

SCHOOL IMPROVEMENT PLAN 2019-2020



**E. Ethel Little School
7 Barberry Road
North Reading, Massachusetts 01864**

**SCHOOL IMPROVEMENT PLAN
2019-2020**

TABLE OF CONTENTS

I, II, III. NORTH READING PUBLIC SCHOOLS - VISION/MISSION STATEMENT.....	Page 4
IV. SCHOOL COUNCIL	Page 5
V. SCHOOL PROFILE.....	Page 6 – 20
A. Facility	Page 6
B. Teaching Spaces and Class Size	Page 7
C. Enrollment.....	Page 8
D. Staffing	Page 9
E. Programs	Page 10 - 13
F. Curriculum and Instruction	Page 14 - 15
G. Parent Involvement.....	Page 16 - 20
VI. PROFESSIONAL DEVELOPMENT	Page 21
VII. TIME ON LEARNING PLAN	Page 22
VIII. SCHOOL SAFETY	Page 23 – 24
IX. SCHOOL GOALS AND OUTCOMES FOR 2018-2019.....	Page 25 - 32
X. 2018 STANDARDIZED TEST RESULTS.....	Page 33
XI. SCHOOL GOALS, COMMITTEES & ACTION PLANS 2019-2020	Page 34 - 42
XII. 2018-2019 HIGHLIGHTS	Page 43
XIII. FACULTY/STAFF PHOTO.....	Page 44
XIV. COUNCIL MEMBERS' SIGNATURE PAGE	Page 45

I. NORTH READING PUBLIC SCHOOL – VISION STATEMENT

The North Reading Public Schools prepare all students to be productive citizens who thrive in the 21st century.

II. NORTH READING PUBLIC SCHOOL - MISSION STATEMENT

The North Reading Public Schools provide a safe, supportive, and contemporary learning environment where dedication to excellence, service, and life-long learning is paramount. All students are challenged to work collaboratively and to become creative and critical thinkers. Emphasis is placed on mastering core academic knowledge, developing 21st century skills, pursuing individual potential, and fostering citizenship in a global society.

III. THE LITTLE SCHOOL – MISSION STATEMENT

The E. Ethel Little School seeks to create a challenging educational environment with high expectations for each student's success. Our school promotes a safe, nurturing, and supportive atmosphere in which to learn and play. Each student's self-esteem and love of learning is fostered by positive relationships with his/her peers and teachers. We will respect ourselves and one another and appreciate individual differences. Our belief is that education is a shared responsibility of the students, parents, teachers, and community. Together we can work to develop responsible children who are prepared to face the complexities of today's ever changing world.



**Little School
Labradors**

IV. SCHOOL COUNCIL ANNUAL HISTORY

The mission of the E. E. Little School Improvement Council is to assist the principal with the identification of the school's educational goals (with a focus on student achievement, safety, etc.) review of school/district budgets, and the development of the annual School Improvement Plan.

2018-2019 School Improvement Council Members	
Christine Molle	Principal, Chair
Kerry Fleck	Teacher Representative
Patricia Elwell	Teacher Representative
Jennifer Vant	Parent Representative (2020)
Linda Emery	Parent Representative (2019)
TBD	Community Representative

School Council Terms of Office	
Parent Representatives	Two (2) Year Terms
Teacher Representatives	Annually
Community Representative	Principal Discretion
Parent Representative Election at Back-to-School Night – September 12, 2019 (Managed by PTO).	

School Improvement Council Meetings	
	January 28, 2020
	February 25, 2020
2019-2020	March 31, 2020
September 24, 2019	April 28, 2020
October 22, 2019	May 26, 2020
November 19, 2019	
All meetings are held in Conf. Room A @ 1:45 p.m.	

Topics Discussed in School Year 2018-2019

The council discussed a variety of topics this school year. Some topics were regular agenda items while others were discussed as issues from the Department of Elementary and Secondary Education. Some of the topics discussed this year included: MCAS results, National Blue Ribbon nomination, School of Recognition designation, makerspace, anti-bullying initiatives, social emotional learning and PBIS, school programs/activities, Drama Club, physical education program/new equipment, health protocols, school and system wide budget development and status, staffing, student enrollments (including kindergarten), strategic planning and school improvement, technology, school and neighborhood safety (traffic), curriculum development (i.e. writing, math), PTO activities (i.e. fundraising, cultural enrichment, etc.) In addition, school council members' concerns and future agenda items appeared on the monthly agendas.

The School Improvement Plan was completed in collaboration with the School Council members who contributed to various parts of the plan. The School Improvement Council met to select and refine the goals to be considered for inclusion in the 2019-2020 School Improvement Plan. Teachers were asked to provide input regarding goals for the upcoming school year. They were asked to consider, "What is most important to us as a school." Proposed goals were discussed at staff meetings and with the School Improvement Council. Action plans are included in the School Improvement Plan.

V. SCHOOL PROFILE

A. FACILITY

The E. Ethel Little School was named after lifelong resident E. Ethel (Fairbanks) Little. She was born on September 29, 1882 and died in her home where she lived her entire life at the age of 77 on February 24, 1960. Active in town and club affairs, she was past president of the West Village Club, a member of the Daughters of the American Revolution, a member of the Upland Club, a charter member of the North Reading Grange. She was also past president of the Daughters of Union Veterans of Reading and received a Silver Scroll signed by President Truman for her many years of service with the American Red Cross.

A member of the North Reading School Committee for 21 years, one of the new elementary schools was named in her honor in 1958. A graduate of local schools, Mrs. Little also graduated from Salem Normal School, now Salem State University. She was well known for her poetry which she wrote to commemorate special events and about many prominent people in town.

The E. Ethel Little School is located on Barberry Road not far from the intersection of Park Street West and Concord Street in the southwestern section of North Reading. The Little School is a single story structure with only a few steps connecting the upper and lower levels making it virtually barrier-free. The original building was constructed in 1958. In 1970 there was a major addition including a library, gymnasium and several classrooms. This addition resulted in the school housing sixteen classrooms, a gymnasium and equipment storage area, a cafetorium and food preparation area, a library and library work room, a secretary's office/health room, a principal's office and conference room, a staff room and work room, and four areas to be used as small group instruction areas. The school grounds include a courtyard, playground and several ball fields shared by the school and recreation departments.

In 1990 the Little School was closed due to insufficient enrollment. During these five years the building was leased to house the SEEM Collaborative and day care. In 1994 a centralized kindergarten including four classes was housed at the school. In 1995 the school committee voted to reopen the Little School as a preschool through grade three facility. Little School students in grades 4-5 remained at the Batchelder and Hood Schools. In September, 1996, the Little School housed students in grades K-4 and in 1997 grades K-5. With the addition of the intermediate grades a space problem existed. To deal with this problem the townspeople voted to support a 3.443 million dollar addition and renovation to the Little School. Ground breaking began in April, 1997. The 1997-98 school year was spent on this new construction and renovation. The new kindergarten rooms became available in February, 1998, allowing us to temporarily move the art and music programs into classrooms. The new wing includes a library, two grade three classrooms, an art room, music room, resource room, reading room and counseling room. The building project and playground dedication were held on October 25, 1999. The networking of the computer room, library and classrooms as well as several punch list items was completed by June, 1999.

At the annual town meeting in April, 2001, the voters approved funds for modular classrooms. In the fall 2001, the site work began for the placement of a modular classroom unit. A corridor was built along side of the kindergarten leading to the modular classroom. In February, 2002, a preschool class moved into the new space. A section of the modular was divided and used for occupational therapy.

B. TEACHING SPACES AND CLASS SIZE

The plan for the assignment of classroom teaching spaces has been structured to allow sections of each grade level to be located in adjoining or opposite classrooms. The Little School is experiencing a fluctuation in enrollments each year. For the 2019-2020 school year, the Little School will maintain the following grade levels/sections as outline in the housing plan (below):

A wing will house (1) RISE classroom, (1) kindergarten classroom, (2) grade one classes, (3) grade two classes, and (1) grade three classroom.

B wing will house (3) grade four classes and (2) grade five classes, (1) OT therapy room (occupational and physical) and (2) preschool classrooms.

C wing will house (1) grade three classroom, (1) learning center classroom, as well as art, music, library, reading and counseling.

Speech and Language and the conference room will continue to be located in the offices near the main office corridor.

There will be (2) kindergarten classrooms in the early childhood wing.

The Little School is home to the North Reading Public School Integrated Preschool Program. This program has grown to (2) full-day programs and (2) half-day sessions of preschool. Two classrooms are located in B wing (one full-day program, and two half-day programs) and one full-day program is located in a modular classroom.

The back section of the modular classroom will house the preschool speech and language pathologist.

Title one services will be available in the North Reading Public Schools for the 2019-2020 school year. As it has been in the past, the focus is expected to be on mathematics. This support will take place, for the most part, within the regular classroom. Some students may require a separate setting. The Title 1 tutor will share space with the reading teacher.

The North Reading Public Schools are committed to the importance of low class size. It is our belief that the first step in providing a quality education where all learners can succeed, is to ensure, that they are in a classroom with an appropriate student/teacher ratio. Increased expectations for student achievement, due to No Child Left Behind and Massachusetts Education Reform and the rigor of the MA State Standards, have precipitated the need for small class size to allow the teacher to more closely provide attention to ALL students' needs.

C. ENROLLMENT - UPDATE

NORTH READING PUBLIC SCHOOLS – 2018-2019 / 2019-2020						
Class Enrollments						
GRADE	STUDENTS 2018-2019	CLASSES 2018-2019	CLASS SIZE 2018-2019	STUDENTS 2019-2020	CLASSES 2019-2020	CLASS SIZE 2019-2020
Little Elementary School				*3 students already included in K numbers.		
PK	Pre-K as of 3/20/19 59	(2) Full-day (2) Half-day sessions	12, 13, 13, 14	Projected 60	(2) Full-day (2) Half-day sessions	15, 15, 15, 15
RISE I	4	1	4	10*	1	10
K	22	1 Combined	22	56	6 (½ day) 47 (full day) 3 RISE	18, 19, 19,
1	52	3	17, 17, 18	27	2	14, 14
2	45	2	22, 23	51	3	17, 17, 17
3	53	3	17, 18, 18	45	2	22, 23
4	43	2	21, 22	53	3	17, 18, 18
5	52	3	17, 17, 18	43	2	21, 22
Total: K-5	267	14	AVG. 19	275	15	AVG. 18
Total: PK-5	326	19	AVG. 17	342	20	AVG. 17

NRPS recognizes and values the importance of class size and composition as important factors that contribute to student success. The Committee’s target class size is: K = 22; Gr. 1 – Gr. 2 = Less than 20; Grades 3-5 = Less than 22. These targets will be met in all but Grade 3 (one class of 23). *(2019-2020 numbers updated on 5/20/19)*

D. 2019-2020 LITTLE SCHOOL STAFFING

Principal: Christine A. Molle / Secretary: Lisa Tavoletti

Assignment/Grade	Name	Name	Name
Pre-Kindergarten	Erin Hall	Andrea Michaud	Alyson Powers
Kindergarten	Heidi Kasle	Heather Blackmun	Kristen DiFillippo
One	Emily Barrett	Patricia Elwell	
Two	Roseanne Brennan	Beth Brown	Michelle Fabian
Three	Phil Lynch	Kelly McCarthy	
Four	Christine Gates	Michael Milone	Kate Reed
Five	Amy O'Brien	Kathryn Polcari	
RISE	Brittany Joyce		
Art (.7)	Laura Gomez		
Music	Christopher Tatro		
Physical Education (.8)	Phil Nackley		
Occupational Therapy	Julie Anzalone		
Nurse	Nicole DiSpena		
Psychologist/Counselor	Joline Pepper		
Reading	Kerry Fleck	TBD	
Special Education	Laurie Blake	Sarah Reczek	Erin Sparrow
Speech and Language	Nicole Martin	Jenna Cerat	
Secretary	Lisa Tavoletti		
Title I	Katie Rago		
Digital Learning Specialist	Helen Kelley		
Paraprofessionals:			
Preschool	Ruth Ellakkis (.8)	Colleen Hegarty (.8) / Laurel Boyd	Kathy Lentini (.8)
Kindergarten	Maureen O'Brien	Jennifer Casoli-Vant	Susan Welch
One			
Two	Nancy Scioli		
Three	Coreen Kropiwnicki		
Four	Lori Capezzuto		
Five	Leslie Mazzone		
RISE I	Nicole Saltzman (.8)	Ashley Zinchuk	
Learning Center	Kathleen Casazza		
Digital/Library Paraprofessional	Dianne Maguire		
General	Jane Kerhulas	Jeannette Polito	TBD (0.4)
Building Support:			
Custodians	Scott Burke (Days)	Scott Cowles (Nights)	
Cafeteria	Patricia Patalano	Rachel Zimmerman	

E. PROGRAMS

The Little School prides itself on the variety and quality of special programs and activities in addition to the regular classroom programs for students in grades pre-kindergarten through grade five. These programs and activities, offered by staff, address and encourage the potential for growth in the academic, social and emotional life of students. These programs are developed and implemented from an educational philosophy which emphasizes the needs of the whole student. When appropriate, services and programs are taught in the regular classroom with inclusion support. Teachers use a variety of pedagogical techniques which allow for differentiated instruction and learning styles.

