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Accelerated Improvement Plan Introduction  
Prepared by John Maynard, Winthrop School Principal  
June 2017

The Winthrop School Site Council is traditionally responsible for developing the School Improvement Plan. In the 2016-2017 school year, the Melrose Public Schools transitioned to an accelerated improvement plan format. The development of this accelerated improvement plan was guided by the Winthrop School Site Council.

The accelerated improvement plan process is guided by six principles. First, students cannot wait for incremental improvement in their educational conditions. Second, the AIP process must be grounded in a cycle of continuous improvement, rooted in data and driven by results. Third, the plan must be focused on high-leverage objectives, requires time and commitment and should be a central part of the school's daily work. Fourth, progress monitoring will focus on outcomes and adjustment to activities outlined in the plan must be made in the best interest of students. Fifth, collaboration among stakeholders is essential if sustained improvement is to exist. Finally, the process of developing and implementing this plan requires a willingness to challenge and be challenged, that is, to confront difficult issues and make mid-course adjustments based on analysis of evidence.

The accelerated improvement plan contains the following sections: summary of current performance, summary of key issues, theory of action, strategic objectives and priorities, measurable end of year outcomes, and student outcome measures for tracking progress.

Winthrop School Accelerated Improvement Plan 2017-2019

**Summary of Key Issues**

After careful analysis of student performance and issues facing the Winthrop School, the AIP Planning Team has identified the following key issues that need to be addressed in our school's improvement plan:

There is a need to sustain and enhance the core instructional practices to support the workshop model and improve all students' literacy and math competencies.

There is a need to strengthen our PBIS support system through the development of core instructional practices in the classroom to support students' social and emotional learning as well as the development of data collecting systems to support the staff's reflection and improvement of the implementation of our core values, REACH, and our PBIS system.

Upon review of the key issues impacting student performance, we have identified four strategic objectives to ensure that all of our students reach their full potential. These strategic objectives provide a clear and targeted focus for enhancing the culture/climate of the school and raising academic achievement for all students.

**Theory of Action that will drive the development of the Plan.**

If the Winthrop School targets inquiry-based learning, core instructional practices, and expands our PBIS REACH then all our students will demonstrate significant improvement in academic achievement and social and emotional learning.

### Strategic Objectives and Priorities

- 1) Planning: Employ purposeful and deliberate planning that is designed to enable all students to achieve a high level of content mastery and skill development.
  - 2) Content and Curriculum: Provide rich, high-quality, and current content that foster the use of higher-level thinking skills and help all students to attain college and career readiness.
  - 3) Instruction: Provide advanced learning that is student-centered and engaging through instruction that provides opportunities for enrichment and challenge and that is focused on student learning, growth, and achievement.
  - 4) Assessment and Data: Create dynamic assessments that provide reliable and valid data that informs teaching and learning in order to advance student performance.
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- **Priority 1:** At the end of the two-year plan, 85 % of students in K-5 will meet Tier I Math Benchmark.
  - **Priority 2:** At the end of the two-year plan, 90 % of students in K-5 will meet Tier 1 ELA Benchmark.
  - **Priority 3:** Improve students' critical thinking skills through the development of social studies and science content knowledge. Students will participate in interdisciplinary, project-based learning experiences in social studies and science.
  - **Priority 4:** Strengthen Winthrop's PBIS; REACH lesson plan template, through explicit instruction, K-5, promoting social and emotional learning in the classroom.

Describe the specific, measurable, final end-of-year outcomes the district aims to achieve by implementing the Plan. Include dates for each outcome.

**Winthrop School Math Benchmark Comparisons from BOY 2016/EOY2017**

Grade Level	Beginning of Year (BOY) 2016-17 Tier I % (Meeting Benchmark)	End of Year (EOY) 2016-17 Tier I % (Meeting Benchmark)	Change +/-
1	66%	94%	+28
2	69%	93%	+24
3	58%	91%	+33
4	60%	87%	+27
5	59%	75%	+26
<b>Mean</b>	<b>63%</b>	<b>88%</b>	<b>+25</b>

**Winthrop School Literacy Benchmark Comparisons from BOY 2016/EOY 2017**

Grade/Assessment	2016-17 Beginning of Year (BOY) % at Tier I (Meeting Benchmark)	2016-17 End of Year (EOY) % at Tier I (Meeting Benchmark)	Change +/-
K-LNF (Letter Sound)	61%	89%	+18
1-DORF	N/A	85%	N/A
2-DORF (Fluency)	75%	90%	+15
3-DORF (Fluency)	76%	85%	+9
4-DORF (Fluency)	82%	90%	+8
5-DORF (Fluency)	84%	90%	+6
<b>Mean</b>	<b>76%</b>	<b>88%</b>	<b>+12</b>

