

**School Improvement Plan
2021 - 2022**

Mary K. Goode School Council Members

Member	Role
Lisa White	Principal
Jonathan Weinberg	Assistant Principal
Lindsey Tateo	Community Member
Suzi Winterbottom	Teacher
Julie Costa	Parent
Melissa Albert	Parent



Mary K. Goode Administrative Summary

We are all very excited to return to full in person learning with all of our students and staff for the 2021 - 2022 school year. We look forward to continuing to foster the love of learning for our students. We will be continuing with our focus on literacy through the Literacy Collaborative. This model provides a deeper understanding for teachers on how to build self-efficacy for all learners. This model provides ongoing professional development for continuous growth for all teachers in literacy. We are also looking forward to using the Lexia Core 5 program to support our students as part of our intervention system. Lexia Core 5 provides differentiated literacy instruction for students of all abilities. Lexia's research-proven program provides explicit, systematic, personalized learning targeting skill gaps as they emerge. It provides teachers with the data and student-specific resources they need for individual or small group instruction. We will be continuing with the Envisions 2.0 program for math. We are entering our third year with ST Math. ST Math is a software program that assists students with developing a conceptual understanding of mathematical concepts. Our journey with Discovery Ed. Science Tech-book will take on a new element with the introduction of Mystery Science kits. These kits will allow our students to discover, research, and analyze through hands-on experiences. We are very excited for the return of Town Meetings at Mary K. Goode!! Town Meetings allow time for students to meet as a grade level to discuss and learn about various topics such as bus safety and Character Strong's Purposeful People. The Professional Learning Communities (PLC's) continue to be an integral way for teachers to analyze data as well as receive professional development.

Mary K. Goode 2021 Family Survey Results

My child has made growth this year - 88% Strongly Agree/Agree

I feel like school work, assignments and programs were well organized and easy to access - 91.2% Strongly Agree/Agree

My child will end the year where they should be for their grade - 77.2% Strongly Agree/Agree

I feel confident that my child will do well next year - 88.3% Strongly Agree/Agree

My child is socially ready for next year - 85.7% Strongly Agree/Agree

I am glad that my child has returned to school full time - 92% Strongly Agree/Agree

My child has positive feelings about returning to school full time - 87% Strongly Agree/Agree

My child feels like they have at least one adult they are connected to at school - 90% Strongly Agree/Agree

I have a better appreciation of what teachers do each day - 93.9% Strongly Agree/Agree

The teachers were successful in promoting and teaching behaviors such as independence, perseverance, responsibility and organization - 92% Strongly Agree/Agree

I feel equipped to teach my child important behaviors such as independence, perseverance, responsibility and organization - 97.6% Strongly Agree/Agree

The school has done a good job supporting my child's academic needs - 87.3% Strongly Agree/Agree

The school has done a good job supporting my child's social emotional needs - 82.2% Strongly Agree/Agree

Administration has been supportive, accessible and responsive to me - 93.5% Strongly Agree/Agree

Teachers have been supportive, accessible and responsive to me - 98% Strongly Agree/Agree

The school has done good job providing resources and programs to the students during remote learning - 90.4% Strongly Agree/Agree

I feel like my input has been valued by the teacher and school - 90.8% - Strongly Agree/Agree

My child's teacher/teachers were great about communicating with me - 96% - Strongly Agree/Agree

The administration was effective in communicating with me - 93.1% - Strongly Agree/Agree

I am worried about my child for next year - 29.3% Strongly Agree/Agree**

My family feels welcomed and part of the MKG community - 94.4% Strongly Agree/Agree

My child feels welcomed and part of the MKG community - 96.8% Strongly Agree/Agree

What do you think we should continue from this year?

What has been good about this year?

What have been your biggest challenges this year?

What lessons do you think we should take away from this year?

What resources and supports will you need to be successful as we move forward?

What concerns do you have for your student's future academic and emotional growth?

Mary K. Goode
Core Beliefs and Values

- We believe in the development of critical thinking, cooperative learning, collaboration and problem solving skills provided in a risk-free environment through the use of innovative and authentic learning experiences.
- We value our commitment to educational excellence while providing a safe and secure environment that supports teaching and learning.
- We believe the safety and education of our children is the most important responsibility of our community and requires a partnership between family, school and community to maximize the potential of all learners.
- We value the importance of educating all children by creating partnerships between family, school and community in order to maximize the potential of all learners.
- We believe in teaching and guiding Mary K. Goode students to be responsible, culturally aware and contributors to the betterment of the global community.

Mission Statement

The Mary K. Goode School is committed to educating all children in a safe, collaborative, academically challenging and socially conscious environment where diversity is celebrated, respect is paramount and the needs, integrity and differences of each child are met as we develop life-long learners and productive global citizens.

Goal 1: *Through a comprehensive partnership with Lesley University, we will improve literacy instruction and student performance for all students in grades 1-5.*

Action Plan/Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Continue the implementation of the Lesley Model training for all staff.	Admin, Literacy Coaches, Classroom teachers	- 2021 – 2022 School Year	<ul style="list-style-type: none"> - Prescribed amount of training sessions scheduled and planned for 2021-2022 School Year - Observational data across all grades (consistency in practice and language) - Conduct the fidelity of implementation plan 	- Continued support for Lesley Literacy Collaborative Membership
Professional development focused in the area of writing, word work, reading foundational skills.	Admin, Literacy Coaches	2021-2022 School Year	- All required training sessions and hours scheduled and planned for 2021-2022 school year	- Continued support for the Literacy Collaborative Membership
Develop, schedule and ensure ongoing, continued support for coaching cycles and job embedded professional development	Admin, Literacy Coaches	2021-2022 School Year	- All required training sessions and hours scheduled and planned for 2021-2022 school year.	- Continued support for the Literacy Collaborative Membership

Ensure the appropriate balance and use of technology in literacy instruction including typing, digital readings (Pioneer Valley)	Admin, Literacy Coaches, Grade Level Leaders, classroom teachers	2021-2022 School Year	<ul style="list-style-type: none"> - Training on topic to start year. - Document outlining grade level expectations developed by 1st week October 2021. 	<ul style="list-style-type: none"> - Continued support for current tech. platforms (Google, Pioneer Valley, Lexia etc.)
Ensure teachers have continued access to quality professional materials and resources required for effective teaching.	Admin, Literacy Coaches, Grade level leaders	2021-2022 School Year	<ul style="list-style-type: none"> - Required texts and materials purchased, ordered and available by start of 2021 school year. 	<ul style="list-style-type: none"> - Funding for the purchase of materials (Reading/Writing Strategies etc)
Develop curriculum maps to ensure consistency and alignment in addressing learning gaps.	Director of Curriculum, Admin, Literacy Coaches, Grade Level Leaders	2021-2022 School Year	<ul style="list-style-type: none"> - Adjusted units for 1st2 months developed to start the year. - Remaining units/maps developed as the year progresses 	<ul style="list-style-type: none"> - Funding for summer curriculum work.

<p>Continue to improve and increase that amount of quality texts and materials available to students in the class, in the book room and the library including the completion of an analysis to ensure materials are free of cultural bias, ensuring that all students can see themselves in the curriculum with a goal to increase the diversity offered within and across our curriculum.</p>	<p>Director of Curriculum, Admin, Literacy Coaches, Cohort 1 teachers</p>	<p>2021-2022 School Year</p>	<ul style="list-style-type: none"> - Initial training on analyzing libraries, cultural bias etc. implemented to start 2021 school year. - Individual analysis completed by end of October 2021. - Materials purchased and added to classroom libraries as needed. 	<ul style="list-style-type: none"> - Funding for planned PD with Lesley University - Funding for the needed resources.
<p>Implement STAR Reading or STAR Early Literacy Assessment, Benchmark Assessment System in all grades 1-5.</p>	<p>Admin, Literacy Coaches, Grade Level Teacher Leaders</p>	<p>2021-2022 School Year</p>	<ul style="list-style-type: none"> - Assessment data collected once each trimester. - Each grade level team will review assessment results. - Students in need of further intervention will be identified 	<ul style="list-style-type: none"> - Funding for additional computers and computer lab - Continued funding for Star 360 subscription