Integrated Pre-Kindergarten

The North Reading Integrated Pre-Kindergarten is a program developed by the North Reading Public Schools for three to five year old children. It is a program that has been accredited by the National Association for the Education of Young Children (NAEYC). The preschool classes include typically developing children and children with special needs. The maximum number of children allowed in each class session is fifteen (8 typical/7 special needs). The sessions are three hours a day/four days a week. Students do not attend on Wednesday.

Classes are staffed by certified teachers with training in special needs and assisted by one or more paraprofessional(s). Additional members of the preschool program include a school psychologist and specialists (i.e. speech/language and occupational therapy) and contracted services such as physical therapy. Additional specialists and/or consultants such as a vision/mobility specialist are provided if the need arises. The specialists' services are integrated into the natural atmosphere and daily activities of the preschool classroom, providing the benefit of their knowledge not only to the students they service, but to all the children and staff as well. The specialists and classroom teachers combine their knowledge and activities into the theme-based curriculum. They are in every way team teaching. Each day a balance of free choice time and teacher-introduced activities will be provided. The specialists' services are integrated into the curriculum through free play and teacher-directed activities daily. Many of the open-ended, hands-on experiences provided will enable children to gain language, mathematical, social and motor skills in accordance with their developmental level.

Kindergarten

In accordance with the North Reading Public School's Mission Statement, we believe that all children can learn and that our schools must be responsive to the diverse learning needs of all children. The kindergarten year represents a significant step toward achieving this goal. We believe that it is essential, therefore, that the kindergarten curriculum be based upon our most current understanding of child development and research in early childhood education. Our developing kindergarten curriculum reflects this knowledge base, utilizing the format and goals outlined in the Common Core Standards and local learning standards.

During the 2018-2019, the kindergarten enrollment dropped by 30 students (from the previous year). Due to this reduced enrollment, we were able to offer one combined class of kindergarteners (with five Little School students attending the Hood School). The enrollment for 2019-2020 is expected to increase by more than 30 additional students and, therefore, we will house three kindergarten classrooms beginning in September of 2019. The Little School first piloted a “combined” model (which blended the full and half-day students) during the 2016-2017 school year. This program was very successful due in large part to the enthusiastic and collaborative kindergarten team at the Little School. Our vision of a kindergarten classroom is an active learning environment in which children explore concrete materials, work together to solve problems, and participate in a wide range of exciting learning experiences based on their needs and interests. We believe children need opportunities to work individually and in small groups on child directed tasks, and that they learn best when encouraged to construct meaning based on their own experiences. We also recognize the importance of setting high expectations and offering age appropriate, yet challenging classroom activities that are flexible and responsive to the range of learning needs of all students.

RISE 1 (Reaching Independence through Structured Education)

The RISE 1 program will be housed at the Little School for the second year. The classroom will be located in the early childhood wing and will allow the students to integrate into the mainstream classroom throughout the day. Students in the RISE program are multi-grade (Pre-Kindergarten, Kindergarten, and Grade 1). Students in the RISE PreK-1 program receive instruction based upon the principles of Applied Behavior Analysis in a substantially separate classroom. Students may be provided with opportunities for inclusion either within the general education setting, or through a reverse inclusion model.

Reading Specialists

Our reading specialists are certified as a consulting teacher of reading and have a wide variety of roles at the classroom and district levels. The reading specialist is a member of the Instructional Support Team (IST), providing recommendations to classroom teachers concerning students who are having difficulty functioning successfully in the classroom. The reading specialist is the primary examiner for determining reading strengths and needs of identified students. The reading specialist serves as an instructional resource to teachers, staff, and parents. This may include modeling teaching strategies, providing materials or research on a topic, coordinating efforts with the school and town librarians, and providing staff development. The reading specialist may provide direct services to students in the areas of reading and writing. This may occur in the classroom or in the reading lab and these students may be taking part in enrichment, remedial, or developmental activities. The teachers who fill these positions are certified in a variety of specialized reading programs that some students may need in order to improve their reading progress. These programs include, but are not limited to, Orton-Gillingham, Project Read and Wilson Reading.

Since the 2012-2013 school year, Response to Intervention (RTI) strategies in reading have been successfully implemented for grades kindergarten through grade two. This regular education program seeks to identify students with educational needs that may require additional time and support to achieve success in reading. The program focuses on providing interventions in flexible groupings with progress monitoring and assessment as the key identifiers in determining the configuration of the tiered level of instruction.

Learning Disabilities/Special Education

This program provides services to students who have been identified as having a learning disability. The learning disabilities specialist is a member of the Instructional Support Team which involves academic and behavioral consultation with classroom teachers, pre-referral strategies and testing for students who are not making effective progress in the classroom. The learning disabilities specialist will administer tests which focus on specific perceptual skills and the achievement of academic skills.

When testing is recommended, the results are shared at a meeting with staff and parents. At this meeting the child's educational needs are discussed and, when appropriate, services are recommended. When a child qualifies for this program, the learning disabilities teacher will meet with the student one on one or in a small group in the classroom or in the resource room. The instruction will always focus upon the student's specific areas of need. These areas include visual motor integration, auditory and visual memory, study skills and all academic areas. In addition, the learning disabilities teacher consults with classroom teachers to assist in the implementation of classroom modifications to help the student meet with increased success. The learning disabilities teacher also communicates regularly with other service providers (psychologist, speech/language, physical therapy, occupational therapy) who are working with the same individual to provide reinforcement of specific skills and to ensure the coordination of a student's program. The individual educational plans (IEPs) of these students constitute a full appropriate schedule, specifically, special education services and related services such as: learning center, speech and language therapy, occupational therapy, physical therapy, psychotherapy, etc. These services are considered by the School Advisory Council as "core" instruction for these students. In addition to certification in moderate disabilities, our special education teachers are also certified in Wilson Reading.

School Counseling

The School Counseling Program provides services to students around issues of self-esteem, self-confidence, academic achievement, and social skill development. Services are provided in a variety of ways: individually, in small groups, or in class. The counselor also works with students who are experiencing behavioral difficulties during the school day. Crisis intervention is available for those students who may be experiencing other issues in their lives such as a death in the family, divorce, etc. Crisis intervention is usually handled on a short-term basis.

The school counselor is a member of the Instructional Support Team. She employs a variety of standardized and informal assessment tools and techniques in her evaluations. These may include objective and projective techniques, behavior observations, and clinical child interviews. Pertinent family and developmental information will also be obtained.

Occupational Therapy

The occupational therapist in our school works with some children who have been identified with difficulties in some aspect of sensory, motor, visual motor and/or perceptual functioning as it relates to learning and behavior within the school setting. If modifications within the classroom have been unsuccessful and the team has sufficient concerns about functioning in one of the above areas, then a

referral may be made to occupational therapy. The therapist will speak to team members and observe the child to ascertain appropriate assessment tools to be used. Results of an evaluation will then be shared with team members and parents and recommendations will be made. Children requiring services will be seen either individually or in small groups with treatment focusing on goals written for that child's specific needs. A wide variety of activities would be used and could include use of equipment such as: therapy balls, suspended apparatus, scooter boards, visual tracking activities, eye-hand coordination tasks, movement games, fine motor activities for improving strength and speed, drawing and writing on various surfaces, puzzles, blocks, pegs, etc.

Physical Therapy

Physical therapy services are available to students in North Reading who have a diagnosed physical disability which impedes their full participation in a regular school day. A referral is made through the special education office. Services are delivered by a physical therapist or a physical therapy assistant either directly, as a monitor, or as a consult. Direct service can be delivered in the classroom or in a substantially separate location. A monitor is a less frequent service directly involved with the student. A consult means that the therapist assists the teacher or staff with accommodations and/or problem solving for the student.

A referral and evaluation begin the process. An individualized educational plan is then written with specific goals and objectives listed under the area of physical therapy. Services are provided as frequently as the team determines is necessary.

Speech and Language

The Speech and Language Pathologist (SLP) works with school-age children that have communication problems that affect their success in classroom activities, social interactions, literacy and learning. These communication problems can include: language, voice, fluency/stuttering, articulation, etc. Services are provided as frequently as the team determines is necessary and can include support in the inclusion classroom or in the speech and language office in a small group or 1:1 environment. The SLP is a member of the Instructional Support Team and through a variety of tests, will determine the appropriate treatment, frequency and length of service.

F. CURRICULUM AND INSTRUCTION

A major focus for the entire school system continues to be the alignment of the curriculum to the MA State Standards. The administration, curriculum leadership and the faculty works extensively to create assessments, rubrics, and timelines, to be used with the curriculum. Data from ongoing assessments will be analyzed in order to make data driven decisions and to focus on improved student growth.

The faculty continued to work collaboratively to fully understand the requirements of the new educator evaluation system (including the updated evaluation rubric). During this school year, the building principal met with staff who requested meetings to prepare for the evaluation cycles. Non-professional status teachers continue to be observed in the classroom and/or meetings as they continued to work on their one-year directed plans/goals. Supervising evaluators continue to meet with faculty members to collaboratively identify appropriate goals. Educators on a two-year self-directed plan, continue to be evaluated on an ongoing basis.

The school district prides itself on its inclusionary practices and the use of differentiated instruction and Universal Design for Learning (UDL) practices in the classroom. Previously improved staffing in special education and reading has resulted in improved service delivery in the area of inclusion. A continuous focus on resources and staffing and the integration of these services into our current program will provide the greatest benefit to our students. Co-teaching strategies are encouraged for every general education/special education partnership in the building. Time for teacher collaboration will continue as it has, with an increased focus on using data to drive decisions. The Director of Academic Services works with the curriculum councils and curriculum specialists to identify improvements and adoptions.

Our reading program consists of a wide variety of instructional materials and methods. A balanced literacy program is a comprehensive reading program that utilizes reading and writing workshops using authentic texts, guided reading, close reading, and the instruction of phonics. Foundations (phonics/handwriting/spelling) is fully functional through second grade. We have adopted “Empowering Writers,” during the 2018-2019 school year (including professional development for staff). During the 2019-2020, professional development will continue for the narrative piece of the Empowering Writers curriculum. Additionally, the faculty has been fully trained in the Write Traits program and teachers of grades 3-5 students have been introduced to “Writing with Colors.” Handwriting Without Tears will continue to be used in grades 3-5 to teach cursive writing. The guided reading closet is fully operational and contains class sets of fiction and non-fiction materials. This space includes multiple copies of leveled readers and various instructional materials for use by teachers in their classrooms. We continue to update the materials available to teachers. Our Literacy Committee is always hard at work developing activities to encourage reading. A Response to Intervention Model (RTI, a/k/a Massachusetts Tiered Support System (MTSS)) has been successfully implemented in grades K-2.

