

## Upham Elementary School Improvement Plan 2016-2019

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**The Upham School Council, the Leadership Team, and Staff have created the Upham Elementary School Improvement Plan. This plan will focus our work over the next three years and is aligned with the following District Strategic Goals:**

**Strategy 1:** Focus on Every Child Every Day    **Strategy 2:** Investing in our Educators Curriculum    **Strategy 3:** World Class Curriculum

### Focus Area: Social Emotional Learning

#### Goal 1:

*Because we passionately believe that the social and emotional learning for our students and staff is paramount and equal to academic learning, we are committed to establishing a well-coordinated school and district approach to social emotional learning.*

WPS Strategic Plan	Year/Action Steps	Resources	Outcomes/measures:
Strategy #1: Focus on Every Child Every Day  Strategy #2: Investing in our Educators	<b>Year One:</b> 1. Teachers will receive training in the updated Open Circle curriculum with immediate implementation.  2. Teachers will be trained in Zones of Regulation Social Thinking curriculum.  3. The teachers will form a PLC (Professional Learning Community) to help develop the Open Circle and Zones of Regulation curricula for school-wide use.	<b>Year One:</b> 1. Chelsea Bailow, Upham Faculty, and new curricula.  2. Teachers, school psychologist, speech pathologist.  3. Open Circle Refresher course, SEL PLC, classroom teachers.	<b>Year One:</b> 1. All classroom teachers and specialists will be provided with the updated Open Circle refresher course and materials.  2. All Specialists will be trained in the updated version of Open Circle.

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<p>Strategy #3: Broad-based World Class Curriculum</p>	<p>4. Review and interpret Stan Davis student survey data for grades 3-5.</p>	<p>4. Classroom teachers and SEL PLC</p>	<p>3. All classrooms will incorporate the updated curriculum in their classrooms.</p> <p>4. Stan Davis Survey results will inform our SEL PLC and goals.</p>
	<p><b>Year Two:</b> <i>Action in year two will be dependent upon progress in year one action plan.</i></p> <ol style="list-style-type: none"> <li>1. All teaching assistants will receive training in the updated Open Circle curriculum.</li> <li>2. The SEL PLC will continue work developing and implementing common language, using the Zones of Regulation and Open Circle Curricula.</li> <li>3. Review and Interpret Stan Davis student survey data grades 3-5.</li> <li>4. K-2 Teachers will develop a student survey in line with the Stan Davis Survey.</li> <li>5. The School Community will read sections of the Book, <i>Grit</i> by Angela Duckworth.</li> </ol>	<p><b>Year Two:</b> <i>SIP reflections completed in the spring of 2017.</i></p> <ol style="list-style-type: none"> <li>1. Chelsea Bailow, Open Circle training.</li> <li>2. SEL PLC continued development, and Implementation.</li> <li>3. Stan Davis Survey</li> <li>4. K-2 Teachers</li> <li>5. Text: <i>Grit</i> by Angela Duckworth, School Council, faculty.</li> </ol>	<p><b>Year Two:</b> <i>Reflections will inform 2017-2018 SIP.</i></p> <ol style="list-style-type: none"> <li>1. All TA's and Para's will be trained.</li> <li>2. SEL PLC will continue to develop and implement a common language.</li> <li>3. Survey results will inform future SEL goals.</li> <li>4. A K-2 student survey will be developed and implemented.</li> <li>5. Classroom and home practices that support <i>Grit</i> be identified.</li> </ol>

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	<p><b>Year Three:</b> Action in year three will be dependent upon progress in year two.</p> <ol style="list-style-type: none"> <li>All new staff will participate in Open Circle and Zones of Regulation training.</li> <li>Explore other areas of SEL for improvement.</li> </ol>	<p><b>Year Three:</b> SIP reflections completed in the spring of 2018.</p> <ol style="list-style-type: none"> <li>SEL PLC and Upham faculty.</li> <li>SEL PLC, Upham faculty, Upham leadership team.</li> </ol>	<p><b>Year Three:</b> Reflections will inform 2018-2019 School Improvement Plan.</p> <ol style="list-style-type: none"> <li>Full implementation of curricula.</li> <li>Reflection upon current practices and needs assessment.</li> </ol>

