



# **Peter Thacher Elementary School & Early Learning Center School Improvement Plan 2018-2020**



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School Improvement Plan 2018-2020**

Instructional Leadership Team 2017-2018	School Council Members 2017-2018	Instructional Leadership Team 2018-2019	School Council Members 2018-2019
Susan Barclay, Sp. Ed. Teacher	Susan Barclay, Sp. Ed. Teacher		
Diane Diiorio, ELC Coordinator	Carrie Fernandes, K. Teacher		
Carrie Fernandes, K. Teacher	Jennifer Grenon, Title I Math Teacher		
Jennifer Grenon, Title I Math Teacher	John Hanrahan, Parent		
Veronica Learned, Principal	Veronica Learned, Principal		
Monique Olsen, Gr. 3 Teacher	LoriAnn Mancini, Parent		
Katherine Smith, Literacy Coach	David Olsen, Parent		
Christine Wenz, Asst. Principal	Evelyn Silva, Community Member		
Donna Williams, Gr. 4 Teacher	Christine Wenz, Asst. Principal		
Michele Witherell, Team Chair / Head Teacher	Michele Witherell, Team Chair / Head Teacher		

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### KEY FINDINGS 2017 - 2018

#### CURRICULUM PLANNING AND ASSESSMENT

- 1. To ensure academic proficiency, Thacher instructional staff will continue to utilize and implement engaging and challenging standards-based units of instruction with measurable outcomes.**
- 2. To monitor the progress of every student toward this proficiency, Thacher instructional staff will use a variety of relevant formal and informal assessments as a measure of student learning, growth and understanding and make necessary adjustments to their practice.**
  - Thacher students benefited from differentiated and challenging lessons with measurable outcomes, which were based on analysis of student data to personalize instruction.
  - The Reading Street ELA curriculum units, the Empowering Writers' practices, and the Everyday Mathematics Program were utilized to drive instruction and support student learning.
  - Staff were provided opportunities to collaborate across grade levels, in vertical teams, and at District Targeted Professional Development to produce more effective lessons that engage students academically, socially, and emotionally.
  - Multiple technology devices have been infused during instruction to further engage students and support the core curriculum.
  - Students benefited from lessons that focused on scientific inquiry based on the new MA 2016 Science and Technology/Engineering Curriculum Framework.

#### TEACHING ALL STUDENTS

**To increase student proficiency and growth in ELA and Mathematics during the 2017-2018 school year, teachers will analyze data to provide personalized instruction and interventions.**

- In the spring of the 2017-18 school year, students in grades 3 & 4 participated in the Next-Generation MCAS, which included innovative test items from the PARCC assessment as well as new items designed to assess the Massachusetts Learning Standards.
- Thacher Elementary School met its target, which was based on student participation.

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- The 2017 Next Generation MCAS provided standards analysis reports for a limited number of test items, which were shared at data meetings to further enhance instruction.
- Thacher students did an outstanding job in exceeding or meeting the expectations in ELA and Mathematics Next-Generation MCAS, as seen in the chart below.

	<b>Thacher Students Meets or Exceeds Expectations</b>	<b>State Average Meets or Exceeds Expectations</b>
Grade 3 ELA	58%	47 %
Grade 3 Math	59%	49%
Grade 4 ELA	61%	48%
Grade 4 Math	61%	49%

- It is in the area of growth where significant numbers are also seen: Grade 4 ELA Student Growth Percentiles (SGP) of 73 far exceeded the state median of 50 and Grade 4 Mathematics Student Growth Percentiles (SGP) of 72 again far exceeded the state median of 50.

**PARENT AND FAMILY ENGAGEMENT**

**To cultivate and expand family and local partnerships, Thacher and the ELC community will deepen student learning and experiences through efficient, meaningful communication, for alliances, and mutual support between home and school.**

- Our students were provided opportunities to participate in field trips to local Attleboro sites, including the Attleboro Public Library, Capron Park Zoo, Special Olympics, and the Industrial Arts Museum. Additionally, community and/or family members

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engaged students in presentations, which included Oak Knoll, Attleboro Police Department, Attleboro Fire Department, Attleboro Public Library, a Hasbro Star Wars illustrator, two meteorologists, Congressman Kennedy, and Senator Ross.

- As Feinstein Junior Scholars, Mrs. Delpape's students reached to the Attleboro Fire Department and the local veterans with letters of appreciation. Their correspondence was displayed at the Fire Department, the Veterans of Foreign Wars, and the Providence Veterans' Hospital.
- Many students benefited from enrichment activities provided by the SMARTS Imagination Generation Lab, Jennifer Grenon's Crazy 8 Math Club, and BOKS (Build Our Kids' Success).
- Literacy Family Night, Family Math Night, Kindergarten Math Night, Community Reader Day, and Multicultural Night were well attended events, which connects families to the curriculum.
- Multiple types of social media have continued to be utilized to support strong home-school communication. Also, a large screen television was added to the Thacher front lobby with continual images of school activities.

#### PROFESSIONAL CULTURE

**To promote and support a positive, effective and safe learning environment through ongoing professional development and collaboration, Thacher and the ELC staff will develop a continuum of PBIS strategies, which will be implemented across the school and home settings.**

- Staff continued to participate in PBIS trainings, as well as the Coaches attended outside and district PBIS trainings.
- A continuum of strategies were developed at monthly PBIS team meetings and implemented across school settings, such as academic classroom expectations and weekly Panda Pride student recognition for expectations in the non-academic areas.
- PBIS expectations were extended into the home through a monthly home incentive initiative. Additionally, students are recognized at a monthly school assembly for expectations observed at home or in the community shared by their families.

