching. Finally, we will look at the District Curriculum Accommodation Plan to update the universal accommodations and use the form for students referred to Student Assistance Team and Social Emotional Behavioral Student Assistance Team. This goal was met in ELA as evidenced by 2019 MCAS in which students in the high- needs sub group were in the 50.5 percentile. In math, students did not reach the goal and were in the 43.3 percentile.

- School-wide schedule to align special education and intervention services
- Placement process to better align schedules
- Professional Development
- Keys to Literacy- strategies to help students organize their thinking, such as the school-wide use of top down webs.
- Analyze MCAS data
- Monthly Data Team Meetings
- Monthly Grade Level Meetings
- After school MCAS tutorial for ELA and Math for students in grades 4, 5, 6
- Build data analysis platform
- Analyze math data to determine areas of weakness with Everyday Math
- Adjust Everyday Math curriculum
- Purchase Learning Ally to provide at-home access to books on-line

Goal # 3: Improve quality of writing for all three modes as evidenced by students receiving, on average, 60% of possible points on open response questions on 2019 MCAS in grades 3-6.

The third goal continues the work of improving student writing across all genres, using standards-based rubrics developed during the 2017- 2018 school year by classroom teachers during grade level meetings. This year, we will use these rubrics to analyze student writing to identify proficiency and elevate instruction. Further, during grade level meetings we will calibrate the writing for consistency, both horizontally and vertically. We will develop text-based writing prompts, similar to MCAS style prompts. Finally, writing trajectories will be revised in response to our collaboration to ensure instruction is effective.

- Monthly Data Team Meetings
- Monthly Grade Level meetings
- Analyze student work using protocols
- Incorporate MCAS released items into ELA curriculum
- Use Writing Rubrics to analyze student writing
- Literacy coaches consult with classroom teachers using a consistent schedule
- Amend units of study to align with state standards to include pre and post test for writing units

Goal # 4: Develop a plan for implementing a standards - based report card, Kindergarten- Grade 6 beginning in the 2019-2020 school year.

Presently, there are three drastically different report cards, depending on the grade levels of students. Some report cards present student progress based on state standards and standards-based proficiency scales (K- Gr 3), while others give generic letter grades. Further, the different report cards all have different aspects of providing a narrative and/or teacher comments. In addition, there needs to be consistency in K- Grade 6 in Art, Music, P.E. and Technology (in Grades 3- 5), for reporting skill level, participation, and conduct based on the proficiency scale. Working with Rediker, we will design a standards based report card and provide professional development to teachers on how to input student progress information that will be assessed on report cards.

Specialists identified rubrics for evaluating students in behavior, participation and skill development.
Skills were updated to state frameworks in existing Kindergarten- Grade 3 report cards.
Year-end narratives were written in Grades 4 and 5.
Grade 4 standards - based report card was written.

The **2019- 2020 School Improvement Plan** includes four goals. The following is a summary of these goals and the corresponding action plans for implementation.

Goal # 1: Design learning experiences using the principles of Universal Design for Learning (UDL) to ensure access to the general curriculum by all students, evidenced by submitted artifacts.

The first goal addresses the components of inclusive practices and is aligned with the district’s goal of providing strategies of Universal Design for Learning (UDL) for all learners. The MA Department of Elementary and Secondary Education identifies inclusive practices based on the frameworks of three components that when used, improve academic and social-emotional outcomes for all students. The Penn Brook School has addressed two of the components through the implementation of Positive Behavioral Interventions (PBIS) and Social and Emotional Learning (SEL), over the past several years. The third remaining area defined by MA DESE as a component of an inclusive school is Universal Design for Learning (UDL). When strategies of UDL are employed, it improves tier I instruction for all learners; “what is good for one, is good for all.” Professional development will be provided for teachers and staff to fine tune existing strategies and/or employ additional strategies when lesson planning, using a wide range of learning modalities (visual, auditory, kinesthetic, etc.) in designing instruction allowing all students to access instruction and materials in academics and/or the social emotional realm.

Goal # 2: Using inclusive practice strategies, students in the high-needs subgroup will remain at or improve above the 50th student growth percentile in both ELA and math on the 2020 MCAS assessment.

