

MARLBOROUGH ELEMENTARY SCHOOL

Better Together For Children



Strategic Continuous Improvement Plan
2022-2025

MES Vision

To inspire wonder, awe, and curiosity and to motivate young minds to embrace learning

MES Mission Statement

In a partnership of family, school, and community, our mission is to educate, challenge and inspire each individual to excel and become a contributing member of society.

MES Community Beliefs

In order to prepare for a lifetime of learning, schools should foster in each individual a strong desire to develop an inquiring, self-directed, and creative mind.

All students should be educated in a safe and secure learning environment that provides appropriate facilities, personnel, and programs.

High expectations, goal setting, and hard work lead to success. Risks and challenges are opportunities to experience growth.

Each individual is important and unique and has a shared responsibility for contribution to the greater community. Respect for an individual's opinions and interests builds self-esteem and self-confidence. Knowledge of and respect for diversity is critical in our ever-changing multicultural world.

Curricula should be designed, implemented, and continually assessed to enable all students to realize their full potential.

All educational programs and services should incorporate current practices and contemporary research, materials, and equipment.

Attracting and retaining a highly qualified staff is essential to serving students and the district will provide appropriate supervision, evaluation, and training for the continual improvement and updating of skills and knowledge.

Education is a partnership shared by family, school, and the community that is essential for a learner's success. Supporting families in their role enhances the likelihood of a child's success. Open communication and honesty are essential to effective partnerships.

It is a shared responsibility of family, school, and community to ensure that all students will develop and understand their ethical, cultural, aesthetic, and intellectual values and respect those of others.

Collective community support, involvement, and resources, combined with individual initiative, are essential for excellence in education and should be encouraged and actively sought.

Marlborough Elementary School: Looking Forward Together

We are very proud that our school experienced a very high degree of in-person instruction and continuity of services during the three pandemic years. We remain incredibly grateful to our educators, students and families for making this happen! And still to some degree, the pandemic interrupted normalcy and teaching and learning across the past three school years. This challenge presents an opportunity for us to **re-focus** upon what we can do to **ensure student learning and growth** in developmentally appropriate ways. To promote learning, we must know how our students are performing, what reinforcements they may need, and know if our methods are leading to the learning of essential content and skills. We are committed to **meeting learners where they are and leading them to gains in the acquisition of fundamental knowledge and skills.**

Through strong relationships between students and teachers, with families as partners, our students will thrive and experience the joy and magic of MES! Our students are amazing human beings and enormously resilient! Despite any setbacks from the pandemic, access to grade level curriculum, prioritized and reinforced as needed, will lead them towards meaningful growth in learning. We will also support the social and emotional wellbeing of students so they can feel great about school while persevering.

The learning environment of MES is one in which learning is not strictly measured only by performance outcomes but also on the journey of learning and growth. **We aspire to create learner-centered conditions where students are active in their acquisition of knowledge, thinking out loud as they build meaning, ask questions, and explain their reasoning.** We hold **high expectations for all students** and progress is monitored regularly so that appropriate instructional and programmatic adjustments can be applied in a timely manner. In educating the whole child, **our goal is for each child to develop academically as well as socially-emotionally and to their fullest potential.** In support of academic aims are our school values **respect, responsibility and safety.** Each member of the school community, adults and children alike, enhance a safe and positive environment when we treat one another with respect and act responsibly.

Our staff works tirelessly to **provide a happy, joyful learning environment while focusing upon implementing curriculum and enhancing student progress.** The educators at MES are enthusiastic, intelligent, creative, dedicated to the art and science of their work and care deeply for their students and for one another. With the intention of continually expanding the capacity of our staff, we will enlist input and participation regarding program improvement, curriculum development, operations such as the school schedule and other committees. We will also aim to increase opportunities for professional development, time to collaborate and plan, and importantly, opportunities to build camaraderie by reconnecting with one another.

