

**Joseph Estabrook Elementary School
School Improvement Plan
2015-2016**

2015-2016 School Council Members

Sandra A. Trach, Principal
Khalda Hashash, Site Council Co-Chair, Parent
Rebecca Brogadir, Assistant Principal
Dan Deardorf, Parent
Katie O'Hare-Gibson, Grade One Teacher
Betsy Sarles, Parent
Andrea Taddeo, Grade Four Teacher

2016-2016 School Council Members

Sandra A. Trach, Principal
Dan Deardorf, Site Council Co-Chair, Parent
Hema Gandhi, Parent
Jeff LaBroad, Assistant Principal
Gretchen Reisig, Parent
Andrea Taddeo, Grade Four Teacher
Lori Verity, Grade Two Teacher

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| Goal | Implementation | Timeline | Monitoring | Assessment | Results |
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| INSTRUCTION Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels | Implement the draft district mission, vision and beliefs across all teams and councils: <ul style="list-style-type: none"> • <i>Continue to align all professional learning to the draft district mission, vision and beliefs</i> | August 2015 – June 2016 | The draft district mission, vision and beliefs are practiced throughout teacher and team dialogue, instruction, decision-making, professional learning and community partnerships. | The draft district mission, vision and beliefs are visible across the curriculum, instruction and assessments; evidenced through student work, classroom walkthroughs, supervision / evaluation; and part of community partnerships. | The draft district, mission and beliefs are visible in teaching/learning based on formal observation, teacher/staff feedback and parent partnerships. Estabrook updated our vision/mission in accordance with district vision/mission. |
| INSTRUCTION Academic Goal 1: If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels | Expand instructional procedures and processes: <ul style="list-style-type: none"> • <i>Expand curriculum integration opportunities and project-based learning, including the LEED (Leadership in Energy &</i> | August 2015 – June 2016 | Teachers employ LPS project-based learning units, LEED curriculum and teacher-designed project-based instructional opportunities. | Project-based learning including the LEED science curriculum is a means toward rigorous curricular integration, as measured by PLC planning, classroom walkthroughs, data team progress, report card measures and supervision / evaluation. | Project-based/ integrated learning / LEF robotics are visibly increasing across content. LEED projects (recycling, composting and raised vegetable gardens are successful.) Continue goal next year. Staff converted PLCs and professional learning and student |

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| <p>INSTRUCTION Academic Goal 1: (continued)</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p> | <p><i>Environmental Design) Science curriculum</i></p> <ul style="list-style-type: none"> • <i>Increase digital literacy techniques to improve students' communication, collaboration, creativity and critical thinking</i> • <i>Develop ways to adapt to varied student needs throughout the school year, including extension and enrichment, as well as through support and intervention</i> | | <p>Teachers and students engage in digital learning methods that visibly support students' communication, collaboration, creativity and critical thinking.</p> <p>Teachers and staff provide flexible, successful and sustainable ways to support incoming students' academic and pro-social needs</p> | <p>Teachers learn, share and employ digital literacy techniques to improve students' communication, collaboration, creativity and critical thinking, as visibly evidenced by PLC planning, professional learning participation, classroom walkthroughs, personalized student learning, and supervision/evaluation, to improve universal design for learning and student achievement.</p> <p>Various structures and approaches have been successfully developed and implemented to support a wide range of student needs.</p> | <p>learning to Google Drive. Professional learning and technology coaching were provided. Grades 3-5 actively used Google for their writing / projects. LEF grant on "flat learning" (Skype) implemented. Principal sent home 15 e-newsletters this year (averaging over 2,000 unique views per newsletter / internationally read) coupled with opt-in text alerts, a school Twitter site / school hashtag, and email reminders. Launched new Blackboard Communication tool.</p> <p>Staff continued implementation of Student Action Plans from data teams; math club, flexible</p> |

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| | | | | | grouping and co-teaching were supportive structures. |
| <p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p> | <p>Continue to support the new supervision and evaluation system for professional staff members, designed to continuously improve professional practice and focus on measurable outcomes for student achievement</p> | <p>August 2015 – June 2016</p> | <p>The supervision / evaluation system for professional staff members is actively implemented according to district procedures.</p> | <p>The supervision / evaluation for professional staff has been implemented according to district procedures.</p> | <p>The supervision / evaluation system was well structured and supportive. Professional learning and supports were provided. District procedures were implemented successfully.</p> |

