



Witchcraft Heights Elementary School

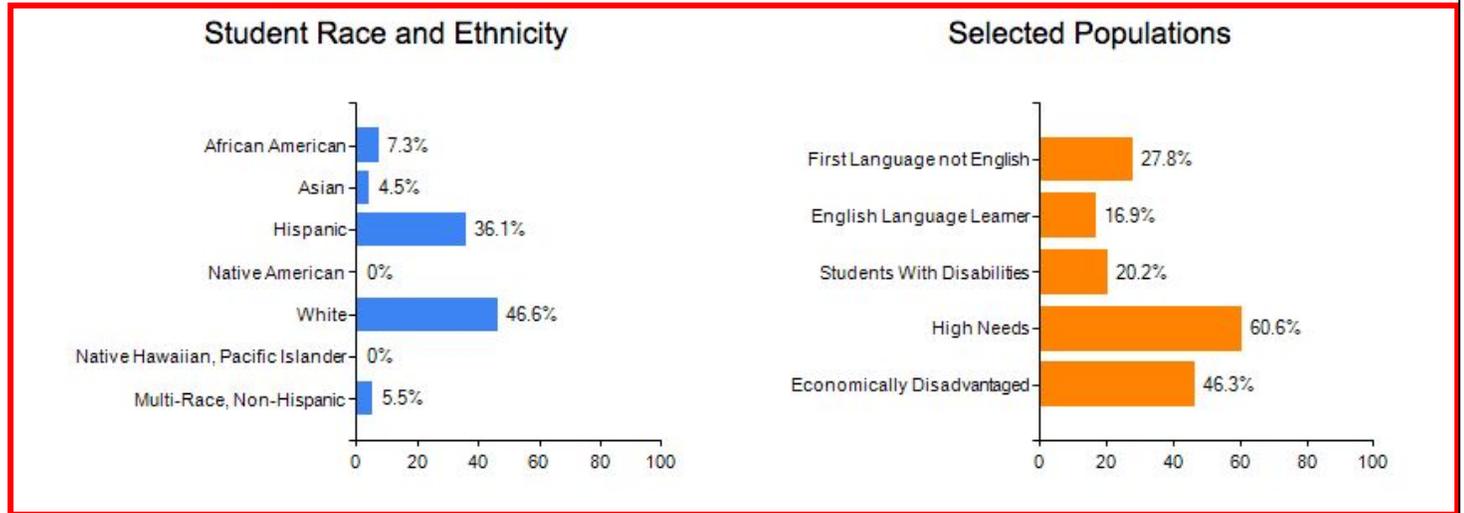
School Improvement Plan 2019-2020

I. Comprehensive Needs Assessment

- Provide a brief description of the school demographics and any unique programs or characteristics (e.g. ELT, etc.).

Witchcraft Heights Elementary School is a K-5 school with 543 students. Our WHES_School Mission Is to provide a rigorous and positive K-5 education, where every student will have success for today and be prepared for tomorrow. Students come to school everyday to discover their potential, and they are part of a community that is welcoming and respectful. Our school is committed to supporting the needs of all learners. In our school community, we have three classrooms which support the needs of students with an Autism diagnosis and two classrooms that support the needs of students that fall under the category of Life Skills.

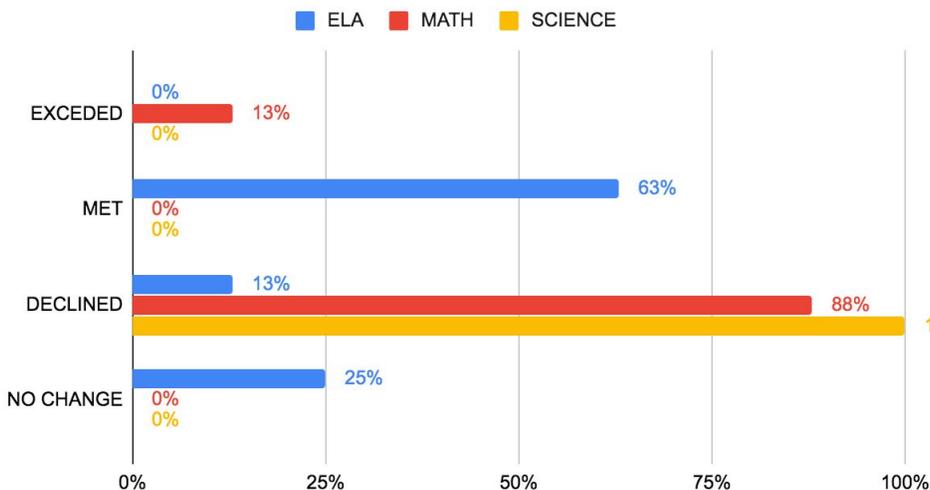
Please see our school profile charts below:



In looking at our MCAS data we have made some growth in a few of our sub groups areas. Our ELs and SWDs show small improvements, and we Met and Exceeded Targets in Absenteeism.