Continue regular PLC Meetings, using Data to analyze student performance, share best practices and plan interventions and enrichment.	Admin, Instructional Coordinator, Grade Level Leaders, Teachers, Support Staff	2021-2022 School Year	- Improved instructional practices in the classroom. - Improved student performance and growth on STAR Assessments by 10% from B.O.Y. to E.O.Y.	- Continued funding for Star 360 subscription
Continue ongoing Progress Monitoring Meetings at all grades	Administration, Teacher Leaders, Teachers	Ongoing	- Interventions provided for struggling students ensuring student progress	N/A
Ensure ongoing supports at all levels of the Response to Intervention Framework (RTI).	Administration, Instructional Coordinator, Special Ed. Support Specialist, Teacher Leaders, Teachers,	2021-2022 School Year	- Interventions provided for struggling students at all grades - Enrichment provided for students meeting standards - Flow chart of next steps created for initial screening at each grade. - All interventions and supports identified within the RTI Framework and made available to all staff. - Improved student performance and growth on STAR Assessments by 10% from B.O.Y. to E.O.Y.	- Funding additional tier 2 interventions as identified and needed - Funding for Lexia

Provide professional development for SPED teachers in additional tier 3 supports.	Administration, Director of Pupil Personnel Services, SPED Coordinator, Grade Level Leaders, SPED Support Specialist	2021-2022 School Year	- Observational, continued increase in the use and effectiveness of best practices in all classes related to co-teaching in a SPED Classroom	- Funding for PD - Funding for Lexia
Reinstate full implementation of Reading Recovery and Leveled Literacy Intervention	Administration, Teachers, Reading Specialists,	2021-2022 School Year	-Decrease the number of students not meeting benchmark in Star 360 by 10%	- Funding and support for PD. - Funding and support for regional Reading Recovery Membership
Ensure additional afterschool supports such as Rotary Rays, Tutoring and After School Clubs	Administration	2021-2022 School Year	- Restart after school club/program with offerings to include targeted assistance. - Restart Rotary Rays -Develop and further expand targeted tutoring program alongside Rotary Rays.	- Funding for clubs and targeted assistance tutoring sessions.

Goal 2: Continue to align and implement curriculum, instruction, and assessment in mathematics to ensure improvement and growth with all students grades 1-5 .

Action Plan/Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Revise curriculum maps with supplementary materials embedded to ensure the in-depth understanding of standards and concepts and to ensure consistency and alignment in addressing learning gaps within and across grades.	Director of Curriculum, Administration, Instructional Coach, Grade Level Leaders, Teachers	2021-2022 School Year	<ul style="list-style-type: none"> - Observational increase in rigor in all classes - Improved student performance in math as measured by B.O.Y and E.O.Y. Star 360 math assessments (10% increase in students meeting benchmark) 	<ul style="list-style-type: none"> - Continued financial support for the Envisions program and consumable materials - Support for professional development
Focused Professional Development in Guided Math.	Director of Curriculum, Administration, Instructional Coach, Grade Level Leaders, Teachers	2021-2022 School Year	<ul style="list-style-type: none"> - Observational increase in the implementation of the Math Workshop Model and Guided Math. - Improved student performance in math as measured by B.O.Y and E.O.Y. Star 360 math assessments (10% increase in students meeting benchmark). - Observational evidence of the integration of Math Practice Standards at all grades 	<ul style="list-style-type: none"> - Financial support for professional development