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| <p>INSTRUCTION Academic Goal 1:</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p> <p>INSTRUCTION Academic Goal 1: (continued)</p> <p>If teachers expand their use of student data to discuss student progress and select effective instructional strategies, then all students will achieve at high levels.</p> | <p>Expand or refine professional learning:</p> <ul style="list-style-type: none"> • <i>Data teams</i> • <i>District professional learning catalog</i> • <i>Lab site model</i> • <i>Literacy, Mathematics and Technology Coaching</i> • <i>Professional Learning Communities</i> • <i>Team learning walks</i> • <i>Unconferences</i> | <p>August 2015 – June 2016</p> | <p>The professional learning models are monitored through visible evidence of teacher leadership that include the design and facilitation of various models, as well as participation within various models.</p> <p>The professional learning models visibly and measurably improve learning for students and staff.</p> | <p>Professional learning models are personalized to teacher and team learning needs.</p> <p>Teachers design and lead professional learning opportunities for staff.</p> <p>Teachers participate in a wide range of professional learning opportunities.</p> <p>Methods and strategies learned from professional learning opportunities are observable in student instruction and learning.</p> <p>At least 90% of students in each classroom are meeting benchmark within the core curriculum. Teachers employ a repertoire of methods and strategies from professional learning opportunities that support student</p> | <p>Various professional learning models were practiced this year:</p> <ul style="list-style-type: none"> *PLCs met weekly and utilized a common data spreadsheet for all K-5 student data and to monitor progress; *Data teams met six times this year to strategize success for K-5 students below benchmark academically and pro-socially and designed/implemented Student Action Plans; *Staff participated in the district professional learning system; * LEF grant to ASCD Atlanta, staff book club on Dweck’s <i>Mindset</i> and professional practice goals supported staff focus on “growth |

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| | | | | achievement. | mindset” *Staff engaged in various forms of walkthroughs (mathematics, literacy vertical walks, instructional rounds pilot with an urban partner school); *Peer observation (mentor / mentee, peer visits to other schools; voluntary peer observations within our school); *Unconferences held (over 50 different sessions shared by staff with other staff; combined with Fiske for one unconference day; staff contributed to Lexington Learns 2015); *Coaching Days (teachers and coaches design professional learning focus areas in |

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| | | | | | <p>literacy, mathematics and technology); * Literacy Labs (within grade levels, with Teachers College and Harrington School.)</p> <p>K-5 grade levels meet the 90% achievement goal in literacy and mathematics, as measured by student data.</p> <p>Professional learning is evident in teaching/ learning based upon observation / student results.</p> |

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| <p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p> | <p>Continue to develop, support and refine programs that support students' emotional needs, in collaboration with teachers and families</p> <ul style="list-style-type: none"> • <i>Develop "students and staff of the week" program to spotlight all students within the school year</i> • <i>Grade levels host Schoolwide Meetings</i> • <i>Continue to develop, implement and reinforce the Schoolwide Positive Behavior Support Matrix</i> | <p>August 2015 – June 2016</p> | <p>A "students and staff of the week" program is running successfully each week.</p> <p>Each grade level is hosting a schoolwide meeting to model, share and celebrate student learning.</p> <p>The schoolwide positive behavior support matrix actively teaches expected, positive behaviors through incidental, classroom and schoolwide instructional opportunities.</p> <p>Primary Project is running</p> | <p>A "students and staff of the week" program has been established and is effective in positively recognizing each student in the school for his/her strengths, interests and hopes/dreams.</p> <p>Grade levels will have successfully conducted one schoolwide meeting that models and celebrates student learning for all students.</p> <p>The Schoolwide Positive Behavior Support Matrix will have all school settings represented.</p> <p>Primary Project is</p> | <p>Students were positively recognized through classroom systems and our school Estabee program. Staff designed a "Staff Shout Out" program to provide recognition to one another. Staff engaged in Community Bee (school/staff culture building activities) and mindfulness practices.</p> <p>The fall school All School Assembly was devoted to our Estabee program. Each grade level designed and held an All-School Assembly that celebrated student learning. Parents attended.</p> <p>The Schoolwide Positive Behavior Support Matrix continued to operate successfully. A School Positive Behavior Support Team was created to strengthen and evolve new schoolwide positive behavioral efforts.</p> <p>Primary Project (from</p> |