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**2018-2020 GOAL SUMMARY**

**STUDENT GROWTH AND OUTCOMES**

To ensure academic proficiency, Thacher and ELC educators will continue to utilize and implement standards-based instruction with measurable outcomes based on the District Learning Priorities (Engaging Learning Experiences, Infusing Technology, Personalization of Learning Programs, Experiential Learning Opportunities, and Student Exit Outcomes).

**SCHOOL ENVIRONMENT**

To promote and support a positive, effective and safe learning environment, Thacher and ELC educators will facilitate the development of students' social competence and responsibility as demonstrated through social skills and work habits, such as learning how to self-regulate emotions and behavior, solve problems, communicate appropriately in order to interact with others and develop healthy relationships.

**FAMILY AND COMMUNITY ENGAGEMENT: OUTREACH AND CONNECTIONS**

To cultivate and extend family and community engagement, Thacher and the ELC educators will display student success by hosting in-house events and/or sharing through community venues, which will develop student understanding and appreciation of the school community and a sense of "Panda Pride".

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### Attleboro Action Plan for Strategic Objective One

STUDENT GROWTH AND OUTCOMES	
<p>To ensure academic proficiency, Thacher and ELC educators will continue to utilize and implement standards-based instruction with measurable outcomes based on the District Learning Priorities (Engaging Learning Experiences, Infusing Technology, Personalization of Learning Programs, Experiential Learning Opportunities, and Student Exit Outcomes).</p>	
Strategic Initiatives	Process Benchmarks
Analyze student data to plan differentiated lessons aligned with the 2017 Massachusetts ELA State Frameworks and our current curriculum to personalize instruction	Collection and examination of student data spreadsheets, charts, alternate portfolios, and standards analysis from formal, informal, and authentic assessments – September to June at grade-level data meetings
Increase familiarity of the standards for mathematical practice to stimulate curiosity, create enjoyment of mathematics and develop depth of understanding	<ul style="list-style-type: none"> <li>● Professional development in the Standards for Mathematical Practice and ST Math implementation - Fall 2018</li> <li>● Analysis of student data spreadsheets, alternate portfolios, observations made through “number talks” - September to June at grade level meetings</li> </ul>
Access the district science curriculum maps located within ASPEN and implement practices necessary to engage in critical thinking, problem-solving, and design process & techniques based on the 2016 Massachusetts Science and Technology/Engineering Curriculum Framework	Observation of explicit instruction focused on the eight essential science and engineering practices – September to June

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During the 2017-2018 school year, Thacher was introduced to the Massachusetts Equity Plan to help decrease gaps in inequities for all students. Thacher administration is actively analyzing the data to determine strategies to eliminate two identified gaps with economically disadvantaged students and students with disabilities. Specifically, Thacher will address ways for these students to be taught by teachers with more than two years of teaching experience.

- Data analysis of student progress with Instructional Coach monthly which will drive adjustments to practice
- Collaboration with the case manager of students with disabilities monthly to ensure that less experienced educators are reaching and teaching all students
- Collaboration between McKinney-Vento Liaison and educators as needed to guide less experienced teachers on how to best help these students

**Evidence/Outcome Year One:**

- Evidence of student academic proficiency and growth in ELA and mathematics will be found through:
  - a) pre- and post-assessments
  - b) district common assessments
  - c) and Spring MCAS results
- Evidence of student growth in science will be found through informal/formal/authentic assessments relating to project-based activities

**Evidence/Outcome Year Two:**



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### Attleboro Action Plan for Strategic Objective Two

SCHOOL ENVIRONMENT	
<p>To promote and support a positive, effective and safe learning environment, Thacher and ELC educators will facilitate the development of students' social competence and responsibility as demonstrated through social skills and work habits, such as learning how to self-regulate emotions and behavior, solve problems, communicate appropriately in order to interact with others and develop healthy relationships.</p>	
Strategic Initiatives	Process Benchmarks
Promote Positive Behavior Interventions & Supports (PBIS) throughout the school community	<ul style="list-style-type: none"> <li>● Analysis of monthly student behavior data using SWIS - September to June</li> <li>● Distribution and collection of monthly student recognition "Paws" for expected behavior at home - September to June</li> <li>● Recognition of student expected behavior weekly in academic and non-academic areas across the school setting - September to June</li> </ul>
Develop and implement "Character Trait of the Month" to focus on student character development	<ul style="list-style-type: none"> <li>● Identification of desired character traits - September</li> <li>● Peer recognition of desired character traits among peers - September to June</li> </ul>
Utilize literature and social stories with students to develop and internalize their social competencies	<ul style="list-style-type: none"> <li>● Creation of library of resources - September to June</li> <li>● Observation of social skill lessons - September to June</li> </ul>

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Evidence/Outcome Year One:

- Evidence of student growth in their social competence and responsibility will be reflected in:
  - a) the report card grades for social skills and work habits
  - b) through a decrease in office referrals as seen in SWIS data

Evidence/Outcome Year Two:

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### Attleboro Action Plan for Strategic Objective Three

FAMILY AND COMMUNITY ENGAGEMENT	
To cultivate and extend family and community engagement, Thacher and the ELC educators will display student success by hosting in-house events and/or sharing through community venues, which will develop student understanding and appreciation of the school community and a sense of "Panda Pride".	
Strategic Initiatives	Process Benchmarks
Provide collaboration opportunities for teachers to develop showcase events	Log of collaboration among educators - September to June
Invite and coordinate local venues to host and/or support sharing student achievements	Timeline of invitations and calendar of events - September to June
Utilize a variety of social media to promote events and engage the community	Record of social media posts - September to June

Evidence/Outcome Year One:
Evidence of family and community engagement will be demonstrated by educators hosting and/or supporting at least one showcase event that exhibits student success as seen through a calendar of events.
Evidence/Outcome Year Two: