

**Happy Hollow Elementary School
Wayland Public Schools
School Improvement Plan 2015 – 2016**

WPS Core Values: Teaching and Learning, Collegiality, Respect for Human Differences, Community

Goal 1: To further expand and more fully realize a system-wide RTI program in a teaching and learning environment that integrates teacher collaboration, sharing of best practices, differentiated instruction, the use of data to inform instruction and the teaching of specific and essential study skills across the grades.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
1.1	Utilize the data team analysis approach around progress monitoring to increase the strength of our diagnostic practice, resulting in more individualized, targeted interventions.	Curriculum Directors, Math Coaches, Reading Specialists, Special Educators, Grade Level Teams, and School Principals	Examine trends in student achievement and growth throughout the year, using the MCAS, DIBELS, GMADE, GRADE, and Everyday Mathematics Units (mid-year and final assessments) in an effort to plan RTI instruction in which each student's unique learning needs are met in a meaningful way.	August 2015 - June 2016
1.2	Continue to maximize the RTI model through collaborative efforts, data meetings, and shared curricula.	General and Special Education Staff	Teachers will utilize and continue to develop the scope and sequences for mathematics and specific aspects of the language arts curriculum including the implementation of the Words Their Way Spelling program and the expansion of the SRSD Writing program in an effort to ensure that instruction is directly aligned to the Common Core Standards in a strategic way. To meet the learning needs of all students, PLC teams at each grade level will focus on sharing best pedagogical practices to differentiate instruction, and to integrate explicit instruction around the essential age-appropriate study skills across the grades.	September 2015 - June 2016

Goal 2: To enhance health and wellness education, with an emphasis on healthy relationships and violence prevention, employing a systemic approach to curriculum, instruction, extra-curricular activities and school culture.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
2.1	Implement the new Open Circle curriculum.	Classroom Teachers, Guidance Counselors, Special Education Staff and Principal	SEL committee will support, monitor progress, and provide resources to ensure that all classes across grade levels are providing direct Open Circle instruction two times per week. Students will demonstrate the use of the language and problem solving skills from the grade appropriate Open Circle lessons in an effort to form and maintain healthy relationships and friendships, as observed during both the instructional and unstructured times on a daily basis.	August 2015 - June 2016
2.2	In addition to the Open Circle curriculum, all three elementary schools will utilize the SEL guide created during summer work, 2015 to integrate aspects of the Social Thinking Program “Incredible Flexible You” curriculum, Collaborative Problem Solving, and Responsive Classroom to foster a safe learning environment at each of the schools.	Classroom Teachers, Guidance Counselors, Special Education Staff and Principal	Students will demonstrate an understanding of key conceptual aspects of each of these programs such as whole body listening, respect for human differences, community-building morning meetings, and establishing steps to solve important problems through social perspective taking.	September 2015 - June 2016
2.3	Each spring, all fourth and fifth grade students will continue to take an anonymous survey regarding their anxiety and stress levels, including causes.	Technology Teachers, Classroom Teachers	Teachers will analyze the survey, looking for trends that can be altered, making adjustments in school environmental factors which will move toward decreased feelings of stress and anxiety. This will be documented in a spring survey, enabling comparisons to the previous year.	June, 2016

Goal 3: To increasingly employ instructional technology for the purpose of improving student proficiency with core content knowledge and skills, while building technology related competencies – and to do so in conjunction with developing a comprehensive approach to science, technology, engineering, arts, and mathematics education.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
3.1	In an effort to create digital citizenship, we will provide ongoing training for students and staff around LARK across curricular and social areas related to the use of technology.	Technology Specialists in coordination with Curriculum Directors, Grade Level Teams and Building Principals	Students will display their knowledge of LARK in their use of iPads, laptops, cell phones, and other technological devices, while incidences of cyber bullying decrease.	November 2015 - June 2016
3.2	Continue to examine applications for iPad and Chromebook use to support a STEAM curriculum and differentiated instruction, including applications to support technology literacy such as All the Right Type and Code.org.	Instructional Specialists, Principals, Curriculum Directors, Director of Student Services	Expand the number of applications which are aligned with the Common Core Standards to support student learning. Teachers will utilize the district software request form and collaborate with technology staff to examine and analyze the effectiveness and alignment of each application to the mathematics and language arts curricula scope and sequences.	October 2015 - June 2016
3.3	Develop additional STEAM projects throughout all grade levels.	Instructional Technology Specialists and Classroom Teachers	Students will have an increasing number of authentic opportunities to integrate science, technology, engineering, arts, and mathematics, such as Cane's Arcade and Makers' Workshops.	October 2015-June 2016

Goal 4: To narrow the achievement gap through the use of culturally proficient teaching strategies, data-based analyses and, in general, by building on strategies that work.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
4.1	Utilize the Cultural Proficiency Team to identify areas for potential growth in relation to narrowing the achievement gap.	Cultural Proficiency Team, Principal, Leadership for Equity (LfE)	Our African American and Latino students will continue to show academic gains, including increasing by 10% on the GRADE and GMADE assessments by March, 2016.	September 2015 - March 2016

Goal 5: To launch an exploration of potential enhancements to the school department's offerings as identified and prioritized by the School Committee, Administration, and the School Committee Summit.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
5.1	Participate in committees to explore universal full-day kindergarten, world languages in grades K-6,, and possible enhancements to early childhood education in Wayland.	Principals, selected teachers	Committee reports to indicate progress in each of the areas being explored.	June, 2016