



FLORAL STREET SCHOOL

2015-2017 SCHOOL IMPROVEMENT PLAN

2014-2015 SCHOOL COUNCIL MEMBERS

PARENTS	STAFF
MATTHEW BEATON, COMMUNITY REPRESENTATIVE	SUZANNE MARGIANO, SCHOOL PSYCHOLOGIST
* ALANA DROS, PARENT	DEBORAH MARTEL, GRADE 2 TEACHER
KENNETH HAMM, PARENT	LISA McCUBREY, PRINCIPAL
KRISTINE ROMANO, PARENT	ELAINE MORGAN, GRADE 4 TEACHER
SANJEEV SETHI, PARENT	TIFFANY OSTRANDER, ASSISTANT PRINCIPAL
	HEIDI RICHARD, GRADE 2 TEACHER

*Designates Co-Chair

Demographics

Enrollment and Class Size Information

	2009-2010	2014-2015
Grades Served	1-4	1-4
Total School Enrollment	741	719
ENROLLMENT BY GRADE LEVEL		
First Grade	111	107
Second Grade	216	188
Third Grade	215	221
Fourth Grade	199	203

Student Information

2009-2010		2014 -2015		
SUBGROUPS	Number of Students	% of Population	Number of Students	% of Population
Native American	0	0%	2	0%
African American	14	2%	22	3%
Asian	195	26%	293	41%
Hispanic	31	4%	48	7%
White	475	64%	327	45%
Other/Mixed Race	26	4%	27	4%
Special Education	111	15%	69	10%
Low Income	87	12%	109	15%
English Language Learners	43	6%	57	8%

School Assessment Data

See Appendix A

School Improvement Goals

2015-2017

Engage and Challenge All Learners/Enhance Learning Through Technology

SCHOOL GOALS	ACTION PLAN
<p>PROFESSIONAL PRACTICE</p> <p>By the end of the 2016-17 school year, all grade level and department teams will have re-designed and implemented an existing learning experience for students that includes:</p> <ul style="list-style-type: none">● An open-ended question that requires students to think critically about an engaging topic● A special introductory event to the learning experience that generates curiosity and motivates students to learn more about the topic● Multiple pathways to demonstrate learning● Opportunities for students to share their thinking and collaborate with others● Work shared with an audience beyond teacher and classroom● Technology integration that enhances learning at the Modification and/or Redefinition level (SAMR Model) <p>The resources for this learning experience will be organized digitally to support team and department collaboration and innovation.</p>	<ul style="list-style-type: none">● Provide three half-day district wide professional development sessions focused on supporting staff in redesigning existing curriculum units based on the elements of project based learning as defined in the above bullets (February, March, April)● During the 2015-2016 school year, grade level teams will identify an existing learning experience to re-design● During the 2016-2017 school year, grade level teams will collaborate to redesign one learning experience as defined in the above bullets● Increase the number of technology devices in classrooms and opportunities for students to use technology to enhance learning at the Modification and Redefinition levels (ongoing 2015-2017)

<p>STUDENT LEARNING</p> <p>In spring 2017, the number of students meeting the proficiency benchmark on PreK-12 common writing assessments will increase by at least 5% in each grade level compared with the baseline established in 2016.</p>	<ul style="list-style-type: none"> ● Develop a district wide data collection tool to monitor student scores and progress (Fall 2015) ● Administer, score, and record Common Trimester Writing Assessments (Baseline, T1, T2, & T3) to monitor student progress and identify further instructional points within 2015-2017 ● Implement district common writing rubric when scoring students in grades Pre-K-4 (ongoing 2015-2017) ● Provide ongoing professional development for all classroom teachers and special educators regarding: <ul style="list-style-type: none"> -Effective instructional writing practices -Continued focus on interrater reliability -Utilizing the common district rubric for student scoring, measuring student growth, and informing instruction (fall 2015)
<p>STUDENT LEARNING</p> <p>In spring 2017, the number of students meeting the proficiency benchmark on PreK-12 common mathematics assessments will increase by at least 5% in each grade level compared with the baseline established in 2016.</p>	<ul style="list-style-type: none"> ● Educators and instructional coaches will collaborate to develop/identify common math assessments that feature problem solving at the application level for grade levels PreK-4 (2015-2016) ● Educators and instructional coaches will collaborate to develop a common scoring rubric for grade levels Pre-K-4 (2015-2016)

	<ul style="list-style-type: none"> ● Develop a district wide data collection tool to monitor student scores and progress (2015-2016) ● Educators will implement common assessments (fall 2015) ● Assessments will be scored using the common rubric and exemplars will be selected to support instruction (fall 2016) ● Continued professional development for all classroom teachers and special educators regarding math rigor and problem solving (i.e., mathematical reasoning, discourse, mathematical practices). (December 2015, May 2016)
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Promoting Health and Wellness

SCHOOL GOALS	ACTION PLAN
<p>PROFESSIONAL PRACTICE Based on surveys and observations, each school will ensure a systematic response to address the needs of students who are at-risk for behavioral or mental health issues, especially those who are identified as lacking a connection to a caring adult in the school environment.</p>	<ul style="list-style-type: none"> · Complete pilot screening in select elementary classrooms. (Spring 2015) · Implement universal screening using the Mental Health Check and Reflect assessment. (Fall 2015) · Develop a response protocol based on the data collected. (Late fall 2015) · Identify and implement individualized and school-wide interventions. (Winter 2016)

School Specific Goals

SCHOOL GOAL	ACTION PLAN
<p>All Classrooms will provide daily opportunities for students to engage in kinesthetic practices to improve self-regulation, availability for learning, and learning outcomes as evidenced by staff survey data, observations, and artifacts submitted through the educator evaluation process.</p>	<ul style="list-style-type: none"> ● Provide professional development to all staff related to research and resources on use and impact of kinesthetic practices in the classroom through staff meetings, Instructional Spotlights, Weekly Notice and Daily News. (2015-2017) ● Communicate with the parent community through Falcon Flyer and Curriculum Nights regarding research and practices (2015-2017) ● Coordinate with PE and health staff and school psychologists to train paraprofessional and professional staff on use of kinesthetic practice, yoga-based moves and mindfulness skills to address self-regulation needs (Spring 2016) ● Survey professional staff to identify the kinds of kinesthetic practices used in the classroom and their frequency of use. (Fall 2015; Spring 2016) ● Administer check and reflect mental health and well-being survey to half of the student population bi-monthly (district goal) and review data for trends (2015-2017) ● Incorporate kinesthetic practices, yoga-based movement and mindfulness skills into small group and individual self-regulation instruction (2015-2017)

Appendix A – School Assessment Data

Signature Page

SCHOOL COUNCIL MEMBER	SIGNATURE
MATTHEW BEATON	
ALANA DROS	
KENNETH HAMM	
SUZANNE MARGIANO	
DEBORAH MARTEL	
LISA McCUBREY	
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