

MARLBOROUGH ELEMENTARY SCHOOL

Better Together For Children



Strategic Continuous Improvement Plan
2021-2022

MES Vision

To inspire wonder, awe, and curiosity and to motivate young minds to embrace learning

MES Mission Statement

In a partnership of family, school, and community, our mission is to educate, challenge and inspire each individual to excel and become a contributing member of society.

MES Community Beliefs

In order to prepare for a lifetime of learning, schools should foster in each individual a strong desire to develop an inquiring, self-directed, and creative mind.

All students should be educated in a safe and secure learning environment that provides appropriate facilities, personnel, and programs.

High expectations, goal setting, and hard work lead to success. Risks and challenges are opportunities to experience growth.

Each individual is important and unique and has a shared responsibility for contribution to the greater community. Respect for an individual's opinions and interests builds self-esteem and self-confidence. Knowledge of and respect for diversity is critical in our ever-changing multicultural world.

Curricula should be designed, implemented, and continually assessed to enable all students to realize their full potential.

All educational programs and services should incorporate current practices and contemporary research, materials, and equipment.

Attracting and retaining a highly qualified staff is essential to serving students and the district will provide appropriate supervision, evaluation, and training for the continual improvement and updating of skills and knowledge.

Education is a partnership shared by family, school, and the community that is essential for a learner's success. Supporting families in their role enhances the likelihood of a child's success. Open communication and honesty are essential to effective partnerships.

It is a shared responsibility of family, school, and community to ensure that all students will develop and understand their ethical, cultural, aesthetic, and intellectual values and respect those of others.

Collective community support, involvement, and resources, combined with individual initiative, are essential for excellence in education and should be encouraged and actively sought.

Marlborough Elementary School: Looking Forward Together

We are very proud that our school was open for in-person learning during the 2020-21 school year, a very challenging year due to the pandemic. We are incredibly grateful to our educators, students and families for making this happen! And still to some degree, the pandemic has interrupted teaching and learning across three school years. This challenge presents an opportunity for us to **re-focus** upon what we can do to **ensure student learning and growth** in developmentally appropriate ways. To promote learning, we must know how our students are performing, what reinforcements they may need, and know if our methods are leading to the learning of essential content and skills. We are committed to **meeting learners where they are and leading them to gains in the acquisition of fundamental knowledge and skills.**

Through strong relationships between students and teachers, with families as partners, our students will thrive and experience the joy and magic of MES! Our students are amazing human beings and enormously resilient! Despite any setbacks from the pandemic, access to grade level curriculum, prioritized and reinforced as needed, will lead them towards meaningful growth in learning. We will also support the social and emotional wellbeing of students so they can feel great about school while persevering.

The learning environment of MES is one in which learning is not strictly measured only by performance outcomes but also on the journey of learning and growth. **We aspire to create learner-centered conditions where students are active in their acquisition of knowledge, thinking out loud as they build meaning, ask questions, and explain their reasoning.** We hold **high expectations for all students** and progress is monitored regularly so that appropriate instructional and programmatic adjustments can be applied in a timely manner. In educating the whole child, **our goal is for each child to develop academically as well as socially-emotionally and to their fullest potential.** In support of academic aims are our school values **respect, responsibility and safety.** Each member of the school community, adults and children alike, enhance a safe and positive environment when we treat one another with respect and act responsibly.

Our staff works tirelessly to **provide a happy, joyful learning environment while focusing upon implementing curriculum and enhancing student progress.** The educators at MES are enthusiastic, intelligent, creative, dedicated to the art and science of their work and care deeply for their students and for one another. With the intention of continually expanding the capacity of our staff, we will enlist input and participation regarding program improvement, curriculum development, operations such as the school schedule and other committees. We will also aim to increase opportunities for professional development, time to collaborate and plan, and importantly, opportunities to build camaraderie by reconnecting with one another.

The MES Strategic Continuous Improvement Plan: A Roadmap For Our School To Meet the Needs Of Our Learners

At MES, we aim to provide an educational experience that affords every student with opportunities to develop the knowledge, skills and dispositions to think critically, communicate effectively, and contribute productively while demonstrating respect for and kindness towards one another. With the Vision, Mission, and Beliefs as an important collection of guiding school-community values, we developed a **Strategic Continuous Improvement Plan (SCIP)** to **specify the school's priorities, goals and actions over a three year period** to have all students achieve at high levels. To operate as an outstanding school in the service of children, the practice of continuous improvement **frames our direction, providing focus and coherence**. Using data to determine needs within the school as well as to target benchmarks, identifying strategies to meet those targets, and engaging in a cycle of action, reflection, and adjustment will enable our school to **continuously improve** for students and educators alike.