Inclusive practice refers to the instructional and behavioral strategies that improve academic and social-emotional outcomes for all students, both with and without disabilities, in the general education setting. Students in the high- needs subgroup made gains toward achieving proficiency as evidenced by the math and ELA 2019 MCAS. The second goal strives to continue implementing effective practices in place to support gains already achieved, and provide additional and continued support, so that all learners achieve success. Inclusive strategies and co-teaching practices directly target deficits for students in the high- needs subgroup. We will provide after school MCAS tutoring for students in the high-needs subgroup. Staff members will also use common, school wide strategies learned from last year’s Keys to Literacy professional development and subsequent coaching. Finally, we will look at the District Curriculum Accommodation Plan to update the universal accommodations and use the form for students referred to Student Assistance Team and Social Emotional Behavioral Student Assistance Team.

Goal # 3: Implement Moby Max to identify baseline data for all students, assign personalized learning as a learning tool, and use as a progress monitoring tool.

In efforts to obtain understandable benchmark data which would provide a guide for classroom teachers to adjust instruction, different assessments were reviewed. Since Moby Max had been used as an intervention tool for a select group of teachers, the inherent features of Moby Max presented an ideal tool to use for all students. Students will be assessed three times a year to establish grade level benchmark data. In addition, Moby Max allows lessons to be assigned in an individualized sequence, closing gaps in state standards. Moby Max will also be used as a progress monitoring tool for students receiving intervention.

Goal # 4: Align Penn Brook School home/school communication across grades vertically and horizontally.

The fourth goal is to continue to provide parents and all stakeholders with up to date information on curriculum and instruction, aligned to state standards. In addition, this goal strives to establish consistency and predictability across classes and grade levels regarding home/school communication via homework, report cards, and Curriculum Parent Guides.

Penn Brook Demographic Data

| Enrollment by Race/Ethnicity (2018-19) | | | | Enrollment by Gender (2018-19) | | | |
|--|-------------|---------------|------------|--------------------------------|--------|----------|---------|
| Race | % of School | % of District | % of State | | School | District | State |
| African American | 0.6 | 0.6 | 9.2 | Male | 364 | 717 | 487,594 |
| Asian | 1.1 | 1.2 | 7.0 | Female | 345 | 687 | 463,816 |
| Hispanic | 1.7 | 2.1 | 20.8 | Total | 709 | 1,404 | 951,631 |
| Native American | 0.0 | 0.0 | 0.2 | | | | |
| White | 94.4 | 94.1 | 59.0 | | | | |
| Native Hawaiian, Pacific Islander | 0.3 | 0.1 | 0.1 | | | | |
| Multi-Race, Non-Hispanic | 2.0 | 1.9 | 3.8 | | | | |

| Enrollment by Grade (2018-19) | | | | | | | | | | | | | | | | |
|-------------------------------|----|-----|-----|----|-----|----|-----|----|----|-----|----|----|-----|-----|----|-------|
| | PK | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | SP | Total |
| District | 89 | 109 | 105 | 90 | 104 | 87 | 120 | 94 | 97 | 111 | 97 | 95 | 106 | 100 | 0 | 1,404 |
| Penn Brook | 0 | 109 | 105 | 90 | 104 | 87 | 120 | 94 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 709 |

| | School | District | State |
|---------------------------|-----------|-----------|-----------|
| Total # of Teachers (FTE) | 37.8 | 97.0 | 73,878.0 |
| Student/Teacher Ratio | 18.8 to 1 | 14.5 to 1 | 12.9 to 1 |
| % of Teachers Licensed | 99.5 | 99.8 | 97.3 |