**Focus Area: Tiered Instruction**

**Goal 2:**

*Because we passionately believe that every student needs to be successful we are committed to developing and refining a tiered system of instructional support so that all students are appropriately challenged and experience continuous growth.*

WPS Strategic Plan	Year/Action Steps	Resources	Outcomes/measures:
Strategy #1:	<p><b>Year One:</b></p> <ol style="list-style-type: none"> <li>Implement the WPS K-5 District Curriculum</li> </ol>	<p><b>Year One:</b></p> <ol style="list-style-type: none"> <li>District DCAP, Upham</li> </ol>	<p><b>Year One:</b></p> <ol style="list-style-type: none"> <li>The K-5 DCAP will be</li> </ol>

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<p>Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p> <p>Strategy #3: Broad-based World Class Curriculum</p>	<p>Accommodation Plan (DCAP).</p> <ol style="list-style-type: none"> <li>2. Student Support Team will establish consistent protocols and norms for the Upham Student Support Team process and align those with any recommendations from the district.</li> <li>3. Teachers will participate in district wide professional development focused on differentiated whole and small group instruction.</li> <li>4. Teachers will utilize small groups to differentiate instruction to meet each learner’s diverse academic and social/emotional needs.               <ol style="list-style-type: none"> <li>1. Cross classroom &amp; cross grade</li> <li>2. Flexible learning groups</li> <li>3. Strategy groups</li> <li>4. Social thinking groups</li> </ol> </li> <li>5. Literacy Lab/Math Lab.</li> </ol>	<p>faculty, and Student Support Team.</p> <ol style="list-style-type: none"> <li>2. Guidance from the district, Upham faculty and Upham Student Support Team.</li> <li>3. District wide PD, Upham faculty.</li> <li>4. Data Meetings, grade level team meetings, Student Support Team, Upham faculty.</li> <li>5. District and school based professional development, literacy coaches.</li> </ol>	<p>distributed and used.</p> <ol style="list-style-type: none"> <li>2. Consistent protocols and norms utilized in the district SST will be implemented.</li> <li>3. Increased opportunities for students to receive differentiated instruction for whole and small groups.</li> <li>4. Increased opportunities for students to receive differentiated instruction for whole and small groups.</li> <li>5. By the end of year four teachers will have participated in the literacy lab and math lab experiences.</li> </ol>
	<p><b>Year Two:</b> Action in year two will be dependent upon progress in year one action plan.</p>	<p><b>Year Two:</b> SIP reflections completed in the spring of 2017.</p>	<p><b>Year Two:</b> Reflections will inform 2017-2018 School Improvement Plan.</p>

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	<ol style="list-style-type: none"> <li>1. Teachers will participate in math extensions training.</li> <li>2. Explore schedule and staffing options for effective implementation of tiered systems of support K-5.</li> </ol>	<ol style="list-style-type: none"> <li>1. Math coach PD offerings.</li> <li>2. District wide recommendations, schedule committee, Upham faculty.</li> </ol>	<ol style="list-style-type: none"> <li>1. Increased opportunities for students to receive math extensions within the TERC curriculum.</li> <li>2. Recommendations around schedule and staffing for K-5 delivery of tiered systems of instructional support.</li> </ol>
	<p><b>Year Three:</b> Action in year three will be dependent upon progress in year two.</p> <p>Action will be dependent upon progress in year 2</p>	<p><b>Year Three:</b> SIP reflections completed in the spring of 2018.</p>	<p><b>Year Three:</b> Reflections will inform 2018-2019 School Improvement Plan.</p>

**Focus Area: Creative Schools**

**Goal 3:**

*Because we passionately believe that creative expression, authentic and collaborative learning experiences are critical in today's world, we are committed to creating an environment that motivates and engages students, inspires passionate curiosity, nurtures creative problem solving, cultivates critical thinking and encourages innovation.*