School Goals and Action Steps are informed and updated on an annual basis through an analysis of student growth and performance, consideration of students' social and emotional needs, parent and community feedback, and adherence to statewide improvement initiatives or mandates. Programmatic investments in curriculum, instruction, and professional development are prioritized based upon the goals of the *SCIP*.

Practices and Actions Associated With The MES Strategic Continuous Improvement Plan

- Continue to develop and build upon **evidence-based practices** across all curricular areas.
- Continue to develop our **data review systems** to effectively and efficiently analyze student assessment data to **monitor and enhance the individual growth of each child**.
 - evidence-based student assessment data shall be used diagnostically at appropriate intervals by teams of teachers to assess each student's learning and to identify and share effective Tier One practices as well as supplemental (Tier Two and Three) instructional groups. A district Data Warehouse will be designed to modernize how assessment data is maintained for analysis and action by administrators and teachers.
 - Our teaching and assessment methods will be used to gauge student acquisition of knowledge and skills. Well-designed classroom **assessment** practices provide specific, personalized, and timely information needed **to guide both learning and teaching**. Assessments shall be valid and reliable to inform instructional practices in support of student learning.
 - Summative as well as formative **assessment data will be used to frame student learning objectives as teachers' annual goals**.
- We will also continue to **apply the principles of early intervention**. This includes a review of the needs of our youngest learners, our preschoolers.
- **Curriculum Development** will be designed to refine and articulate content and performance standards and assessments in all subjects at all grade levels. As such

definition is refined, teachers shall continue to employ professional judgement based upon learners' needs to implement the curriculum.

- **Students** will be engaged in feedback so that they **are aware and active as they construct meaning and apply new learning**. Feedback is timely and specific, understandable to the student, and intended to be motivating to allow for self-adjustment on the student's part. When guiding students, teachers will help cultivate a **growth mindset** for each child and a **can-do attitude**.
- Marlborough's vision for professional learning is that each educator engages in continuous learning to increase the skill and knowledge applied to the teaching of rigorous and relevant content for students, resulting in positive outcomes for each child. We will reinvigorate a **collaborative professional learning model** that is grounded in a vision for high-quality evidence-based instruction informed by timely, meaningful and relevant professional development. Our highly educated and committed teachers and administrators will define a **Vision for Teaching and Learning** as a shared language of impactful instructional methods which support high expectations for all students, active student engagement, and a growth mindset learning environment.
 - We look forward to the opportunity to update the Marlborough Educator Evaluation System in concert with anticipated guidance and potential flexibility from the CSDE to center around Marlborough's Vision for Teaching and Learning.
- We will strengthen the **sense of community, trust, collegiality, and capacity among staff members** beyond grade level/area clusters and with the administration so that we can generate creative solutions with input from varying perspectives to unify efforts to meet the school's vision, mission, and goals and ultimately serve students to the best of our capacity.
- We will continue to **enhance students' school experience** by offering an enriching repertoire of extra curricular clubs and activities as well STEAM and gifted programming.

MES Three Year Strategic Improvement Goals Fall, 2021-Spring, 2024

Goal Area 1: Literacy

Goals For Students: (1) All PreK-3 students will have access to systematic, explicit, and engaging foundational reading instruction so that each student makes growth towards becoming a proficient reader on the road to leading a literate life as measured by grade level standards. (2) Students in grades 4-6 will fluently execute decoding and language comprehension skills to read with automaticity in order to comprehend grade level text. (3) Students in grades PreK-6 will develop writing skills rich with voice, demonstrating solid use of fundamental structures (organization and conventions) to communicate effectively.

Monitoring and Measures of Student Progress:

Grade	Assessment Tools 2021 - 2022*
K	*Assessment tools will likely change beyond 2020-21 as we transition to Science of Reading-aligned practices Phonological Awareness Skills Test (PAST) Letter Identification and Letter Sounds Assessment Foundations Assessments Fountas and Pinnell Benchmark Assessment STAR Early Literacy Assessment Classroom/Unit Assessments in Reading and Writing Sight Words
1 st	Phonological Awareness Skills Test (PAST) CORE Phonics Assessment Foundations Assessments Fountas and Pinnell Benchmark Assessment STAR Early Literacy/STAR Reading Sight Words Classroom/Unit Assessments in Reading and Writing
2 nd	Phonological Awareness Skills Test (PAST) CORE Phonics Assessment Fountas and Pinnell Benchmark Assessment STAR reading STAR CBM: Oral Reading Fluency Sight Words Foundations Assessments Classroom/Unit Assessments in Reading and Writing
3 rd	STAR Reading STAR CBM: Oral Reading Fluency Fountas and Pinnell Benchmark Assessment Classroom/Unit Assessments in Reading and Writing

4 th	STAR Reading STAR CBM: Oral Reading Fluency Fountas and Pinnell Benchmark Assessment Classroom/Unit Assessments in Reading and Writing
5 th & 6 th	STAR Reading STAR CBM: Oral Reading Fluency Fountas and Pinnell Benchmark Assessment (select students) Classroom/Unit Assessments in Reading and Writing

Literacy Program Development Goal: By July 1, 2023, MES will implement a CSDE-approved or aligned reading curriculum model or program for grades Prek-3. The curriculum/program will be evidence- and research-based and focused upon student competency in oral language, phonemic awareness, phonics, letter name fluency and word recognition automaticity, vocabulary, reading fluency and comprehension. The MES program shall be comprehensive, standards-based, sequential, and aligned to the instructional shifts associated with the *Science of Reading*.

Instruction Action Steps:

- Use assessment data to guide and differentiate instruction.
- Adapt the pace, format, content, strategy, or emphasis of instruction to build students' understanding.
- Utilize multiple learning modalities (audio, visual, kinesthetic, tactile) to increase engagement, provide repeated practice, and enhance memory.
- Conference with students (small group, one-on-one) providing targeted instruction and constructive feedback.
- Provide students Prek-6 with access to complex and authentic texts.
- Build text sets that support topic explorations in science and social studies.
- Construct lessons that build in complexity each year that explicitly instruct efficiently navigating and critiquing on-line resources.
- Craft frequent opportunities for students to purposefully construct writing for meaningful purposes (responding to text, analyzing data and summarizing findings, showcasing knowledge learned - ie. brochure).

Program Action Steps:

- Convene a representative committee of administrators and teachers to research and make recommendations to the Superintendent for adoption of Prek-3 curriculum/program components aligned to the Science of Reading.
- Provide professional development relative to the *Science of Reading*, Dyslexia, and Structured Literacy.

- Inventory availability of decodable texts and online resources in K-2 classrooms and provide funding in the FY23 and FY 24 budget to expand classroom libraries for this purpose. Analyze current leveled texts for “decodability” and redistribute/reorganize them across classroom libraries as needed.
- Continue to utilize the school library as a literacy and learning hub for both students and staff.
- Provide resources for program review and selection as well as curriculum writing.
- Continue implementation of *Foundations* (2021-22 K-2; expand into grade 3 in 2022-23).
- Update, refine, and define the MES PreK-6 Literacy Program to include the tier one learning standards contained in a vertical curriculum scope and sequence in Reading. [PreK-3 Fall, 2021-Spring, 2022; Grades 4-6 beginning Fall, 2021 and completed by June, 2023.]
- Update (add and replace) and implement research-supported instructional and assessment methods to effectively deliver the curriculum.
- Define, articulate and potentially expand upon the continuum of support services in Reading from tiered support through special education services to support students who are not yet reading proficiently. Provide professional development to expand our capacity to deliver these services.
- Update Report Cards and other parent communication vehicles to align with updates to our curriculum standards and assessment mechanisms.

Goal Area 2: Social and Emotional Wellness and Health

Goal for Students: All students will feel safe, supported, respected and be equipped to make healthy choices as they engage in learning and persevere to meet grade level academic standards.

Monitoring and Measures:

Aperture - DESSA Mini: SEL screener completed by teachers three times per year to assess students’ social emotional well-being.

Parent, Staff and Student Feedback Surveys: Implemented in the fall and spring.

Program Development Goals: (1) Implement a comprehensive, coordinated, and systematic web of support between the school, families, and the community so that students are academically successful and socially and emotionally competent. (2) Establish and implement a K-6 Health curriculum.

Action Steps:

- Convene a representative committee of administrators and teachers to research and make recommendations to the Superintendent for adoption of a schoolwide SEL

program, which is evidence-based, age-appropriate and is aimed at teaching students social and emotional skills, promotes optimal mental health, and helps prevent risky behaviors for all students and foster a safe, supportive learning environment where students feel respected and valued.

- Provide professional development regarding the research basis of the selected program and strategies and how each staff member can promote the methods in their interactions with students, their teaching, and in their learning environment.
- Implement the program with fidelity to enhance school engagement, academic success, and use of good citizenship skills. The program shall be aligned to the *CSDE Student Social-Emotional Learning Standards*, expected by October, 2022 emphasizing responsiveness, school connectedness and including restorative practices.
- Revisit and re-energize our school-wide Positive Behavioral Intervention and Support (PBIS) student expectations and procedures in order to promote a safe and respectful school climate.
- Utilize existing protocols as well as new screening tools to assess and provide early intervention for students who have significant risk-factors for social, emotional or mental health challenges that impact learning.
- Implement a multi-tiered systems (MTSS) approach on a three-tier system: Tier 1 SEL strategies designed to be implemented for all students; Tier 2 strategies implemented with targeted groups of students with social and/or emotional challenges which interfere with academic participation and achievement; Tier 3 strategies for students identified as having significant social and/or emotional challenges needed significant interventions to insure appropriate participation in school and academic achievement.
- Build and strengthen referral and follow-up mechanisms as necessary and appropriate.
- Provide families with information about the SEL program and encourage ways in which social and emotional development can be supported at home.
- Continue to leverage community partnerships to assure a coordinated approach to addressing children's mental health and social and emotional development.
- Develop and adopt a health curriculum that builds an understanding of the roles nutrition, exercise, self-advocacy and informed decision-making play in leading a healthy, happy life.
 - Crosswalk the Health standards with the SEL and science curricula to align learning outcomes across the content areas.

