

SUTTON PUBLIC SCHOOLS STRATEGIC PLAN 2012-2019

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Mission Statement

The Sutton Learning Community cultivates a positive, collaborative, engaging and safe environment that fosters academic excellence, social responsibility, personal growth and lifelong learning.

Vision Pillars



Academic Excellence

To provide a comprehensive, interactive curriculum to prepare students for future life experiences.



Social Responsibility

To create an environment that inspires social awareness and encourages compassionate, ethical behavior.



Personal Growth

To promote a culture of healthy living, emotional and physical well-being, and personal responsibility.



Lifelong Learning

To embrace a passion for lifelong learning fostering critical and independent thinkers.

LEARNING PRINCIPLES - *implications of the mission of school for planning and instruction*

1. A key goal of school learning is fluent and flexible transfer – successful use of one’s knowledge and skill, on worthy tasks, in situations of importance.
2. Engaged and sustained learning, a prerequisite for understanding, requires that learners see the value of their work and feel a growing sense of efficacy when facing worthy challenges.
3. Success at transfer depends on understanding the big ideas that connect otherwise isolated or inert facts, skills, and experiences so that new challenges can be met and new experiences understood.
4. An understanding is a learner realization about the power of an idea. Understanding cannot be given; they have to be engineered so that learners see for themselves the power of an idea for making sense of things.
5. Learners need clear, completely transparent priorities and a practical understanding of how learning goals are to be met in terms of work products and standards of excellence.
6. Learners require regular, timely and user-friendly feedback in order to understand goals, to produce quality work, and to meet high standards.
7. Understanding can be attained only by regular reflection, self-assessment, and self-adjustment in trying to apply prior learning to new situations and tasks via activities and assessments that demand such reflection and transfer.
8. The capacity to deeply understand depends greatly on the capacity to think things anew (and other related habits of mind), because any insight typically requires the refining of earlier ideas. Becoming willing and able to rethink requires a safe and supportive environment for questioning assumptions and habits.
9. Because achieving understanding and transfer require a willingness to think, rethink, and push beyond one’s normal comfort level, learners need a safe and supportive environment for intellectual risk-taking and questioning assumptions and habits.
10. Learning is enhanced when it is personalized – when the learners’ interests, preferences, strengths, contributions, and prior knowledge are sufficiently honored.

NB Taken from Schooling by Design: Mission, Action, and Achievement /Grant Wiggins and Jay McTighe.

TEN CURRICULUM COMPONENTS

1. **Mission-Related Accomplishments and Curricular Philosophy** – Specifying the integrated accomplishments sought, indicative of transfer and habits of mind; the underlying beliefs about learning that the curriculum must embody.
2. **Understandings and Essential Questions Derived from Mission and Content Standards** – Specifying the big ideas and recurring questions that should anchor the curriculum and shape how content is framed.
3. **K-12 Curriculum Mapping** – Showing how habits of mind, big ideas, essential questions, and cornerstone assessment tasks spiral through the curriculum, bringing intellectual coherence.
4. **Cornerstone Assessments and Collections of Evidence** – Specific authentic tasks reflective of the key challenges and accomplishments in the disciplines, requiring transfer and habits of mind; collections of evidence in portfolios, so that students graduate with a resume of accomplishments, not simply a transcript.
5. **Analytic and Longitudinal Rubrics** – Common analytic rubrics for providing more consistent evaluation and specific feedback against goals; longitudinal benchmarks for gauging and reporting progress against long-term institutional and program goals.
6. **Anchors** – Tangible examples of student work (with commentary) to illustrate various performance levels.
7. **Suggested Learning Activities, Teaching Strategies, and Resources** – Including guidance and resources for teachers and strategic tools for learners.
8. **Diagnostic and Formative Assessments** – Pre-assessments and ongoing checks to determine readiness levels, to reveal potential misconceptions, and to gauge progress along the way.
9. **Suggestions for Differentiation** – Specific suggestions for responding to learners' differences in readiness, interests, and learning profile.
10. **Troubleshooting Guide** – Advice and tips for addressing predictable learning-related problems (e.g., misconceptions, performance weaknesses) and teaching predicaments (e.g., running out of time).

NB Taken from Schooling by Design: Mission, Action, and Achievement /Grant Wiggins and Jay McTighe.

District Mission-Related Student Achievement Goals and District Curriculum, Instruction and Assessment Initiatives*

STUDENT ACHIEVEMENT	
By June, 2013	Every teacher/grade creates one new authentic performance experience/task
	Completed; Ongoing
By June, 2014	Each educator will have developed at least one new authentic learning experience.
	Completed; Ongoing
By June, 2017	Students demonstrate enhanced critical and independent thinking through portfolio assessment.

GUARANTEED CURRICULUM	
By June, 2013	Every school completes top priority curriculum component(s)
	Progress Made; Ongoing
By June, 2014	Educator Evaluation System will be fully implemented.
	Completed; Ongoing
By June, 2017	District completes first iteration of Schooling By Design curriculum components

PROFESSIONAL DEVELOPMENT	
By June, 2013	Every teacher observes one other teacher.
	Completed; Ongoing
By June, 2014	Each educator will have observed at least one other educator.
	Completed
By June, 2017	District creates true professional learning community.

* See Building Strategic Plan Updates.

SUTTON HIGH SCHOOL

STUDENT ACHIEVEMENT GOAL: Improve student achievement in critical and independent thinking	
2012-2013	<p>(1) Demonstrate critical thinking on every assessment (analyze, synthesize, evaluate, or create)</p> <p>(1) Departments worked to increase the amount of Higher Order Thinking skills required on major/cornerstone assessments. The faculty worked with an outside consultant to learn more about best practices in this area.</p>
2013-2014	<p>(1) Showcase critical thinking skills in the form of a project (dept. cornerstone, CSL, common reading)</p> <p>(1) HS Teachers each added at least one new authentic learning project to their existing curriculum. Examples included displaying art projects locally (Arts Night) & nationally (on-line portfolios), biology career day, the English Department's "Shark Tank" activity, Algebra I's height prediction "lab", and the Foreign Language Departments "Restaurant Wars". Outside of the classroom, our Humanities Scholars have won the Blackstone Valley Humanities Scholar competition two years in a row.</p>
2014-2015	<p>(1) Demonstrate critical thinking/21st Century Learning Skills through a focus on authentic learning and interdisciplinary collaboration real world application project</p> <p>(2) Incorporate pre-Advanced Placement/AP skills that promote higher order thinking skills</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> • Sharing Authentic learning projects within departments and amongst the faculty • Sharing a Higher Order Thinking skill activity • Departmental sharing of AP Skills <p>Evidence Collected:</p> <ul style="list-style-type: none"> • Departments continued to share projects amongst their members (Spanish – Restaurant Project, Math 'Shark Tank', English – Socratic Seminars on School based topics (Dress Code, Gown Colors) • Some H.O.T. activities were shared but not in a systemic manner. • AP Teachers shared best practices and strategies that would help teachers in "pre-AP" courses enhance their work
2015-2016	<p>(1) Demonstrate critical thinking/21st Century Learning Skills through a focus on authentic learning and interdisciplinary collaboration real world application project</p> <p>(2) Incorporate pre-Advanced Placement/AP skills that promote higher order thinking skills</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> • Continue to share Authentic learning projects within departments and amongst the faculty • Continue to share a Higher Order Thinking skill activity • Continue Departmental sharing of AP Skills

2016-2017	(1) Demonstrate critical thinking/ 21 st Century Learning Skills through a focus on authentic learning and interdisciplinary collaboration real world application project
	(2) Incorporate pre-Advanced Placement/AP skills that promote higher order thinking skills
2017-2018	(1) Demonstrate critical thinking/21 st Century Learning Skills through a focus on authentic learning and interdisciplinary collaboration real world application project
	(1) Evidence will include an evaluation of current practices that promote higher order thinking skills
2018-2019	(1) Demonstrate critical thinking/ 21 st Century Learning Skills through a focus on authentic learning and interdisciplinary collaboration real world application project
	(1) Evidence will include an evaluation of current practices that promote higher order thinking skills

STUDENT ACHIEVEMENT GOAL: Improve student achievement in the meaningful application of skills and knowledge to real world challenges	
2012-2013	(1) One real world application assignment completed in each class (2) Volunteer in CSL (documented) (3) Common Reading. Cont. discussion in Advisor/Advisee
	(1) Every class added one authentic learning experience into their practice. These learning experiences were added to/are being added to the existing curriculum maps. (2) A CSL (Community Service Learning) course was proposed – however, it was cut due to budget constraints. Among the activities our CSL club organized: “Haunted House for Hunger”; worked with the Senior Center for Meals on Wheels Fundraiser; 50’s “Sock-Hop”; Veterans’ Day Lunch. Approximately 75 different students participated in these events. (3) Our book was “The Boy Who Harnessed the Wind”. Students discussed the themes of the novel in Advisory as well as other community service events. (Text book donations, “Toys for Tots”, and a collection participation in the Heifer Project http://www.heifer.org)
2013-2014	(1) Focus on authentic learning and interdisciplinary collaboration real world application project (2) Volunteer in CSL and begin development of CSL as a course offering (3) Common Summer Reading - continue discussion themes during Advisor/Advisee <u>The Other Wes Moore</u>
	(1) Many classes have worked authentic learning into the daily fabric of the class (Budget problem in Calculus, Spanish Trip Itinerary project, News Broadcast assignment in English, Diet & Exercise analysis in Health, “The Glass Menagerie” poster collaboration between Art & English & Drama Club, Spanish Club’s “Latin American Food Week”). The HS also has a number of “applied learning” courses (Personal Finance, Accounting, Forensics, and Art) that help students make connections to the real world. (2) CSL as a course offering is on hold pending increased staffing. Students continue to participate in Community Service projects through National Honor Society, CSL Club, sports teams, and community groups. (3) This year’s summer reading book was <u>The Other Wes Moore</u> . Students participated in guided in discussions in their Advisory Groups around the key themes of the novel.