When diving deeper into our data, it is clear that we still have much work to do as a school community. Our ELA, Math and Science academic achievement is significantly lower than our targets. When we break down our academic achievement by subgroups, there are several marked gaps in the achievement and growth of our students. **The following data represents our needs for improvement within our subgroups:**

MCAS ACHIEVEMENT TARGETS: ALL GROUPS



We strive to be an excellent school for our students, and we are aware that we have a great deal of work to do. We are confident that the plan below not only reflects our school goals, but will be implemented with fidelity so that all students at Witchcraft Heights Elementary School will make growth in order to meet their achievement targets across all content areas.

- Describe how the comprehensive needs assessment was conducted in an inclusive manner so it involved all members of the school community (including representatives from regular education, special education, Limited English Proficient, as well as low-achieving students), paying particular attention to the needs of educationally disadvantaged children.

The comprehensive needs assessment was developed with input from our School Council, which is comprised of parents, teachers and administrators, and the ILT, which is comprised of coaches and teachers.

II. School Data Profile

Below is the link to our School Data Profile.

https://drive.google.com/open?id=1LGWcA0tz8dHheFhB4fuvb_QKH5ZD6-

III. Data Analysis

- Provide a succinct analysis of the data. Be sure to address subgroups in the review.

English Language Arts/Literacy	
Strengths	<ul style="list-style-type: none"> • Our Lowest Performing Students Met their Target in English Language Arts. • Comparing the “2018 ELA Mean SGP” MCAS data and the “2019 ELA SGP Preliminary” MCAS data reveals that our SGP value rose in the following areas by the following amounts: <ul style="list-style-type: none"> ○ High Needs Subgroup: + 4.4 ○ Econ. Disadvantage Subgroup: +4.9 ○ Students w/Disabilities Subgroup: + 13.8 • Witchcraft Heights Elementary School has a growing English Language Learner population. This past year, 93 students participated in annual WIDA ACCESS testing. Of these 93 students, 53 have progress targets based on prior years ACCESS scores and number of years in the country. Of these students 58% met their goal. This can be considered a strength as ELL students acquire language proficiency they can perform better on District Common Assessments and MCAS.
Challenges	<ul style="list-style-type: none"> • Based on MCAS data a majority of our students did not meet targets set for them. • Our Lowest Performing Students are meeting their targets, but in our All Students Group our students are declining and failing to meet their targets. • Comparing the “2018 ELA Mean SGP” MCAS data and the “2019 ELA Mean SGP MCAS data reveals that our SGP value decreased in the following areas by the following amounts: <ul style="list-style-type: none"> ○ EL and Former EL Subgroup: - .4 ○ Hispanic/Latino Subgroup: -.2 ○ White Subgroup: -1.14
Opportunities	<p>This year we have developed a School Leadership Team consisting of teacher leaders from each grade level and specialty. This team has dug deep into Open Response answers in the MCAS and has determined that writing is an area in which we need to build rigor. The team has initiated a Writing In Response to Learning campaign where we will focus PD and instruction on writing in response to reading and complex text.</p>

Mathematics	
Strengths	<ul style="list-style-type: none"> • Our Lowest Performing Students Exceeded their Target in Math. • SGP for English Language Learners and former English Language Learners as well as Students with Disabilities had the highest SGP of any other subgroup. Students with Disabilities SGP increased from 29.4 in 2018 to 42.3 in 2019. Hispanic/Latino increased from 32.1 in 2018 to 40.6 in 2019. Students in other sub-groups maintained similar SGPs from 2018-2019.

	<ul style="list-style-type: none"> Our math growth for peer districts is the highest that it has been in the last three years, up from 37 in 2017 to 39.4 in 2019.
Challenges	<ul style="list-style-type: none"> Our Lowest Performing Student are exceeding their targets, but in our “All Students Group our students are declining and failing to meet their targets. Between 13%-26% of students in grades 3-5 are not meeting expectations.
Opportunities	In grades 3-5, between 40%-55% of the population are partially meeting expectations. Therefore, there is a great opportunity to provide targeted instruction to move this population of students toward meeting expectations.