Implement STAR Math Assessments at all grades 1-5.	Administration, Instructional Coach, Grade Level Leaders, Teachers	2021-2022 School Year	<ul style="list-style-type: none"> - Assessment Data collected once each trimester - Each grade level team will review assessment results. - Students in need of further intervention will be identified 	- Continued funding for Star 360 Assessment System
Ensure ongoing supports at all levels of the Response to Intervention Framework (RTI) specific to math.	Administration, Instructional Coach, Special Ed. Support Specialist, Grade Level Leaders, Teachers	2021-2022 School Year	<ul style="list-style-type: none"> - Interventions provided for struggling students - Enrichment provided for students meeting standards - Flow chart of next steps created for initial screening at each grade. - All interventions and supports identified within the RTI Framework and made available to all staff 	N/A
Continue regular PLC Meetings, using Data to analyze student performance, share best practices and plan interventions and enrichment.	Administration, Instructional Coach, Grade Level Leaders, Teachers	Ongoing	<ul style="list-style-type: none"> - Improved instructional practices in the classroom - Improved enrichment and intervention opportunities for students. - Improved student performance and growth on STAR Assessments by 10% from B.O.Y. to E.O.Y. 	N/A
Continue Progress Monitoring Meetings at all grades.	Administration, Instructional Coach, Grade Level Leaders, Teachers	Ongoing	<ul style="list-style-type: none"> - Interventions provided for struggling students ensuring continued progress 	N/A

Continue with the full implementation of ST Math at all grades.	Administration, Director of Administration, Instructional Coach, Grade Level Leaders, Teachers	2021-2022 School Year	<ul style="list-style-type: none"> - Improvement in conceptual understanding amongst students - Increase of 15% in syllabus completion since last year of implementation 	- Continued funding for the participation fee to maintain grant.
Ensure teachers have continued access to quality professional materials and resources to effectively implement the Math Workshop Model and Guided Math to differentiate instruction, and implement Guided Math.	Director of Curriculum, Administration, Instructional Coach, Grade Level Leaders, Teachers	2021-2022 School Year	<ul style="list-style-type: none"> - All teachers will have access to Guided Math, Developing Number Knowledge, Teaching Numeracy, Children's Mathematics and other materials as deemed essential. - Observational evidence of improved differentiated instruction and use of the workshop model. 	- Funding for professional resources
Develop a plan that ensures long term sustainability and capacity through the training of coaches and model classrooms.	Director of Curriculum, Administration, Instructional Coach	2021-2022 School Year	- Proposal submitted to Superintendent by end of summer 2021.	- Funding for plan and professional development
Ensure the appropriate balance and use of technology in math instruction including Envisions, ST Math	Admin, Grade Level Leaders, classroom teachers	2021-2022 School Year	<ul style="list-style-type: none"> - Training on topic to start year. - Document outlining grade level expectations developed by 1st week October 2021. 	- Continued support for current tech. platforms (ST Math, Envisions)

Additional afterschool supports such as Rotary Rays, Tutoring and After School Clubs	Administration	2021-2022 School Year	<ul style="list-style-type: none">- Restart after school club/program with offerings to include targeted assistance.- Restart Rotary Rays- Develop and further expand targeted tutoring programs alongside Rotary Rays.	<ul style="list-style-type: none">- Funding for clubs and targeted assistance tutoring sessions.
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Goal 3: – Foster an inclusive environment for students and families so that all students feel like they belong and are equipped with the Social, Emotional Learning Skills required to meet with success.

Action Plan/Improvement Strategies	Person(s) Responsible for implementation	Timeline	Measurements and Outcomes	Resource(s) and/or Funding Source
Commit staff meeting and PD time to address issues related to SEL including, classroom management techniques, diversity, inclusive practices, emerging disabilities.	Administration, Special Ed. Support Specialist, School Psychologist, Adjustment Counselor	2019-2020 School Year	- Decrease in office referrals by 10%	- Funding for PD - McLean Grant
Implement a new Mindfulness program across the building.	Administration, School Psychologist, Adjustment Counselor	2021-2022 School Year	- Program chosen before school year - Program fully implemented, school-wide, by end of year.	- Funding for program
Commit staff meeting and PD to train all staff in the concepts of Mindfulness and continue the implementation of Purposeful People and Social Thinking.	Administration, School Psychologist, Speech/Lang. Therapists, Adj. Counselor, Teachers	2021-2022 School Year	- Increase in students social and coping skills, increase academic achievement, decrease in office referrals - shared language throughout the building	N/A