2014-2015	(1) Increase student internship and vocational experiences (2) Pilot student leadership independent study
	<p>Evidence will include:</p> <ul style="list-style-type: none"> • Data from “Senior Internship” pilot project • Feedback from Student Leadership course • #s of interested students enrolling in Senior work study opportunities <p>Evidence Collected:</p> <ul style="list-style-type: none"> • Approximately 20 students participated in the Pilot Senior Internship Program. The results as measured by the survey were overwhelmingly positive. Survey Results here. • Six students participated in the Student Leadership course – the experience was asynchronous on-line learning. The students advocated for a “live version”, however, due to budget constraints we are unable to offer it at this time. • Work Study – as the schedule is now “stagnant”, students will have more opportunities to leave school early for work study opportunities. This info will be collected in 2015-16
2015-2016	(1) Continue to increase student internship and vocational experiences
	<p>Evidence will include:</p> <ul style="list-style-type: none"> • Data from “Senior Internship” program – with an emphasis on increasing out placements • Continue Career panels/fair experiences for our students • #s of interested students enrolling in Senior work study opportunities
2016-2017	(1) Continue to increase student internship and vocational experiences
2017-2018	(1) Continue to increase student internship and vocational experiences
2018-2019	(1) Continue to increase student internship and vocational experiences

School Curriculum, Instruction, and Assessment Initiatives

CIA Initiatives:	Provide Guaranteed Curriculum
2012-2013	(1) All depts. cont. adoption of Common Core (CC) (2) Finalize curriculum map templates to reflect 10 (p.60) components (SBD). Focus on essential questions – Assessments (cornerstone, diagnostic, formative, etc.)
	(1) Departments continued to work to complete this task. There is still much work to happen. Power Standards for each Department are complete. (2) This task was part of each department’s work.
2013-2014	(1) Continue common core and power standards alignment (2) Continue developing and different types of assessments ... transfer onto curriculum maps
	(1) Departments continue update curriculum maps to better align with the Common Core. Power Standards & Essential Questions are completed and are being implemented departmentally. Curriculum maps will continue to be updated as part of Departmental work & professional development days. The Science Department continues to keep current on the “Next Gen” Science standards that are currently being developed. (2) In some courses (Algebra II, Spanish I, Chemistry, Biology) common assessments are being implemented. As we have very few courses that are taught by more than one teacher – there are only a handful of these types of assessments.
2014-2015	(1) Continue to implement the common core standards in our existing courses (2) Continue to create common assessments/District Determined Measures (DDMs) (3) Offer a variety of Advanced Placement courses
	Evidence will include: <ul style="list-style-type: none"> • Curriculum documents adjusted to reflect Common Core standards • Creation of DDMs • Data and feedback from MMSI/AP program focus Evidence Collected: <ul style="list-style-type: none"> • Common Core standards continue to be integrated into our existing curriculum; the HS will be undergoing a curriculum review as part of the NEASC process and a common template will be decided upon at that time. • Staff spent upwards of 8 hrs of PD time developing DDMS – where possible, these became common assessments. Each teacher has two identified DDMs that will be implemented next year (2015-16). • AP scores are available July 6. Enrollment in AP courses more than doubled (5 sections in 2013-14, 14 sections in 2014-15). AP/Pre-AP Teachers participated in professional development that enhanced their work.

2015-2016	(1) Continue to implement the common core standards in our existing courses (2) Continue to create common assessments/District Determined Measures (DDMs)
	<p>Evidence will include:</p> <ul style="list-style-type: none"> • Continue to adjust Curriculum documents to reflect Common Core standards • Creation and adjustment of DDMs to make them a meaningful part of our practice • Data and feedback from MMSI/AP program focus
2016-2017	(1) Continue to implement the common core standards in our existing courses (2) Continue to revise and improve common assessments/District Determined Measures (DDMs)
2017-2018	(1) Continue to revise and improve common assessments/District Determined Measures (DDMs)
2018-2019	(1) Continue to create common assessments/District Determined Measures (DDMs)

CIA Initiatives:	Implement Professional Development
2012-2013	(1) Create a common language for assessments that incorporate critical thinking (2) Integrate common core (3) Research options for a new master schedule
	(1) In Progress (2) In Progress (3) A trimester system was proposed, but was eventually not adopted due to budgetary constraints

2013-2014	<p>(1) Common Core (2) Revisit Master schedule options to maximize curriculum offerings (3) Initiate new teacher evaluation system (4) NEASC – committee collaboration and document development</p> <p>(1) Departments continue to update curriculum maps to better align with the Common Core. Power Standards & Essential Questions are completed and are being implemented departmentally. Curriculum maps will continue to be updated as part of Departmental work & professional development days. The Science Department continues to keep current on the “Next Gen” Science standards that are currently being developed.</p> <p>(2) The High School has adopted a new master schedule that will take effect for the 2014-15. The schedule is an “8 drop 3” schedule – students will take five 70 minute courses in a day. The new schedule allows students to take more courses and offers electives and A.P. courses that had previously been lost due to budget cuts.</p> <p>(3) The new teacher evaluation system was adopted. Teachers were given time to learn the “TeachPoint” software program for evidence collection and document sharing.</p> <p>(4) NEASC – The HS will have its scheduled NEASC site visit delayed one more year.</p>
2014-2015	<p>(1) Continue peer observations (Walkthrough model) (2) Increase familiarity and expertise with technology to increase student learning (3) Adapt teaching practices to the new 70 minute period (4) Pilot co-teaching model</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> • Survey of how often/effectively technology is used in SHS classrooms and what additional support is needed • Create google document to record observed best practices • Student survey to inform teaching staff how they are effectively using class time in new schedule • Feedback & data (grades, referrals, attendance) in the co-teaching courses <p>Evidence Collected:</p> <ul style="list-style-type: none"> • Some PD was offered in SMARTBOARD training and Google Drive/Docs. • Peer observations were done sporadically, however a group of teachers participated in a “Shadow a Student” day and shared that information back with the faculty • The Student survey was administered and the feedback on the 2014-15 schedule was positive, however as the HS is moving to a new schedule in 2015-16. • Co-teaching was offered in two courses (Envi/Forensics & Government). Each course had 100% student passing rate.

2015-2016	(1) From Faculty Survey (2015) – Focus on “Moving to Student Centered Learning” (2) Adapt teaching practices to the new schedule (55 mins per period)
	Evidence will include: <ul style="list-style-type: none"> • Professional Development on “Student Centered Learning” • Survey staff on schedule • Data and feedback from MMSI/AP program focus
2016-2017	(1) Continue peer observations & sharing exemplary practices observed in different formats (2) Increase familiarity and expertise with technology to increase student learning (3) Adapt teaching practices to the new 70 minute period
2017-2018	(1) Continue peer observations and find new ways to share best practices (2) Keep current with changing technology and adapt to the classroom
2018-2019	(1) Continue peer observations (2) Keep current with changing technology and adapt to the classroom

CIA Initiatives:	Implement Building Initiatives
2012-2013	(1) Develop Master Schedule (MS) (2) Refine core values & beliefs and learning expectations (3) Develop standards committees (NEASC)
	(1) Completed (2) Completed (3) Base work completed – work currently on hold pending postponement of NEASC’15 visit
2013-2014	(1) Revisit master schedule options to maximize use of staff (2) Initiate NEASC Self-Study (2013 – 2015) and collections of evidence
	(1) The High School has adopted a new master schedule that will take effect for the 2014-15 school year. The schedule is an “8 drop 3” schedule – students will take five courses in a day. The new schedule allows students to take more courses and offers electives and AP courses that had previously been lost due to budget cuts. (2) NEASC – The HS will have its scheduled NEASC site visit delayed one more year.