Penn Brook MCAS Achievement Results

| Grade and Subject | Meeting or Exceeding Expectations | | Exceeding Expectations | | Meeting Expectations | | Partially Meeting Expectations | | Not Meeting Expectations | | No. of Students Included | Avg. Scaled Score | Avg.SGP | Included in Avg.SGP | Ach.Pctl |
|--|-----------------------------------|-------|------------------------|-------|----------------------|-------|--------------------------------|-------|--------------------------|-------|--------------------------|-------------------|---------|---------------------|----------|
| | School | State | School | State | School | State | School | State | School | State | | | | | |
| GRADE 03 - ENGLISH LANGUAGE ARTS | 70 | 56 | 13 | 10 | 57 | 46 | 27 | 36 | 3 | 8 | 101 | 509.4 | N/A | N/A | 70 |
| GRADE 03 - MATHEMATICS | 52 | 49 | 7 | 9 | 45 | 40 | 41 | 38 | 7 | 13 | 102 | 502.0 | N/A | N/A | 57 |
| GRADE 04 - ENGLISH LANGUAGE ARTS | 56 | 52 | 11 | 9 | 46 | 43 | 39 | 39 | 5 | 9 | 85 | 503.1 | 45.7 | 84 | 53 |
| GRADE 04 - MATHEMATICS | 51 | 50 | 7 | 8 | 44 | 41 | 36 | 39 | 13 | 12 | 85 | 498.1 | 46.1 | 85 | 42 |
| GRADE 05 - ENGLISH LANGUAGE ARTS | 70 | 52 | 10 | 7 | 60 | 45 | 29 | 39 | 1 | 9 | 120 | 511.0 | 52.3 | 119 | 83 |
| GRADE 05 - MATHEMATICS | 69 | 48 | 7 | 6 | 62 | 43 | 28 | 42 | 3 | 10 | 119 | 505.3 | 53.6 | 118 | 71 |
| GRADE 05 - SCIENCE | 63 | 49 | 6 | 8 | 57 | 40 | 33 | 39 | 4 | 12 | 118 | 504.9 | N/A | N/A | 67 |
| GRADE 06 - ENGLISH LANGUAGE ARTS | 57 | 53 | 4 | 13 | 52 | 41 | 38 | 33 | 5 | 13 | 92 | 499.9 | 36.3 | 91 | 45 |
| GRADE 06 - MATHEMATICS | 59 | 52 | 4 | 10 | 54 | 41 | 32 | 38 | 10 | 10 | 92 | 500.0 | 43.1 | 91 | 48 |
| GRADES 03 - 08 - ENGLISH LANGUAGE ARTS | 64 | 52 | 10 | 10 | 55 | 42 | 33 | 37 | 3 | 11 | 398 | 506.3 | 45.5 | 294 | 66 |
| GRADES 03 - 08 - MATHEMATICS | 58 | 49 | 6 | 9 | 52 | 40 | 34 | 39 | 8 | 12 | 398 | 501.7 | 48.2 | 294 | 58 |
| GRADES 05 & 08 - SCIENCE | 63 | 48 | 6 | 8 | 57 | 39 | 33 | 40 | 4 | 12 | 118 | 504.9 | N/A | N/A | 68 |

Georgetown Public Schools

Penn Brook Elementary School 2019- 2020

School Improvement Action Plan

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| Goal #1: Design learning experiences using the principles of Universal Design for Learning (UDL) to ensure access to the general curriculum by all students, evidenced by submitted artifacts. | | | | District Strategic Plan Link: 2B-1 Provide high quality professional development on differentiation, inclusive programming and co-teaching strategies. 3A-1 The district will continue in the direction of providing inclusive programming for all students. | |
| Data Sources: 2019 MCAS; MA Department of Elementary and Secondary Education | | | | Focus Area: Curriculum, Instruction and Assessment; Student Support | |
| Findings: DESE identifies Universal Design for Learning (UDL) as one of three components of inclusive schools. | | | | | |
| Approach | | | | Results | |
| Improvement Strategies | Activities/Initiatives | Person(s) Responsible | Resources/Funding | Timeline | Outcome Data |
| Implement principles of UDL experiences so that instructional practices and materials are accessible to all learners | Provide professional development opportunities for teachers/staff to identify learner variability and provide multiple approaches to student learning | Director of Curriculum and Instruction Director of Student Services Principal | District Budget | Fall 2019- June 2020 | PD Calendar Lesson plans Classroom observations Schedules |
| | Provide professional development for | | District Budget | | |