Science	
Strengths	
Challenges	<ul style="list-style-type: none"> Based on MCAS data a 60% of our students did not meet expectations on the STE Grade 5 MCAS. Achievement level percentiles by subgroup: <ul style="list-style-type: none"> Students with disabilities, 17 White, 18 High needs status, 18
Opportunities	<ul style="list-style-type: none"> In grade 5, 44% of the total population partially met expectations. With the data collected during PLC teachers will be able to target specific scientific disciplines to move students towards meeting expectations.

School Culture	
Strengths	<ul style="list-style-type: none"> This year we have introduced a new vision and mission as well as new common core goals developed by or SLT and School Council and vetted by our staff and PTO. Our goal is to build strength from the work that we have done as a team and increase a sense of community within our school including students, staff and families. This is the first year in two years that we have begun the year with a consistent leadership team at WHES and we are confident that this will insure a sense of commitment amongst our entire school community. We have completed and are introducing our new Staff and Family Handbook. This has been long overdue and will bring a sense of consistency and expectation to the entire community. We have introduced a new Discipline Plan for staff. This plan is based on Responsive Classroom practice. It includes clear expectations and procedures.
Challenges	<ul style="list-style-type: none"> Engaging all students in their learning, both social-emotionally and academically 100% of the time. Implementing and consistently using strength-based strategies for engagement, such as logical consequences for misbehavior, building skills such as cooperation, assertiveness, responsibility, empathy and self-control, and having an academic mindset. Establishing and implementing our new school-wide expectations in all areas of our school (ie. hallway expectations, bathroom, assemblies, recess, lunch). Partnering with families and valuing their contributions to build a stronger, more inclusive WHES community. We continue to seek out ways to involve and draw in parents who are not traditionally involved in the school.
Opportunities	<p>Unveiling of our new Core Values and Magic: <u>2019-20120 WHES School -Wide Values and Rules</u> M: Model Curiosity A: Act Safely G: Give and Receive Respect I: Include Everyone C: Continue to persevere</p> <p><i>MAGIC reinforces the lifelong skills needed to be a contributing member of our local and global communities. All students, staff and guests abide by 3 school wide rules at all times and in all areas to assure that we achieve our values.</i></p> <p><u>Our School-Wide Rules</u></p> <ol style="list-style-type: none"> I am safe. I am respectful.

	<p>3. I try my best.</p> <p>Daily School Pledge: As as student at Witchcraft Heights Elementary School, I pledge to: M: Model Curiosity A: Act Safely G: Give and Receive Respect I: Include Everyone C: Continue to persevere</p> <p>New District SEL Modules will be an opportunity for staff to become more confident in managing classroom behaviors and hopefully preventing them as much as possible.</p> <p>Using Charlie Applestein’s book - No Such Thing as Bad Kid as a school based read and planning PD around this book.</p> <p>This is our second year with 1.5 Family Engagement Coordinators. Last year we worked on a variety of means to communicate with families and found that through the use of Remind and phone calls with Blackboard we are able to connect with most.</p> <p>We have developed a system of welcoming new families into the school that we will continue. This makes for an immediate connection with parents that enhances their comfort level.</p>
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IV. School Action Plan

- Based on the current comprehensive needs assessment, provide a prioritized list of the targeted areas to be addressed this year in the school-wide plan.
- Express these priorities as **Strategic Objectives**. Sample strategic objective: *Implement data cycles that include regular use of student level data to inform instruction to meet the needs of all English language learners.*
- Strategic objectives should reflect district priorities and statewide improvement targets:
 - **District Priorities**
 - Instructional Priorities
 - Creating Welcoming and Affirming Learning Environments
 - Supporting Meaningful Interactions
 - Providing Comprehensible Input
 - Adapting Texts
 - Supporting Family & Community Engagement
 - Maintaining Safe & Supportive Schools
 - **Statewide Improvement Targets**
 - Academic targets for ELA, Math and Science
 - Attendance
 - Improving the learning of our lowest performing students
 - Advanced coursework completion (high schools)
 - Graduation and dropout rates (high schools)

Strategic Objective 1: (ELA) Increase the number of students that are able to read and write proficiently in order to answer open ended questions and constructed responses, in addition to writing about reading in all content areas.

