

Alcott's Mid-Year Evaluation District Goals
February 2016

Goal I: K-8 students will master critical end of the year grade level standards:

- I. Teachers met with ELA Curriculum Specialist, Math Curriculum Specialist, School Counselor, School Psychologist, and Principal every six weeks to review the students' progress, create new intervention plans, and address academic and social/emotional/behavioral concerns.
- II. Teachers worked with curriculum specialists to identify students needing extra support. This support was provided through:
 - i. During school Tier I and Tier II RTI groups in ELA, Math, Social/Emotional
 - ii. Before school math support group for 5th graders
 - iii. Before school phonology groups for grade 3 and 4 students
 - iv. Extended Tuesday Enrichment Programs
 1. Tutoring in ELA/Math
 2. Umbrella supported programs K and 1
- III. Continue to implement common assessments in ELA and Math to track student progress and inform our instructional practice:
 - i. Implement common assessments (TC, pre/post math assessments, Kathy Richardson, writing on-demand assessments)
- IV. Teachers have worked with ELA Curriculum Specialist to create units that integrate science/social studies content with on-line learning embedded in the unit to support the students with these unique skills, such as:
 - i. Grade 5 Natural Disasters – guest speaker Army Corps of Engineers
 - ii. Grade 4 Immigration
- V. High-needs students include students who have English as a Second Language, receive special education services, have a 504 plan, participate in the METCO program, and/or receive free/reduce lunch.

ELA/Math (% meeting benchmark)	All Kindergarten students	Non-High needs Kindergarten students	High needs Kindergarten students
Marie Clay	99%	100%	95%
Kathy Richardson	78%	81%	68%

ELA/Math (% meeting)	All Grade 1 Students	Non- High Needs Grade 1 Students	High Needs Grade 1 Students

benchmark)			
Teachers' College	77%	95%	50%
Kathy Richardson	85%	86%	81%

ELA/Math (% meeting benchmark)	All Grade 2 Students	Non- High Needs Grade 2 Students	High Needs Grade 2 Students
Teachers' College	94%	98%	78%
Post Test Assessments	81%	84%	59%

ELA/Math (% meeting benchmark)	All Grade 3 Students	Non- High Needs Grade 3 Students	High Needs Grade 3 Students
Teachers' College	88%	97%	65%
Post Test Assessments	79%	85%	58%

ELA/Math (% meeting benchmark)	All Grade 4 Students	Non- High Needs Grade 4 Students	High Needs Grade 4 Students
Teachers' College	90%	98%	70%
Post Test Assessments	81%	85%	70%

ELA/Math (% meeting benchmark)	All Grade 5 Students	Non- High Needs Grade 5 Students	High Needs Grade 5 Students
Teachers' College	93%	100%	61%
Post Test Assessments	86%	94%	67%

Outcomes of this work:

- I. Students in Grade 5 demonstrated their proficiency on the new PARCC Assessment with 92% passing ELA and Math
- II. Improvement in the growth of our high needs students on state assessment, we moved from a Level II school to a Level I school.
- III. 85% of our students with English as a Second Language are meeting ELA mid-year benchmark expectations.

Goal 2: Provide students with a rigorous and coherent curriculum and high quality instruction that engages all students to develop their curiosity, creativity, critical thinking, and collaborative problem solving skills.