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| | <p>teachers and staff on utilizing technical resources that support the curriculum, UDL and student engagement.</p> <p>Present UDL strategies to address social/emotional needs of students with symptoms of anxiety and behavioral issues</p> <p>Conduct formal teacher observations /unannounced walkthroughs</p> <p>Conduct instructional rounds at Penn Brook and GMHS</p> | <p>Director of Curriculum and Instruction Director of Student Services Principal Technology Specialist Monthly Penn Brook Professional Gatherings Adjustment Counselors Behavior Coach District Psychologist</p> <p>Principal Assistant Principal Special Education Facilitator Director of Student Services</p> <p>Superintendent Principal Director of Curriculum and Instruction Principal Director of Curriculum and Instruction Principal</p> | <p>N/A</p> <p>N/A</p> <p>N/A</p> | <p>Fall 2019- June 2020</p> <p>Fall 2019- June 2020</p> <p>Fall 2019- June 2020</p> | <p>On-going Google doc</p> <p>Observations</p> <p>Template for observing UDL strategies</p> |
|--|--|--|----------------------------------|---|--|

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| <p>Update District Curriculum Accommodation Plan (DCAP) to ensure all learners have full access to curricula and grade level standards</p> | <p>Review Current document</p> <p>Inventory universal accommodations</p> <p>Develop a DCAP for students referred to student assistant teams</p> | <p>Principal Director of Student Services Student Assistant Team (SAT) Social/Emotional/Behavioral Student Assistant Team (SEB SAT)</p> <p>Student Assistant Team (SAT) Social/Emotional/Behavioral Student Assistant Team (SEB SAT)</p> | <p>N/A</p> | <p>Winter 2019- Winter 2020</p> | <p>DCAP SAT SEB SAT Form</p> |
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Georgetown Public Schools

Penn Brook Elementary School 2019- 2020

School Improvement Action Plan

Goal #2: Using inclusive practice strategies, students in the high-need subgroup will remain at, or improve, above the 50th student growth percentile in both ELA and math on the 2020 MCAS assessment.

District Strategic Plan

Link:

1A-2 Review state growth targets and develop plans for all students to reach targets.

2B-1 Provide high quality professional development on differentiation, inclusive programming and co-teaching strategies.

2C-1 Ensure all classroom teachers are aware of and implement required accommodations and modifications for students with disabilities

2C-2 Design schedules and instructional blocks to allow for flexible grouping and intervention.

3A-1 The district will continue in the direction of providing inclusive programming for all students.

3A-5 The district will improve MCAS scores for the high needs subgroup in English, Math, & Science.

Data Sources: 2019 MCAS

Focus Area:

| | | | | Increasing Student Achievement; Curriculum, Instruction and Assessment; Student Support | |
|---|--|---|---|---|---|
| Findings: The curricular and instructional practices in the district are developed and implemented to attain high levels of achievement for all students. The practices are aligned with the components of the state curriculum frameworks and revised to promote higher levels of student achievement. | | | | | |
| Approach | | | | Results | |
| Improvement Strategies | Activities/Initiatives | Person(s) Responsible | Resources/Funding | Timeline | Outcome Data |
| Implement principles of UDL experiences so that instructional practices and materials are accessible to all learners | Provide professional development opportunities for teachers/staff to identify learner variability and plan multiple approaches to student learning | Director of Curriculum and Instruction Director of Student Services Principal | District Funds Professional Gatherings Grade Level Meetings | Fall 2019-June 2020 | PD Agendas Grade Level Meetings Lesson Plans |
| | Provide professional development opportunities for teachers/staff in co-taught classrooms to identify learner variability and provide multiple approaches to student learning using co-teaching models of teaching | Director of Curriculum and Instruction Director of Student Services Principal | District Funds Professional Gatherings Grade Level Meetings | Fall 2019-June 2020 | PD Agendas Grade Level Meetings Lesson Plans Schedules |
| | Provide release time for general education and | Principal | Professional Gatherings | | Schedules |

