

**Loker Elementary School
Wayland Public Schools
School Improvement Plan 2017 – 2018
WPS Core Values: Teaching and Learning, Collegiality, Respect for Human
Differences, Community**

Goal 1: To strengthen the achievement of each learner through ongoing access to and use of data so that resources (*funding, staffing, and time*) are allocated efficiently, accurately and effectively.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
1.1	Continue to utilize the data team analysis and RTI approach around progress monitoring to increase the strength of our diagnostic practice, resulting in more individualized, targeted interventions and an increase in the conversations around students who are meeting or exceeding benchmarks.	Curriculum Directors, Math Coaches, Reading Specialists, Special Educators, ELL teachers, Grade Level Teams, and School Administrators	Examine trends in student achievement and growth throughout the year, using the Kathy Richardson Assessments, MCAS Next Generation, DIBELS, Track My Progress, Lexia RAPID, SRSD pre- and post-assessments, and Wayland Scope and Sequence end-of-unit assessments. Progress monitoring and data meetings will be used to plan targeted interventions to meet the diverse needs of all students.	September 2017 - June 2018

Goal 2: To infuse technology and design throughout the curriculum with an emphasis on students building the skills they need to solve real world problems as they create, model and learn.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
2.1	Continue to examine applications for iPad and Chromebook use to support a STEAM curriculum and differentiated instruction, including applications to support technology literacy such as All the Right Type and Code.org.	Instructional Specialists, Building Administrators, Curriculum Directors, Director of Student Services	Expand the number of applications which are aligned with the Common Core Standards to support student learning. Teachers will utilize the district software request form and collaborate with technology staff to examine and analyze the effectiveness and alignment of each application to the mathematics and language arts curricula scope and sequences.	October 2017 - June 2018
2.2	Develop proficiency with existing and new STEAM projects (all grades) and Foss Kit Units (grades 3-5) aligned to the new science standards utilizing the Engineering and Design Process.	Instructional Technology Specialists and Classroom Teachers	Students will participate in a minimum of three annual STEAM projects in an effort to integrate science, technology, engineering, arts, and mathematics. Teachers will participate in Foss Kit professional development workshops during the school year.	October 2017-June 2018

Goal 3: To train students to be productive global citizens of their country, nation and world able to demonstrate requisite skills, which include civility and cultural proficiency.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
3.1	Continue to educate students about what citizenship affords and requires as developmentally appropriate by grade level.	Principal, Classroom Teachers and Guidance Counselors.	Activities such as school meeting presentations and community service learning projects. Helping students to apply key components of our social competency program in order to navigate social discourse as developmentally appropriate for each grade level.	October 2017 - June 2018
3.2	Implement a 5 th grade Model UN program to educate students about the perspectives of different countries on key world issues.	Principal, Teachers and Parent Volunteers	Students will participate in a ten-week program where they will learn about the cultures, types of government, major languages and economic system of specified countries. This will be a foundation of working on a Model UN and using this knowledge to collaboratively work with other countries on key world issues such as immigration and climate change. There will be a culminating meet in March where an actual session of the Model UN will be presented.	December 2017- March 2018
3.3	Create a Loker family Partnership Program where all Boston-resident students have a Wayland home that they can visit during the afternoons where there are school-sponsored evening events.	Principal and Parents	We are hoping to match all 15 Boston-resident students with a Wayland-resident host family. The overarching goal is to build a stronger connection between our Wayland-resident and Boston-resident families and build community.	August 2017-June 2018

Goal 4: To utilize existing systems of structured support and engagement in combination with new initiatives to elevate the academic achievement of all students.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
4.1	Review the narrative and opinion writing units in third grade and assess how to best utilize the SRSD structure within them.	Principal, Curriculum Coordinators, Reading Specialists and Classroom Teachers	The students' pre and post-writing assessments from these units will be reviewed along with open response questions from the MCAS in an effort to support students with being improved evidence gatherers from text and incorporating increased details in their opinion writing.	September 2017 - June 2018

Goal 5: To deepen and strengthen students' wellness education by employing a systemic approach to curriculum, instruction, extra-curricular activities, school culture and safety.

	Strategic Initiatives	Person(s) Responsible	Outcomes and Measurements (Evidence/Data)	Timeline
5.1	Continue to develop wellness skills and insights at the elementary level by integrating Responsive Classroom and Mindfulness practices into the pedagogical practices of classroom and specialist teachers.	Classroom Teachers, Guidance Counselors, Special Education Staff and Building Administrators	Students will demonstrate an understanding of key conceptual aspects of each of these programs such as self-regulation strategies, respect for human differences, community-building morning meetings and afternoon closing circles, and establishing steps to solve important problems through social perspective taking.	September 2017 - June 2018