The Little School is completing the third year of using the Eureka Math program. The staff continues to attend workshops as needed. They also continue to build their “math toolbox” in order to fully support the program and to teach it with fidelity. Feedback from teachers in the third year identified student growth and familiarity with vocabulary, skills, and strategies. The 2018-2019 school year was our 10th year with Title I math support and we anticipate that this support will continue during the 2019-2020 school year.

In June of 2018, the MA DESE the newly revised History and Social Science Frameworks for students in grades pre-kindergarten through grade twelve. This year, we have begun the process of identifying the appropriate materials to use for specific grade levels (for example: People Together, My World, Adventures in Time and Place, History Alive, and various periodicals such as Time for Kids, National Geographic, Kids' Discover Magazine, etc., which are used for current events. Many project based assessments are used to engage students in learning about history and geography. Every January, our 4th and 5th grade students participate in the National Geographic Geography Bee. During the 2019-2020 school year, there will be a continued focus on improving reading comprehension of informational text and writing in response to it.

The KnowAtom curriculum (for grades 3-5) has been realigned to address the newly adopted Science, Technology Engineering (STE) standards. The program continues to be well-received by teachers and students. The Science Curriculum Council and Science Leaders identified the need for new science materials in grades K-2 and FOSS kits have been fully implemented at these grade levels. During the 2015-2016, science kits were provided to the preschool to encourage science exploration.

Our physical education and health/wellness curriculum continues to be developed and improved. There is an ongoing focus on the importance of a healthy lifestyle, physical activity and nutrition. Physical education classes are designed to introduce students to different types of activities and to teach teamwork, tolerance, and cooperation. We recently completed our 12th annual Family Fitness Night which was attended by 30 families (125 people). Our school nurse is a member of the Health and Wellness and PAUSE Committees. Some of the topics she has addressed includes the importance of sleep and a healthy diet.

We continue to celebrate the arts at the Little School. At our recent "Art's Night," a wide variety of beautiful artwork was displayed around the building. Children are exposed to literature as part of their art experience. In addition, three-dimensional art work, clay work, sewing projects, sketches, paintings, sculptures, etc. were on display throughout the building. We are proud to report that our music program is thriving with approximately 56% of our 4th graders and 46% of our 5th grade students participating in our instrumental music program and approximately 67% of our 4th grade and 51% of our 5th grade students participating in chorus. We are extremely proud of our art and music program at the Little School. Currently, the Little School Drama Club is preparing for its biennial drama production. We are looking forward to seeing the "Little Mermaid, Jr." production.

The Little School continues to use Open Circle, a social competency program and the MARC Curriculum that has provided a series of lesson plans (and associated literature) to teach children in grades K-5 about the issues associated with bullying. Classroom teachers report that the MARC curriculum is easy to use and age appropriate. This January, the Little School celebrated, "Kindness Week/No Name-Calling Week" with a wide variety of activities and enrichment programs. The focus for the 2018-2019 theme was, "Lighting up the school with kindness."

The school psychologist and school administration are working together in the area of social emotional learning and the adoption of Positive Behavior Interventions and Supports (PBIS). As members of the district PAUSE committee and in support of their Professional Practice and Student Learning Goals (and in conjunction with the YMCA Afterschool Program), research of best practices and buy-in from the staff is the goal for year 1 of this initiative. The newly formed Little School Social Emotional Committee meets monthly to discuss social emotional learning, PBIS, behavior rubrics, etc.

G. PARENT INVOLVEMENT

1. PTO

PTO BOARD **2018-2019**

President

Linda Emery

Vice-President

Elena DeAngelis

Treasurer

Bonnie Miller

Co-Secretaries

Sabrina Coviello

Enrichment

Emily Lazure – Chair
Sabrina Coviello – Pre-K/K/2nd
Laura Cherwek – 1st
Denise Kung – 3rd
Jane Kelley – 4th

Hospitality

Adriana Guzzo– Chair
Amy Darling
Elena DeAngelis

Green Team/Box Tops

Krystyn Milone – Chair
Beth Maibor

Room Parent Coordinator

Heather Wright

Fundraising

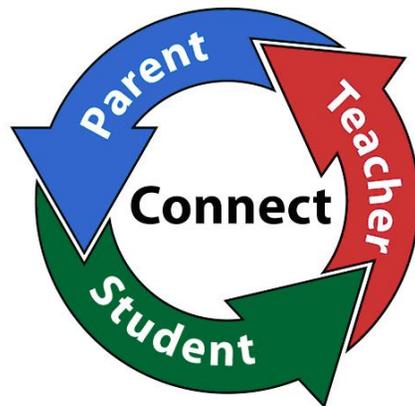
Kate Schulz – Co-Chair
Jenn Vant – Co-Chair
Courtney Mello
Kelly Donahue
Erin Soroko
Michelle White

Publicity

Amy Darling – Co-Chair
Elena DeAngelis – Co-Chair/Social Media
Stacey DiCarlo – Co-Chair/Webmaster

Fifth Grade Coordinators

Kelly Allston – Co-Chair
Effie Kouiroukidis – Co-Chair



**PTO BOARD
2019-2020**

President

Linda Emery

Vice-President

Elena DeAngelis

Treasurer

Bonnie Miller

Secretary

Enrichment

Emily Lazure – Chair
Sabrina Coviello – Pre-K, K, 3rd
Laura Cherwek – 2nd
Denise Kung – 4th
Jane Kelley – 5th

Hospitality

Adriana Guzzo – Chair
Amy Darling

Room Parent Coordinator

Heather Wright

Event Planning

Sabrina Coviello – Chair
Kelly Allston
Kim Begley
Courtney Mello
Erin Soroko
Gorety Bancarotta
Jill Celata
Tracy Corbett
Kelly Donahue
Erinne Matte-Daniels
Sarrah Davis
Kristen Duffy
Michelle White

Publicity

Amy Darling – Chair
Elena DeAngelis – Co-Chair/Social
Media
Stacey DiCarlo – Co-Chair/Social Media

Fifth Grade

Kate Schulz – Chair
Priscilla Arsenault
Nicole Buckley
Tracy Joyce
Jane Kelley
Bonnie Miller
Erin O'Connell
Kelly Orne
Nancy Pastore
\

Green Team/Box Tops

Krystyn Milone



PTO

The purpose of the PTO is to provide funding and programs that benefit all children at the E. Ethel Little School, to encourage parent-teacher awareness through positive communication, and to be involved in community efforts that directly affect the quality of education at the Little School.

Our PTO board and members totaled 94 for the 2018-2019 school year. Due to their tremendous efforts in each of our departments, we continue to have great success for our students and school. This year's teamwork between the PTO, staff and teachers has positively impacted the PTO's accomplishments.

The PTO was able to spend approximately \$15,000 for enrichment programs, allow more students to attend cultural music programs, and provide the teachers with tools and finances to enhance the overall curriculum. Some of our accomplishments include:

- *Field trip stipends for each student (PTO pays the first \$10 of each student's field trip fees) (For example: Boston Symphony Orchestra (grade 4), Museum of Fine Arts (grade 5), Museum of Science, etc.)*
- *Enrichment programs for every grade level, for example: Doreen Cronin (author presentation for K-1); Max Brallier (author presentation for grades 2-5); Kids for Kindness (all-school enrichment); etc.*
- *Design and maintain Little School Constant Contact email system*
- *School Directories and Yearbooks*
- *Fifth Grade end-of-year activities*
- *Field Day for all grade levels*
- *Planners for the 3rd, 4th & 5th grade students to help organize their work*
- *Donations to families in the community that are in need*
- *Organize Trivia Night (November 2018), Family Bingo Night (January 2019), and Adult Music Bingo (March 2019)*
- *Provide refreshments for Family Fitness Night*
- *Supply \$125 stipend for each teacher and specialist to provide "extras" for the students*

The success of the PTO is driven by the teamwork effort of parents, staff, teachers and administration. We are truly fortunate for our teams' countless hours of dedication to all the children at the Little School.

Linda Emery, PTO President



2018-2019 PTO Sponsored Enrichment Programs

During the 2018-2019 school year, the PTO was extremely pleased to offer 19 cultural arts enrichment programs to our students in grades Pre-K through grade 5. The Enrichment Committee worked with our Principal, Christine Molle, to implement three all-school and two combined-grade specific programs which included:

- Kids for Kindness featuring Michael "Tuba" Heatherton - Anti-bullying Presentation
- Writing Presentations and Workshops with Author Robert Sobol
- Magical Performance and Concert featuring Bonaparte the Magician
- Skype Visit with Author Doreen Cronin (Grades Pre-K - 1)
- Whalemobile Demonstration and Small Group Lectures (Grades 3 & 4)

Our grade level programs offered a chance for the classroom teachers to request programs that would complement their curriculum while bringing a hands-on and high-energy approach to learning for their students. Grade level programs offered this year included:

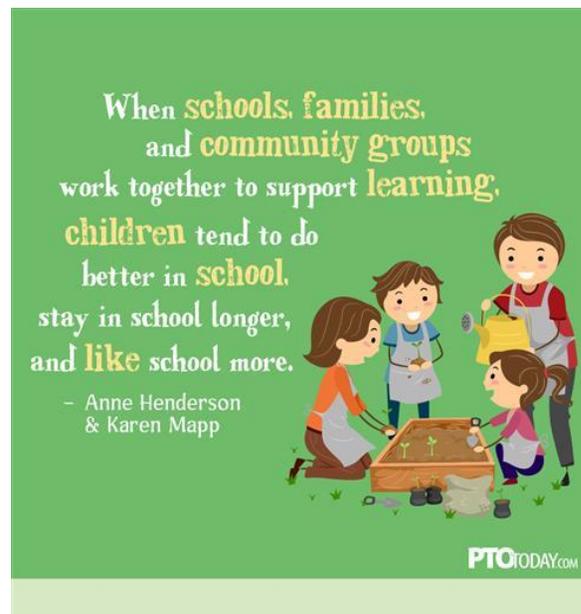
- Pre-K: Zoo New England; New England Aquarium: Tidepools Alive
- Kindergarten: Curious Kids: Makers and Tinkers; New England Aquarium: Tidepools Alive
- Grade 1: Discovery Museum: Light and Color; Museum of Science: Animal Habitats
- Grade 2: Discovery Museum: Physical Changes of Matter
- Grade 3: The Whalemobile
- Grade 4: Techsploration: Electricity; The Whalemobile
- Grade 5: Techsploration: Structural Engineering

In addition, the annual tradition of sending our grade four and five students to the Boston Symphony Orchestra and Museum of Fine Arts continued this spring. The fourth grade classes visited Boston Symphony Hall for an orchestral youth concert. The fifth grade students received a guided tour of the Art of the Americas Gallery and related workshop during their trip to the MFA. Our third grade students will be taking a guided tour of Boston's Freedom Trail, visiting 11 of America's most historic sites. For the fifth year in a row, our fifth graders will be treated to a tour of Boston on the "Duck Boats."

We are also grateful to the administration and to our wonderful teachers who support bringing these memorable and educational experiences to our students.

Emily Lazure
for the PTO Enrichment Committee

- 2. Library Volunteers:** Parents who volunteer in the library are asked to assist at the circulation desk, shelf books, prepare new books (stamping, covering, etc.) Through their volunteer efforts, the library paraprofessional's time is freed up, allowing her to read with the students daily and to instruct them in library skills.
- 3. Classroom Volunteer:** Parents are welcome to participate in classroom activities. Individual teachers determine the extent to which parents are utilized. Some parents volunteer their time to read to children, present arts and crafts activities, share expertise and special interests, assist in lessons, chaperoning field trips, etc. This year, parents participated in our WIN block (they taught classes and helped in the planning and implementation phase of this two-day event).
- 4. School Council:** This is a representative, school based committee composed of the principal, parents, teachers, and community members. The principal works with the council to identify the educational needs of the Little School students, review the annual budget and prepare a School Improvement Plan.
- 5. Art Room Volunteer:** Each year the art teacher will send home a form for parents who wish to assist her when there is a need in the art room.
- 6. Senior Citizen Volunteer:** The Little School invites members of the Senior Citizens Program to volunteer in classrooms and at the library. This is a wonderful opportunity for the students and adults to share cross-generational experiences with each other.