Action Steps	Lead	Start	Complete
● Plan PD that includes strategies for teachers to increase and improve their instruction to ensure accessibility and scaffolds for all students to be engaged in rigorous curriculum activities.	ELA Coach & Reading Specialist	9/19	6/20
● Guided Reading - Leadership and Literacy Coach will plan and implement PD using the Fountas & Pinnell Continuum to increase teacher knowledge and skill base in the area of Guided Reading.	ELA Coach & Reading Specialist	9/19	6/20

<ul style="list-style-type: none"> Guided Reading instruction will include two part lessons that include pre-teaching of vocabulary, skills and entry point lessons developed from the <u>Fountas and Pinnell Continuum for Reading Instruction</u> and Standards based instruction. 			
<ul style="list-style-type: none"> Build rigor in writing by planning opportunities to implement writing in all areas of the curriculum. 	Admin, ELA Coach and SLT Team	9/19	6/20
<ul style="list-style-type: none"> Plan and implement PD to increase staff knowledge and ability to provide students with access to complex grade level text. 	Admin & ELA Coach	9/19	6/20
<ul style="list-style-type: none"> Provide lessons and learning opportunities to build students ability to read and respond to complex text. 	Admin, ELA Coach and SLT Team	9/19	6/20
<ul style="list-style-type: none"> Provide lessons and learning opportunities to build students ability to read and respond to complex text. 	Admin, ELA Coach and SLT Team	9/19	6/20
<ul style="list-style-type: none"> Provide PD using curriculum from ATLAS maps that focuses on planning differentiation strategies and strategies to provide entry points to all learners. 	Admin, ELA Coach & SLT Team	9/19	6/20
<ul style="list-style-type: none"> Create and Implement the use of Data Walls and Cycles using BAS Data and Running Records. 	Admin & ELA Coach	9/19	6/20
<ul style="list-style-type: none"> Coaches will ensure that teachers input assessment dates into unit trajectories and collaborate with teams to determine which ones will go in Gradebook. 	ELA Coach & SLT Team	9/19	6/20
<ul style="list-style-type: none"> Use pre-selected formative assessments to inform instruction, areas of re-teach, small group instruction and intervention. 	ELA Coach	9/19	6/20
<ul style="list-style-type: none"> Using student work protocols and proficiency scales to look at formative assessments looking closely at writing in order to inform progress and instruction. 	Admin, ELA Coach & SLT Team	9/19	6/20
<ul style="list-style-type: none"> Use Specialist PLC time to plan lessons that include opportunities for writing. 	Admin	11/19	6/20
<ul style="list-style-type: none"> Administer and analyze the PALs Assessment for grades K-2 tool to drive foundational reading instruction for whole group as well as small group instruction. 	ELA Coach	9/19	6/20
<ul style="list-style-type: none"> Administer BAS and Running Records then analyze results to inform small group instruction and Guided Reading. 	Admin, ELA Coach, Reading Specialist & ELA Teacher	9/19	6/20
<ul style="list-style-type: none"> During PD time use a protocol to analyze student work to drive ELA instruction for whole group re- teach as well as small group instruction. 	Admin, ELA Coach & SLT Team	9/19	6/20
<ul style="list-style-type: none"> Conduct learning walkthroughs and instructional rounds to ensure fidelity to the above practices. 	Admin and Coaches and SLT Team	10/19	6/20

What data will be used to monitor implementation of this strategic objective? How often will this data be analyzed, and revisited for gains/decreases?

Measures of Success	How and When
Instructional Rounds 3-4 times per year	<ul style="list-style-type: none"> Each instructional round will focus on our school-wide foci: Guided Reading and Writing in Response to reading (authentic writing across the content areas) Use our WHES Guided Reading Look Fors document to gauge student success and to ensure fidelity to the Guided Reading model
BAS	<ul style="list-style-type: none"> 3x/year (BAS assessments) and data meetings with all GLTs (Grade-level teams) following each BAS cycle.
Running Records	<ul style="list-style-type: none"> Every 4-6 weeks as determined by student progress in reading. Teachers and literacy interventionists will share RR at data cycle meetings including current level and instructional goals the students is working on.
Data Walls	<ul style="list-style-type: none"> Grade-level teachers will continuously update data walls as determined by BAS assessment dates and Running Records. Literacy coach and administration will review student progress and trends as reflected in data walls in order to determine next steps for instruction and support.
PALS	<ul style="list-style-type: none"> 3x/year (PALS assessments) and data meetings with all GLTs (Grade-level teams) following each PALS cycle.
School City District Common Assessments	<ul style="list-style-type: none"> Scheduled throughout the school year and data meetings (see above) will include data from DCAs Teachers partake in data dives to look closely at data and will create action plans in order to re-teach standards and then create a time to reassess the standards that will be added to trajectories.
End of Unit Assessments	<ul style="list-style-type: none"> Ongoing and assessment dates determined by grade-level teachers.

