

MORRIS ELEMENTARY SCHOOL

2017-2018 SCHOOL IMPROVEMENT PLAN

I. INTRODUCTION

The goal of the Morris School Improvement Plan is to reflect on our practice of educating our students and develop a strategy to continue to provide high quality instruction to our youth while challenging both the students and staff to raise the bar and expand even further than each preceding day. This school improvement plan will become part of the district comprehensive education plan.

II. SCHOOL MISSION STATEMENT

Morris School exists to support the academic development and nurture the social and emotional growth of each child in a respectful environment that encourages lifelong learning and responsible citizenship.

III. SCHOOL PHILOSOPHY

Morris Elementary is a comprehensive public elementary school enrolling about 315 children in grades PreK-5. Our philosophy is constructed around the premise that each child is unique and approaches the task of learning with a special set of skills and challenges. In addition, we believe that learning is prefaced by developmental readiness and that children mature at different rates. We believe that addressing individual student needs and moving students ahead at an appropriate developmental rate best serves to build mastery of skills and confidence as learners.

IV. SHARED DECISION-MAKING COMMITTEES

- a. Topic-Based Committees (Science, Technology, and Engineering; Social and Emotional Learning)
- b. Professional Learning Communities
- c. School Council

V. Demographic Data for School: (PK-5) 2016- 2017

Ethnicity	Number	Percent
White	271	85%
Black	2	0.6%
Asian	16	5.0%
White/Black	5	1.6%
White/Asian	3	0.9%
Hispanic	22	6.9%
Total # of Students	319	

Free and Reduced Lunch	79	25.0%
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VI. STUDENT ACHIEVEMENT

1. Annual Test Score Analysis:

In the spring of 2017, schools throughout Massachusetts participated in the newly designed Next Generation MCAS testing. (MCAS 2.0) for their standardized state testing. School districts were given the choice of taking a computer based test or a paper and pencil version. Morris School took the paper and pencil version in grade 3 and Computer based in 4 and 5. Since this was a first cohort to take this new test, DESE held all districts “harmless” for this year and schools will not be ranked based on their results. There will be scores given that can be used to analyze data to see how students performed with this new version.

After the 2018 assessments, the state will again be rating schools and districts. The exact process of how this will be leveled is still being determined. There are not currently specific data reports that are public or relevant to convey at this time.

2. Other indicators:

Other data sources are used to guide instruction such as AIMSWEB, DIBELS, Fountas and Pinnell reading levels, QRI (Qualitative Reading Inventory), and curriculum-based assessments to determine the need for Tier 1 and Tier 2 interventions. The percent of students identified as eligible for special education services is currently 9.3%. The state average is 17%.

VII. SAFETY AND DISCIPLINE IN THE SCHOOL:

- **Crisis Plans:** This year, The Morris Crisis team will update and revise our crisis plan and the roles of the team members as a goal in this school improvement plan.
- **Discipline Statistics:** A five-year review of the school’s discipline statistics suggest that Morris is a safe learning environment where behavioral issues are addressed proactively.

<u>Year</u>	<u>Behavior Referrals</u>	<u>Total days: Internal susp.</u>	<u>Total Days: External susp.</u>
2012-2013	62	1	1.5
2013-2014	60	2	0.5
2014-2015	53	1	0
2015-2016	86	2	0
2016-2017	86	1	5

With a focus on social/ emotional learning and mutual respect at Morris and we are hopeful that an increase in pro-active measures will decrease student discipline issues.

- **Positive School Culture:** Morris continues to be a positive learning community for staff and students. Last year, the staff implemented Responsive Classroom style Morning Meetings as a way to start the day building on the community atmosphere and giving students some personal time within their class. We will expand on the strategies of the Responsive Classroom model through the coming year to add more components to build student ownership in the classroom environment. In line with the social/ emotional goal of our plan we have already begun using a positive behavior program called Second Step that delivers explicit instruction in targeted social skills such as emotional management, problem solving, and anti-bullying. Part of the Responsive Classroom model includes “All-School Meetings” which pull the entire school community together with a focus on aspects of positive school culture and school spirit.

VIII SCHOOL ENVIRONMENT, CULTURE AND DIVERSITY:

- **Programs, Assemblies, Curriculum etc:** At Morris School, effort is put into bringing diversity of our wider community into our school. Primary instructional materials focus on diverse groups. All Morris students receive instruction in Spanish. Students are introduced to music, dance and art from around the world. Musical and theatrical assemblies featuring artists from widely varied cultural backgrounds sponsored by our P.T.O. enrich the instructional program.

IX SITE-BASED PROFESSIONAL DEVELOPMENT OFFERED THIS YEAR:

- **District training on Growth Mindset with three scheduled trainings**
- **Grade-Level PLC meetings**
- **Curriculum Coaching in ELA and Math**
- **Use of resources on hand to further develop strategies of Responsive Classroom**
- **Participation in County-wide PD hosting a workshop at Morris**

LENOX PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN GOAL
2017-2018

School: Morris

Goal #: 1

Goal Statement: New Science, Technology, and Engineering Frameworks were adopted in January of 2016. A committee from Morris will examine and review published curriculum that aligns with the state frameworks and make a recommendation for adoption as well as develop a second aligned unit of instruction to be used this year.

Strategic Plan Correlate: Academic Excellence Goal #1: Maintain and improve academic performance; Strategic Action for Goal: Curriculum Alignment

Key Actions:

- A Science, Technology, and Engineering Committee will continue to meet to review samples of curriculum and also recommend for adoption
- Teachers will collaborate to create a second unit of study for their grade level that is derived from the new standards.
- Teachers will implement the unit.
- Teachers will evaluate the unit for its effectiveness and make adjustments as needed.