The MES Strategic Continuous Improvement Plan: A Roadmap For Our School To Meet the Needs Of Our Learners

At MES, we aim to provide an educational experience that affords every student with opportunities to develop the knowledge, skills and dispositions to think critically, communicate effectively, and contribute productively while demonstrating respect for and kindness towards one another. With the Vision, Mission, and Beliefs as an important collection of guiding school-community values, we implement a **Strategic Continuous Improvement Plan (SCIP)** to **specify the school's priorities, goals and actions over a three year period** to have all students achieve at high levels. To operate as an outstanding school in the service of children, the practice of continuous improvement **frames our direction, providing focus and coherence**. Using data to determine needs within the school as well as to target benchmarks, identifying strategies to meet those targets, and engaging in a cycle of action, reflection, and adjustment will enable our school to **continuously improve** for students and educators alike.

School Goals and Action Steps are informed and updated on an annual basis through an analysis of student growth and performance, consideration of students' social and emotional needs, parent and community feedback, and adherence to statewide improvement initiatives or mandates. Programmatic investments in curriculum, instruction, and professional development are prioritized based upon the goals of the *SCIP*.

Practices and Actions Associated With The MES Strategic Continuous Improvement Plan

- Continue to develop and build upon **evidence-based practices** across all curricular areas.
- Continue to develop our **data review systems** to effectively and efficiently analyze student assessment data to **monitor and enhance the individual growth of each child**.
 - evidence-based student assessment data shall be used diagnostically at appropriate intervals by teams of teachers to assess each student's learning and to identify and share effective Tier One practices as well as supplemental (Tier Two and Three) instructional groups. A district Data Warehouse will be designed to modernize how assessment data is maintained for analysis and action by administrators and teachers.
 - Our teaching and assessment methods will be used to gauge student acquisition of knowledge and skills. Well-designed classroom **assessment** practices provide specific, personalized, and timely information needed to **guide both learning and teaching**. Assessments shall be valid and reliable to inform instructional practices in support of student learning.
 - Summative as well as formative **assessment data will be used to frame student learning objectives as teachers' annual goals**.
- We will **apply the principles a Multi-Tiered System of Support (MTSS) in the least restrictive environment in the general education classroom (during core instruction) to the greatest extent possible**.
- **We will apply early intervention**. This includes a review of the needs of our youngest learners, our preschoolers.

- **Curriculum Development** will be designed to refine and articulate content and performance standards and assessments in all subjects at all grade levels. As such definition is refined, teachers shall continue to employ professional judgment based upon learners' needs to implement the curriculum.
- **Students** will be engaged in feedback so that they **are aware and active as they construct meaning and apply new learning**. Feedback is timely and specific, understandable to the student, and intended to be motivating to allow for self-adjustment on the student's part. When guiding students, teachers will help cultivate a **growth mindset** for each child and a **can-do attitude**.
- Marlborough's vision for professional learning is that each educator engages in continuous learning to increase the skill and knowledge applied to the teaching of rigorous and relevant content for students, resulting in positive outcomes for each child. We will reinvigorate a **collaborative professional learning model** that is grounded in a vision for high-quality evidence-based instruction informed by timely, meaningful and relevant professional development. Our highly educated and committed teachers and administrators will define a **Vision for Teaching and Learning** as a shared language of impactful instructional methods which support high expectations for all students, active student engagement, and a growth mindset learning environment.
 - We look forward to the opportunity to update the Marlborough Educator Evaluation System in concert with anticipated guidance and potential flexibility from the CSDE to center around Marlborough's Vision for Teaching and Learning.
- We will strengthen the **sense of community, trust, collegiality, and capacity among staff members** beyond grade level/area clusters and with the administration so that we can generate creative solutions with input from varying perspectives to unify efforts to meet the school's vision, mission, and goals and ultimately serve students to the best of our capacity.
- We will continue to **enhance students' school experience** by offering an enriching repertoire of extra curricular clubs and activities as well STEAM and gifted programming.