VI. PROFESSIONAL DEVELOPMENT

The Little School staff continues to be involved in a variety of ongoing professional development activities. These include college level courses, area workshops, North Reading professional development opportunities, school-based and system wide curriculum work, trainings and workshops. In addition to the annual trainings that we provide to staff upon return to school (i.e. EpiPen, Gender Identify, Special Education laws, etc.), this year we have focused staff development on the Universal Design for Learning (UDL), Social Emotional Learning (SEL), Understanding by Design (UbD), and the Empowering Writers program and school safety. Our curriculum leaders continue to meet with the Director of Academic Services to discuss grade level curriculum and explore ways to improve upon our programs that are currently in place. As part of our process to enhance curriculum, we will identify the availability of professional development opportunities (including ongoing support) to enhance new curriculum adoptions. My Learning Plan is being utilized across the district to offer, register, and track staff's involvement in professional development opportunities. Teachers are encouraged to attend professional conferences, to visit schools implementing exceptional educational programs which are matched with the school goals as outlined in the school plan, as well as to develop their own curriculum projects in areas of personal interest which support their Professional Growth and Evaluation Plan. The school system continues to refine its professional development program so that it meets the requirements for professional development established by the Department of Education.

For the school year 2018-2019, professional development opportunities for teachers Included (but was not limited to):

- District Visits re: Empowering Writers
- Social Emotional Book Study "Grit"
- iReady Training (updated data and report feature)
- Sheltered English Immersion (SEI) Endorsement (RETELL)
- A.L.I.C.E.
- Mentor/New
- English Language Learners (ELL) PD Series
- CPI (Restraint) Training
- First Aid/CPR
- Technology (Google Apps etc.)
- Blue Ribbon Conference – Reading, MA
- Strategies and Structures for Teaching Reading
- Universal Design for Learning (UDL)
- Understanding by Design (UdB)
- Variety of math workshops attended by staff
- Participation in Little School Literacy Committee and Social Emotional Committee



Our paraprofessionals also attended a variety of workshops throughout the 2018-2019 school year, which included: NPEN Workshops, Paraprofessional specific training.

VII. TIME ON LEARNING

The Principals' Student Learning Time Worksheet has been included in our school improvement plan. The hours are based upon the school calendar for 2019-2020 approved by the North Reading School Committee in January, 2019.

Grades	Total Days	Full Days	Early Release Days	Total Hours/Total Minutes
½ Day K	174	174	N/A	435 Hours/26,100 Minutes
Full Day K	178	164	14	903 Hours/54,180 Minutes
1 -5	180	166	14	913.5 Hours/54,810 Minutes

The Little School Day is 8:30 A.M. to 2:45 P.M (Early School with Hood School)

Children are engaged in before school classroom activities from 8:20 A.M. – 8:30 A.M.

Full Day Kindergarten – Grade 5: 6 hours 15 Minutes per day

½ day Kindergarten day is 8:30 A.M. – 11:10 A.M. (AM Session)

Early Release Days for Full Day Kindergarten – Grade 5 = 3 Hours 15 Minutes (3.25)

These include: 6 days for conferences, 2 for holidays, 5 for professional development, and 1 for the last day of school.

Non-instructional activities which are not connected to the standards/frameworks have been kept to a minimum. Time taken out of regular instructional time for activities such as mandated state testing and the taking of school pictures, etc. do not approach the core requirement of 900 instructional hours per year at grades 1-5.

The school system began a fee-based full-day kindergarten option for children and parents during the 2003-2004 school year and the program will continue during the 2019-2020 school year. A goal of the school administration is to implement tuition-free full day kindergarten. Unfortunately, until additional funding for the operational budget of the school department is resolved, it will not be achieved in the upcoming school year.

VIII. SCHOOL SAFETY

Section 363 of the General Laws of the Commonwealth of Massachusetts states that, "... The superintendent of each school district shall, prior to the beginning of the school year, meet with the fire chief and police chief of the city, town or district to formulate a school specific "Multi-hazard evacuation plan" for each school under the superintendent's supervision. Said multi-hazard evacuation plan shall encompass, but not be limited to, evacuations for fires, hurricanes and other hazardous storms or disasters in which serious bodily injury might occur, shootings and other terrorist activities, and bomb threats. Said plan shall be designed for each school building after review of each building. Said plan shall include, but not be limited to: (1) establishment of a crisis response team; (2) a designation as to who is in charge of such team and designated substitutes; (3) a communications plan; (4) crisis procedures for safe entrance to and exit from the school of students, parents and employees; and (5) policies for enforcing school discipline and maintaining a safe and orderly environment during the crisis. Each district, with the assistance of the local police and fire departments, shall annually review and update as appropriate said plan. At the beginning of each school year, students at each school shall be instructed as to the plan that is developed."

Since 2010-2011, and in response to this law, the North Reading Public Schools Administrative Council, along with school representatives, met with the local police and fire departments for an initial day long overview of the School Threat Assessment and Response System (STARS) presented by the Northeastern Massachusetts Law Enforcement Council (NEMLEC). A memorandum of agreement has been signed between the council and the school system to coordinate their violence prevention and response efforts through STARS in order to provide a safe, orderly, and secure school environment conducive to learning.

Local administrators continue to work with the superintendent to develop building specific plans through the use of the REDI for School Emergencies database. The Incident Command System (ICS), which is built into this software, is the national standard when faced with a critical incident to rapidly transition from day-to-day operations to effective management control. The ICS includes a building-specific plan, action guides, district/school management teams, telephone numbers, communications procedures, school committee policies and resources. The superintendent of schools, along with representatives of the local fire and police department, collaborate about the components of the plan.

The elementary schools in North Reading have been assigned a School Resource/Liaison (SRO) to assist with events that may occur during the course of the school day. The North Reading Police Department is committed to working with the North Reading Public School Department to provide and maintain a safe and secure environment which is conducive to learning within the schools.

In addition to the safety components listed above, the E. Ethel Little School has many procedures currently in place in order to reduce safety risks. Some of these include the following:

- ❖ Worked with the school safety representatives, Supervisor of Buildings and Grounds and the Superintendent of Schools to implement security procedures. This included a meeting with special education staff at the school level.
- ❖ Installed new door locks on all classrooms/offices.

- ❖ Updated cameras throughout the building (installed new high definition cameras in the main hallway, gymnasium, cafeteria, old main foyer hallway, early childhood wing, and exterior parking lot). Installed a new monitor for school secretary to have clear sight of front door and front of school.
- ❖ Installed new interior locking gymnasium doors and exterior gymnasium doors.
- ❖ Installed two new AED machines and “Stop the Bleed” kits throughout the building.
- ❖ Practiced fire drills, lockdowns, shelter-in-place, medical emergency and bus evacuations.
- ❖ Worked with School Resource Officer and representatives of NRPD to train students in school safety (ALICE).
- ❖ Worked with School Resource Officer and members of the NRPD to identify safety needs of the building.
- ❖ Implemented procedures for securing the building daily.
- ❖ Utilized fully functional computerized procedures for visitor sign-in and visitor badges prior to the visitor moving to any location in the building.
- ❖ Applied procedures parents/guardians must follow for students who are walking, being picked up, dismissed or riding the bus.
- ❖ Applied procedures for parents/guardians to follow in the event of their children’s absence (absence verification system in place).
- ❖ Monitored the development and communication to staff of a confidential list of students involved with custodial or restraint issues.
- ❖ Enforced cell phone and walkie-talkie use by staff during lunch/recess periods (12 new walkie-talkies acquired in 2014).
- ❖ Implemented policy to have all school personnel and volunteers CORI checked.
- ❖ Installed and updated lockdown emergency kits in each space.
- ❖ Ensured numerical identification on the inside and outside of all doors.
- ❖ Participated in the school system’s BlackBoard Connect!
- ❖ Updated procedures for requesting field trips, ensuring notification of nurse, parents, and appropriate personnel, and the collection of money.
- ❖ Ensured wheelchair access ramps and handicapped parking at the front and rear of building and wheelchair access to field.
- ❖ Monitored playground area for maintenance and compliance.
- ❖ Trained staff (EpiPen, anti-discrimination (gender identity, etc.), medical emergency, lockdown/shelter-in-place, IEP/504)).
- ❖ Worked with NRPD to ensure children are trained in fire safety.

IX. SCHOOL GOALS OUTCOME SUMMARIES (2018-2019)

SCHOOL GOALS OUTCOME SUMMARY – (2018-2019)

In alignment with the goals of the North Reading Public School District:

1. Teaching and Learning

- **#1A (ELA):** A 25% decrease in the number of students scoring in the partially meeting and not meeting expectations meeting categories for “all” students participating in the standard MCAS, thus increasing the number of students in the meeting and exceeding expectations categories.
- **#1B (Math):** A 25% decrease in the number of students scoring in the partially meeting and not meeting expectations meeting categories for “all” students participating in the standard MCAS, thus increasing the number of students in the meeting and exceeding expectations categories.

2. Management and Operations

- Strengthen the health and safety of the learning environment.

3. Family and Community Engagement

- Improve the school-family/school-community partnership in order to strengthen the academic and social programs.

4. Professional Culture

- Strengthen the Professional Learning Community with a focus on improved student learning.

“Progress is not about where you’ve been...it’s about where you are going!”

SCHOOL GOAL OUTCOMES 2018-2019

	Current 4 th Grade		Current 5 th Grade			Current 6 th Grade		
	Third Grade 2018	Third Grade 2017	Fourth Grade 2018	Fifth Grade 2019	Third Grade 2016	Fourth Grade 2017	Fifth Grade 2018	
1) TEACHING AND LEARNING: Goal Statement #1A (ELA): Reduce by 25%, the number of students scoring in the <u>partially meeting and not meeting expectations meeting categories</u> for “all” students <u>participating in the standard MCAS</u> , thus increasing the number of students in the meeting and exceeding expectations categories.	9%	6%	8%		PARCC	6%	9%	
	60%	43%	75%			56%	63%	
	31%	51%	17%			38%	28%	
	0%	0	0			0	0%	

NRPS 2016 Continuous Improvement Plan Alignment: Goal #: 1, 2, 3, 4, 6, 7, 8

Administrator Evaluation Alignment: -Standards/Indicators: 1A, 1B, 1C, 1E, 2B, 2C, 4A, 4D, 4E

Educator Evaluation Alignment-Standards/Indicators: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3B, 4A, 4B, 4C, 4D, 4E, 4F