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| | special education to plan instruction based on UDL and/or a co-teaching model | Grade Level Meetings | Grade Level Meetings | Fall 2019-June 2020 | Lesson Plans |
| Review state growth targets and develop plans for all students to reach targets. | Grade level teams review individual student data from state reports (Edwin) Identify students/standards/question types that are below expected targets. Create action plans to address targeted areas of needed improvement Implement plans using principles of UDL and targeted interventions. | Administrative TEAM Grade Level Meetings | Admin Meetings Professional Gatherings Grade Level Meetings | Fall 2019-June 2020 | DIP SIP Lesson Plans utilizing UDL Intervention Groups |
| Ensure students are completing work that meet grade level standards. | Analyze student work to identify deficit areas during grade level meetings to plan instruction accordingly and reach expected levels of improvement. Adjust lesson plans to utilize UDL strategies to reduce student barriers | Director of Curriculum and Instruction Principal Literacy and Math Coaches Classroom Teachers | N/A N/A | Fall 2019-June 2020 Fall 2019-June 2020 | Rubrics Assessments MCAS Units of Study Assessments |

| | | | | | |
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| | to meet grade level standards | Director of Curriculum and Instruction Principal Literacy and Math Coaches Classroom Teachers | | | MCAS Rubrics |
| Provide targeted intervention for students in the high needs subgroups | Identify areas of need for intervention | Director of Curriculum and Instruction Director of Special Education Principal Special Education Facilitator Principal Teachers | N/A | Fall 2019-June 2020 | Grade level meetings Special education meetings Monthly Data Meetings |
| | Plan strategic interventions based on data from 2019 MCAS | Principal General Education Teachers Special Education Teachers Math and Literacy Specialists | N/A | Fall 2019-June 2020 | Lesson plans SAT SEB/SAT Literacy/Math Data Meetings Intervention Groups |
| | Provide after school MCAS support specifically for writing; reading comprehension; and math | Director of Curriculum and Instruction Director of Special Education Principal | District Funds | Winter 2020-Spring 2020 | Lesson Plans Progress Reports |

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|--|---|---|-----------------|---------------------|---|
| | Provide an on-line learning tool with customized lessons for students in the high needs subgroup | Special Education Facilitator Assistant Principal Tutors Director of Curriculum and Instruction Principal | District Funds | Fall 2019-June 2020 | Progress reports Graded sample writing responses |
| Provide a model of co-teaching for selected students and grade levels based on data collected on the high needs subgroups. | Provide professional development opportunities for teachers/staff to learn about co-teaching models | Director of Curriculum and Instruction Director of Special Education Principal | District Budget | Fall 2019-June 2020 | PD Agenda Teacher Reflections |
| | Practice co-teaching models | Director of Curriculum and Instruction Director of Special Education Principal | N/A | Fall 2019-June 2020 | Schedules |
| | Provide coaching opportunities during student learning time with debrief discussions with coach | Director of Curriculum and Instruction Director of Special Education Principal | District Budget | Fall 2019-June 2020 | PD Calendar |

Georgetown Public Schools

Penn Brook Elementary School 2019- 2020

School Improvement Action Plan

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| Goal #3: Implement Moby Max to identify baseline data for all students, assign personalized learning as a learning tool, and use as a progress monitoring tool. | | | | District Strategic Plan Link: 5A-1 Further integrate technology into the curriculum to assist in differentiating instruction in order to reach all learning modalities 5B-3 Develop student assessments to measure mastery of standards 5C-1 Investigate tools to effectively streamline assessment data for grading, parent communication, and analysis purposes. 5C-2 Incorporate more technology assessment options to replace traditional assessment methods. | |
| Data Sources: 2019 MCAS; Penn Brook Student Assistant Team | | | | Focus Area: Technology and Information Management | |
| Findings: The district provides current technology to support student learning and increase the efficiency of work performance. | | | | | |
| Approach | | | | Results | |
| Improvement Strategies | Activities/Initiatives | Person(s) Responsible | Resources/ Funding | Timeline | Outcome Data |
| Support infrastructure for Moby Max | Set up Moby Max accounts for all teachers and students | Director of Curriculum and Instruction Principal Technology Team Instructional Coach | District Budget | Fall 2019 | Moby Max Accounts |