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<b>WPS Strategic Plan</b>	<b>Year/Action Steps</b>	<b>Resources</b>	<b>Outcomes/measures:</b>
<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p> <p>Strategy #3: Broad-based World Class Curriculum</p>	<p><b>Year One:</b></p> <ol style="list-style-type: none"> <li>1. Week of Inspirational Math.</li> <li>2. Hour of Code and Coding Residency</li> <li>3. Books Alive</li> <li>4. Invention Convention</li> </ol> <p><a href="https://www.youcubed.org/week-of-inspirational-math/">https://www.youcubed.org/week-of-inspirational-math/</a></p>	<p><b>Year One:</b></p> <ol style="list-style-type: none"> <li>1. Jo Boaler, You Cubed Stanford University.</li> <li>2. Library Media Center, Amy Jenkins, classroom teachers, coding materials.</li> <li>3. Grade level, Books Alive materials, classroom teachers.</li> <li>4. PTO, school community, Faculty.</li> </ol>	<p><b>Year One:</b></p> <ol style="list-style-type: none"> <li>1. All classrooms will participate.</li> <li>2. All classrooms will participate with partnerships across grade levels.</li> <li>3. All grade levels participate/grade level shares.</li> <li>4. School community participation.</li> </ol>
	<p><b>Year Two:</b> Action in year two will be dependent upon progress in year one action plan.</p>	<p><b>Year Two:</b> SIP reflections completed in the spring of 2017.</p>	<p><b>Year Two:</b> Reflections will inform 2018-2019 School</p>

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	<ol style="list-style-type: none"> <li>1. Explore the Buck Institute’s resources on Project Based Learning <a href="http://bie.org/for/principals">http://bie.org/for/principals</a> and local site visits (?)</li> <li>2. Week of Inspirational Math 2.0</li> <li>3. Hour of Coding 2.0</li> <li>4. Invention Convention 3.0</li> </ol>	<ol style="list-style-type: none"> <li>1. Curriculum coordinators. Middle school project based learning team.</li> <li>2. Jo Boaler, You Cubed Stanford University, Staff, Heather Heon</li> <li>3. Amy Jenkins, Staff</li> <li>4. PTO, Staff, community</li> </ol>	<p><i>Improvement Plan.</i></p> <ol style="list-style-type: none"> <li>1. Identify a team ready to pilot a project-based unit.</li> </ol> <p>All classrooms will participate</p>
	<p><b>Year Three:</b> <i>Action in year two will be dependent upon progress in year one action plan.</i></p> <p>Action will be dependent upon progress in year 2</p>	<p><b>Year Three:</b> <i>SIP reflections completed in the spring of 2017.</i></p>	<p><b>Year Three:</b> <i>Reflections will inform 2018-2019 School Improvement Plan.</i></p>

**Focus Area: Cultural Diversity**

**Goal 4:** *Because we passionately believe that cultural diversity strengthens our community, we are committed to deepening our work around cultural competence for all educators and students through intentional opportunities to discuss race and culture, increased professional*

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*development offerings focused on cultural proficiency and a curriculum review that considers where/when our students experience culturally rich and diverse content.*

<b>WPS Strategic Plan</b>	<b>Year/Action Steps</b>	<b>Resources</b>	<b>Outcomes/measures:</b>
<p>Strategy #1: Focus on Every Child Every Day</p> <p>Strategy #2: Investing in our Educators</p> <p>Strategy #3: Broad-based World Class Curriculum</p>	<p><b>Year One:</b></p> <ol style="list-style-type: none"> <li>1. Teachers will be provided with opportunities to participate in professional development offerings focused on cultural competence at the district level.</li> <li>2. Upham will develop a diversity committee that addresses the need for parental involvement, student mentorship, and school-home partnerships.</li> <li>3. Design and implement a schedule that supports Spanish FLES instruction for students in grades K through 2.</li> <li>4. Spanish FLES teachers and classroom teachers collaborate and engage in reflective inquiry for the purpose of improving instructional practices that support professional collaboration.</li> <li>5. The Spanish FLES curriculum will be integrated with the classroom curriculum across content areas.</li> </ol>	<p><b>Year One:</b></p> <ol style="list-style-type: none"> <li>1. District wide PD and Hardy faculty. (IDEAS course, T&amp; L PD)</li> <li>2. Diversity Committee members, METCO parent coordinator, Late Day Coordinators.</li> <li>3. Scheduling Committee and K-5 World Language Department Head.</li> <li>4. Classroom teachers and Spanish FLES teacher.</li> <li>5. K-5 World Language Department Head, Spanish FLES teacher, classroom</li> </ol>	<p><b>Year One:</b></p> <ol style="list-style-type: none"> <li>1. Upham staff will participate in a cultural proficiency workshop.</li> <li>2. The committee will develop norms, expectations, and future plans to address cultural diversity at Upham.</li> <li>3. The schedule will be developed for grades K-2</li> <li>4. The Spanish FLES teacher and classroom teachers will collaborate throughout the year.</li> <li>5. The K-5 World Language Department Head will work with teachers to help with the</li> </ol>