Activity:	Timeline	Responsibility	Expected Outcome
1. Review data of students in need of additional regular education reading support.	June – September 2018	Principal Reading Specialists Data Specialist	Complete - Grade level end of the year data was provided to reading specialists and classroom teachers.
2. Review student learning profiles and data with classroom teachers and special education staff.	June 2018	Principal Special Education Team Classroom Teachers Data Specialist	Complete - Data was reviewed in June to help with placement of students for new school year. A decision was made to develop a co-taught grade four classroom to address the needs of students. This is staffed by one regular education and one special education teacher and an inclusion paraprofessional.
3. Review and analyze standardized test score data (when received).	Summer 2018	Principal Data Specialist ELA Leader	Complete - MCAS data was reviewed and analyzed as soon as it was received and used for planning purposes (classroom placement, reading support, Title 1 math support, etc.)
4. Review with faculty, the standardized test data for strengths/weaknesses, plan interventions	Fall 2018	Principal Faculty	Complete - An all-school review of the grade level data occurred in late fall to identify strengths/weaknesses of the program and students. This data review was used collaboratively by the staff to identify skills/concepts to be targeted for improvement.
5. Use standardized test data to develop Individual Student Support Plans (ISSPs) for students in grades 4 and 5.	Fall 2018	Principal Classroom Teachers Special Education Liaison (if applicable)	Complete – No students scored in the “not meeting” category and therefore, no Individual Student Success Plans were required.
6. Increase co-teaching opportunities in classrooms with high needs and/or high enrollment. (Grade 4)	September 2018- June 2019	Principal Classroom Teacher Special Education Team	Complete – As a result of the review of grade 3 (2017) data, we developed a co-taught grade 4 classroom this year (staffed by regular education and special education teachers and an inclusion paraprofessional) enabling us to provide an opportunity for increased differentiation, targeted interventions, in a highly supportive environment.
7. Receive “Empowering Writers” materials.	Summer 2018	Principal School Secretary	Complete - Materials for “Empowering Writers” were received for each grade level K-5 during the summer.
8. Ensure participation in “Empowering Writers” workshop to prepare for full	September/October 2018	Principal Classroom Teachers Special Education Team	Complete – Two half days devoted to professional development for Empowering Writers occurred in June 2018 and early fall 2018.

implementation (K-5).		Reading Specialists	
9. Ensure the ability to schedule ELA blocks at grades K-5 that support RTI, reading services, and teacher schedules.	September 2018	Principal Scheduling Team Reading Specialists Classroom Teachers	Complete - The Scheduling Team completed the grade level specialists' schedules (with a focus on providing time for uninterrupted reading blocks) and in accordance with the scheduling requirements of the classroom teachers, reading specialist, and special education team.
10. Increase the use of Wordly Wise (vocabulary) in gr. 3-5.	September 2018- June 2019	Classroom Teachers	Complete – Grades 3-5 are using Wordly Wise for improved vocabulary instruction.
11. Increase use of Daily Language Review in gr. 3-5.	September 2018- June 2019	Classroom Teachers	Complete - Teachers are utilizing Daily Language Review in classrooms to spiral back to grammar, punctuation, verb usage, etc.
12. Ensure the ability to schedule ELA (reading, writing, phonics) in the morning for kindergarten (for combined class).	September 2018- June 2019	Principal Scheduling Team Kindergarten Teachers Special Education Teachers	Complete - Scheduling of ELA and math in the morning for the kindergarten has occurred in order to ensure the content is delivered prior to the half-day students leaving (combined half-day/full-day) classroom.
13. Support the increased use of instructional technology during Digital Learning/classroom for research and projects.	September 2018 – June 2019	Principal Digital Learning Team Classroom Teachers	Complete – A process for scheduling Chromebook and iPad carts has been developed. We received a new iPad cart this year and hope to acquire additional Chromebooks in the future.
14. Continue to administer assessments as required at all grade levels, assess growth, analyze data, provide intervention. (i.e. iReady, etc.)	September 2018 – June 2019	Classroom Teachers Special Education Team Reading Specialists Digital Learning Team Data Leader Principal	Complete – We continue to implement DIBELS and DRAs in K-2, iReady for ELA in Grades 3-5, and writing prompts at all grade levels in accordance with the district assessment schedule. iReady's report feature has been updated. The data leader and principal have been trained and they will train the staff.
15. Continue to use Response to Intervention (RTI, aka MTSS) at grades K-2.	September 2018 – June 2019	Classroom Teachers Reading Specialists Special Education Team Reading Specialists	Complete – We continue to provide interventions in K-2 through the Response to Intervention process. This includes: flexible groupings, best practices, progress monitoring, data analysis, adjustment to practice.
16. Assess students' progress in writing in accordance with district assessment schedule.	September 2018 – June 2019	Classroom Teachers	Complete - In accordance with district assessment schedule, writing has been assessed through pre- and post- assessments for three types of writing (narrative, opinion, and informational).
17. Schedule reading incentive programs (including family component).	November 2018 March 2019	Literacy Committee	Complete - The Little School Literacy Committee facilitated two incentive programs this year: Read-to-Feed (November) and March Book Madness. The Flint Library offers a summer reading program.
18. Ensure cross-curricula activities include reading/writing component.	September 2018 – June 2019	Classroom Teachers Building Specialists	Complete - Teachers continue to ensure that all content areas incorporate critical reading/writing opportunities as part of their lesson/unit design. This includes science and social studies (non-fiction) texts.
19. Display students' writing throughout the building on a regular basis.	September 2018 – June 2019	Classroom Teachers Reading Specialists Digital Learning Team	Complete – The bulletin boards have been updated throughout the school year. We believe that a child takes pride in seeing their work displayed in school.
20. Offer MCAS 2.0 test prep classes (if possible).	Spring 2019	Principal Faculty	Incomplete – This was not offered due to lack of funding (no longer offering enrichment program before/after school).

SCHOOL GOAL OUTCOMES 2018-2019

	Current 4 th Grade		Current 5 th Grade			Current 6 th Grade		
	Third Grade 2018		Third Grade 2017	Fourth Grade 2018	Fifth Grade 2019	Third Grade 2016	Fourth Grade 2017	Fifth Grade 2018
1) TEACHING AND LEARNING: Goal Statement #1B (Math): Reduce by 25%, the number of students scoring in the partially meeting and not meeting expectations meeting categories for “all” students participating in the standard MCAS, thus increasing the number of students in the meeting and exceeding expectations categories.	Exceeding Expectations	9%	10%	8%		PARCC	0	6%
	Meeting Expectations	58%	67%	60%			80%	54%
	Partially Meeting Expectations	28%	24%	32%			20%	40%
	Not Meeting Expectations	5% 2 students	0	0%			0	0%

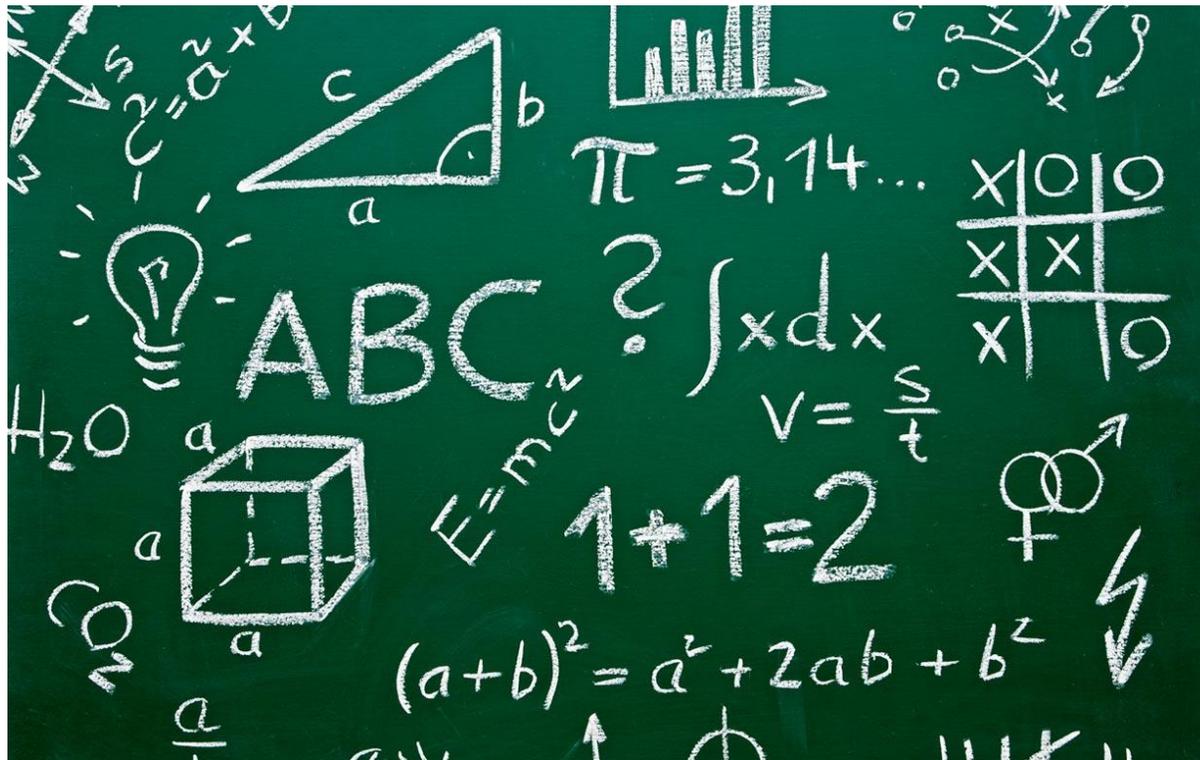
NRPS 2016 Continuous Improvement Plan Alignment: Goal #: 1, 2, 3, 4, 6, 7, 8

Administrator Evaluation Alignment: -Standards/Indicators: 1A, 1B, 1C, 1E, 2B, 2C, 4A, 4D, 4E

Educator Evaluation Alignment-Standards/Indicators: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3B, 4A, 4B, 4C, 4D, 4E, 4F

Activity:	Timeline	Responsibility	Expected Outcome
1. Continue with Year 3 Eureka Math.	September 2017- June 2018	Principal Classroom Teachers Math Leader	Complete – We have completed the third year of Eureka math. Additional math practice through programs like Zearn, etc.
2. Review student learning profiles and data with classroom teachers and special education staff.	June 2018	Principal Special Education Team Classroom Teachers Data Specialist	Complete -. Data was reviewed in June to help with placement of students for new school year. A decision was made to develop a co-taught grade four classroom to address the needs of students. This is staffed by one regular education and one special education teacher and an inclusion paraprofessional.
3. Review and analyze standardized test score data (when received).	Summer/Fall 2018	Principal Data Specialist Math Leader	Complete - MCAS data was reviewed and analyzed when received.
4. Review with faculty, standardized test data, program strengths/weaknesses.	Fall 2018	Principal Faculty	Complete - Data was reviewed by grade levels at a staff meeting in the fall. This exercise identified strengths/weaknesses and how best to adjust our practice to meet the needs of the students.
5. Ensure the ability to schedule math in the morning for kindergarten. (combined classroom).	September 2018	Principal Scheduling Team Kindergarten Teachers	Complete - Scheduling of ELA and math in the morning for the kindergarten has occurred in order to ensure the content is delivered prior to the half-day students leaving (combined half-day/full-day) classroom.
6. Promote increased use of technology in the classroom for instruction and test-taking.	September 2018 – June 2019	Principal Digital Learning Team Classroom Teachers	Complete – A process for scheduling Chromebook and iPad carts has been developed. We received a new iPad cart this year and hope to acquire additional Chromebooks in the future.
7. Increase co-teaching opportunities in classrooms with high needs/enrollments.	September 2018 – June 2019	Principal Classroom Teachers Special Education Team	Complete - As a result of the review of grade 3 (2017) data, we developed a co-taught grade 4 classroom this year (staffed by regular education and special education teachers and an inclusion paraprofessional) enabling us to provide an opportunity for increased differentiation, targeted interventions, in a highly-supportive environment.

8. Continue to administer assessments as required at all grade levels, assess growth, analyze data, provide intervention. (i.e. iReady, etc.)	September 2018 – June 2019	Classroom Teachers Digital Learning Team Special Education Team Reading Specialists Data Leader Principal	Complete - Continue to conduct iReady testing for math (K-5) in accordance with the district assessment schedule. iReady's report feature has been updated. The data leader and principal have been trained and they will train the staff.
9. Identify and schedule Title I math supports for students.	September 2018	Title 1 Teacher Principal	Complete - Using specific criteria, students were identified to receive Title 1 Math support. The Title 1 Math Teacher developed a schedule and completed paperwork, formulated groups, provided support, and monitored progress.
10. Use standardized test data to develop Individual Student Support Plans (ISSPs) for students in grades 4 and 5.	Fall 2018	Principal Classroom Teachers Special Education Liaison (if applicable)	Not applicable - Students are placed on an Individual Student Success Plan if their MCAS scores identify them as falling into the "not meeting" level. We did not have any students score in this category.
11. Offer MCAS 2.0 test preparation classes (if possible)	Spring 2019	Principal Faculty	Incomplete – We did not have funding available to offer these MCAS workshops prior to the state assessment schedule.