Goal Area 3: Mathematics

Goal for Students: Students will be actively engaged in developing an understanding of grade level mathematical concepts and procedures through problem solving, reasoning, and discourse and make substantial growth towards and/or meet grade level expectations.

Monitoring and Measures of Student Progress:

Grade	Data Collection Tools 2021 - 2022		
	Fall	Mid-Year	End of Year
K	CBM Unit tests	CBM Unit tests	CBM Unit tests
1 st	enVision Screener STAR Math Fact Fluency Unit tests	STAR Math Fact Fluency Unit tests	STAR Math Fact Fluency Unit tests
2 nd	enVision Screener STAR Math Fact Fluency Unit tests	STAR Math Fact Fluency Unit tests	STAR Math Fact Fluency Unit tests
3 rd	enVision Screener STAR Math Fact Fluency Unit tests	STAR Math Fact Fluency Unit & mid year tests	STAR Math Fact Fluency Unit & end of year tests
4 th – 6 th	enVision Screener STAR Math TOMAGS Fact Fluency	STAR Math Unit tests Mid year test Fact Fluency	STAR Math Unit tests End of year test Fact Fluency

Program Development Goal: Identify and implement valid progress monitoring and summative assessment strategies to inform instruction and gauge student mastery of mathematical concepts aligned to the instructional scope and sequence of the new math program.

Instruction Action Steps:

- Implement EnVision Math with fidelity focusing on understanding the underlying structures and patterns of mathematics. Daily instruction, supported by strong visual learning components, will have children individually solving problems, collaborating with peers to present mathematical thinking and constantly evaluating the reasonableness of answers.

- Monitor student progress using assessment tools and use data to guide and differentiate instruction.
- Adapt the pace, format, content, strategy, or emphasis of instruction to build students' understanding.
- Utilize multiple learning modalities (audio, visual, kinesthetic, tactile) to increase engagement, provide repeated practice, and enhance memory.
- Conferences with students (small group, one-on-one) providing targeted instruction and constructive feedback.
- Implement tasks that promote reasoning and problem solving.
- Facilitate meaningful discourse.
- Support productive struggle, risk-taking and learning from mistakes as students persevere to build procedural and conceptual understanding.
- Support learning acquisition post-pandemic:
 - Prioritize major work of the grade
 - Review and reteach prerequisite skills and vocabulary; explicitly connect to current grade-level content
 - Provide small group instruction, practice, and feedback
 - Provide targeted supplemental tier 2 and intensive tier 3 instruction.

Program Action Steps:

- Committee to evaluate feedback from the first year of enVision 2.0 implementation.
- Evaluate the efficacy of resources utilized for tier 2 and tier 3 instruction.
- Explore 'on-demand' professional development opportunities embedded in the enVision 2020 program.
- Investigate *SuccessMaker* may play in universal screening / progress monitoring.
- Identify avenues for providing enriching mathematical experiences to children who excel in mathematics.
- Update Report Cards and other parent communication vehicles to align with updates to our curriculum standards and assessment mechanisms.

Goal Area 4: Students as Communicators, Creators, Researchers, Designers, Performers, Composers and Athletes

Goal for Students: All MES children will explore the musical, artistic, athletic, and linguistic elements of the world and themselves.

Program Goal: Implement an essential arts program deepening the appreciation and understanding of the world through an artist's eye, musical ear, second language exploration, research, and athletics.

Instruction and Program Action Steps:

- Provide opportunities for children to express themselves, explore their talents and interests, and demonstrate achievements through instrumental and vocal concerts and art showcases.
 - Restore artistic experiences that utilize mediums such as clay to express creative ideas.
- Deepen students' connection with other cultures through second language acquisition, artistic exploration and musical experiences.
- Instruct children in a well-rounded physical education program that builds skill, self-confidence and an overall appreciation of lifelong wellness through physical activity.
- Effectively utilize the resources of the media center to experience varied reading opportunities, explore topics of interest, and build depth of knowledge using print, non-print, and on-line resources.
 - Facilitate projects that build an ever increasing knowledge and deep understanding of the print and electronic tools held within the walls of the media center.
- Seek authentic opportunities to expand the arts into classrooms to deepen the learning experience.