### Winthrop Aggregate MCAS Data – 2016

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/Failing		Included	CPI	SGP	Included in SGP
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE				
GRADE 05 - ENGLISH LANGUAGE ARTS <sup>3</sup>													N/A	N/A
GRADE 05 - MATHEMATICS <sup>3</sup>													N/A	N/A
GRADE 05 - SCIENCE AND TECH/ENG	81	47	49	16	33	31	14	38	5	14	43	91.9	N/A	N/A
ALL ELEMENTARY SCHOOL GRADES - ENGLISH LANGUAGE ARTS													N/A	N/A
ALL ELEMENTARY SCHOOL GRADES - MATHEMATICS													N/A	N/A
ALL ELEMENTARY SCHOOL GRADES - SCIENCE AND TECH/ENG	81	51	49	18	33	33	14	37	5	12	43	91.9	N/A	N/A

### Winthrop Aggregate PARCC Data – 2016

#### Math

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4/5
3	3%	3%	20%	47%	27%	74%
4	0%	5%	22%	64%	8%	72%
5	7%	7%	12%	35%	40%	75%

#### ELA

Grade	Level 1	Level 2	Level 3	Level 4	Level 5	Level 4/5
3	3%	3%	17%	63%	13%	76%
4	0%	5%	17%	56%	22%	78%
5	2%	5%	9%	58%	26%	84%

## **Additional Information**

### Academic Programs in the School:

- Before School Mathematics Program (5<sup>th</sup> Grade)
- Internet-based intervention/challenge programs: Lexia, Symphony, Study Island (Science) and IXL math

### Enrichment Programs in the School (extracurricular and athletic):

- On site, staff run, Before School Drop-Off Program (7:05-8:05AM)
- Education Stations
- Global Child Foreign Language (Spanish & Chinese)
- Drama Club
- Lego Club
- Massachusetts Children's Book Awards (MCBA)
- BOKS before School Movement and Athletic Program
- PlayWell Teknologies After-School program

**Goal #1: Math Performance**

<p><b>A. District Strategic Objective 1:</b> Employ purposeful and deliberate planning that is designed to enable all students to achieve a high level of content mastery and skill development.</p>	<p><b>B. Overall Lead for this Objective (one person):</b> Principal</p>
<p><b>C. Priority Number and Description:</b> 1. At the end of the two-year plan, 85 % of students in K-5 will meet Tier I Benchmark.</p>	<p><b>D. Lead for this Initiative (one person):</b> Principal Classroom Teachers Instructional Coaches</p>
<p><b>E. What are the key indicators for this Initiative to show early evidence of change?</b></p> <ul style="list-style-type: none"> <li>Classroom observation, learning walkthrough, quarterly data meetings, formative and district assessments.</li> </ul>	

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Implement consistent fluency practice in small group work, grades K-5 to improve student math numeracy.	Instructional Coaches Classroom Teachers	September 2017	June 2019
Continue to problem solve and collaborate around high need students through individual student success plans. (ISSP's)	Principal Classroom Teachers Instructional Coaches	September 2017	June 2018
Identify review topics, K-5, to provide additional exposure for students.	Classroom Teachers	October 2017	June 2018
K-5 use of six to eight math performance tasks to be scored by teachers to assess students' use of math practices and the content standards.	Instructional Coaches Assistant Superintendent for Teaching and Learning	October 2017	June 2018
Continue implementation of student Smart Goals based on fall math benchmarks.	Classroom Teachers Principal Instructional Coaches	October 2017	June 2018
Continue quarterly data meetings to plan interventions to target	Classroom Teachers	October 2017	June 2018



high-needs students to support academic achievement for all students.	Principal Instructional Coaches		
Consistent implementation, K-5, of number talks to support students' numeracy and understanding of grade level math concepts as observed through learning walkthroughs.	Classroom Teachers Principal Instructional Coaches	October 2017	June 2018
Scaffold instruction of DICE strategy to target students' needs in application of problem-solving strategy. (K-5)	Classroom Teachers Principal Instructional Coaches	September 2017	Ongoing

**Goal 2: Literacy Performance**

<p><b>A. District Strategic Objective 1:</b> Employ purposeful and deliberate planning that is designed to enable all students to achieve a high level of content mastery and skill development.</p>		<p><b>B. Overall Lead for this Objective (one person):</b> Principal</p>	
<p><b>C. Priority Number and Description:</b> 2. At the end of the two-year plan, 90 % of students in K-5 will meet Tier 1 Benchmark.</p>		<p><b>D. Lead for this Initiative (one person):</b> Principal Classroom Teachers Instructional Coaches</p>	
<p><b>E. What are the key indicators for this Initiative to show early evidence of change? By when?</b></p> <ul style="list-style-type: none"> <li>Classroom observation, learning walkthrough, quarterly data meetings, formative and district assessments.</li> </ul>			
Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Continue implementation of student smart goals based on fall literacy benchmarks focused on fluency and comprehension, Grades 3-5.	Classroom Teachers Principal	October 2017	November 2017
Weekly fluency progress monitoring, monthly comprehension monitoring, grades 3-5, to assess student progress and implementation of student interventions.	Instructional Coaches Classroom Teachers	September 2017	June 2019
Assess students' reading skills across grades K-2 and 3-5 to analyze data, and use the data for intervention and extension.	Principal Classroom Teachers Instructional Coaches	September 2017	June 2019