SCHOOL GOAL OUTCOMES 2018-2019

2) MANAGEMENT AND OPERATIONS Goal Statement #2: Strengthen the health and safety of the learning environment.	Every child is entitled to learn in a safe and supported learning environment. The focus will be on improving the facility, ensuring safety and wellness, providing an up-to-date curriculum (connected to the Common Core) and highly qualified educators.		
	NRPS 2016 Continuous Improvement Plan Alignment: Goal #: 1, 2, 3, 5, 6, 7, 8 Administrator Evaluation Alignment: -Standards/Indicators: 2A-E, 1D Educator Evaluation Alignment-Standards/Indicators: 2A, 2B, 2C		
Activity:	Timeline	Responsibility	Expected Outcome
1. Ensure DESE mandated educator trainings.	September 2018	Principal School Nurse School Psychologist Special Education Staff	Complete - Early in the school year, the staff was trained on: IEP/504, mandated reporter, EPI-pen, anti-bullying, gender identity laws, Title IX, etc. Encouraged staff to be restraint trained (CPI trained).
2. Conduct a building needs assessment.	May 2018 – September 2018	Principal Custodians Dir. of Building and Grounds	Complete - Starting at the end of the school year (2018) and continuing through the summer, the needs of the building were assessed and communicated to the Director of Building and Grounds.
3. Identify and train Incident Management Team	September 2018 – June 2019	Principal Incident Management Team District ALICE Team School Resource Officer	Complete – Appropriate staff met to review the Emergency Operations Plan. The plan was also reviewed with the School Council in April, 2019.
4. Monitor parking and traffic	September 2018 – June 2019	Principal NRPD	Complete - Parking and traffic at the Little School continues to be a concern. This requires constant monitoring and communication to families regarding acceptable behavior.
5. Schedule School Council meetings to address school needs.	September 2018 – June 2019	Principal	Complete - As governed by state law, regular school council meetings occurred in order to discuss a wide variety of issues at the school and to identify ways to ensure improvement.
6. Implement SEI (Sheltered English Immersion) strategies for English Language Learners (ELL) as necessary.	September 2018 – June 2019	Principal ELL Teacher All Endorsed Faculty	Complete - Placement of students with language needs are placed with SEI certified staff. The ELL teacher and coordinator have been consulted prior to placement.
7. Ensure staff SEI endorsements at each grade level.	September 2018	Principal	Complete – 12 out of 14 (K-5 classroom teachers) are fully SEI endorsed. There is at least one SEI endorsed teacher at each grade level.
8. Continue to evaluate and improve the Educator Evaluation process.	September 2018 – June 2019	Principal	Complete - Continued to work with faculty/staff to understand the Educator Evaluation Process and the benefits derived from using it. Used self-assessments and student feedback to guide the writing of goals.
9. Continue extra-curricular activities such as Science Fair, National Geographic Bee, Family Fitness Night	September 2018- June 2019	Gr. 5 Science Teacher Gr. 4 Teachers PE Teacher Principal	Complete - Continued opportunities for students to demonstrate what they have learned (outside of a regular assessment). Parents/families are invited in to participate in their child(ren)'s demonstration of learning.

SCHOOL GOAL OUTCOMES 2018-2019

3) FAMILY AND COMMUNITY ENGAGEMENT Goal Statement #3: Improve the school-family/school-community partnership to strengthen the academic and social program.	Research shows that family and community involvement in school produces positive student outcomes. Communication between home and school is the key to a shared vision and shared responsibility. Collaborative efforts between educators and families are required to ensure a positive and supportive learning environment. NRPS 2016 Continuous Improvement Plan Alignment: 1, 2, Administrator Evaluation Alignment: -Standards/Indicators: 3A-D, 4C, 1B, Educator Evaluation Alignment-Standards/Indicators: 2B, 2C, 3A-C, 4E		
Activity:	Timeline	Responsibility	Expected Outcome
1. Encourage increased home-school communication.	September 2018 – June 2019	Principal Faculty	Complete - Faculty/staff is encouraged to use social media, email, and newsletters to communicate with parents regarding their child(ren)'s learning. There has been a marked increase in Twitter use.
2. Continue volunteerism opportunities in school.	September 2018 – June 2019	Principal Faculty	Complete - Parents and community members are encouraged to volunteer in our school (in the classroom, library, etc.)
3. Facilitate regular School Improvement Council meetings.	September 2018 – June 2019	Principal	Complete – The Council (comprised of educators and parents) met regularly throughout the school year to discuss school issues/concerns and possible improvements.
4. Promote participation in the PTO.	September 2018 – June 2019	Principal PTO	Complete - The PTO is a vital member of our school community. Their work provides an enhancement to the education the children are receiving. Through fundraising and grant efforts, they are able to offer whole-school and grade-level enrichments, field trips for students, and assistance to teachers for specific needs.
5. Write "Around the Schoolyard" Articles for the North Reading Transcript.	September 2018 – June 2019	Principal	Complete - The Administrative Council continues to provide education-related articles for the North Reading Transcript throughout the school year.
6. Schedule and communicate community outreach events.	September 2018 – June 2019	Principal Faculty/Staff	Complete – Fundraising and donations from the faculty/staff have continued throughout the year. This includes donations to: the North Reading Food Pantry, Coats for Kids, American Cancer Society, Juvenile Diabetes Research Foundation, Alzheimers Association, American Heart Association, Multiple Myeloma Association, etc.). These outreach projects are facilitated and managed by staff members.

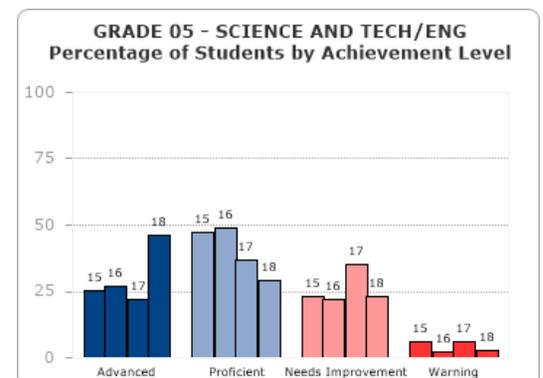
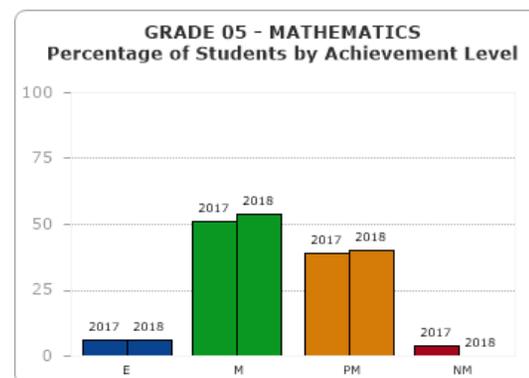
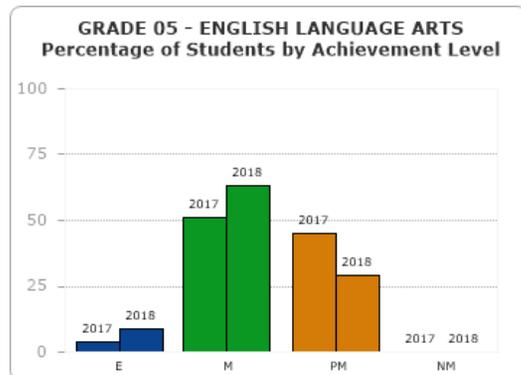
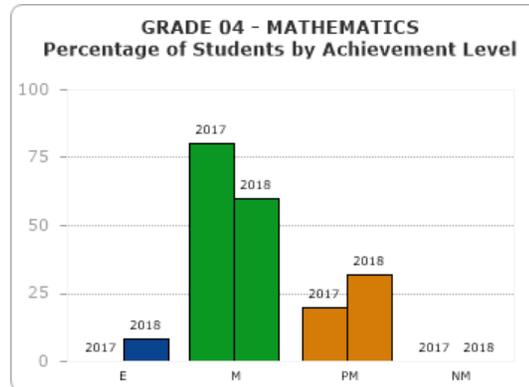
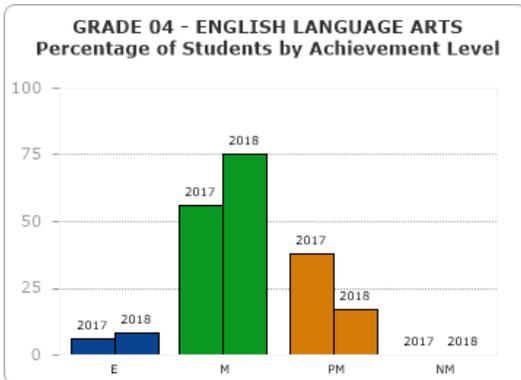
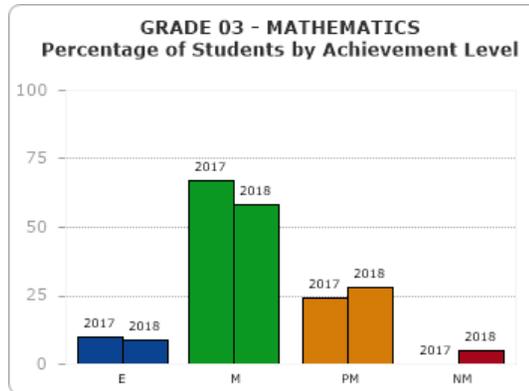
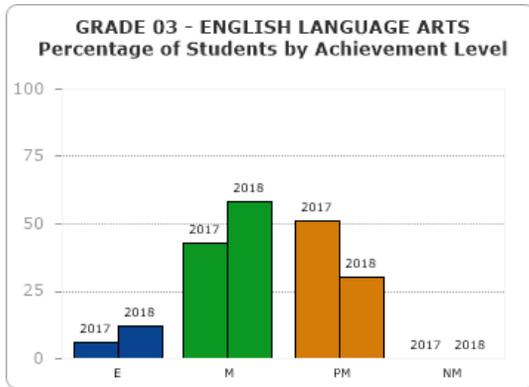


FAMILY AND COMMUNITY

SCHOOL GOAL OUTCOMES 2018-2019

4) PROFESSIONAL CULTURE Goal Statement #4: Strengthen the Professional Learning Community with a focus on improved student learning.	Sharing a vision and working collaboratively to ensure improved student learning is the focus of a Professional Learning Community. This includes implementing best practices in the classroom, building a supportive environment, and motivating students and adults to be continuous learners.		
	NRPS 2016 Continuous Improvement Plan Alignment: Goal #: 1, 2, 3, 4, 6, 7, 8		
	Administrator Evaluation Alignment: -Standards/Indicators: 4A-4F,1A, 1B, 1D, 1E, 2B, 2C		
	Educator Evaluation Alignment-Standards/Indicators: 4A-F, 1A-C, 2A-2D, 3B		
Activity:	Timeline	Responsibility	Expected Outcome
1. Share the vision and school improvement plan with staff and families.	September 2018 – June 2019	Principal	Complete - Communicated vision through newsletters to parents, school improvement plan, opening day training of staff.
2. Provide collaboration time for faculty.	September 2018 – June 2019	Principal Scheduling Team	Complete - Ensured teachers have a 45-minute weekly collaboration in order to analyze data, share student work, design instruction, etc.
3. Provide “data day” opportunities for grade levels to review data and student progress.	September 2018 – June 2019	Principal RTI Teams Data Leader	Complete - The RTI team (classroom teachers, reading specialists, SPED teachers, etc.) met to analyze the results of progress monitoring and created flexible groupings (according to weaknesses/strengths in skills).
4. Facilitate monthly staff meetings.	September 2018 – June 2019	Principal	Complete - Scheduled monthly staff meetings. Topics for discussion (PBIS, behavior rubric, peer observations, etc.)
5. Provide professional development opportunities.	September 2018 – June 2019	Principal District	Complete - Considered job applicable professional development when requested by faculty member.
6. Facilitate Leadership Team meetings.	September 2018 – June 2019	Principal	Complete - Scheduled monthly leadership meetings. Topics for discussion (writing, PBIS, peer observations, etc.)
7. Increase co-teaching opportunities.	September 2018 – June 2019	Principal Classroom Teachers Special Education Teachers	Complete – One grade 4 classroom was a co-taught classroom this year (based on students’ needs). Classroom was supported by a regular education and special education teachers and an inclusion paraprofessional.
8. Encourage literacy coaching.	September 2018 – June 2019	Reading Specialists	Complete- Encouraged reading specialists to support faculty in best practices.
9. Schedule NREA meetings with building reps.	September 2018 – June 2019	Principal NREA Reps.	Complete – Meetings occurred on an as needed basis with building reps to address issues/concerns.
10. Participate in Social Emotional Retreat	August 2018	Principal School Psychologist Classroom Teacher	Complete – After summer retreat, we formed a social emotional committee to learn about, plan, and incorporate strategies to improve student learning outcomes.
11. Pilot Positive Behavior Interventions and Supports	Fall 2018-June 2019	Principal School Psychologist Social Emotional Committee	Complete - With feedback from faculty/staff in the spring of 2018, and with the help of the social emotional committee, we designed a PBIS program to pilot. (First behavior to address: cafeteria).
12. Collaborate with other building principals on the discipline rubric.	Fall 2018	PAUSE Principal School Psychologist	Complete – Presented rubric to elementary principals. Suggestions are being incorporated.