Strategic Objective 2 (MATH): Teachers will plan rigorous math instruction according to standards and timelines in ATLAS District maps with particular emphasis on implementing math workshop learning stations and guided math groups that are both challenging and differentiated. Teachers will plan frequent standards based formative assessments and use them to inform planning of lessons.

Action Steps	Lead	Start	Complete
1. Math PLCs will focus on planning math workshop lessons that are explicitly tied to ATLAS standards and rigorous standards based curriculum resources such as Eureka Math	Math Coach	9/2019	6/2020
2. Math PLCs will include dedicated time to look at student work from formative assessments using standard protocols and to adjust upcoming lessons to address the needs found in the data	Math Coach	9/2019	6/2020
3. STMath, an online tier 1 grade level resource, will be implemented 60 min per week per student in all grade 3-5 general	Math Coach/ "STMath Champion" STMath Staff	9/2019	6/2020

education classrooms and 30 minutes per week per student in their Computer Science class.	Computer Science Teacher		
4. The 20 Mini-lessons from <u>Math Workshop</u> by Jennifer Lempp will be implemented within the first 6 weeks of school (K-5) to develop the underlying structures and routines necessary for implementing productive learning stations and guided math groups in a Math Workshop model. Math coach will be available to plan, model or co-teach MLs with teachers.	Admin Math Coach	9/2019	11/2019
5. Teachers (gen. ed, special ed., ESL) grades K-5 will engage in peer to peer observations of Math Workshop lessons both at their grade level and vertically.	Math Coach Grade level SLT representative	9/2019	6/2020
6. Teachers will plan and implement opportunities for students to respond to their math learning experiences in written form both during math classes and during the Response to Learning block.	Math Coach Grade level SLT representative	9/2019	6/2020

What data will be used to monitor implementation of this strategic objective?

How and When	Measure of Success
1. Planning MW lessons <ul style="list-style-type: none"> Coach will observe classrooms using Math Workshop Look fors 	<ul style="list-style-type: none"> Coach observations using Math Workshop look fors will show evidence of critical MW elements in 100% of classrooms visited
2. Looking at student work/formative assessments and adjusting instruction: <ul style="list-style-type: none"> Grade level teams will create/revise unit trajectories that include formative/summative assessments during PLCs Grade level teams will bring student work and data from assessments to analyze during PLCs Grade level teams will use student work and data to plan reteach strategies and reassessments. Grade level teams will share assessment/reassessment data with the math coach for the 3 standards designated as representing “the work of the grade” 	<ul style="list-style-type: none"> Unit trajectories with assessments embedded will be in Admin trajectory folder for every math unit at each grade level, prior to the beginning of the unit. PLC agendas will reflect LASW/data conversations and next steps for reteaching and reassessment Coach will use teacher supplied data to track the number of students who have mastered each standard (work of the grade). Looking for 80% of students to master each standard
3. STMath <ul style="list-style-type: none"> All Gr3-5 students will do their first sign in to STMath by 9/16/2019. Math coach will check data and support teachers as needed. All Gr3-5 students will use STMath a total of 90 min per week. Math coach will check data and support teachers as needed. 	<ul style="list-style-type: none"> Weekly data update emails from STMath staff will show increasing time on STMath that approaches 90 for each student. Grade level and student level incentives will be tied to percent of curriculum completed as compared to percent of the school year completed

<ul style="list-style-type: none"> All Gr3-5 teachers will check class and student level data and math coach will also check grade level data (weekly) and use this for planning instruction that addresses objectives that show slower student progress 	
<p>4. Mini-Lessons:</p> <ul style="list-style-type: none"> Teachers will bring Mini-Lesson planning sheet to PLCs in Sept - Nov and share plans for implementation. Teachers will bring an artifact from implementation of MLs to each PLC in Sept.-Nov. Math coach will observe math classes for evidence of students engaging in routines taught in the MLs 	<ul style="list-style-type: none"> Teacher mini lesson planning sheets will show completion of all applicable mini lessons by the end of November Coach observations using Math Workshop look fors will show evidence of mini-lesson outcomes in 100% of classroom visits
<p>5. Peer observations:</p> <ul style="list-style-type: none"> Teachers will use a standard protocol/lookfor document to gather ideas from peer observations that they can implement in their classrooms 	<ul style="list-style-type: none"> Each teacher will observe at least one grade level peer and one cross grade level teacher during the year (Coach will track)
<p>6. Written response to learning:</p> <ul style="list-style-type: none"> Teachers will bring written responses to learning (student work) to PLCs to analyze and to use for planning future instruction 	<ul style="list-style-type: none"> PLC agendas will show evidence that every teacher brings student work to PLCs PLC agendas will show planning from student work
<p>How often will this data be analyzed, and revisited for gains/decreases?</p> <ul style="list-style-type: none"> Items listed above to be addressed in PLCs (trajectories, formative assessment data, looking at student work, response to learning) will be carried out approximately once a month STMath data will be analyzed once a week 	