MES Three Year Strategic Improvement Actions

As MES enters the second year of operating through a coherent strategic continuous improvement plan, the following actions are key steps educators will engage in during the 2022-23 school year to realize the aspirations and student outcomes outlined in the plan:

- A new **MES Academic Program Guide** will be published in the fall of 2021 to include grade-level specific program description, curriculum standards, and report card measures.
- Instructional practice and assessment methods will be implemented which are consistent with knowledge of child learning and development, effective pedagogy, and the needs of each student.
 - Students will be supported by **high-quality instructional materials and just-in-time instruction** along with needed scaffolds and differentiation to access grade-level concepts and skills.
 - Staffing resources will be assigned to **enhance Tier One instruction** such that student's individual growth targets are supported with instruction in the general education classroom to the greatest extent possible. Additional supports, if needed (Tier 2 and 3 and special education), occur in specialized and targeted small group settings in addition to differentiated supports during Tier One instruction.
 - Educators will be supported to engage in a **professional culture of collective responsibility and productive collaboration** in order to meet the academic, social, emotional, and physical needs envisioned for each student and the effectiveness of the school as a whole.
 - Professional collaboration focused upon student progress shall be enabled by the professional development time created in the school calendar as well as the master schedule's structures to enhance opportunities for co-teaching, collaborative examination of practice, collegial feedback, and collective learning.
 - The knowledge, beliefs and expertise of MES educators will be captured in the new **MES Instructional Framework** as a defining and unifying tool for MES educators to reach and teach students and reflect upon practice.
 - The *Framework* shall include the concept of Graduated Release of Responsibility (I Do, We Do, You Do) as an overall lesson organizational structure where after whole-group instruction, students have guided practice with the concept/skill and then apply the skill during independent work time. During independent work time, the classroom teacher and other adults assigned to the class (Curriculum Specialists, Special Education Teacher, Paraprofessional) are coordinated to teach/reinforce learning in small groups.
 - The school student data warehouse including updated assessments will be accessed and reviewed by data teams to inform instruction, monitor student progress, and make program adjustments as needed.
 - Report Cards and other parent communication vehicles will be updated to align with curriculum standards and assessment mechanisms.

Goal Area 1: Literacy Goals For Students (1) All PreK-3 students will have access to systematic, explicit, and engaging foundational reading instruction so that each student makes growth towards becoming a proficient reader on the road to leading a literate life as measured by grade level standards. (2) Students in grades 4-6 will fluently execute decoding and language comprehension skills to read with automaticity in order to comprehend grade level text. (3) Students in grades PreK-6 will develop writing skills rich with voice, demonstrating solid use of fundamental structures (organization and conventions) to communicate effectively.

2022-23 Literacy Goal: All students will effectively read, write, speak and listen. In Reading, each student will make at least one year of growth per their individual growth target and 80% or more of all students in each grade level will meet grade level expectations.

Literacy Program Development Goal: By July 1, 2023, MES will implement a CSDE-approved or aligned reading curriculum model or program for grades Prek-3. The curriculum/program will be evidence- and research-based and focused upon student competency in oral language, phonemic awareness, phonics, letter name fluency and word recognition automaticity, vocabulary, reading fluency and comprehension. The MES program shall be comprehensive, standards-based, sequential, and aligned to the instructional shifts associated with the Science of Reading.

Background Data:

ELA	2020 - 21	2021 - 22
SBAC (3rd - 6th)	62.4%	66%
Internal Measures (1st - 6th)	67%	68%

Literacy Program Action Steps:

- Literacy Committee will evaluate Reading program pilot (K-4) and for recommendation to the Superintendent for adoption of a curriculum/program as well as other program components aligned to the Science of Reading.
- Continue implementation of Foundations through grade 3.
- Implement Heggerty Phonemic Awareness Program (PreK - grade 1).
- Update, refine, and define the MES PreK-6 Reading Program to include the Tier One (core/universal) learning standards contained in a vertical curriculum scope and sequence.
- Teachers will engage in professional development, including LETRS, to deepen knowledge in topics related to the Science of Reading, Dyslexia, and Structured Literacy.
 - Additional PD on the use of Geodes decodable texts aligned to the scope and sequence of Foundations to support targeted small group instruction and independent reading.
- Continue to utilize the school library as a literacy and learning hub for both students and staff.