X. STANDARDIZED TESTING RESULTS - 2018



**Massachusetts
Department of
Elementary and
Secondary
Education
Designation as one
of 51 "Schools of
Recognition" for
high achievement.**

2018

XI. SCHOOL GOALS, COMMITTEES & ACTION PLANS 2019-2020

SCHOOL GOALS (2019-2020)



In alignment with the goals of the North Reading Public School District:

1. Teaching and Learning

- **#1A (ELA):** A 25% decrease in the number of students scoring in the partially meeting and not meeting expectations meeting categories for “all” students participating in the standard MCAS, thus increasing the number of students in the meeting and exceeding expectations categories.
- **#1B (Math):** A 25% decrease in the number of students scoring in the partially meeting and not meeting expectations meeting categories for “all” students participating in the standard MCAS, thus increasing the number of students in the meeting and exceeding expectations categories.

2. Management and Operations

- Strengthen the health and safety of the learning environment.

3. Family and Community Engagement

- Improve the school-family/school-community partnership in order to strengthen the academic and social programs.

4. Professional Culture

- Strengthen the Professional Learning Community with a focus on improved student learning.

SCHOOL GOALS 2019-2020

Current Third Grade

Current 4th Grade

Current 5th Grade

1) TEACHING AND LEARNING: Goal Statement #1A (ELA): Reduce by 25%, the number of students scoring in the <u>partially meeting and not meeting expectations meeting categories</u> for “all” students <u>participating in the standard MCAS</u> , thus increasing the number of students in the meeting and exceeding expectations categories.		Third Grade 2019		Third Grade 2018		Fourth Grade 2019		Fifth Grade 2020		Third Grade 2017		Fourth Grade 2018		Fifth Grade 2019
	Exceeding Expectations			9%						6%		8%		
	Meeting Expectations			60%						43%		75%		
	Partially Meeting Expectations			31%						51%		17%		
	Not Meeting Expectations			0%						0%		0%		

NRPS Continuous Improvement Plan Alignment: Goal #: 1, 2, 3, 4, 6, 7, 8

Administrator Evaluation Alignment: -Standards/Indicators: 1A, 1B, 1C, 1E, 2B, 2C, 4A, 4D, 4E

Educator Evaluation Alignment-Standards/Indicators: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3B, 4A, 4B, 4C, 4D, 4E, 4F

Activity:	Timeline	Responsibility	Expected Outcome
1. Review all applicable student data to determine regular education reading support.	June – September 2019	Principal Reading Specialists Data Specialist	Grade level end of the year data will be reviewed and provided to reading specialists and classroom teachers for planning purposes (fall 2019).
2. Review student learning profiles and data with classroom teachers and special education staff.	June 2019	Principal Special Education Team Classroom Teachers Data Specialist	Year-end data will be reviewed in June to help with placement of students for new school year.
3. Review and analyze standardized test score data (when received).	Summer 2019	Principal Data Specialist ELA Leader	MCAS data will be reviewed and analyzed as soon as it is received and used for planning purposes (classroom placement, reading support, Title 1 math support, etc.)
4. Review with faculty, the standardized test data (MCAS) for strengths/weaknesses, plan interventions	Fall 2019	Principal Faculty	We will modify the way we look at MCAS data next school year. Instead of an all-school review of data, the data leader and building principal will meet with specific grades/individual teachers to discuss their students' performance and identify strengths and weaknesses of the program and students to guide us towards improvement. The outcome of that meeting will be shared at a staff meeting.
5. Use standardized test data to develop Individual Student Support Plans (ISSPs) for students in grades 4 and 5.	Fall 2019	Principal Classroom Teachers Special Education Liaison (if applicable)	Students who score in the “not meeting” category will have an Individualized Student Support Plan (ISSP) developed to identify actions/measures to improve student learning.
6. Receive additional “Empowering Writers” materials (i.e. narrative)	Summer 2019	Principal School Secretary	Additional materials for “Empowering Writers” have been ordered and should be received over the summer.
7. Plan additional professional development for Empowering Writers and Universal Design for Learning.	September/October 2019	Principal ELA Leaders Asst. Superintendent	Plan and schedule additional professional development to support Empowering Writers (narrative) and the continued implementation of UDL in the classroom.
8. Expand staff knowledge of	September 2019 –	Principal	Develop and articulate a shared vision, develop a plan for

Social Emotional Learning for implementation in classrooms	June 2020	Social Emotional Committee Social Emotional Mentors	implementation, educate staff.
9. Develop daily schedules to ensure 90 minute ELA blocks for classroom teachers.	September 2019	Principal Scheduling Team Reading Specialists Classroom Teachers	The Scheduling Team will develop the classroom teacher/specialists' schedules (with a focus on providing time for 90-minute uninterrupted reading blocks) and in accordance with the scheduling requirements of the classroom teachers, reading specialist, and special education team.
10. Ensure the ability to schedule ELA (reading, writing, phonics) in the morning for kindergarten (for combined class).	September 2019- June 2020	Principal Scheduling Team Kindergarten Teachers Special Education Teachers	Schedule ELA and math in the morning for the kindergarten to ensure the content is delivered prior to the half-day students leaving (combined half-day/full-day) classroom.
11. Revise Kindergarten Screening process.	June 2019	Principal K Screening Team	We will be conducting kindergarten screenings in June 2019 (as opposed to September 2019). This will provide valuable information for student placement (and ensures that everyone is using the ESI assessment).
12. Support the increased use of instructional technology during Digital Learning/classroom for research and projects.	September 2019 – June 2020	Principal Digital Learning Team Classroom Teachers	We are hoping to acquire additional Chromebooks to be used in the classrooms.
13. Continue to administer assessments as required at all grade levels, assess growth, analyze data, provide intervention. (i.e. iReady, etc.)	September 2019 – June 2020	Classroom Teachers Special Education Team Reading Specialists Digital Learning Team Data Leader Principal	We continue to implement DIBELS and DRAs in K-2, iReady for ELA in Grades 3-5, and writing prompts at all grade levels in accordance with the district assessment schedule. iReady's report feature has been updated. The data leader and principal have been trained and will be working with the staff to best utilize the data.
14. Work with district data specialist to develop a tool to collect and analyze data (Google Sheets)	Summer 2019 September 2019 – June 2020	Principal School Data Leader District Data Leader Classroom Teachers	After a Google Sheets workshop, the school data leader, district data leader and building principal will work together to design and create a tool to collect assessment data. Classroom teachers will be trained on how to maintain and utilize the data.
15. Continue to use Response to Intervention (RTI, aka MTSS) at grades K-2.	September 2019 – June 2020	Classroom Teachers Reading Specialists Special Education Team Reading Specialists	We will continue to provide interventions in K-2 through the Response to Intervention process. This includes: flexible groupings, best practices, progress monitoring, data analysis, adjustment to practice.
16. Assess students' progress in writing in accordance with district assessment schedule.	September 2019 – June 2020	Classroom Teachers	In accordance with district assessment schedule, writing will be assessed through pre- and post- assessments for three types of writing (narrative, opinion, and informational).
17. Schedule reading incentive programs (including family component).	November 2019 March 2020	Literacy Committee	The Little School Literacy Committee will design two incentive programs during the school year (November and March) and work with the Flint Library re: summer reading.
18. Ensure cross-curricula activities include reading/writing component.	September 2019 – June 2020	Classroom Teachers Building Specialists	Teachers will continue to ensure that all content areas incorporate critical reading/writing opportunities as part of their lesson/unit design. This includes science and social studies (non-fiction) texts.
19. Display students' writing throughout the building on a regular basis.	September 2018 – June 2019	Classroom Teachers Reading Specialists Digital Learning Team	An emphasis is placed on displaying the children's writing on our hallway bulletin boards. Children take pride in seeing their work displayed in school.

SCHOOL GOALS 2019-2020

Current Third Grade

Current 4th Grade

Current 5th Grade

1) TEACHING AND LEARNING: Goal Statement #1B (Math): Reduce by 25%, the number of students scoring in the partially meeting and not meeting expectations meeting categories for “all” students participating in the standard MCAS, thus increasing the number of students in the meeting and exceeding expectations categories.	Third Grade 2019	Third Grade 2018	Fourth Grade 2019	Fifth Grade 2020	Third Grade 2017	Fourth Grade 2018	Fifth Grade 2019
	Exceeding Expectations	9%			10%	8%	
	Meeting Expectations	58%			67%	60%	
	Partially Meeting Expectations	28%			24%	32%	
	Not Meeting Expectations	5% 2 students			0%	0%	

NRPS 2016 Continuous Improvement Plan Alignment: Goal #: 1, 2, 3, 4, 6, 7, 8

Administrator Evaluation Alignment: -Standards/Indicators: 1A, 1B, 1C, 1E, 2B, 2C, 4A, 4D, 4E

Educator Evaluation Alignment-Standards/Indicators: 1A, 1B, 1C, 2A, 2B, 2C, 2D, 3B, 4A, 4B, 4C, 4D, 4E, 4F

Activity:	Timeline	Responsibility	Expected Outcome
1. Continue implementing Eureka Math.	September 2019- June 2020	Principal Classroom Teachers Math Leader	We will continue to teach Eureka math with fidelity. Additional math practice through programs like Zearn, etc.
2. Review student learning profiles and data with classroom teachers and special education staff.	June 2019	Principal Special Education Team Classroom Teachers Data Specialist	Year-end data will be reviewed in June to help with placement of students for new school year
3. Analyze year-end assessment data to determine class configuration.	June 2019	Principal Special Education Team Classroom Teachers Data Specialist	A decision has been made, based on assessment data, to return Grade 4 to a departmentalized model to ensure that Math is taught consistently to all students in the grade level.
4. Review and analyze standardized test score data (when received).	Summer/Fall 2019	Principal Data Specialist Math Leader	MCAS preliminary data will be reviewed and analyzed to support placement decisions.
5. Review with faculty, standardized test data(MCAS), program strengths and weaknesses. Plan interventions/supports (including Title 1).	Fall 2019	Principal Faculty	We will modify the way we look at MCAS data next school year. Instead of an all-school review of data, the data leader and building principal will meet with specific grades/individual teachers to discuss their students' performance and identify strengths and weaknesses of the program and students to guide us towards improvement. The outcome of that meeting will be shared at a staff meeting.
6. Ensure the ability to schedule math in the morning for kindergarten. (combined classroom).	September 2019	Principal Scheduling Team Kindergarten Teachers	Scheduling of ELA and math in the morning for the kindergarten has occurred in order to ensure the content is delivered prior to the half-day students leaving (combined half-day/full-day) classroom.
7. Promote increased use of technology in the classroom for instruction and test-taking.	September 2019 – June 2020	Principal Digital Learning Team Classroom Teachers	A process for scheduling Chromebook and iPad carts will continue. We received a new iPad cart this year and hope to acquire additional Chromebooks in the future.