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| | <ul style="list-style-type: none"> • <i>Continue to grow "Primary Project"</i> | | <p>successfully supported by staffing, resources, and staff and parent support.</p> | <p>successfully meeting students' emotional needs.</p> | <p>Children's Institute of Rochester) was successful for its second year (an early intervention program to meet pro-social needs for Kindergarten students.)</p> |
| <p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p> | <p>Support the expansion of the elementary and middle school Therapeutic Learning Programs, and establish consistency among the program within the school and across the district</p> <ul style="list-style-type: none"> • <i>Implement a parent education structure for parents involved in the Therapeutic Learning Program</i> | <p>August 2015 – June 2016</p> | <p>The Therapeutic Learning Program staff members engage in weekly PLC meetings, assistant meetings, and school consults, as well as meet with district TLP colleagues and clinicians.</p> <p>A parent education structure is developed and implemented.</p> <p>Social thinking instruction expands into the</p> | <p>The Therapeutic Learning Program (TLP) staff members demonstrate role clarity, effectiveness and collaboration within the new program description.</p> <p>The Therapeutic Learning Program (TLP) successfully communicates and partners with other LPS Therapeutic Learning Programs.</p> <p>A parent education structure is developed and</p> | <p>The Therapeutic Learning Program held weekly PLCs; expanded support in the mainstream to support all students pro-actively with positive support plans; partnered with the Therapeutic Learning Programs at Bridge and Diamond; started a new parent support group (co-facilitated by Estabrook and Bridge Social Workers 1x); "Zones of Regulation" and "social thinking instruction" expanded dramatically across our school.</p> |

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| | <ul style="list-style-type: none"> • <i>Expand use of “Zones of Regulation” curriculum</i> • <i>Continue to support social thinking instruction across the school</i> | | mainstream and supports all students. | <p>supports parents of Therapeutic Learning Program students.</p> <p>Social thinking instruction is evident across settings and effective in supporting student needs.</p> | |
| <p>INSTRUCTION Social/Emotional Goal 2:</p> <p>If we increase student pro-social behavior and resiliency, and reduce sources of unhealthy student stress, then student academic performance and well-being will improve</p> | <p>Increase cultural proficiency among students, staff and families</p> <ul style="list-style-type: none"> • <i>Expand student, staff and family cultural understanding and partnerships</i> | August 2015 - June 2016 | Cultural partnerships and understandings have increased through visible signs of practice. | Student, staff and family diversity is successfully celebrated through learning experiences that support tolerance, education, inclusion and connection within the community. | Diversity and disabilities units continued; Estabrook piloted instructional rounds with an urban partner school (Lowell); new Passport Night designed/implemented; Estabrook held a parent homework survey and synthesized/shared the results; Estabrook welcomed the Kuwaiti school leader visit; Principal spoke at <i>Success Through Connection</i> night, Principal designed/held a weekend <i>Principal Roundtable on Youth Risk</i> |

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| | | | | | <p><i>Survey results and Coalition work, Principal held monthly coffees, parent/classroom walkthroughs, Site Council discussion on expanding cultural partnership, Principal newly attended PTA E- Boards (quarterly); PTA literature translation; Principal/Librarian/Literacy Specialist held parent coffee on diverse children's literature; administration and PTA held spring dinner meeting in Boston with Hastings; Unconference held on partnering with parents of students residing in Boston; Lowell Food Pantry monthly food drives/cumulative donations graphed schoolwide; LEF grant to India with Skype instruction and community blog. Goal is to be continued next year.</i></p> |

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| <p>SAFETY GOAL 3: If we increase safety procedures in our school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p> | <p>Teach digital citizenship skills and internet safety expectations to students, staff and parents</p> <ul style="list-style-type: none"> • <i>Expand digital citizenship instruction</i> • <i>Expand parent education</i> | <p>August 2015 – June 2016</p> | <p>Students engage in digital citizenship and internet safety instruction.</p> <p>Professional learning in the area of digital citizenship is ongoing.</p> <p>Parent education topics are held throughout the year.</p> | <p>Essential digital citizenship elements are in place, including the student Acceptable Use Policies, student safety pledges, professional learning opportunities, student curriculum and parent education.</p> | <p>Digital citizenship components are successfully in place, including student Acceptable Use Policies, student safety contracts and district digital citizenship curriculum. Technology coach provided Google Drive training 2x/year. Principal provided parent education about social media. Estabrook started a team to develop increased digital citizenship curriculum for next year. Estabrook is part of a district summer grant to expand digital citizenship curriculum at the elementary level. This is a goal area to continue next year.</p> |