Benchmarks:

- By March 1, 2018 teachers will have created their unit of study
- By April 30, 2018 the STE committee will make a recommendation of a curriculum.
- By May 30, 2018 teachers will have taught their unit of study
- By the end of the school year, teachers will have evaluated their unit of study and determined if adjustments are needed for next year and will have made a recommendation to the Superintendent and School Committee of the preferred curriculum.

Outcomes/Results:

- All teachers will have taught and all students will have experienced at least two units of study derived from the new STE Frameworks. A requirement for each unit will be a performance assessment. Data from this assessment will be used to make adjustments to targeted outcomes and specific lessons for future instruction.
- A recommendation of an elementary science curriculum will be made to the Superintendent and School Committee.

Person(s) responsible for monitoring this goal: Principal, STE Committee

Anticipated Completion Date: June 2018

LENOX PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN GOAL
2017-2018

School: Morris

Goal #: 2

Goal Statement: Staff at Morris Elementary School will continue to develop and implement additional strategies that promote Social and Emotional Learning through the implementation of Responsive Classroom strategies and Second Step.

Strategic Plan Correlate:

School Culture Goal #1: Build a positive learning environment; Strategic Action

Goal: Target Activities

Leadership Goal #2: Leadership conduct and development: Strategic Actions from Goal: Demonstrate Values, Plan proactively for staff leadership

Key Actions:

- Classroom teachers and identified support staff will use the resource, The Morning Meeting book and The First Six Weeks of School from Responsive Classroom.
- Staff meeting time and PLC time will be used to review the process for morning meetings and make adjustments as recommended.
- All classroom teachers will continue to hold a RC Morning Meeting everyday first thing in the morning incorporating one more element of R.C. into the routine.
- Counseling staff and our Interventionist will teach lessons from the Second Step curriculum to each grade level a minimum of twice per month. These lessons are explicit instruction in social skills and anti-bullying school culture.

Benchmarks:

- All teachers will continue to conduct a daily Morning Meeting as part of their daily schedule
- By the end of September, counseling staff will have met with the Principal to schedule and plan for instruction of Second Step in collaboration with the classroom teachers.

Outcomes/Results: Students will experience RC Morning Meetings on a daily basis. Students will receive direct explicit instruction in pro-social/ anti-bullying skills. Student social-emotional management will improve hopefully resulting in less discipline referrals both in school and on the bus along with improved student daily attendance.

Person(s) responsible for monitoring this goal: All Morris staff

Anticipated Completion Date: June 2018

LENOX PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN GOAL
2017-2018

School: Morris

Goal #: 3

Goal Statement: In both English Language Arts and mathematics teachers in grades 4 and 5, with support from the technology teacher, math coach, and ELA coach, will increase the use of technology for assessment and instruction in order to support students in the transition to computer-based state standardized testing (MCAS 2.0). The goal is to increase student skill and comfort with technology such that they will continue to perform at or above state average on MCAS 2.0 in 2018.

Strategic Plan Correlate:

Academic Excellence Goal #1: Maintain and improve academic performance; Strategic Action from Goal: Curriculum Alignment

Key Actions:

- 4th and 5th grade will take curriculum embedded assessments online through the GoMath! portal.
- Continued use of the computer-based IXL for math practice.
- 4th graders will take ELA skills assessments on the computer.
- 4th and 5th grade will have a dedicated laptop cart for their grade level.
- 4th and 5th grade students will practice writing compositions on the computer.
- Technology teacher will teach and reinforce essential skills for computer-based testing and support 4th and 5th grade teachers with their technology needs.

Benchmarks:

- Students will start taking online GoMath! testing by the end of November
- Analysis of GoMath! data at data teams in February
- By December, 4th grade will utilize laptops to answer open response questions
- In 5th grade, the writing teacher will utilize Google Docs on the laptops with her students

Outcomes/Results: By incorporating more opportunities to access computers, laptops, and other technology devices, students will be better prepared for the Spring 2017 MCAS 2.0 administration. Students will perform at or above state average on ELA and Mathematics MCAS 2.0.

Person(s) responsible for monitoring this goal: Principal, Grade 4-5 Teachers, Math Coach, ELA coach, Technology Teacher

Anticipated Completion Date: June 2018

LENOX PUBLIC SCHOOLS
SCHOOL IMPROVEMENT PLAN GOAL
2017-2018

School: Morris

Goal #: 4

Goal Statement: Morris School will have an updated Crisis Plan for the safety of all students and staff.

Strategic Plan Correlate:

Leadership Goal #4 Leadership accountability and responsibility;
School Culture Goal #1 Build a positive learning environment; Strategic Action from Goal: Increase communication

Key Actions:

- The Morris School Crisis Committee will meet and organize with the goal of updating the crisis plan and procedures.
- The committee will have designated roles and responsibilities outlined in the updated plan
- School safety drills will be scheduled to review the protocol outlined in the safety plans
- A current and comprehensive crisis phone tree will be developed and kept updated throughout each academic year
- Plans will be updated for several crisis situations such as lockdowns for internal and external threats, evacuation procedures, reunification procedures and shelter in place for medical situations.

Benchmarks:

- December 2017 – A draft of the plan updates will be completed
- February 2018 – Complete plan updated and roles defined

Outcomes/Results: Morris School will have an updated Crisis Plan in place with delineated roles and responsibilities of the staff members to provide student safety in various emergency situations.

Person(s) responsible for monitoring this goal: Principal, Crisis Plan Members, School Adjustment Counselor and Guidance Counselor.

Anticipated Completion date: May 2018