Strategic Objective 3: (Science): Increase opportunities for teachers to incorporate Science related standards and concepts into other areas of the curriculum including opportunities for students to access and read and respond in writing to complex grade level text.

Action Steps	Lead	Start	Complete
Implement end of unit assessments in all grade levels K-5 and utilize data to guide instruction. Support the creation of learning centers to differentiate instruction data driven.	Coach	9/19	6/20
Provide students with complex grade level texts and with opportunities and strategies to respond to the texts in writing.	Coach	9/19	6/20
Incorporate the use of a science journal or notebook to build science writing skills school-wide by explicitly teaching science writing strategies -open-response, claim-evidence-reasoning strategies, and increasing vocabulary development.	Coach, ILT	9/19	6/20
Conduct CPT and PD to foster student understanding by emphasizing phenomenon-based teaching, as well as supporting the Engineering Design Process. Engineering involves designing solutions to problems that arise from phenomena.	Admin and Coach	9/19	6/20
Use of Page Keeley probes for welcoming environment, vocabulary word walls and sentence stems for comprehensible input, coaching students during a lab/hands on activity for meaningful interactions, chunking reading for adapting texts to provide context for learning walkthroughs.	Admin, Coaches, ILT	9/19	6/20

Strategic Objective #4: (School Culture): Implement and ensure sustainability through our new school-wide, strength-based systems of support for all WHES staff and students.

Action Steps	Lead	Start	Complete
Create a high-functioning SLT (integration of ILT and Culture and Climate Team). The SLT will become the teacher leadership body that reflects best practices that match our strategic objectives.	Admin.	9/19	6/20
Implement the following to build and maintain a positive school culture: <ol style="list-style-type: none"> 1. School vision and mission, including a school logo (brand) and motto. The will be derived from the work on the SLT and then brought forward to other WHES stakeholders (ie. PTO, school staff). 2. New Staff and Family Handbook: This has been created from the work on the SLT and then brought forward to other WHES stakeholders (ie. PTO, school staff). The WHES Handbook will be translated into the languages represented in our school. 3. New Student Engagement and Discipline Plan: The plan be derived from the work on the SLT and then brought forward to other WHES stakeholders (ie. PTO, school staff) to encourage a positive and engaging learning environment. 4. Staff will be trained in effective de-escalation strategies as taught from Safety Care 5. Staff will be trained using eight Models created by the district to re-enforce and train teachers on ensuring positive interactions with students and discipline techniques that maintain a safe and engaging learning environment. 6. Staff will have behavior management training based on strategies from the book “No Such Thing As A Bad Kid”, presented by the author, Charlie Applestein 7. The school will hold monthly community building assemblies to reinforce our new school mission, rules, and values. 8. Staff will fully implement the SEL curriculum, “Caring School Communities”, including; Morning Meeting, Cross-Buddy Activities, and Home-School communication. 9. Collect and analyze data around student behavior using Aspen. 10. Collect data from students and staff through surveys throughout the school year regarding their beliefs about school culture. 	Admin. and SLT members	9/19	6/20

V. Highly Qualified Teachers

Our school strives to hire highly qualified professionals who meet all state requirements for licensure. The District Human Capital Office reviews all credentials to ensure that all new hires meet these requirements. This office also ensures that all paraprofessionals meet NCLB requirements. Waivers are only sought in cases of hardship.

VI. Professional Development Plan

<https://drive.google.com/file/d/1dMzXFLUwsZ6T8X50x1Gea7lVEFiTqOT5/view?usp=sharing>

VII. Teacher Recruitment Strategies

Our school believes that teacher quality is the most important factor in determining student success. Positions are advertised on TalentEd to tap into a large pool of qualified applicants. We convene a committee conduct interviews. If available, the committee reviews performance data. The committee recommends one or more finalists to the principal. In many instances, applicants are asked to demo a lesson so that we can assess their ability to translate state standards into engaging, rigorous instruction.

VIII. Parent Involvement

Describe how parents will be involved in the design, implementation, and evaluation of the school-wide program.