2014-2015	<p>(1) Evaluate first year of 8 drop 3 master schedule (2) Implement iParent/student-family access to grades (3) Continue to increase familiarity with TeachPoint and the Teacher evaluation process (4) Begin to create District Determined Measures (DDMs) (5) Continue adoption 9th grade program practices and procedures (6) Continue to create a climate of a safe and positive school</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> • Faculty survey on new schedule, TeachPoint, and teacher evaluation process, & iParent experience • # of registrations of iParent users • Submission of DDM document to state • Data & feedback on 9th Grade program • Data of discipline referrals, major behavioral incidents, students survey <p>Evidence Collected:</p> <ul style="list-style-type: none"> • Teachers were surveyed on Teacher Eval/DDM process. 96% of respondents have no or few concerns with these processes. • iParent & iStudent opened up to community. • DDMs will be submitted by Central office • The 9th Grade Program continues to be a work in process – feedback is non-conclusive • Discipline referrals were up this year. Administration will review data to see if there is any commonality to the information to help improve work next year.
2015-2016	<p>(1) Evaluate new master schedule (2) Implementing and collecting evidence of District Determined Measures (DDMs) (3) Continue adoption 9th grade program practices and procedures (4) Continue to create a climate of a safe and positive school</p> <p>Evidence will include:</p> <ul style="list-style-type: none"> • Faculty survey on new schedule, TeachPoint, and teacher evaluation process, & iParent experience • # of registrations of iParent users • Submission of DDM document to state • Data & feedback on 9th Grade program • Data of discipline referrals, major behavioral incidents, students survey, SPD Diversion program
2016-2017	<p>(1) Evaluate existing master schedule (2) Implementing and collecting evidence of District Determined Measures (DDMs) (3) Continue to create a climate of a safe and positive school</p>

2017-2018	None planned at this time
2018-2019	None planned at this time

SUTTON MIDDLE SCHOOL

STUDENT ACHIEVEMENT GOAL:	Improve student achievement in critical and independent thinking
2012-2013	<ul style="list-style-type: none"> (1) Project based interdisciplinary units (2) Social Awareness – bullying? How to deal? (3) Improved understanding of material using result from Common Assessments (4) Student self-reflection on assessments to increase content knowledge (quiz/test corrections)
	<ul style="list-style-type: none"> (1) Team building/ Collaboration - Teachers attended a ropes course at Wheeler School to begin to develop a culture of trust and collaboration. They produced many new collaborative interdisciplinary activities/projects (2) Adolescent issues and Bullying Book Club Students began reading their summer reading centered around the theme of bullying and social conflict. Teachers worked with students in small groups and discussed the main themes of the books and how it applied to them. Also Point activities were created. Teachers volunteered to host a monthly activity that allowed students from a variety of social groups to come together based on a common interest. Ten monthly point activities were established. (3) Common Assessments - Twenty-five teachers attended a monthly Understanding by Design workshop (4) District Goal Teachers gave students opportunities throughout the year to self-reflect and correct their work

	<ul style="list-style-type: none"> (1) Project based interdisciplinary units (2) More opportunities for higher order activities (analyzing data, etc.) (3) Use of technology tools (4) Increase in ORQ scores (5) Binder/Folder check to demonstrate the acquisition of the skill
2013-2014	<ul style="list-style-type: none"> (1) Team building/Collaboration Teachers have opportunities for further collaboration with the return of Team Time every day. Team building activities will be imbedded in professional develop to reinforce the culture of trust and collaboration. At each grade level, examples of interdisciplinary activities were shared with the office as well as embedded into the curriculum. (Sixth grade – approximately one a month, ex: Hatchet day, Pumpkin day, Owl day, Europe project, Compare and Contrast Fairy Tale essay), Seventh grade – at least one a quarter (Early Man Tool project, mummification, lab procedure, Red Pyramid project), Eighth grade –at least one a quarter (Billboard project, Community Harvest Project, Super Bowl project, Medieval Religion project). As a staff, we continue to embed team building activities into PD days. We will continue working on this as a staff. Collegial book clubs were used to drive a discussion on classroom practices and adolescent development. The school hosted a panel discussion for staff on adolescent behavioral issues. A question and answer session followed. Lastly, a learning walk protocol was implemented and used throughout the year to observe fellow teachers within the building as well as in conjunction with the High School. (2) Curriculum mapping. We will be reviewing the ten components of understanding by design, power standards, and differentiated instruction. Differentiated instruction will be the focus of this year to provide rich activities to reach all students’ abilities. We reviewed the 10 components and piloted Atlas Rubicon. All staff members were exposed to the computer based program, with some staff embracing and utilizing the program to create their unit plans within the program. Power standards have been written and will need to be built into Atlas Rubicon unit plans. Ideas and suggestions from the DI in service were utilized within the classroom and served as discussion points at Team Time. (3) Tech 101 – Atlas Rubicon was a focus. We intend, upon entrance into the new building, to implement Tech 101 as PD. (4) Differentiated Instruction. Differentiated instruction will be the focus of this year to provide rich activities to reach all students’ abilities. A professional development day was used to present teachers with a better understanding of differentiation and what it looks like for all students. Ideas and suggestions from the DI in service were utilized within the classroom and served as discussion points at Team Time. (5) District Goal Teachers will be trained in Student led conferences, which require students to self-reflect and provide teachers with data of student acquisition of skills – Pushed back to the 2014 – 2015 school year due to the New Teacher Evaluation Training focus.

	<ul style="list-style-type: none"> (1) Project based interdisciplinary units that address global or community issues Team building/ Collaboration (2) Differentiated Instruction SIP – Curriculum, Instruction, and Assessment (3) More opportunities for higher order activities (analyzing data, etc.) Curriculum Mapping (4) Students' understanding of WHY we are learning this curriculum Essential Questions (5) Students will self-reflect on work Portfolio Training
2014-2015	<ul style="list-style-type: none"> (1) Project based interdisciplinary units that addressed community issues by grade level with next years' focus on global issues (Heifer project) Ex: Community Harvest Project, OWL Day, Engineering Day (2) Differentiated instruction continued to be a focus this year in both atlas rubicon as well as utilization of planning time embedded in team time. 2 days a week were designated as planning time for Math and ELA. (3) Curriculum mapping continues to develop units that include higher order thinking activities – rough drafts have been created in Atlas Rubicon (4) Essential questions have been developed and posted in most rooms. These questions are embedded in the units mapped in Atlas Rubion. Additionally DDM's have been piloted and are aligned to the essential questions. (5) Portfolio Training is on hold and will be developed this year in sixth grade.
	<ul style="list-style-type: none"> (1) Student self-reflection of work (Gr. 6 & 7) Portfolio Training (2) More opportunities for higher order activities (analyzing data, etc.) Curriculum Mapping (3) Students creating activities that demonstrate critical and independent thinking Open ended activity based training
2015-2016	<ul style="list-style-type: none"> (1) All teachers will be trained with 6th grade implementation (2) Continue using Atlas Rubicon with developing and increasing the number of higher order activities students engage in which includes partnership with the Heifer project to focus on the global issue of World Hunger (3) Open ended activity based training focused on collaboration with STEM in March 2016 PD day
	<ul style="list-style-type: none"> (1) Student self-reflection of work (Gr. 6, 7 & 8) Portfolio Training (2) Student creation of activities that demonstrate critical and independent thinking Open ended activity based training (3) More opportunities for higher order activities (analyzing data, etc.) Curriculum Mapping
2016-2017	
	<ul style="list-style-type: none"> (1) Exit Portfolio Portfolio Training (2) Student creation of activities that demonstrate critical and independent thinking Open ended activity based training (3) More opportunities for higher order activities (analyzing data, etc.) Curriculum Mapping
2017-2018	
	<ul style="list-style-type: none"> (1) Reflect and revise Exit Portfolio Portfolio training (2) Student creation of activities that demonstrate critical and independent thinking Open ended activity based training (3) More opportunities for higher order activities (analyzing data, etc.) Curriculum Mapping
2018-2019	