Collective Efficacy for Student Learning will be Supported by:

- A daily 40 minute grade level common planning block.
- Collaboration time between classroom teachers and curriculum specialists.
- Push-in co-teaching instructional opportunities to provide targeted skills reading instruction (K - 3rd).
- Discussions centered on student learning during data meetings to continuously monitor individual student progress.
- Celebration of academic / instructional successes in literacy.
- Literacy blocks that prioritize essential elements of effective literacy instruction as guided by the tenants of the Science of Reading.
- Explicit small group instruction, based on data, building foundational literacy skills (Pre K - 2nd) leading to complex literacy experiences (3rd - 6th).
- Building students' comprehension, vocabulary and background knowledge through in-depth discussions / analysis of engaging, complex texts.
- Utilization of 1:1 applications as a tool to support literacy learning.
- Infusion of literacy experiences across content areas.
- Numerous opportunities for students to construct writing for multiple purposes and audiences.

Measures and Monitoring

Measures: Reading Unit Assessments, Dibels 8, CORE Phonics Survey, SBAC ELA test, selected SBAC Literacy Interim Assessment Blocks (IABs).

Monitoring:

- Classroom assessments (blend of formative and performance tasks)
- Regular collaboration (teachers, reading specialists, special education teachers and administration) to discuss instructional methods, professional development needs and student progress in all educational settings (regular education, tier intervention and special education).
- Grade level and school-wide data team meetings to review student progress.
- Classroom observations centered upon the MES Instructional Framework as well as elements of effective literacy instruction.

Grade Level Measures of Student Progress:

Grade	Assessment Tools 2022 - 2023
K	AIMSWEB Literacy Benchmarks: <ul style="list-style-type: none"> - Letter naming fluency - Letter word sound fluency - RAN (Dyslexia Screener) Phonological Awareness Skills Test (Heggerty) Foundations Assessments Instructed Sight Words Unit Assessments in Reading and Writing
1	AIMSWEB Literacy Benchmarks: <ul style="list-style-type: none"> - Oral Reading Fluency (ORF) - Listening Comprehension - RAN (Dyslexia Screener) Phonological Awareness Skills Test (Heggerty) Foundations Assessments Instructed Sight Words Unit Assessments in Reading and Writing
2	AIMSWEB Literacy Benchmarks: <ul style="list-style-type: none"> - Oral Reading Fluency (ORF) - Reading Comprehension - Vocabulary - RAN (Dyslexia Screener) Instructed Sight Words Foundations Assessments Unit Assessments in Reading and Writing
3	AIMSWEB Literacy Benchmarks: <ul style="list-style-type: none"> - Oral Reading Fluency (ORF) - Reading Comprehension - Vocabulary - RAN (Dyslexia Screener) Foundations Assessments Unit Assessments in Reading and Writing ELA IABs
4th, 5th & 6th	AIMSWEB Literacy Benchmarks: <ul style="list-style-type: none"> - Silent Reading Fluency - Reading Comprehension - Vocabulary Unit Assessments in Reading and Writing ELA IABs

Goal Area 2: Social and Emotional Wellness and Health Goal for Students: All students will feel safe, supported, respected and be equipped to make healthy choices as they engage in learning and persevere to meet grade level academic standards.

Background Data:

The 2021- 022 school year was our inaugural year implementing the DESSA-Mini Screener, a short 8 question strength-based screener, to better understand each child’s social and emotional skills in the school setting. Classroom teachers complete the DESSA-Mini three times per year, providing SEL data to assist MES in supporting students at the school, grade, classroom and individual levels.

DESSA data assists MES in identifying overall school SEL strengths and next steps but also identifies children who may benefit from some additional SEL supports. Additional supports would be planned in consultation with the child’s support team (i.e., teacher, parent/guardian, and support personnel).

The data from the spring, 2022 screener shows the number and percentage of students indicated as having strength in social emotional skills in the school setting (27%), having typical social emotional skills in the school setting (69%) or as benefiting from additional SEL supports (4%).