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	<p>6. Develop and implement a Spanish FLES curriculum that integrates Wellesley’s core content areas with National Foreign Language Standards.</p>	<p>teachers.</p> <p>6.WPS Elementary Core Curriculum and National Foreign Language Standards (such as ACTFL’s Can-Do Statements).</p>	<p>integration of FLES content with K-5 general education content.</p> <p>6.Spanish FLES curriculum is available online. Unit Lesson plans include sections that list the Spanish Learning Targets (Unit Specific Can-Do Statements) and the Content Connections.</p>
	<p><b>Year Two:</b> <i>Action in year two will be dependent upon progress in year one action plan.</i></p> <ol style="list-style-type: none"> <li>1. Students in grades K through 3 will receive Spanish FLES instruction.</li> <li>2. Design and implement a schedule that supports Spanish FLES instruction for students in grades K through 3.</li> <li>3. Reflect upon the climate survey administered district wide that considers questions and issues around race and culture to identify future direction for Upham.</li> <li>4. Teachers will be provided with opportunities to</li> </ol>	<p><b>Year Two:</b> <i>SIP reflections completed in the spring of 2017.</i></p> <ol style="list-style-type: none"> <li>1. Spanish FLES teacher, Classroom teachers, and K-5 World Language Department Head.</li> <li>2. Scheduling Committee and K-5 World Language Department Head.</li> <li>3. District Climate Survey</li> <li>4. District wide PD and</li> </ol>	<p><b>Year Two:</b> <i>Reflections will inform 2017-2018 School Improvement Plan.</i></p> <ol style="list-style-type: none"> <li>1. Students will receive Spanish FLES instruction from grades K-3.</li> <li>2. The schedule will be developed for grades K-3.</li> <li>3. Baseline data will be explored at the school and district level.</li> <li>4. Upham faculty will</li> </ol>

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	<p>participate in professional development offerings focused on cultural competence at the district and school level.</p>	<p>Upham faculty. (IDEAS course, T&amp; L PD)</p>	<p>participate in professional development opportunities.</p>
	<p><b>Year Three:</b> <i>Action in year three will be dependent upon progress in year two.</i></p> <ol style="list-style-type: none"> <li>1. Students in grades K through 5 will receive Spanish FLES instruction.</li> <li>2. Reflect upon the climate survey administered district wide that considers questions and issues around race and culture to identify future direction for Upham.</li> <li>3. Teachers will be provided with opportunities to participate in professional development offerings focused on cultural competence at the district and school level.</li> </ol>	<p><b>Year Three:</b> <i>SIP reflections completed in the spring of 2018.</i></p> <ol style="list-style-type: none"> <li>1. Spanish FLES teacher, Classroom teachers, and K-5 World Language Department Head.</li> <li>2. District Climate Survey</li> <li>3. District wide PD and Upham faculty. (IDEAS course, T&amp; L PD)</li> </ol>	<p><b>Year Three:</b> <i>Reflections will inform 2018-2019 School Improvement Plan.</i></p> <ol style="list-style-type: none"> <li>1. Students will receive Spanish FLES instruction from grades K-5.</li> <li>2. Baseline data will be explored at the school and district level.</li> <li>3. Upham faculty will participate in professional development opportunities.</li> </ol>

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