- I. 100% of the students in grades 3 – 5 have successfully completed 2 – 4 writing pieces in a collaborative digital environment and demonstrated appropriate digital citizenship skills.
- II. Technology specialist collaborated with teachers to integrate use of digital tools into classroom instruction and assessment
 - a. Technology Specialist worked with classroom teachers to collaboratively introduce Google Drive to the grade three students at the start of the year.
 - b. Technology Specialists are meeting with grade level teachers to train them on the use of a Google platform and the new website.
 - c. Teachers worked to create on-line end of the unit or formative assessments to integrate more practice with technology skills.
 - d. Technology (Kidblog and translation apps) was used to support students with English as a Second Language.
 - e. Grade 1 students used the Pebble Go Program to research weather-related topics.
 - f. Grade three students participated in an online integrated activity about Hippos practicing their ability to navigate between an article, video, and Google Form.
- III. Technology Specialist and Library Media Specialist collaborated and designed together a 7-week Citizenship and Online Safety Unit that will be taught to all fifth grade students in March and April. Prior to this unit, all fifth grade students participated in a Technology Use Survey using Google Forms. The Technology Specialist and Library Media Specialist use the results of the survey to inform their instruction during the 7-week co-taught unit.
- IV. Completing second year of the Everyday Math 4 Pilot, with teachers in grades K, 5, and $\frac{1}{2}$ of 1st volunteering to pilot program all year long in their classrooms with support of Math Curriculum Specialist.
- V. Implementing a new school-wide STEM Challenge Activity in March.
- VI. Development of integrated units at each grade level focused on the Science/Social Studies standards, such as:
 - a. Living Things (K), Changes in Animals (1), Long Ago (2), Biographies (3), Weather (4), The American Revolution (5) to name a few.

Goal 3: Foster a positive learning environment in which all students become more responsive citizens.

- I. K5 Mental Health Team provides leadership and support for teachers to implement Open Circle curriculum, Bully Proofing Curriculum and Mindfulness activities.
 - a. Teachers continue to teach Open Circle and Bully Proofing curricula generalizing these strategies into the school day.
 - b. School Psychologist and School Counselor have offered Lunch Bunch groups for students, RTI support with a specific focus for some students, and provided individual support for those students in need.
 - c. School Psychologist and School Counselor participate in grade level meetings to offer guidance/support for students in the areas of behavior/emotional/social.
 - d. The Hallway Committee has worked with students and teachers to identify key behaviors for the hallway. Grade levels are awarded for following these expectations, with the goal of earning 40 feathers.
 - e. Students receive 'Give-a-Hoot' awards each week for displaying "caring, cooperative, and respectful behavior". Currently, we have given out 199 Give-a-Hoot awards to students. In addition, 11 different classrooms have earned the Traveling Bronson, with at least one classroom at each grade level receiving this honor.
 - f. We rolled out our new Belief Statement Poster (...caring, cooperative, and respectful community of learners.) to all students at the start of each school year. Grade levels worked together to create a consistent structure to introduce new poster and expectations to all students.
 - g. School Counselor and School Psychologist taught students Social Thinking/Zones of Regulation strategies for improving peer interactions and managing self-control.
 - h. Mindfulness Committee presents a mindfulness activity at each faculty meeting. The committee is working on compiling a book or keychain of mindfulness strategies that can be used at-a-glance and that take just a minute or two.

Goal 4: Effectively implement the new Educator Evaluation system with a focus on continuous improvement in teaching and learning.

- I. Rolled out My Learning Plan technology to replace Baseline Edge for ease of use with new evaluation system. In Ticket-to-Leave data, 97% of teachers using MLP expressed feeling comfortable with this system.
- II. Principals met with Consultant Mary Sterling to calibrate our implementation of the new system.

- III. Professional Development occurring in March with national speaker, Karen Karp to speak to faculty about math strategies for helping all students to understand all math concepts.
- IV. Created Diversity Advisory Council comprised of teachers, parents, METCO Director and Principal. ELL Teacher, METCO Director, and Principal facilitated Diversity Awareness activities for the faculty and bus drivers.

Goal 6: Build support, consensus, and community engagement for the district mission, core values, challenges, and accomplishment, and critical decisions using multiple communication strategies.

- I. Regular Principal Coffees to share information about Math, ELA, Technology, Mental Health, and Special Education.
- II. Principal sends out monthly "Principal News" electronically to all families
- III. Principal attends monthly PTG meetings to share Alcott news
- IV. Parent Survey was conducted at the beginning of the school year. Overall the results were very positive with 97.6% of parents expressing satisfaction with Alcott School.
- V. Created Diversity Advisory Council comprised of teachers, parents, METCO Director, and Principal. Worked with Center for Parents/Teachers to have Joyce Shabazz facilitate a workshop providing strategies to assist parents with talking to their children about race and diversity.