STUDENT ACHIEVEMENT GOAL: Improve student achievement in the meaningful application of skills and knowledge to real world challenges	
2012-2013	<p>(1) Interdisciplinary Units (embedded real life applications)</p> <p>(2) Evidence of student exemplars</p> <p>(1) Team building/ Collaboration Teachers attended a ropes course at Wheeler School to begin to develop a culture of trust and collaboration. They produced many new collaborative Issues</p> <p>(2) Curriculum & Gathering of Materials</p>
2013-2014	<p>(1) Use of technology tools</p> <p>(2) Improved understanding of material from a real world authentic perspective</p> <p>(1) Tech 101 – We embraced Atlas Rubicon as well as piloting the ‘flipped classroom’ instructional model.</p> <p>(2) Common assessment. We will be reviewing the ten components of understanding by design, power standards, and differentiated instruction. We reviewed the ten components. Common assessments have been written within certain departments where circumstances allowed. There was an increase in the use of authentic assessments throughout the grade levels as the year progressed.</p>
2014-2015	<p>(1) Student Self-reflection/ Evaluation of portfolio pilot (Grade 6) Portfolio Training</p> <p>(2) Authentic lessons Curriculum Mapping</p> <p>(3) Improved understanding of real world authentic assessment Cornerstone/Anchor, curriculum mapping</p> <p>(1) Student Self Reflection/ Evaluation of portfolio pilot – portfolio pilot was on hold this year and will be implemented 2015-2016. However school wide test and quiz corrections was implemented and will continue to be refined in the upcoming year.</p> <p>(2) Authentic lessons continue to be developed and finalized in Atlas Rubicon Units. These are collaborated with team members</p> <p>(3) We continue to develop real world authentic assessments in our curriculum mapping. Ex: Scale/Advertisement project, Roller Coaster Project, Medieval catapult project</p>
2015-2016	<p>(1) Increase use of technology</p> <p>(2) Student self-reflection/Evaluation of portfolio (Grade 6) Pilot (Grade 7) Portfolio Training</p> <p>(1) Smart Board training in September and throughout the year utilizing webinars and sharing with staff, iparent and ipass training modules will be developed and standardized</p> <p>(2) Piloting 6th grade portfolio with training for the 7th and 8th grade - these will be digital portfolios</p>
2016-2017	<p>(1) Student self-reflection/Evaluation of portfolio (Grade 6, 7) Pilot (Grade 8) Portfolio Training</p> <p>(2) Students teaching a skill Cornerstone/Anchor, curriculum mapping</p>
2017-2018	<p>(1) Presentation Portfolio @ 8th grade celebration</p> <p>(2) Students can present portfolio for HS application (BVT, private high schools)</p>
2018-2019	<p>(1) Revise Presentation Portfolio @ 8th grade celebration</p>

School Curriculum, Instruction, and Assessment Initiatives

CIA Initiatives:	Provide Guaranteed Curriculum
2012-2013	<ul style="list-style-type: none"> (1) Vertical team meeting with HS (2) Alignment of common core (3) Transitions (4) Power Standards (5) Curriculum mapping (component 3)
	<ul style="list-style-type: none"> (1) Teachers were given multiple opportunities throughout the year to meet with their high school counterparts. A focused agenda was given for each meeting (2) Teachers were given supplemental information surrounding the changes in Massachusetts frameworks to meet the Common Core (CC) standards. Additionally, teachers were given time to meet to address those changes (3) <i>Welcome to the Sixth Grade Parent Guide</i> was created and distributed to parents as well as posted on the web site. Incoming students were attended a day to meet new teachers and go through a modified schedule of a typical middle school student (4) Departments worked together to create power standards after attending a workshop on how to write power standards (5) Curriculum materials were gathered throughout the year with multiple times for teacher review
2013-2014	<ul style="list-style-type: none"> (1) Vertical team meeting with HS (2) Alignment of common core (3) Essential Questions (4) Power standards
	<ul style="list-style-type: none"> (1) Vertical team meetings were coordinated throughout the year. The high school met with their middle school counterparts twice throughout the year. Additionally, Eighth and ninth grade teachers observed each other and met to discuss student transition as well as shared instructional practices. Members of the ELA department with the elementary school teachers with a focused agenda. (2) Monthly department meetings were used to discuss the alignment of the common core and make necessary changes to align to the Common Core. (3) Departments worked together to create essential questions after attending a workshop on how to write them and a deep understanding of what essential questions are. Essential Questions continue to be created and crafted throughout the use of Rubicon Atlas. (4) Department will continue to work together to refine power standards. Departments completed the crafting of power standards.

2014-2015	<ul style="list-style-type: none"> (1) Interdisciplinary units Curriculum Mapping (2) Assessments and DDMs Curriculum Mapping (3) Align Scope and Sequence Curriculum Mapping (4) Differentiated Instruction Curriculum Mapping (5) Atlas Rubicon Curriculum Mapping <ul style="list-style-type: none"> a. Rough draft of all units b. Relate to the 10 components c. Establish Troubleshooting and DI guide
	<ul style="list-style-type: none"> (1) Interdisciplinary units have continued to be develop by grade level and embedded in Atlas Rubicon (2) Assessments and DDM's have been developed and piloted this year and will continue to be refined (3) Continues to be a focus from our rough drafts to final drafts (4) Differentiated instruction continues to be a focus in both planning time and Atlas Rubicon (5) Atlas Rubicon – rough drafts of all units. We need to push back the troubleshooting and DI guide
2015-2016	<ul style="list-style-type: none"> (1) Atlas Rubicon Curriculum Mapping <ul style="list-style-type: none"> a. Rough draft of all units with samples of student work b. Essential questions included in rough drafts <ul style="list-style-type: none"> (1) Rough drafts will be a continued focus. Samples of student work will be beginning in the uploading stage (2) Essential questions will be refreshed with Professional Development
2016-2017	<ul style="list-style-type: none"> (1) Atlas Rubicon Curriculum Mapping <ul style="list-style-type: none"> a. Rough draft of all units with rubrics included b. Some drafted lesson plans included
2017 - 2018	<ul style="list-style-type: none"> (1) Atlas Rubicon Curriculum Mapping <ul style="list-style-type: none"> a. Completed Units with all 10 components b. Most drafted lesson plans included
2018-2019	<ul style="list-style-type: none"> (1) Atlas Rubicon Curriculum Mapping <ul style="list-style-type: none"> a. Revised Unit Plans b. All lesson plans drafted and included

CIA Initiatives:	Implement Professional Development
2012-2013	<ul style="list-style-type: none"> (1) Common/cornerstone assessments (9/18) (2) Differentiated instruction (8/28) (3) Rounds protocol (8/27) (4) Adolescent issues/behaviors (8/28) (5) Planning Days for interdisciplinary units <ul style="list-style-type: none"> (1) A brief workshop was given to provide teachers with an understanding of Common and Cornerstone Assessments (2) A workshop was provided to the teachers to increase their understanding of differentiated instruction (3) A workshop prepared teachers to observe each other at least twice during the school year using the rounds protocol that established procedures on classroom observations (4) Teachers attended a presentation by the district behaviorist to increase their skills of working with adolescents and behaviors (5) Teachers were given multiple days to work together to create interdisciplinary activities throughout the year
2013-2014	<ul style="list-style-type: none"> (1) Common/ cornerstone assessment (2) Essential questions (3) New evaluation system <ul style="list-style-type: none"> (1) Departments will work together to create common assessments and cornerstone activities/assessments after attending a workshop on common/cornerstone assessments. Common/cornerstone assessments were written and continue to be addressed 2014-2015. (2) Departments worked together to create essential questions after attending a workshop on how to write them and a deep understanding of what essential questions are. Essential questions were addressed through Atlas Rubicon (3) Teachers will be introduced throughout the year on the new evaluation system. Together we will work towards completing the pilot year of implementation of the new system. The new evaluation system was a focus throughout the year.
2014-2015	<ul style="list-style-type: none"> (1) Outside Professional Development Opportunities (2) Collaboration through vertical teams, team time, and department time (3) Vertical Teams (4) Focus on essential questions with professional development opportunities (5) Atlas Rubicon Training <ul style="list-style-type: none"> (1) Many staff members went out on professional development conferences throughout the year. 26 staff members attended workshops and conferences this year (2) Some vertical team time was found throughout the year. Department time meetings were monthly. Freshman math and 8th grade math teachers met weekly throughout the year. (3) Vertical teams with the high school met once this year. This continues to be a focus for next year with emphasis on meeting with our elementary school counterparts. Throughout the year 5th and 6th grade teachers met on an informal basis. (4) Work on essential questions continue. This year there will be a refresher on essential questions (5) Everyone is familiar with Atlas Rubicon.