DESSA Screener (293 students)	Spring 2022
Students Needing SEL intervention	12 (4%)
Typical SEL	202 (69%)
Strength SEL	79 (27%)

Program Development Goals: (1) Implement a comprehensive, coordinated, and systematic web of support between the school, families, and the community so that students are academically successful and socially and emotionally competent. (2) Establish and implement a K-6 Health curriculum.

Action Steps:

- SEL committee continues research of SEL programs to plan a pilot for 2022 - 2023 in order to make recommendations to the Superintendent (evidence-based, age-appropriate and intended to proactively teach social and emotional skills, promote mental health, and help to foster a safe, supportive learning environment where students feel respected and valued). The SEL committee will expand in membership to include both classroom and

essential arts teachers. The recommended program shall be aligned to the CSDE Student Social-Emotional Learning Standards (expected by October, 2022) emphasizing responsiveness, school connectedness and including restorative practices.

- Provide professional development regarding the research basis of the selected program and strategies for how each staff member can promote the methods in their interactions with students, their teaching, and in their learning environment.
- Reenergize the school-wide Positive Behavioral Intervention and Support (PBIS) program to include student expectations and protocols to promote a safe and respectful school climate.
- Utilize existing protocols as well as new screening tools to assess and provide early intervention for students who have significant risk-factors for social, emotional or mental health challenges that impact learning.
- Implement a multi-tiered systems (MTSS) approach on a three-tier system: Tier 1 SEL strategies designed to be implemented for all students; Tier 2 strategies implemented with targeted groups of students with social and/or emotional challenges which interfere with academic participation and achievement; Tier 3 strategies for students identified as having significant social and/or emotional challenges needed significant interventions to insure appropriate participation in school and academic achievement.
- Build and strengthen referral and follow-up mechanisms as necessary and appropriate.
- Provide families with information about the SEL program and encourage ways in which social and emotional development can be supported at home.
- Continue to leverage community partnerships to assure a coordinated approach to addressing children's mental health and social and emotional development.
- Develop and adopt a health curriculum that builds an understanding of the roles nutrition, exercise, self-advocacy and informed decision-making play in leading a healthy, happy life.

Monitoring and Measures:

- Aperture - DESSA Mini
- Parent, Staff and Student Feedback Surveys: Implemented in the fall and spring.

Goal Area 3: Mathematics

MES Math 2022-2023 Goal: All students will demonstrate mastery of grade level mathematical knowledge and skills as measured by meeting growth targets and grade level expectations . Each student will make at least one year of growth per their individual growth target and 80% or more of all students in each grade level will meet grade level expectations.

Background Data:

Math	2020 - 21	2021 - 22
SBAC (3rd - 6th)	59.1%	67%
Internal Data (1st - 6th)	58% (2nd - 6th)	80% (1st - 6th)

Program Development Goal: Implement valid progress monitoring and summative assessment strategies to inform instruction and gauge student mastery of mathematical concepts aligned to the instructional scope and sequence of the new math program.

Program Action Steps:

- Continue to utilize data and instructor/student input to ensure efficacy and effectiveness of math instruction.
- Apply effective use of SBAC IABs as well as identify a valid universal assessment in mathematics to replace STAR.
- Evaluate the efficacy of resources utilized for tier 2 and tier 3 instruction.
- Continue implementation of MOEMS (mathematical enrichment program for 4th - 6th graders).
- Update Report Cards and other parent communication vehicles to align with updates to our curriculum standards and assessment mechanisms.

Collective Efficacy for Student Learning will be Supported by:

- A daily 40 minute grade level common planning block.
- Collaboration time between classroom teachers and curriculum specialists.
- Push-in co-teaching instructional opportunities to provide targeted skills reading instruction whenever possible.
- Discussions centered on student learning during data meetings to continuously monitor individual student progress.
- Math blocks that prioritize essential elements of effective mathematics instruction infused with experiences that build and reinforce mathematical thinking and problem-solving.
- Utilization of 1:1 applications as a tool to support mathematics learning.
- Implement enVision Program as outlined by curriculum pacing driven by historical and current data.
- Provide explicit small group instruction, based on data, building mathematical knowledge.