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| <p>SAFETY GOAL 3:</p> <p>If we increase safety procedures in our school, then social-emotional, psychological and physical well-being for students, staff and parents will be safeguarded, allowing students to learn successfully.</p> | <p>Implement the REMS training and “ALICE” protocol (Readiness and Emergency Management Systems for Schools – “Alert, Lockdown, Inform, Counter, Evacuate”</p> <ul style="list-style-type: none"> • <i>New staff and parents are educated in the “ALICE” protocol</i> • <i>A student education and training system is developed for ongoing implementation</i> | <p>August 2015 – June 2016</p> | <p>The school-based crisis team reviewed the “ALICE” protocol in fall 2015.</p> <p>The school-based crisis team recommended a timeline for continued school training, information and practice.</p> <p>The school-based crisis team led the “ALICE protocol” for students at least once in the school year. A systematic team de-brief was held.</p> | <p>The school-based crisis team will have been trained in the “ALICE” protocol and developed a systematic plan for timeline, communication, education, training, and support for students, staff and parents.</p> | <p>Estabrook’s school-based crisis team engaged in safety refresher training with the district and town. (Summer, 2015)</p> <p>All emergency bags were inventoried/updated for proper materials.</p> <p>The visitor, volunteer and substitute sign-in and badge system was strengthened.</p> <p>Principal reviewed safety expectations with staff (September, 2015).</p> <p>Estabrook successfully applied REMS (Readiness Emergency Management Systems) during the <i>Banging Bolt Syndrome</i> event (building settling) in the fall that led to building / grounds evacuation and successful reunification. Parent feedback positive.</p> <p>School-based crisis team</p> |

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| | | | | | <p>met regarding MA bomb threats and safety protocols. Office staff trained in district protocol.</p> <p>Walking routes/relocation sites confirmed should an evacuation/alternate site be necessary.</p> <p>All school safety practice to be held in June 2016. Parents notified. A systematic de-brief will be held.</p> <p>This goal area will be continued next year.</p> |

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| <p>SAFETY GOAL 3:</p> <p>If we implement the district traffic mitigation plan, then Estabrook students, staff and parents will experience and increase efforts toward Safe Routes to School.</p> | <p>Parent, staff and student education opportunities will be offered.</p> <p><i>Parents will be informed of arrival / dismissal procedures. Maps of the Estabrook systems and off-site parking will be sent home to parents before school begins.</i></p> <p><i>Estabrook will promote the benefits of bus ridership.</i></p> <p><i>Estabrook will continue to celebrate monthly Safe Routes to School.</i></p> <p><i>Teachers and students will teach</i></p> | <p>June 2015 – June 2016</p> | <p>Safe Routes to School education opportunities and resources, (such as newsletter updates, bus registration information, arrival/dismissal / and neighborhood parking maps, and school procedures) are sent home to parents.</p> <p>Safe Routes to School Days are scheduled and held monthly.</p> <p>The community is exercising observable efforts toward Safe Routes to School.</p> | <p>Safe Routes education literature and information have been sent home to families in an ongoing way.</p> <p>Baseline and ongoing data is collected to measure progress toward each of the safe route opportunities to school (walking, bicycling, carpooling, bus ridership.)</p> <p>Safe Routes education opportunities have been held successfully.</p> | <p>Estabrook continued a robust Safe Routes to School program. On Safe Routes Days (held monthly), over 70% of students arrive to school in a Safe Routes mode (walking, bicycling, busing, carpooling). Classes strived for the “Golden Sneaker” for their classroom (class with greatest Safe Routes participation.) Schoolwide display on first floor celebrates monthly/yearly student progress.</p> <p>Estabrook has grown 31% in total bus ridership since FY12 (average district gain 19%).</p> <p>Safe Routes literature was distributed to families in Summer 2015 and to all new incoming families during the year.</p> <p>Goal will be continued next year.</p> |

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| | <i>and learn about Safe Routes to School in context of the LEED Science, Physical Education and Health curriculum.</i> | | | | |