2015-2016	(1) Tech 101 (2) Common and school wide rubric training (3) Atlas Rubicon Training
	(1) Tech 101 occurs in September PD and ongoing throughout the year (2) Common and school wide training will be a webinar offering for people to pilot – this needs to be pushed back to the 2016 (3) Atlas Rubicon Training for new staff
2016-2017	(1) Anchor assignments/ assessment (2) ELL training (48 hrs. state mandated) (3) Atlas Rubicon Training
2017 - 2018	(1) Atlas Rubicon Training
2018-2019	(1) Atlas Rubicon Training

CIA Initiatives:	Implement Building Initiatives
2012-2013	<ul style="list-style-type: none"> (1) Team building (10/5) (2) Compass point review (8/27) (3) Gathering of curriculum material (8/27) (4) Reviewing of curriculum materials and the ten components (on going) (5) Rounds protocol (8/27) (6) Transitions (7) Tech 101 – moved to 2014-15 (8) UBD book Club (9) Move into new building <ul style="list-style-type: none"> (1) Teachers attended a ropes course at Wheeler School to begin to develop a culture of trust and collaboration. They produced many new collaborative interdisciplinary activities/projects (2) Teachers used a compass point protocol to determining their working styles. Based on a direction, there are four working styles. This helped to establish a better understanding of working relationships (3) Teachers collected a submitted lesson plans and materials which were placed in a binder. Teachers then reflected on their materials multiple times throughout the year (4) Teachers collected and submitted lesson plans and materials which were placed in a binder. Teachers then reflected on their materials multiple times throughout the year (5) A workshop prepared teachers to observe each other at least twice during the school year using the rounds protocol that established procedures on classroom observations (6) A welcome to the sixth grade parent guide was created and distributed to parents as well as posted on the web site. Incoming students were given a day to meet new teachers and go through a modified schedule of a typical middle school student (7) Moved to 2014 – 2015 (8) Twenty-five teachers attended a monthly Understanding by Design workshop (9) Moved to 2014 - 2015
2013-2014	<ul style="list-style-type: none"> (1) Gathering of curriculum material <ul style="list-style-type: none"> (1) Curriculum materials will continue to be gathered throughout the year with multiple times for teacher review. Also, volunteers have been given access to Atlas Rubicon, an electronic curriculum mapping tool. Curriculum materials continued to be gathered throughout the year. Time was utilized to review and import into Atlas Rubicon. Scope and Sequence for all staff was imported and turned in. This is the minimum that has been imported. All members were given access to Atlas Rubicon with some members creating Unit Plans. A panel of pilot members were given time to meet and discuss the template and made some necessary changes to the template.

	<ul style="list-style-type: none"> (1) iParent opening to parents (2) Community involvement through parent survey (3) Co-Teaching Model supported through PD and Team time (4) Transitions (m.s. – h.s; ele – m.s.) (5) Student led conferences (6) Portfolio training (Grade 6) (7) Teacher Evaluation
2014-2015	<ul style="list-style-type: none"> (1) Iparent opened and new policies and procedures will be developed (2) Parent survey was completed and given to teachers to involve parents in our school community (3) Co Teaching model was supported this year through team time dedicated time (4) Transitions were coordinated with the high school. Elementary school step up day to middle school was very successful. Students spent the afternoon with the teachers followed by a parent night in which parents rotated throughout the building meeting the teachers who had specific talking points to share. (5) Student led conferences is on hold (6) Portfolio training in grade 6 will be piloted this year (7) Teacher evaluation was successfully implemented.
2015-2016	<ul style="list-style-type: none"> (1) Student led conferences (2) Portfolio training (Grades 6, 7) (1) Student led conferences will need to be pushed to the 16 – 17 year for 6th grade and sub-sequential years for grades 7 and 8 (2) Portfolio training for all grade levels with sixth grade implementation
2016-2017	<ul style="list-style-type: none"> (1) Student led conferences (2) Portfolio training (Grades 7, 8)
2017 - 2018	<ul style="list-style-type: none"> (1) Exit Portfolios
2018-2019	

SUTTON ELEMENTARY SCHOOL

STUDENT ACHIEVEMENT GOAL:		Improve student achievement in critical and independent thinking.
2012-2013	(1) Initiate project-based assessments; Use of rubrics; Hold Biography Fair (Grade 3); Hold State Fair (Grade 4); Hold Science Fair (Grade 5); Post examples of expectations; Look @ student work	
	(1) Increase self-evaluation-teacher directed; Increase celebration of student strengths; Student displays; First in math certificates; Times graph; Wilson graph	
2013-2014	(1) Restructure parent/teacher/student conferences (2) Encourage student self-assessment with standards.	
	(1) The structure of parent/teacher conferences will not include students this year with the goal of students being part of the process during the next school year. The structure of parent/teacher conferences has not changed and does not include student participation. The goal of including students for the 2014-2015 school years will not be met as the opportunity for teachers to collect portfolio evidence is not at a point to support these types of conferences. (2) In math, students are self-assessing using a checklist of standards prior to learning a new skill. Teachers have poster size lists of standards in math, ELA, and science and social studies related to content reading posted in their rooms for students to access. Students will be encouraged to self-assess in all subject areas as they become familiar with the standards. Self-assessment of students occurred at all grade levels when a new skill was introduced. Common core posters listing state standards in ELA and Math are displayed in classrooms for student and teacher reference.	
2014-2015	(1) Implement Investigations math curriculum and Everyday Counts daily calendar math (2) Implement Dibels Next –Reading fluency and comprehension indicator (3) Implement Raz-Kids – on-line reading fluency and comprehension program for school and home (4) Implement Foundations at grade three – Wilson Reading component focusing on phonological/phonemic awareness (5) English Language Arts curriculum will be enriched with trade (chapter) books of different genres (6) Pilot of a new writing program by some teachers in grades 3 – 5; (7) Investigation of Next Generation Science Standards by science curriculum committee (8) Begin to align Common Core English Language Arts to our Standards’ Based Report Card (SBRC) (9) Share student successes through sharing student work with families and the community	
	Line items 1 - 9 above were all accomplished in the 2014-2015 school year. We will continue to work on line items 1-7, and 9. Evidence for this can be found in PD, Common Planning, and Faculty Meeting agendas. The newly, revised ELA standards have been articulated and written. Student work is evidenced by pictures on the school website, Chalk Talk, individual class celebrations, Biography, State, and Science Fairs, the Fine Arts Department launched music and art combined programs where families were invited in to see student work; there is also student work for art kept in an online portfolio program called Artsonia. Dibels Next scores are evidence of progress in fluency. Teachers at each grade level used the Lucy Caulkins writing program to teach writing.	

2015-2016	<ul style="list-style-type: none"> (1) Continued training and development in <i>Investigations and Everyday Counts</i> (2) Standards' Based Report Card will be aligned to the English Language Arts Common Core Standards (3) Teachers will be provided training on assessing reading standards through trade books (4) New writing program pilot continued/expanded (5) Start to shift current standards to Next Generation Science Standards at each grade level (6) Teachers will begin to pilot Model Curriculum Units
2016-2017	<ul style="list-style-type: none"> (1) A common writing program in grades 3 to 5 will be fully implemented (2) Next Generation Science Standards will be aligned to our science curriculum and our Standards' Based Report Card
2017-2018	<ul style="list-style-type: none"> (1) Next Generation Science Standards will be fully aligned (2) Student choice to demonstrate strengths through student portfolios
2018-2019	<ul style="list-style-type: none"> (1) Student led conferences with parent and teacher (2) Students work will be compiled in student portfolios across all subject areas

STUDENT ACHIEVEMENT GOAL:	Improve student achievement in the meaningful application of skills and knowledge to real world challenges.
2012-2013	<ul style="list-style-type: none"> (1) Model text to real world connections (2) Involve parents in curriculum (1) District Learning Team (DLT); (Parents & RtI) (Response to Intervention); Class newsletter (2) Animal Habitats; Weather projects; Engineering is Elementary (EIE); Frog Models; Journal Responses