Parents serve on the School Site Council acting as a monitoring body for our schools growth and improvement. The School Council consists of four parents, four teachers, and a community representative. The Council is responsible to advise the principal in the following;

1. Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards
2. Identifying the educational needs of students attending the school
3. Reviewing the annual school building budget
4. Formulating a school improvement plan

Parents are involved in the Parent Teacher Organization (PTO). The PTO's goal is to encourage interaction between family and school, serve as a source of support, and work with teachers, staff, and the community at large to improve our children's educational experience. The **PTO** works closely with the school administration to meet this goal. The PTO facilitates and funds enrichment activities, field trips and other schoolwide social events.

Describe how parents will receive timely information about the Title I program (K-8 schools only); how they will be informed of the curriculum, assessments and proficiency levels students are expected to meet; and how they will be encouraged to participate in decision making opportunities about their child's education.

- Student Study Team Meetings (SSTs) - Parents will be invited to SSTs through the City Connects Program where they will meet with a team of professionals to discuss specific concerns and plans for their students.
- Magical Monday Message - The Principal will send out a weekly message with upcoming dates and information for the week.
- Blackboard Connect - Parents will receive texts, emails and phone calls regarding pertinent information from the school.
- Phone Calls
- PTO meeting presentations
- Morning meeting opportunities for parents to take part in discussions and observations relevant to their student's learning.

All families receive an annual copy of the Parent-School Compact which highlights information about the Title I program, dates and times for parent-teacher conferences, and other important school details (such as school hours, attendance, etc.) The Witchcraft Heights School staff makes every effort to continuously advertise and remind families of school events that occur throughout the school year. The use of twitter assists in reaching families quickly. Each year we hold an Open House and two parent/teacher conference dates. Witchcraft Heights will hold a Math Night, Science Invention Night and Literacy Night where parents will have an opportunity to not only see and hear about their student's work, but learn about various curriculum in each subject area.

List specific training activities and decision making opportunities for parents (e.g., documentation of parent/guardian outreach and involvement, the district parent/guardian involvement policy, the school - parent/guardian compact and school plan)

- We have one full time and one half time family engagement facilitator (FEF). Their primary role is to reach out to parents, ensure that all our families have access to resources at school and can communicate with teachers/administration, and to support community-building initiatives at our school. We also work with the District Parent Information Center to interface with families as needed.
- The FEFS maintain a program that welcomes new students into our school community. As new students are assigned to WHES the FEF reaches out to the families and invites them in before they start school. They each are given an individual tour of the school, meet their new teacher and the nurse and then have a meeting with the FEF to fill out paperwork and answer any questions they may have.
- Monthly Coffee with the Principal
- Each PTO meeting will have a theme for parents to learn more about the schools curriculum and initiatives, such as Math Workshop, MCAS updates, updates from Specialists etc.
- Parents are welcome to attend PTO meetings that take place on the first Tuesday of each month at 6:30 pm.

Describe the yearly parental evaluation of the school-wide program and how this information is used to improve the plan

- Annual Survey - Will send out a survey asking families to give us feedback on the following; their student's general feeling about the school, their general feelings about the school, comments on school culture updates and changes, comments on their student's access to curriculum, homework etc.
- Surveys after parent nights in order to receive feedback on these events.

IX. Kindergarten Transition Plan (K-5 and K-8 schools only)

Describe plans for assisting preschool children in the transition from early childhood programs such as Head Start, Even Start, Early Reading First, or a state-run preschool program.

The word transition refers to the process of change. When we speak of kindergarten transitions we are referring to one of the most significant changes a child will experience in their life. At Witchcraft Heights and throughout the entire district we take this transition very seriously as outlined by the following process.

In January the district invites parents to an informational presentation. Representatives from the district explain the kindergarten transition process as well as the expectations for kindergarten. After the presentation there is a question and answer session with principals from each school. In February, parents are welcomed into our school for school tours. A parent representative will take parents and children on a tour of the school. During the tour they visit kindergarten classrooms and are able to speak with a kindergarten teacher. After the tour the principal or assistant principal will meet with parents and answer any questions they may have.

In June, students will come to school to meet kindergarten teachers, see classrooms and take part in a kindergarten screening. During this time children will also have an opportunity to meet other children and play with a variety of activities. Also, in June we will send a teacher representative to the district preschool-kindergarten transition meeting. During this meeting teachers will meet with representatives from the various preschool and nursery schools in the district in order to get to know any pertinent information that may be helpful in ensuring a smooth transition for students.