- Support productive struggle, risk-taking and learning from mistakes as students persevere to build procedural and conceptual understanding.
- Build students' mathematical fact fluency by weekly usage of Reflex Math.
- Utilize 1:1 devices, as developmentally appropriate, as a tool to support math achievement.
- Celebration of academic / instructional successes in mathematics.
- Provide PD on topics that are identified by educators as essential in providing effective math instruction.
- Provide unwavering support to staff as best mathematical practices are implemented.

Measures and Monitoring

Measures: SBAC Math, Selected Math IABs, enVision Unit Assessments, Numeral Recognition (K-1), Quantity Discrimination (K - 1), Addition to 10 (1st & 2nd), Addition to 20 (2nd), Subtraction from 10 (2nd and 3rd), Mixed Addition & Subtraction (2nd & 3rd), and Multiplication to 100 (3rd).

Monitoring:

- Classroom assessments (blend of formative and performance tasks)
- Regular collaboration (teachers, Math Specialists and administration) to discuss instructional methods, professional development needs and student progress in all educational settings (regular education, tier intervention and special education).
- Grade level and school-wide data team meetings to review student progress.
- Classroom observations centered upon the MES Instructional Framework as well as elements of effective mathematics instruction.

Specific Measures of Student Progress:

Grade	
K	AIMSWEB Math Benchmarks: <ul style="list-style-type: none"> - Number Naming Fluency - Quantity Total Fluency - Concepts and Applications Unit Assessments
1	AIMSWEB Math Benchmarks: <ul style="list-style-type: none"> - Number Comparison Fluency - Pairs - Concepts and Applications - Math Fact Fluency - 1 digit Unit Assessments
2	AIMSWEB Math Benchmarks: <ul style="list-style-type: none"> - Number Comparison Fluency - Triads - Concepts and Applications - Mental Computation Fluency Unit Assessments
3	AIMSWEB Math Benchmarks: <ul style="list-style-type: none"> - Number Comparison Fluency - Triads - Concepts and Applications - Mental Computation Fluency Unit Assessments Math IABs
4 - 6th	AIMSWEB Math Benchmarks: <ul style="list-style-type: none"> - Number Comparison Fluency - Triads - Concepts and Applications - Mental Computation Fluency Unit Assessments Math IABs

Goal Area 4: Students as Communicators, Creators, Researchers, Designers, Performers, Composers and Athletes

Goal for Students: All MES children will explore the musical, artistic, athletic, and linguistic elements of the world and themselves.

Historic of Actions to Support This Goal:

- Kids Heart Challenge
- Trestle Tree Unit
- Espanol Celebrations
- Art Show
- Spring Choral / Instrumental Concert
- Participation in the International Art Show
- Art showcased at the Marlborough Arts Center
- Instrumental / Art awards presented to 6th graders
- Physical education awards for benchmark achievement and overall sportsmanship

Program Goal: Implement an essential arts program deepening the appreciation and understanding of the world through an artist's eye, musical ear, second language exploration, research, and athletics.

Instruction and Program Action Steps:

- Provide opportunities for children to express themselves, explore their talents and interests, and demonstrate achievements through instrumental and vocal concerts and art showcases.
- Deepen students' connection with other cultures through second language acquisition, artistic exploration and musical experiences.
- Instruct children in a well-rounded physical education program that builds skill, self-confidence and an overall appreciation of lifelong wellness through physical activity.
- Effectively utilize the resources of the media center to experience varied reading opportunities, explore topics of interest, and build depth of knowledge using print, non-print, and on-line resources.
- Facilitate projects that build increasing knowledge and understanding of print and electronic tools.
- Seek authentic opportunities to expand the arts into classrooms to deepen the learning experience.

Implementation Plan 2022-2023:

- Holiday Choral / Instrumental Concert
- Spring Art Show
- Kids Heart Challenge
- Trestle Tree Unit
- Espanol Celebrations
- Spring Concert

- Art Show at Marlborough Arts Center
- Awards will be presented for excellence in:
 - Instrumental Music
 - Art: Fire Prevention Contest and International Art Show submissions
 - PE - Most improved and Sportsmanship