2013-2014	<p>(1) Student Display (2) Student Projects (3) Student Awards (Gr. 5) (4) Fill A Bucket Initiative has taken the place of SRR. This new initiative encourages positive behavior as children see how very easy and rewarding it is to express kindness, appreciation, and respect on a daily basis. It also speaks to the importance of finding the best in people as well as the best in ourselves. It empowers students to understand how to overcome bucket-dipping situations (mean, bully-type behaviors.)</p> <p>(1) Student work is displayed throughout the school, in the lobby, hallways, and in classrooms. Parents, families, staff, students in grades pre-K through 12, and the Sutton community were invited in celebrate culminating projects at all grades levels and in specialty areas such as physical education, music, art, computers, and library. Projects included a Biography Fair, State Fair, Science Fair, plays, Author's Tea, Book Celebrations, Field Day, Memorial Day Concert, Band and Chorus concerts, PowerPoint Presentation, online Artsonia, Pumpkin Walk and Carving, 5th grade Art Celebration. Students were awarded Bucket Filler certificates when they were nominated by teachers, students, and staff. Also, we acknowledged essay certificates for 5th grade students. Staff was also recognized for their contributions to SES in the Monday Memo. The Fill a Bucket Initiative was very successfully. Students in all grades were awarded a certificate for their accomplishments in First in Math. There was a 100% engagement by staff and students in the Fill a Bucket positive behavior program. There was a significant decrease in behavior office referrals, community building, a decrease in bullying incidences; a carryover from school to home.</p>
2014-2015	<p>(1) Continued promotion of Bucket Filler Initiative (2) Implement recess before lunch (3) New authentic learning experiences in all grade levels (4) Promote executive functioning strategies into every day work through "Strategy of the Month" (5) Integrate technology with real life situations (6) Assembly with District Attorney around bullying behavior in grades 3 – 5 (7) Pairing elementary students with students in SCEL for science, math, and/or reading special activities (i.e. Book Buddies)</p> <p>All line items above have been accomplished during the 2014-2015 school year. We will continue to integrate all line items in the 2015-2016 school year. Evidence of this is the positive behaviors we see in our students; less trips to the principal and guidance offices, and student recognition of kind acts. Evidence of the success of recess before lunch can be seen in the positive behaviors in students returning to class. less visits to the nurses' office, and less waste in food. Students are more frequently going for seconds. The amount of milk thrown away has diminished. Students in all grade levels have had several opportunities to be involved in technology as it relates to real life situations such as creating graphs, Powerpoints, research on topics they are interested in, coding, etc. Evidence of the District Attorney's visit can be found in pictures and the decrease in bullying incidences. Examples of new, authentic learning experiences include the following: field trip for chorus students to the Senior Center and at the Sharks game, , Music and Arts Night, creating filters, creation of original myths, Book Buddies, coding on the computers, creating habitats, Native American Perspective, reenactment of life as a Pilgrim, etc.</p>
2015-2016	<p>(1) Strategies into every day work – Strategy of the month (2) Revisit recess before lunch (survey students and staff) (3) Assembly with District Attorney around bullying behavior in grades 3 – 5 (4) Pair elementary students with students in Simonian Center for Early Learning in science, math, and/or reading</p>

2016-2017	<ul style="list-style-type: none"> (1) Integrate technology with real life situations (2) Community service opportunities (3) Response to Intervention – data driven differentiated instruction through small group interventions (4) Pilot Responsive Classroom at all grade levels (5) Science Technology Engineering Math (6) Student led conferences with parent and teacher
2017-2018	<ul style="list-style-type: none"> (1) Community Service opportunities (2) Response to Intervention - data driven differentiated instruction through small group interventions (3) Implement Responsive Classroom at all grade levels (4) Science Technology Engineering Math (5) Student led conferences with parent and teacher
2018-2019	<ul style="list-style-type: none"> (1) Community Service opportunities (2) Response to Intervention - data driven differentiated instruction through small group interventions (3) Responsive Classroom at all grade levels (4) Investigate integrating Science Technology Engineering Math (STEM) activities across the curriculum (5) Student led conferences with parent and teacher

School Curriculum, Instruction, and Assessment Initiatives

CIA Initiatives:	Provide Guaranteed Curriculum
2012-2013	<ul style="list-style-type: none"> (1) Standards Based Report Card; (2) Common Core <ul style="list-style-type: none"> (1) Ongoing alignment (2) Professional Development Days: 10/5, 1/22, 3/15, 5/3; Math Committee monthly

	<p>(1) Standards Based Report Card; Common Core common & cornerstone assessments Grade level team and vertical team meetings have taken place to align Everyday (ED) Math to the common core. New teacher manuals for ED Math that align with the common core were purchased along with student journals that also align. We are piloting E-Suite Deluxe, an online component of ED Math which offers many opportunities for differentiation. This online piece also aligns to the common core. Common and cornerstone assessments have been created at each grade level that tie to the common core. Also, resources have been added to supplement our math program including the online math program First in Math.</p>
2013-2014	<p>(1) Teachers taught math based on the common core standards. Resources included the new Everyday common core aligned materials as well as other materials that supplemented for what was not aligned to the common core. Teachers piloted units from Investigations by Pearson, which has been purchased and adopted for all students grades K-5. The math portion of the Standards' Based Report card was updated to align with the common core in grades 3-5. Common and cornerstone assessments were revised to align with the common core. The interactive math program, First in Math, was utilized in all grades 3-5 as well as at home. The interactive reading program, Raz-Kids, was piloted by several teachers. Several teachers also used the interactive reading program, I-Station, to supplement their reading curriculum. Brain-Pop is also used to supplement curriculum in all subject areas. Common planning time and vertical team planning time were provided to teachers to allow for opportunities to collaborate for consistency across the grade levels with rubrics, common assessments, and subject resources. A math blog was initiated for staff to share questions, concerns, ideas, and successes. The Next Generation Science Standards (NGSS) have been reviewed by our teachers. We are moving forward to align the science curriculum to the NGSS. We have also adopted Dibels Next, which are another cornerstone assessment and a District Determined Measure.</p>
2014-2015	<p>(1) Common & cornerstone assessments that align with the common core will be revised and created (2) Dibels Next – implementation of the fluency/comprehension progress monitoring intervention (3) District Determined Measures (DDM's) in place with MCAS, Measuring Academic Progress and Dibels Next at all grade levels (4) Investigation of Next Generation Science Standards/Massachusetts Science Frameworks (5) Assessment through the technology programs <i>Raz-Kids</i> and <i>First in Math</i> (6) Teacher Evaluation fully implemented online for all teachers (7) Vertical Teams to ensure alignment and consistency of curriculum throughout grade levels</p> <p>All line items above were accomplished in the 2014-2015 school year. We will continue to integrate all of these in the 2015-2016 school year. Evidence for these line items is as follows:</p> <p>(1) Revised and edited common and cornerstone assessments. (2) Completion of Dibels Next at all grade levels three times during the 2014-2015 school year. (3) DDM's are in place and align with teacher goals as evidenced in Teachpoint. (4) Two fourth grade teachers have collaborated to investigate Next Generation Science Standards/Massachusetts Science Frameworks. (5) Individual student reports for teachers can be found in both of these programs. (6) Evidence of this can be found on Teachpoint. (7) Vertical Teams collaborated for math and writing. Agendas are evidenced of this.</p>

2015-2016	<ul style="list-style-type: none"> (1) Common & cornerstone assessments that align with the common core (2) District Determined Measure's – data meetings (3) Technology connected to all subjects (continued addition of Smartboards to classrooms) (4) Vertical Teams (continued) (5) Investigation of Next Generation Science Standards (continued) (6) Assessment through the technology programs, <i>Raz-Kids</i> and <i>First in Math</i> (7) Teacher Evaluation fully implemented online for all teachers (8) Dibels' Next – continue to assess students in fluency and comprehension
2016-2017	<ul style="list-style-type: none"> (1) Technology connected to all subjects (continued addition of Smartboards to classrooms) (2) Vertical Teams (continued) (3) Begin curriculum mapping through Atlas Rubricon in ELA and Math
2017-2018	<ul style="list-style-type: none"> (1) Technology connected to all subjects (all classrooms will be equipped Smartboards) (2) Vertical Teams (3) Curriculum mapping through Atlas Rubricon in ELA and Math
2018-2019	<ul style="list-style-type: none"> (1) Vertical Teams Curriculum Mapping through Atlas Rubricon in ELA and Science

CIA Initiatives:	Implement Professional Development
2012-2013	<ul style="list-style-type: none"> (1) Data Meetings: DIBELS (2) MCAS (1) Measuring Academic Progress (MAP) (continuous) (2) Data Meetings: 10/3, 1/9,4/10,5/15; Faculty Meetings; I-station (on-line reading program): Training on January 22, 2013