In August, in cooperation with the Peabody Essex Museum, the district welcomes parents and children of incoming kindergarteners to the museum for the Countdown to Kindergarten. Representatives from our school including at least one teacher and the Assistant Principal will attend. This is a time for parents and children to visit with each other, meet school personnel, take part in kindergarten activities and games and get excited for the start of school.

The night before kindergarten starts we invite families of incoming kindergarteners to an Open House. During this evening students will hear a story read by their new teachers and take part in meet and greet activities. Parents will

also have a chance to ask any last minute questions of teachers as well as listen to a short presentation from the principal.

This year, Family Engagement Facilitators are reaching out to all early childhood programs in the area to collect transition forms for each child. They have offered to visit each site to form a partnership with sending programs. Our school also...

X. Shared Leadership Practices

Describe structures and practices in place that involve teachers in the decision-making and use of assessment results to improve teaching and learning for all students.

Describe structures and practices in place that involve teachers in the decision-making and use of assessment results to improve teaching and learning for all students.

- Professional Development Time is provided at least two times per month. During this time teachers will have ample opportunity to study and analyze data. As they do so we will engage in professional conversations regarding the use of the data in order to drive instruction and make decisions for the school. Our first PD times will include messaging to teachers regarding Data Practices for the year. This year teachers will use the following data to inform their decision making for instruction:
 - MCAS
 - BAS
 - PALS
 - Foundations Assessments
 - End Of Unit Assessments
 - District Common Assessments
 - Conferencing Notes
 - Running Records
 - Journal Entries
- During CPT and PD time teachers will study data to look, notice and wonder about what the evidence shows. Teachers will look closely at data to determine the strengths and weakness it shows. Admin and coaches will guide teachers through the process of determining questions that may better help us understand how to better implement instruction.
- Teachers will be invited to take part in a variety of Instructional Rounds in the areas of Math, ELA, Science and School Culture. Teachers will discuss the findings of the IRs and plan how to inform staff of the results. Members of the IR team will plan with Admin and coaches follow up to build capacity around the areas of need.
- School Leadership Team

Job Purpose:

To better serve and embrace best practice for all students at Witchcraft Heights Elementary School by doing the following:

- Build Curriculum and Instruction Capacity among School Leadership Team.
- Ensure instructional rigor through the implementation of ATLAS District Curriculum maps, and use data analysis of the ATLAS assessments as well as other District Formative Assessments to inform progress of our students instructional development..
- Establish and implement with fidelity school-wide, strength-based systems of support for all WHES staff and students.
- Ensure the following district priorities are implemented school wide; Welcoming Environment, Meaningful Interactions, Comprehensible Input and Adapting Texts.

Duties and Responsibilities:

- **Be a member of School Leadership Team**
 - Attend two 2-hour meetings per month after school.

- Take on leadership roles of projects resulting from that team.
- Be responsible for communication and messaging between school leadership and their team.
- **Coordination of Assessments**
 - Act as an ambassador for WHES working to build a positive and successful data culture.
 - Act as Data Coach for your grade level or area of practice.
 - Plan for District and School Assessments including accommodations and any special circumstances.
 - Conduct the initial dive into District and School Assessments and prepare initial reports for teachers to plan data inquiry and further instruction
 - In conjunction with coaches and Admin, facilitate and coordinate Data Meetings and Assessment discussion
- **Work in conjunction with admin and coaches to plan and facilitate grade level PLCs**
 - Team Leaders may facilitate PLCs or may act as a specific support to Coaches or Admin during those meetings.
 - Prepare materials for PLCs as needed.
- **Plan Professional Development**
 - Plan and facilitate 2-3 PD opportunities throughout the school year that will support the 2019-2020 School Improvement Plan.
- **Summer Work -**
 - Work in conjunction with the Principal and the Assistant Principal to plan opening PD Days
 - Finalize and plan unveiling of New School Wide Mission and Vision and Core Values.

XI. Intervention and Supports for Struggling Learners to Achieve Grade-Level Benchmarks (K-5 and K-8 schools only)

Describe structures, staffing models, and practices to ensure that students having difficulty mastering proficient and advanced levels of the academic achievement are provided with effective, timely additional assistance.

Student Study Team (SST)

Student Intervention Team (SIT)

Language Acquisition Team

XII. Coordination and integration of federal, state and local services and programs

The school and the district work collaboratively to align resources to the initiatives identified in the School Improvement Plan and the District Strategic Plan. For example, salaries for literacy coaches and reading specialists are paid from a combination of Title I, Title IIA, and district operating funds.