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| | <p>Establish consistent account creation process and deliniant responsibilities to technology staff</p> <p>Provide professional development opportunities for teachers on creating accounts and rostering students</p> | | | | |
| Assessments and individualized learning for all students. | Provide students with the skills necessary to engage in digital resources that support the curriculum. | <p>Director of Curriculum and Instruction</p> <p>Principal Technology Team</p> <p>Instructional Coach</p> | District Budget | Fall 2019- June 2020 | <p>Moby Max Reports</p> <p>Lesson Plans</p> <p>SAT</p> <p>SEB/SAT</p> <p>Rubrics</p> |
| Moby Max will be used as a benchmark assessment | <p>Use MobyMax placement tests, benchmarks, and reports to progress monitor student achievement and growth.</p> <p>Create student learning and/or IEP goals based on MobyMax scores/reports</p> | <p>Principal Teachers</p> <p>SAT</p> <p>SEB SAT</p> <p>Principal Teachers</p> <p>SAT</p> <p>SEB SAT</p> | District Budget | <p>Sept 2019</p> <p>January 2020</p> <p>May 2020</p> | <p>Penn Brook Assessment Calendar</p> |

Georgetown Public Schools

Penn Brook Elementary School 2019- 2020

School Improvement Action Plan

| Goal #4: Align Penn Brook School home/school communication across grades vertically and horizontally. | | | | District Strategic Plan Link: 7B-3 Post information on a regular basis at the district and school levels | |
|--|---|--|-----------------------|--|---------------------------------|
| Data Sources: School Committee Policy; District and Penn Brook websites | | | | Focus Area: Leadership and Governance | |
| Findings: School Committee and district & school leaders establish, implement and continuously evaluate the effectiveness of policies & procedures that are standards-based, driven by student achievement data, and designated to promote continuous improvement of instructional practice and high achievement for all students. | | | | | |
| Approach | | | | Results | |
| Improvement Strategies | Activities/Initiatives | Person(s) Responsible | Resources/ Funding | Timeline | Outcome Data |
| Provide current Parent Curriculum Guides on district website | Update curriculum parent guides for Kindergarten - Grade 6 | Director of Curriculum and Instruction Principal | N/A | Sept 2019-June 2020 | Updated parent guides |
| Move to on-line grading system at the elementary level | Consult with Gradebook to design a standards-based report card Kindergarten - Grade 5 | Director of Curriculum and Instruction Principal Penn Brook Technician | District Budget | Fall 2019 | Aligned report cards K- Grade 6 |
| | Consult with Gradebook to reformat Grade 5 | | District Budget | Fall 2019 | Report Card |

| | | | | | |
|--|---|---|---|--|---|
| | <p>report card to allow space for teacher narratives three times a year</p> <p>Provide opportunities for teachers to learn how to use Gradebook</p> <p>Teachers submit grades for each term via the new on-line Gradebook</p> | <p>Director of Curriculum and Instruction Principal Penn Brook Technician</p> <p>Director of Curriculum and Instruction Principal Penn Brook Technician</p> | <p>N/A</p> <p>N/A</p> | <p>Fall 2019</p> <p>December 2019 March 2020 June 2020</p> | <p>Report Cards</p> <p>Report Cards</p> |
| <p>Develop uniformity for home/school communication among, and across, Kindergarten- Grade 6</p> | <p>Collect information on current communication methods</p> <p>Identify objectives for communicating</p> <p>Establish consistent content that is communicated to parents</p> | <p>Principal Teachers Leadership Team</p> <p>Principal Teachers Leadership Team</p> <p>Principal Teachers Leadership Team</p> | <p>N/A</p> | <p>Fall 2019-June 2020</p> | <p>Aligned communication system</p> |
| <p>Achieve continuity of homework across grade levels</p> | <p>Collect data across classrooms and grades to determine routines and procedures</p> | <p>Principal Director of Curriculum and Instruction</p> | <p>School Committee Policy</p> <p>Google docs</p> | <p>Fall 2019-Spring 2020</p> | <p>Homework Guides</p> |

| | | | | | |
|--|--|--|--|------------------------------|--|
| | Ensure continuity among grade levels Establish appropriate sequence of developmentally appropriate homework expectations vertically | Leadership Committee Grade level meetings School Council | | Fall 2019- Spring 2020 | |
|--|--|--|--|------------------------------|--|