2013-2014	<p>(1) New teacher evaluation system; Data Meetings Training has begun for all teachers on the new evaluation system. Teachers were provided binders to track their information and to store artifacts. Teachers completed a self-assessment as part of the evaluation requirements of the district and state. From this self-assessment, teachers developed SMART Goals (goals that are Specific, Measurable, Attainable, Relevant, and Time-Bound). In developing these goals, teachers worked together to review data to help identify needs of students. The goals also tie to the district strategic goals of authentic learning and observations of peers. Teachers were trained in the E-Suite Deluxe (a component of Every Day Math and Dibels Next (a reading fluency and comprehension assessment system). These teachers will train the rest of the staff on these new initiatives.</p> <p>(1) All teachers were trained on the new evaluation system. Teachers are using the interactive TeachPoint met to determine their goals and entered them on TeachPoint. They also used TeachPoint to self-assess, and respond to principal comments. Several teachers are uploading artifacts to TeachPoint as evidence of standards they have addressed and met. Teachers are moving from keeping their artifacts in binders to the online TeachPoint component. Data meetings occurred and continued to be an important determiner of how curriculum is delivered and differentiated to meet the needs of all students. All teachers completed at least three observations of a peer and provided students with at least three, new authentic learning experiences. Several teachers were trained in teacher evaluation, E-Suite Deluxe (Everyday Math on line component), Dibels Next, Sensory Integration, Investigations, and Raz-Kids and trained all teachers in these initiatives. We also provided Professional Development in reading, science, math (Investigations), speech and language, behavioral systems, and music.</p>
2014-2015	<p>(1) Investigations – Representative of Pearson will provide two full day trainings to teachers in this new math curriculum (2) Teacher Evaluation – Teachers will be provided training on how to upload/choose artifacts (3) English Language Arts – Trade Books/Writing Program (4) Raz-Kids – Teachers who piloted Raz-Kids will train the staff (5) Foundations – Teachers who piloted Foundations will train the staff (6) Dibels Next – Training will be provided by teachers who were trained by the Dibels Next representatives (7) English Language Learners – Sheltered English Immersion (SEI) endorsement online training for teachers who have English Language Learners in their classroom (8) Continued teacher peer observations</p> <p>Line item 1 was only partially achieved as teachers were provided only one day of training with Pearson. Evidence of this can be found in the agenda created for this PD and pictures that were taken. Line item 2 was fully achieved as evidenced through PD, individual meetings with all teachers and the principal. Also, the data for all teachers can be found on-line in Teachpoint. Line item 3 was partially achieved. Many new trade books have been purchased for all classes in grade levels 3 - 5. This is an ongoing initiative. We have looked at writing, however this is an area that still needs to be addressed more completely. Line items 4, 5, and 6 have been completed. Evidence for line items 4, 5, and 6 is an agenda reflecting PD for teachers by one of our trained Raz-Kids teachers. Line item 7 has been completed by four of the elementary school teachers and the elementary school principal. They are all SEI endorsed. One of our teachers took the online training to be certified to administer access testing.</p>

2015-2016	<ul style="list-style-type: none"> (1) Investigations (continued) – Training will be provided as needed (2) English Language Learners – Training will continue for teachers (3) English Language Arts – Trade Books/Writing Program (4) Next Generation Science Standards – Professional Development to be determined (5) Teacher Evaluation – Continued support of online training for teachers (6) Continued teacher peer observations
2016-2017	<ul style="list-style-type: none"> (1) English Language Learners – Continued Sheltered English Immersion (SEI) endorsement online training for teachers who have English Language Learners in their classroom (2) Next Generation Science Standards finalized (3) Teacher Evaluation (4) Continued teacher peer observations
2017-2018	<ul style="list-style-type: none"> (1) English Language Learners – continued SEI endorsement for all teachers (2) Next Generation Science Standards – fully implemented (3) Teacher Evaluation
2018-2019	<ul style="list-style-type: none"> (1) English Language Learners – SEI endorsement for all teachers will be completed (2) Next Generation Science Standards – aligned with Standards’ Based Report Card (3) Teacher Evaluation (ongoing)

CIA Initiatives:	Implement Building Initiatives
2012-2013	<ul style="list-style-type: none"> (1) Standards’ Based Report Card— (2) Response to Intervention (Rtl); Measuring Academic Progress (MAP); i-station (3) SRR Initiative (Safety, Respect, & Responsibility)
	<ul style="list-style-type: none"> (1) Common Core (2) Math committee established to look at Common Core standards and programming; Rtl classroom visits

2013-2014	<p>(1) Standards' Based Report Card (SBRC); Response to Intervention; Measuring Academic Progress - During Professional Development and Common Planning Time, teachers have been working to align the math standards to the Standards' Based Report Card with the intention of making the changes on IPASS (our on-line reporting system.)</p> <p>(1) Using Professional Development and Common Planning time, teachers in grades 3 to 5 successfully aligned the math standards to the Standards' Based Report Card. The new standards have been sent to iPass to be revised electronically. Students were assessed with the interactive Measuring Academic Progress assessment in October, January, and May. We continue to differentiate our instruction with support from Response to Intervention blocks as each grade level.</p>
2014-2015	<p>(1) Begin alignment of the English Language Arts common core to the Standards' Based Report Card (2) Bucket Filler Behavior Program will continue to be a school-wide initiative (3) Recess Before Lunch – new building initiative (4) Response to Intervention - data driven differentiated instruction through small group interventions (5) Measuring Academic Progress (MAP) – data collection (6) Raz-Kids – online school and home fluency and comprehension (7) Planning of math and literacy nights for families</p> <p>Line item 1 was accomplished. Evidence of this is the newly written standards. Bucket Filler Program was a success. The many Bucket Fillers (student) who received recognition for their kind acts is evidence of this program's effectiveness. Evidence showing line item 3 to be a success is the decrease of visits to the nurse, an increase of food and drink intake, and a smoother transition back to the classroom after lunch. Line item 4 is in full swing and successful at each grade level as evidenced by the small group instruction in all classrooms both individual and multiple. Common Planning agendas reflect time allocated and spent on looking at data as well as the notes taken regarding this when teams of teachers meet. Line item 6 was accomplished. Evidence of this can be found on the program where class data is kept. With regard to line item 7, although there was not any planning for math and literacy nights for families, conversations ensued about this, and it will continue to be a goal for the 2015-2016 school year.</p>
2015-2016	<p>(1) Completion of alignment of English Language Arts to Standards' Based Report Card and input into IPASS (2) Math Family Night</p>
2017-2018	<p>(1) Next Generation Science Standards training (2) Common writing program implemented in grades 3 to 5</p>
2018-2019	<p>(1) Alignment of Next Generation Science Standards to science curriculum (2) Common writing program implemented in grades 3 to 5</p>

SIMONIAN CENTER FOR EARLY LEARNING

STUDENT ACHIEVEMENT GOAL:		Improve student achievement in critical and independent thinking.
2012-2013	(1) Each grade had one authentic learning activity	
2013-2014	(1) Each grade completed 2 authentic learning activities. (2) Some classes had book buddies with upper grade levels. (3) Common core posters listing state standards in ELA and Math are displayed in classrooms for student and teacher reference.	
2014-2015	(1) Implement Investigations by Pearson (math curriculum) grades K- 2 (2) Continue to use Measured Academic Process (MAP) and Istation to guide Response to Intervention instruction grades K-2	
	(1) Implemented and began to consider appropriate mapping of Investigations by Pearson grades K-2. Math committee was identified to work vertically on establishing alignment and implementation. (2) Used and referenced MAP scores in fall and spring with goal to return to 3 testing times next year. Mixed use of Istation by teachers due to technology issues and prioritizing of new curriculum initiatives.	
2015-2016	(1) Design a scope and sequence for math curriculum based on common core to include the Investigations, Everyday Counts and other supplemental components (2) Schedule to assess Measured Academic Process (MAP) 3 times and consistently use Istation, DIBELS Next and other grade level assessments to establish effective Response to Intervention instruction	
2016-2017	(1) Train and implement Superflex curriculum (social thinking curriculum).	
2017-2018		
2018-2019		

STUDENT ACHIEVEMENT GOAL:		Improve student achievement in the meaningful application of skills and knowledge to real world challenges.
2012-2013	District Learning Team (DLT) Response to Intervention (RtI)	

2013-2014	<ul style="list-style-type: none"> (1) Some teachers piloted Superflex social thinking curriculum. (2) Whole school implemented Bucket Fillers social responsibility program. This initiative encourages positive behavior as children see how easy and rewarding it is to express kindness, appreciation and respect on a daily basis. Students were recognized during morning message when they had done something to fill another's bucket.
2014-2015	<ul style="list-style-type: none"> (1) Implement Everyday Counts by Houghton Mifflin Harcourt (calendar math) grades K – 2 (1) Priority given to Investigations many aspects of Everyday Counts were already imbedded in current calendar routines in grades K-1. Professional Development time was given to review and plan for future use in grades K-2.
2015-2016	<ul style="list-style-type: none"> (1) Fully implement Everyday Counts (calendar math) grades K – 2 (2) Observe other teachers who have fully implemented the Everyday Counts program.
2016-2017	<ul style="list-style-type: none"> (1) Identify cornerstone assessments.
2017 - 2018	<ul style="list-style-type: none"> (1) Investigate possible electronic portfolios (10 principles cornerstones)
2018-2019	

School Curriculum, Instruction, and Assessment Initiatives

CIA Initiatives:	Provide Guaranteed Curriculum
2012-2013	<ul style="list-style-type: none"> (1) Finish Common Assessments (2) 3 Days Standards Based Report Card (SBRC) Committee; 2 days Professional Development: March 15th PD day (K-2) May 3rd PD day (K-2) (3) Training & Implementation of I-station (online reading program) January 22nd PD day (4) Measuring Academic Progress (MAP) Grade One Faculty Meetings (2 Days) (5) Response to Intervention (RTI) (6) Data Meetings 8/28, 9/27-28, 1/3-4, 4/25-26 (7) Vertical Meetings & Collaboration 1X month (K-2) 1X Trimester (K-5) Vertical/Horizontal Alignment