8. Expand staff knowledge of Social Emotional Learning for implementation in classrooms	September 2019- June 2020	Principal Social Emotional Committee Social Emotional Mentors	Develop and articulate a shared vision, develop a plan for implementation, educate staff.
9. Develop daily schedules to ensure 90 minute ELA blocks for classroom teachers.	September 2019 – June 2020	Classroom Teachers Digital Learning Team Special Education Team Reading Specialists Data Leader Principal	Continue to conduct iReady testing for math (K-5) in accordance with the district assessment schedule. iReady's report feature has been updated.
10. Identify and schedule Title I math supports for students.	August/Sept. 2019	Title 1 Teacher Principal	Using specific data, students will be identified to receive Title 1 Math support. The Title 1 Math Teacher will develop a schedule and complete paperwork, formulate groups, provide support, and monitor progress.
11. Use standardized test data to develop Individual Student Support Plans (ISSPs) for students in grades 4 and 5.	Fall 2019	Principal Classroom Teachers Special Education Liaison (if applicable)	Students will be placed on an Individual Student Success Plan if their MCAS scores identify them as falling into the "not meeting" level. Faculty will work to identify areas of weakness and interventions needed to support improvement.



SCHOOL GOALS 2019-2020

2) MANAGEMENT AND OPERATIONS Goal Statement #2: Strengthen health and safety of the learning environment.	Every child is entitled to learn in a safe and supported learning environment. The focus will be on improving the facility, ensuring safety and wellness, providing an up-to-date curriculum (connected to the Common Core) and highly qualified educators. NRPS 2016 Continuous Improvement Plan Alignment: Goal #: 1, 2, 3, 5, 6, 7, 8 Administrator Evaluation Alignment: -Standards/Indicators: 2A-E, 1D Educator Evaluation Alignment-Standards/Indicators: 2A, 2B, 2C		
Activity:	Timeline	Responsibility	Expected Outcome
1. Ensure DESE mandated trainings are complete	September 2019	Principal School Nurse School Psychologist Special Education Staff	Early in the school year, the staff will complete training on: IEP/504, mandated reporter, EPI-pen, anti-bullying, gender identity laws, Title IX, etc. Staff will be encouraged to attend restraint training (CPI).
2. Conduct a building needs assessment.	May 2019 – September 2020	Principal Custodians Dir. of Building and Grounds	Starting at the end of the school year (2019) and continuing through the summer, assess the needs of the building (ie. Repairs, painting, etc.).
3. Identify and train Incident Management Team	September 2019 – June 2020	Principal Incident Management Team District ALICE Team School Resource Officer	Each year, the Incident Management Team meets to discuss safety procedures (and to review any updates or changes to past procedures).
4. Monitor parking and traffic	September 2019 – June 2020	Principal NRPD	Parking and traffic at the Little School continues to be a concern. This requires constant monitoring and communication to families regarding acceptable behavior.
5. Schedule School Council meetings to address school needs.	September 2019 – June 2020	Principal	As governed by state law, we will have regular school council meetings to discuss a wide variety of issues at the school and to identify ways to ensure improvement.
6. Implement SEI (Sheltered English Immersion) strategies for English Language Learners (ELL) as necessary.	September 2019 – June 2020	Principal ELL Teacher All Endorsed Faculty	Placement of students with language needs takes place at the end of the previous school year or during the summer (for a new registration). The ELL teacher and coordinator is consulted prior to placement.
7. Ensure staff SEI endorsements at each grade level.	September 2019	Principal	Encourage non-SEI endorsed teachers to acquire the endorsement. Newly hired staff will be SEI endorsed prior to hiring. There is at least one SEI endorsed at each grade level.
8. Continue to evaluate and improve the Educator Evaluation process.	September 2019 – June 2020	Principal	Continue to work with faculty/staff to understand the Educator Evaluation Process and the benefits derived from using it. Use self-assessments and student feedback to guide the writing of goals. Introduce and educate faculty on any changes (i.e. new rubric, union-approved changes as recommended by the Educator Evaluation Committee.
9. Continue extra-curricular activities such as Science Fair, National Geographic Bee, Family Fitness Night	September 2019- June 2020	Gr. 5 Science Teacher Gr. 4 Teachers PE Teacher Principal	Throughout the school year, there are opportunities for students to demonstrate what they have learned (outside of a regular assessment). Parents/families are invited in to participate in their child(ren)'s demonstration of learning.

10. Ensure the use of Open Circle/MARC curriculum	September 2019 – June 2020	Principal School Psychologist Classroom Teachers	Teachers are asked to use the available curriculum to address social issues in/out of school, teach conflict resolution strategies, address bullying situations, etc.
11. Expand staff knowledge of Social Emotional Learning for implementation in classrooms	September 2019 – June 2020	Principal Social Emotional Committee Social Emotional Mentors	Develop and articulate a shared vision, develop a plan for implementation, educate staff.
12. Schedule weekly collaboration periods for teachers.	September 2019	Principal Scheduling Committee	Teachers are given a 45-minute collaboration block weekly in order to discuss scheduling, curriculum, assessments, and data with each other and extended staff (support specialists).
13. Continue implementation of Positive Behavior Interventions and Supports (PBIS).	September 2019- June 2020	Principal School Psychologist Classroom Teachers	The Social Emotional Committee will continue to focus on PBIS and SEL strategies. Goal setting, education, implementation across the faculty/staff will be the next steps.



SCHOOL GOALS 2019-2020

3) FAMILY AND COMMUNITY ENGAGEMENT Goal Statement #3: Improve the school-family/school-community partnership to strengthen the academic and social program.	Research shows that family and community involvement in school produces positive student outcomes. Communication between home and school is the key to a shared vision and shared responsibility. Collaborative efforts between educators and families are required to ensure a positive and supportive learning environment. NRPS 2016 Continuous Improvement Plan Alignment: 1, 2, Administrator Evaluation Alignment: -Standards/Indicators: 3A-D, 4C, 1B, Educator Evaluation Alignment-Standards/Indicators: 2B, 2C, 3A-C, 4E		
Activity:	Timeline	Responsibility	Expected Outcome
1. Encourage increased home-school communication.	September 2019 – June 2020	Principal Faculty	Faculty/staff is encouraged to use social media, email, and newsletters to communicate with parents regarding their child(ren)'s learning.
2. Continue volunteerism opportunities in school.	September 2019 – June 2020	Principal Faculty	Parents and community members are encouraged to volunteer in our school (in the classroom, library, etc.)
3. Facilitate regular School Improvement Council meetings.	September 2019 – June 2020	Principal	Parents play a big part in the School Improvement Council which meets regularly. The Council discusses (with the principal and faculty), school issues/concerns and possible improvements.
4. Promote participation in the PTO.	September 2019 – June 2020	Principal PTO	The PTO is a vital member of our school community. Their work provides an enhancement to the education the children are receiving. Through fundraising and grant efforts, they are able to offer whole-school and grade-level enrichments, field trips for students, and assistance to teachers for specific needs.
5. Write "Around the Schoolyard" Articles for the North Reading Transcript.	September 2019 – June 2020	Principal	The Administrative Council will continue to provide education-related articles for the North Reading Transcript throughout the school year.
6. Schedule and communicate community outreach events.	September 2019 – June 2020	Principal Faculty/Staff	The faculty/staff contribute monthly to a different cause. During the school year, families are invited to participate in multiple community outreach events (holiday baskets for the food pantry, Coats for Kids, etc.). These outreach projects are facilitated and managed by staff members.



SCHOOL GOAL OUTCOMES 2019-2020

4) PROFESSIONAL CULTURE Goal Statement #4: Strengthen the Professional Learning Community with a focus on improved student learning.	Sharing a vision and working collaboratively to ensure improved student learning is the focus of a Professional Learning Community. This includes implementing best practices in the classroom, building a supportive environment, and motivating students and adults to be continuous learners. NRPS 2016 Continuous Improvement Plan Alignment: Goal #: 1, 2, 3, 4, 6, 7, 8 Administrator Evaluation Alignment: -Standards/Indicators: 4A-4F,1A, 1B, 1D, 1E, 2B, 2C Educator Evaluation Alignment-Standards/Indicators: 4A-F, 1A-C, 2A-2D, 3B		
Activity:	Timeline	Responsibility	Expected Outcome
1. Share the vision and school improvement plan with staff and families.	September 2019 – June 2020	Principal	Communicate vision through newsletters to parents, school improvement plan, opening day training of staff.
2. Provide collaboration time for faculty.	September 2019 – June 2020	Principal Scheduling Team	Ensure teachers have a 45-minute weekly collaboration in order to analyze data, share student work, design instruction, etc.
3. Provide “data day” opportunities for grade levels to review data and student progress.	September 2019 – June 2020	Principal RTI Teams Data Leader	The RTI team (classroom teachers, reading specialists, SPED teachers, etc.) will meet to analyze the results of progress monitoring and to create flexible groupings (according to weaknesses/strengths in skills).
4. Facilitate monthly staff meetings.	September 2019 – June 2020	Principal	Schedule monthly staff meetings. Topics for discussion (PBIS, behavior rubric, peer observations, etc.)
5. Provide professional development opportunities.	September 2019 – June 2020	Principal District	Consider job applicable professional development when requested by faculty member.
6. Facilitate Leadership Team meetings.	September 2019 – June 2020	Principal	Schedule monthly leadership meetings. Topics for discussion (writing, PBIS, peer observations, etc.)
7. Encourage literacy coaching.	September 2019 – June 2020	Reading Specialists	Encourage reading specialists to support faculty in best practices.
8. Continue implementation of Positive Behavior Interventions	September 2019 – June 2020	Principal Social Emotional Committee Faculty and Staff	Focus on a year long PBIS implementation (including expectations, interventions, etc.)
9. Collaborate with other building principals on the discipline rubric.	Fall 2018	PAUSE Principal School Psychologist	Continue to review the rubric designed by PAUSE members (and collaborate with elementary principals and tweak as necessary). Once in agreement, share with faculty/staff.



XII. 2018-2019 HIGHLIGHTS

- Massachusetts Department of Elementary and Secondary Education's Designation as one of 51 "Schools of Recognition" for High Achievement.
- Nominated by the Massachusetts Department of Elementary and Secondary Education as a "National Blue Ribbon School." Application is complete – We are awaiting results.
- Thanksgiving Day Turkey Trot winner of "Highest percentage of student participation." – Six years straight.
- Winner of Hornet Hustle (5K) – Greatest number of participants (2018)
- Little School PTO purchased a new "portable" Ga-Ga pit for the school.
- The Little School Drama Club has been working hard this winter/spring to prepare for their performance of the Little Mermaid, Jr. which will take place at NRHS/MS Performing Arts Center on June 14 and June 15.
- Summer of 2018 – New "state of the art" gymnasium floor installed.
- New security measures – cameras, doors, door locks, walkie-talkie, IED, etc. provided.



XIII. FACULTY AND STAFF PHOTO



2018

*E. Ethel Little Elementary School
Staff*

2019

Mc
Connor

XIV. COUNCIL MEMBERS' SIGNATURE PAGE

The 2019-2020 Little School Improvement Plan is submitted by the following members:

Christine A. Molle, Principal

Kerry Fleck, Teacher Representative

Patricia Elwell, Teacher Representative

Linda Emery, Parent Representative

Jennifer Vant, Parent Representative

TBD, Community Representative