

# Forest Avenue School Improvement Plan 2019 - 2020



## FOREST AVENUE ELEMENTARY SCHOOL IMPROVEMENT PLAN

2019-2020

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: # 1 High Quality Instructional Practices</b> Build capacity at all District levels to ensure that every educator and administrator are utilizing high-leverage practices to support outstanding teaching and learning experiences for ALL students, every day.</p>
	<p><b>Goal # 1: Maintain a high functioning building level Instructional Leadership Team to support the implementation of the school-wide measurable instructional focus.</b></p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> <li>• Meet 2 times per month as an ILT with the goal of looking at school-wide data to inform next steps.</li> <li>• Disseminate and retrieve feedback from all stakeholders within the building on a regular basis.</li> <li>• Create a School Improvement Plan that matches the District Improvement Plan.</li> <li>• Implement a school-wide instructional focus.</li> <li>• Create a targeted professional development plan which builds expertise in selected evidence-based practices.</li> <li>• Identify 3-5 evidence-based instructional practices which support our school-wide instructional focus</li> <li>• Implement at least one of the evidence-based practices in every classroom with every student</li> <li>• Create an internal accountability system.</li> <li>• Create at least one school-wide SMARTe goal. One around a state-wide measure and possibly a second one around a local, internal measure of student performance.</li> <li>• Create a targeted plan to engage families and the community to support the school-wide instructional focus.</li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>• ILT agenda, meeting notes and newsletter</li> <li>• Whole staff participation (staff meetings)</li> <li>• Identified SIP with school-wide instructional focus</li> <li>• Identified professional development plan</li> <li>• Identify internal accountability system</li> </ul>
	<p><b>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</b></p>
	<ul style="list-style-type: none"> <li>• From winter-spring, school-wide focus is evident throughout the building in at least 50% of experiences.</li> <li>• Professional development needs identified for implementation</li> <li>• Implement accountability system</li> </ul>
	<p><b>Final Outcomes (annual targets for student performance outcomes)</b></p>
	<ul style="list-style-type: none"> <li>• All stakeholders will Identify, learn and begin to use effective evidence-based instructional practices to meet the needs of each student.</li> <li>• Evidence based best practices in support of Show What You Know will be successfully implemented with at least one best practice being used in every classroom with every student.</li> </ul>

**Strategic Objective: #2 Educating the Whole Child**

Provide rigorous social emotional learning experiences to ensure ALL students succeed academically.

**Goal #2: To decrease student chronic absenteeism at Forest Avenue School by 20% during the 2019 – 2020 school year. Improving student daily attendance will ensure participation in rigorous academic instruction with social emotional supports.**

*Activities: (Steps to be taken to implement plan)*

- Educate all families about the importance of school attendance during meetings (Home & School, School Improvement Council) and via the Falcon Focus, email & phone blasts
- Identify the subgroups of students who are chronically absent
- Contact families of chronically absent students and identify potential challenges associated with the student’s lack of attendance.
- Identify the times of year when chronic absenteeism spikes and establish a plan to address it
- Regularly share school-wide attendance data with parents and staff at the completion of each trimester
- Notify parents when their student has been absent or tardy every 5 times via email or letter
- Meet with parents whose children have been absent or tardy more than 5 times due to non-illness related reasons to establish a course of action to improve their attendance

*Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)*

- Subgroup data
- Parent presentations, meeting notes, newsletter articles, & email messages
- Trimester attendance data
- Sample attendance letters and student attendance plans

*Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)*

- Comparison of FY20 ASPEN trimester attendance data with FY19 trimester attendance data

*Final Outcomes (annual targets for student performance outcomes)*

- We will see a decrease of 20% or more during the 2019 – 2020 school year. .

Delivering World-Class Education Today for the Global Leaders of Tomorrow	<p><b>Strategic Objective: #3 Innovative Educational Practices</b>  <b>Ensure that ALL students are exposed and engaged in innovative and challenging academic courses and programs</b></p>
	<p><b>Goal #3: To analyze the 2019 MCAS Mathematics data of the Lowest Performing, Economically Disadvantaged, EL &amp; Former EL subgroups and identify a course of action so that these students show growth on the 2020 MCAS Mathematics test.</b></p>
	<p><i>Activities: (Steps to be taken to implement plan)</i></p>
	<ul style="list-style-type: none"> <li>• Identify the cohort of Lowest Performing, Economically Disadvantaged, EL &amp; Former EL students in grade 4 who performed in Partially Meeting Expectations and/or Not Meeting Expectations on the 2019 MCAS Mathematics Test</li> <li>• Analyze the mathematics data of these subgroups to identify trends, patterns, or gaps that have contributed to the decline in their scores.</li> <li>• Develop intervention plans to ensure student support and success</li> </ul>
	<p><b>Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)</b></p>
	<ul style="list-style-type: none"> <li>• Identified the students in subgroup cohorts</li> <li>• Identify trends, patterns, and gaps</li> <li>• Develop student intervention plans</li> </ul>
	<p><i>Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)</i></p>
	<ul style="list-style-type: none"> <li>• Data of growth as illustrated on student success plans</li> </ul>
	<p><i>Final Outcomes (annual targets for student performance outcomes)</i></p>
<ul style="list-style-type: none"> <li>• Implement best practices to help these students show improvement of the 2020 MCAS Mathematics Test</li> </ul>	

**Strategic Objective: # 4 Climate and Culture**  
**Develop a culture that promotes equity among adults, builds strong relationships, psychological safety, and mutual accountability**

**Goal # 4: To continue to develop a working environment that values a cohesive staff and a positive building culture, creating a community of mutual trust and respect by promoting a common vision and adhering to agreed upon norms of collaboration**

*Activities: (Steps to be taken to implement plan)*

- Begin to establish and agree upon building-wide staff values and norms
- Investigate and identify new protocols that foster trust within the building.
- Create and establish new ways to collaborate among multidisciplinary staff members.
- Establish system for staff to give positive feedback, express gratitude, and recognize each other.

*Early Evidence of Change: (how will you know if your actions are producing the desired change in practice?)*

- Established structures for staff to provide positive feedback
- Schedule additional consult time (vertical teaming and EL consult time).
- The creation of a Google Doc to organize collaboration times

*Short- Term Outcomes: (how will you know if the change in practice is impacting student performance measures?)*

- Established protocols and norms will be regularly and effectively used during meetings
- New means of collaboration will be utilized by staff during building based meetings
- Established means of systems for staff to express positive feedback, gratitude, and to positively recognize one another will be implemented

*Final Outcomes (annual targets for student performance outcomes)*

- The development of a working environment that values a cohesive staff and a positive building culture, creating a community of mutual trust and respect by promoting a common vision and adhering to agreed upon norms of collaboration.