2013-2014	<ul style="list-style-type: none"> (1) Implement The English Language Arts (ELA) Standards' (SBRC) Based Report Card (2) Teachers have fully aligned the common core ELA Standards to the curriculum and the new SBRC. Begin development of math standards; update teacher guide to link with common core/SBRC; training: (3) Education Evaluation System; teachers will receive training with model binders; continued sharing of same during staff meetings (4) Continue use of I-Station – Professional Development facilitated by teachers (5) Measuring Academic Progress (MAP) Grade One Faculty Meetings (2 Days) (6) Identify Math Power Standards Common Core Alignment Grade level team and vertical team meetings have taken place to align Everyday (ED) Math to the common core. New teacher manuals for ED Math that align with the common core were purchased along with student journals that also align. (7) DIBELS Teachers will be trained in Dibels Next this year and will train the rest of the staff on how to implement (8) In collaboration with the elementary school, a year-long professional development plan is in place with time set aside for vertical team meetings (9) Multiple Foundations trainings – Grade 2 pilot Foundations (10) Grade 2 piloted teacher created facilitated writing program.
2014-2015	<ul style="list-style-type: none"> (1) NAEYC PREP (2) Implement DIBELS Next grades K-2 (3) Implement Foundations by Wilson Reading grades K-2 (4) Implement Standards Based Report Card for English Language Arts and Math <ul style="list-style-type: none"> (1) Investigated alternatives to NAEYC; Discussions with area principals for other options in 2016 (2) Successfully implemented DIBELS Next grades K-2; scores were reported to parents and filed in students' cumulative files (3) Successfully implemented Foundations by Wilson Reading grades K-2 and saw positive growth across populations on District Determined Measures (DIBELS Next , MAP and SBRC) (4) Implemented SBRC for ELA and Math. Professional Development review and discussions identified the need for further review and alignment of math due to new program design. Math Committee was established
2015-2016	<ul style="list-style-type: none"> (1) Update Scope and Sequence by grade level to align with Common Core State Standards (CCSS) (2) Review common Assessments for English Language Arts and Math; decrease the number of summative assessments given to minimize stress and duplication (3) Use alternative approach to report MKEA on current Kindergarten report cards
2016-2017	<ul style="list-style-type: none"> (1) Focus instruction on new scope and sequence (2) Begin to review and align science curriculum (3) Observe and pilot curriculum mapping tools (4) Identify anchors for all common assessments

2017-2018	(1) Implement chose curriculum mapping program.
2018-2019	(1) Complete curriculum mapping documentation Preschool – Grade 2

CIA Initiatives:	Implement Professional Development
2012-2013	<ul style="list-style-type: none"> (1) Ropes Course/ Staff Retreat October 5 PD day; Team including developing trust and collaboration (2) Mentoring (3) Peer Observations; 1 per teacher 2nd half of year; Teachers Observing Teachers; Celebrate Exemplars (4) Professional Dev. of 10 Components; 1 topic @each ½ day PD Day
2013-2014	<ul style="list-style-type: none"> (1) Kindergarten Massachusetts Kindergarten Early Assessment (MKEA) (2) Evaluation System <i>Training has begun for all teachers on the new evaluation system. Teachers were provided with binders to track their information and to store artifacts. Teachers completed a self-assessment as part of the evaluation requirements and from that created SMART Goals. As part of this teachers worked together to review data to help identify needs of students. Share artifacts in portfolios at staff meetings; peer observations in math and ELA – 1 per trimester</i> (3) Professional Development During Professional Development and Common Planning Time, teachers have been working to align the math standards to the SBRC with the intention of making the changes on IPASS. (4) All teachers did 3 colleague observations
2014-2015	<ul style="list-style-type: none"> (1) Begin SEI / RETELL training Preschool – Grade 2 (2) Train all teachers in Investigations K-2 (3) Implement two components of Massachusetts Kindergarten Early Assessment (MKEA) Assessment (4) Research possible District Determined Measures (DDM) for preschool students. <ul style="list-style-type: none"> (1) Began SEI/RETELL training for teachers K-Grade 2 (2) Initial overview of Investigations K-2 from program representative (3) Successfully implemented two components of MKEA Assessment (4) Researched and identified two DDMs for preschool students

2015-2016	<ul style="list-style-type: none"> (1) Complete SEI/RETELL training Preschool – Grade 2 (2) Investigations training (3) Peer led Planbook.com training (4) Train and implement District Determined Measures in preschool (5) Professional Development – Smartboard technology
2016-2017	
2017-2018	
2018-2019	

CIA Initiatives:	Implement Building Initiatives
2012-2013	<ul style="list-style-type: none"> (1) Ropes Course/Staff retreat held on October 5th PD day. Team building exercises including developing trust and collaboration.
2013-2014	<ul style="list-style-type: none"> (1) All teachers used updated Everyday Math Manuals. (2) Implemented social responsibility program Bucket Fillers
2014-2015	<ul style="list-style-type: none"> (1) Look at calendar placement for Kindergarten screening (2) Conduct survey around open house, step up day, and parent teacher conferences via school council. (1) Reestablished Kindergarten screening dates in the month of March (2) Due to changes in structure and placement of classrooms these topics will be revisited in 2015-2016
2015-2016	<ul style="list-style-type: none"> (1) Designate one night per week in alignment with Elementary building as a homework free evening (2) Look at and plan modifications for open house, step up day, and parent teacher conferences via school council from data. (3) Teachers begin to use Planbook.com to establish pacing for future curriculum mapping Preschool – Grade 2 (Planbook.com)
2016-2017	
2017-2018	

2018-2019	
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Glossary Items

Advisory - a time when a group of students gather with a teacher with intended goals

Anchors – tangible, specific illustrations of various levels of performance. Anchor for the top performance serves as an exemplar

Atlas Rubicon - curriculum mapping software

Authentic Assessment - perform real-world tasks that demonstrate meaningful application of essential knowledge and skills

CCSS (Common Core State Standards) - educational standards to describe what students should know and be able to do in each subject in each grade

Cornerstone Assessments - intended to engage students in applying their knowledge and skills in an authentic and relevant context

CSL (Community Service Learning) - a teaching and learning strategy that integrates meaningful community service with instruction and reflection to enrich the learning experience, teach civic responsibility, and strengthen communities

Curriculum Mapping - visual tools for communicating with parents and students about what happens in a classroom, school, or district

DDMs (District Determined Measures) - measures for assessing student learning for educators in all grades and subject areas, the results of which will lead to opportunities for robust conversations about student achievement, and ultimately improved educator practice and student learning

DLT (District Learning Team) - important “think tank” for the Sutton Public Schools examining critical educational issues and providing guidance and directions for administrators and school councils in the development of school improvement plans

ELL (English Language Learners)

Essential Questions - questions that stimulate thought, provoke inquiry, and transform instructional inquiry as a whole

iParent - internet option for the sharing of attendance and grading between Parents, Teachers, Students, and Administrators at the MS and HS

MAP (Measured Academic Progress)

MKEA (Massachusetts Kindergarten Early Assessment)

MMSI/AP (Mass Math & Science Initiative/Advanced Placement) - MMSI drives a school culture of high expectations and dramatically increases participation and performance in Advanced Placement courses, particularly among underserved populations, to prepare students for college and career success in Science, Technology, Engineering, and Mathematics (STEM)

MS (Master Schedule)

NAEYC (National Association for the Education of Young Children) - accreditation system has set professional standards for early childhood education programs

NEASC (New England Association of Schools & College) - organization which supports an accountability system in meeting established standards and accreditation

ORQ (Open Response Question)

Portfolio - collection of work over time

Power Standards - a subset of learning standards that educators have determined to be the highest priority or most important for students to learn

Raz-Kids - an online reading program offering hundreds of interactive, leveled readers and animated audio books for students to practice reading anytime, anywhere

RETELL (Rethinking Equity and Teaching for English Language Learners)

RTI (Response to Intervention) - multi-tier approach to the early identification and support of students with learning and behavior needs

Rubrics - a standard of performance

SBD (*Schooling by Design* by Grant Wiggins and Jay McTighe) - text utilized by Sutton Learning Community to develop a common lens for curriculum work

SBRC (Standards Based Report Card) - report card aligned to document progress meeting the curriculum standards

SEI (Structured English Immersion)

SRR (Safety, Respect, Responsibility)

STEM (Science, Technology, Engineering, Math)

Superflex - social thinking curriculum

TeachPoint - technology to support the teacher evaluation process