Grade level Town Meeting	Administratrtration, School Psychologist, School Adjustment Counselor, Teachers	2021-2022 School Year	Implement Character Strong/ Purposeful People Grade Level Discussions	N/A
Clearly define each tier of the RTI framework and establish consistent building-wide expectations as it relates to Social Emotional Learning and Learner Behaviors, with clear end of grade targets and expectations and increased clarity on how these skills are taught at both school and at home.	Administration, Teacher Leaders, Special Ed. Support Specialist, School Psychologist, Speech/Lang. Therapists, Adj. Counselor, Teachers	2021-2022 School Year	Increase in students social and coping skills, increase academic achievement, decrease in office referrals	- Funding for SESS position
Ensure increased support for learning at home through informational parent nights on topics such as SEL, Executive Functioning, Dyslexia, Anxiety etc.	Administration, Family Resource Coordinator	2021-2022 School Year	- At least 3, well attended parent nights held during the 2019-2020 school year. .	- Funding for speakers - McLean Grant

<p>Ensure all classes have dedicated morning meeting time where concepts are taught and promoted in each class.</p>	<p>Administration, School, Teachers</p>	<p>2021-2022 School Year</p>	<ul style="list-style-type: none"> - Submitted schedules at start of year indicate community meeting time - Observational data ongoing throughout the school year 	<p>N/A</p>
<p>Continue targeted tier 2 interventions for students new to MKG and students struggling in the area of SEL.</p>	<p>Administration, Special Ed. Support Specialist, School Psychologist, Adjustment Counselor, Classroom Teachers</p>	<p>2021-2022 School Year</p>	<ul style="list-style-type: none"> - Students identified and participating in tier 2 interventions ongoing throughout the year - Increase in students social and coping skills, increase academic achievement, decrease in office referrals 	<p>- Funding for SESS Position</p>
<p>Continued use of the digital student portfolios and data collection sheets to streamline the progress monitoring process, increase accountability, mobilize supports and ensure effective transitions from grade to grade.</p>	<p>Administration, Special Ed. Support Specialist, School Psychologist, Adjustment Counselor, Classroom Teachers</p>	<p>2021-2022 School Year</p>	<ul style="list-style-type: none"> - Portfolios created, shared with all teaching staff - Transition meetings scheduled and held for all grade levels - Increased student growth percentiles on both the B.O.Y. and M.O.Y. Benchmark Assessments from previous year 	<p>N/A</p>

Implement SEL Screener for students in all grades 1-5.	Administration, Instructional Coordinator, Technology Coordinator, Tech Coaches	Beginning, Middle and End of Year	<ul style="list-style-type: none"> - Assessment Data collected once each trimester - Each grade level team will review assessment results. - Students in need of further intervention will be identified 	- Continued funding for Star 360 Assessment System
Ensure ongoing supports at all levels of the Response to Intervention Framework (RTI) specific to SEL.	Administration, Instructional Coordinator, Special Ed. Support Specialist, Teachers, Coaches	2021-2022 School Year	<ul style="list-style-type: none"> - Interventions provided for struggling students - Flow chart of next steps created for initial screening at each grade. - All interventions and supports identified within the RTI Framework and made available to all staff 	N/A
Continue regular PLC Meetings, using Data to analyze student performance, share best practices and plan interventions and enrichment.	Administration, Instructional Coordinator, Teachers, Support Staff	Ongoing	<ul style="list-style-type: none"> - Improved instructional practices in the classroom - Improved enrichment and intervention opportunities for students. 	N/A
Continue Progress Monitoring Meetings at all grades.	Administration, Special Ed. Support Specialist, Instructional Coordinator, Teachers, Support Staff	Ongoing	<ul style="list-style-type: none"> - Interventions provided for struggling students ensuring continued progress 	N/A