Consistent Implementation of ECRI instructional practices, K-2, as measured by student data and walkthrough observations.	Principal Classroom Teachers Instructional Coaches	September 2017	June 2018
Strategic grouping in ELA and math to support high-needs students and better target instruction based on formative assessment data.	Classroom Teachers Instructional Coaches	September 2017	June 2018
Participate in at least one peer observation and lesson study to support staff's instructional practices in ELA, facilitated by district instructional coaches.	Classroom Teachers Instructional Coaches	October 2017	Ongoing

**Goal 3: Science and Social Studies**

<p><b>A. District Strategic Objective 3:</b> Provide advanced learning that is student-centered and engaging through instruction that provides opportunities for enrichment and challenge and that is focused on student learning, growth, and achievement.</p>	<p><b>B. Overall Lead for this Objective (one person):</b> Principal</p>
<p><b>B. Priority Number and Description:</b> 3. Improve students' critical thinking skills through the development of social studies and science content knowledge. Students will participate in interdisciplinary, project-based learning experiences in social studies and science.</p>	<p><b>D. Lead for this Initiative (one person):</b> Principal Classroom Teachers Instructional Coaches</p>
<p><b>E. What are the key indicators for this Initiative to show early evidence of change? By when?</b></p> <ul style="list-style-type: none"> <li>Student work: Kids' Inquiry Conference, classroom observations, lesson study and peer observation.</li> </ul>	

Activities to Achieve the Outcomes for the Initiative	Who will Lead?	When will it Start?	When will it be Complete?
Strengthen Implementation of Kids Inquiry Conference by reviewing schedule and success and obstacles from last year.	Instructional Coaches Classroom Teachers Principal	January 2018	June 2018
Implement project-based learning in grades 3-5 in science and social studies with one PBL project in each subject per year.	Instructional Coaches Classroom Teachers Principal	January 2018	May 2018
Implement earth science units, K-5, utilizing STEMscopes curriculum.	Instructional Coaches Classroom Teachers	October 2017	May 2018
Continue use of interactive science and social studies notebooks, K-5, to emphasize use of writing to support development of science and social studies content knowledge through authentic tasks.	Principal Classroom Teachers	October 2017	June 2018
Continue and quantify professional development for teachers on the	Instructional Coaches	October	June 2018

science and engineering practices based on new NGSS standards.	Assistant Superintendent for Teaching and Learning Classroom Teachers Principals	2017	
Departmentalize Fifth-Grade Instruction of Science and Social Students Curriculum to promote team building and rigor.	Principal Classroom Teachers Instructional Coaches	September 2017	Ongoing

**Goal 4: Positive-Behavior Plan**

<p><b>A. District Strategic Objective 2:</b> Content and Curriculum: Provide rich, high-quality, and current content that foster the use of higher-level thinking skills and help all students to attain college and career readiness.</p>	<p><b>B. Overall Lead for this Objective (one person):</b> Principal</p>		
<p><b>C. Priority Number and Description:</b> Strengthen Winthrop’s PBIS; REACH lesson plan template, through explicit instruction, K-5, promoting social and emotional learning in the classroom.</p>	<p><b>D. Lead for this Initiative (one person):</b> Principal Classroom Teachers Instructional Coaches</p>		
<p><b>E. What are the key indicators for this Initiative to show early evidence of change?</b> Learning walkthrough, analysis of office referrals, REACH Stars, REACH Certificates, and data collection protocol targeting social and emotional learning.</p>			
<p><b>Activities to Achieve the Outcomes for the Initiative</b></p>	<p><b>Who will Lead?</b></p>	<p><b>When will it Start?</b></p>	<p><b>When will it be Complete?</b></p>
<p>Implement district core set of instructional practices for social and emotional learning in the classroom as observed in walkthrough.</p>	<p>Principal PBIS Team Classroom Teachers</p>	<p>September 2017</p>	<p>June 2018</p>
<p>Develop Behavior Support Team implemented for targeted student Tier II and III interventions.</p>	<p>Principal Classroom Teachers (PBIS Team)</p>	<p>September 2017</p>	<p>June 2018</p>
<p>Increase community buy-in of REACH PBIS program through social media, weekly communication, coffee mornings and school and grade-level events.</p>	<p>PBIS Team Principal Classroom</p>	<p>September 2017</p>	<p>June 2018</p>

	Teachers		
Establish Student Council and implement student-led community service highlighting and promoting REACH core values.	Principal PBIS Team Students K-5	September 2017	June 2018
Faculty Book Study, <i>The Leader in Me</i> , to support implementation of PBIS system at classroom level and team building as well as common expectations and language.	Classroom Teachers Principal Site Council PBIS Team	November 2017	June 2018