



**The J.W. Killam Elementary School  
School Improvement Plan 2019-2020**  
*November 1, 2019*



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| <b><i>The J.W. Killam Elementary School Mission</i></b>   |   |
| The J.W. Killam Elementary School is <b>T.R.R.F.C.C.</b> place where everyone belongs, where everyone achieves at their personal best, and where everyone’s accomplishments are celebrated! Our staff will work collaboratively to improve student learning and achievements so that every child will leave the J.W. Killam Elementary School having met or exceeded district and state standards.  |   |
| <b><i>The Reading Public School Vision</i></b>  |   |
| It is the vision of the Reading Public Schools to instill a joy of learning by inspiring, engaging and supporting our youth to become the innovative leaders of tomorrow. We will accomplish our vision by focusing on a few key strategic initiatives that lead to a meaningful and relevant curriculum, innovative instructional practices, strong analysis and thoughtful dialogue about evidence, a collaborative and team approach to learning and teaching, and a safe and nurturing learning environment. The overall physical and behavioral well-being of our children will be our top priority as students will not learn if they are not physically and psychologically safe. Education will truly be the shared responsibility of both the schools and the community, with families playing active roles in the schools and being full partners in ensuring the success of their children. In the interest of the entire Reading community, the school district and town government shall work cooperatively and collaboratively. As educators and members of our community, we believe that implementing this vision is our ethical responsibility to the children of the Town of Reading. |   |
| <b><i>The Reading Public School Theory of Action</i></b>  |   |
| If the Reading Public School District strategically allocates its human and financial resources to support high quality teaching, prioritizes a commitment to the academic, social, and emotional needs of our students, emphasizes the hiring and support of effective staff who have the capacity to collaboratively learn, thoughtfully analyze measurements of school performance and provide differentiated support, then students will make effective progress and be appropriately challenged, graduating from high school ready for college, career, and life as contributing citizens in a global society.   |   |
| <b><i>The J.W. Killam Elementary School Core Values</i></b>   |   |
| Trustworthy, Respectful, Responsible, Fair, and Caring Citizen  |   |
| <b><i>Strategic Objectives</i></b>  |   |
| <p><b>1. Closing the Achievement Gap in Literacy (continuation from 2018-2020 School Improvement Plan)</b></p> <p>From September 2018 through June 2020, we will work on closing the achievement gap in literacy for the lowest 10% of our population. Our goal is to work with the students to achieve a full year’s academic growth based on beginning and end of the year benchmark data.</p>  | <p><b>2. Supporting Social Emotional Learning</b></p> <p>During the 2019-2020 school year, we will focus on the social-emotional learning standards and the positive behavioral program supports across all settings, particularly focusing on the specialist areas (special education settings, art, music, physical education, and library media). Led by members of the Killam Building Leadership Team, we will work to identify student behavioral instructional practices that will support the generalization of pro-social skills across all settings. We will use a pre and post staff survey to analyze our growth as well as the end of year Tiered Fidelity Inventory tool to assess our growth in these two indicators. We expect to move to 80% fidelity on the Tiered Fidelity Inventory Tier II work so that we may move to Tier III instruction.</p> |



| <i><b>Strategic Initiatives</b></i>   |  |
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| Teachers will administer the Fountas and Pinnell (F&P) Benchmark three times a year. Staff will identify the lowest 10% of performers based on the F&P Assessments.   | Teachers will receive job embedded professional development on Tier I and Tier II social-emotional support.  |
| Staff will review the MCAS results to identify Tier I instructional areas of focus within the cohorts.  | Teachers will unpack the Social-Emotional Learning Frameworks and discuss student friendly language to promote the learning objective.   |
| 75% of teachers will have a professional practice and/or student learning goal associated with closing the achievement gap in literacy.   | Staff will develop an explicit decision-making process for determining student access to Tier 2/3 interventions for behavioral health.   |
| General Education Tutors and Interventionists will receive embedded training in literacy instruction.   | The Building Leadership Team (BLT) will coordinate a resource list of Killam supports and local agency services for district-wide response plans for students.   |
| General Education Teachers, Special Education Teachers, Tutors, and Interventionists will complete a data review cycle to review student performance.   | BLT will identify areas of focus and strategies to support the pro-social learning and behavioral management expectations across all settings.   |
| Special Education teachers will review data to determine specialized instruction for students within this cohort.   | Stakeholders will reflect and create a guidebook to share Killam practices with all staff, to promote consistency and access to resources.   |
| Teachers will receive instruction in the Readers Workshop Units of Study (Tier I curriculum).   | The District will commit resources to focus and align professional development opportunities for administrators, teachers and support staff to meet the needs of diverse learners.   |
| Staff will use professional development time to unpack the MA framework literacy standards in a vertical progression.   |  |
| The curriculum coordinator and Title I identified schools will meet to review Title I funding and resource implementation.  |  |
| <i><b>Outcomes</b></i>  |  |
| <ul style="list-style-type: none"> <li>• A decrease in the achievement gap on state and local assessments between high needs subgroup (special education, English Language learners, and economically disadvantaged) and the general population of students.</li> <li>• At least 80% of our students at each grade level will demonstrate mastery of the standards as indicated on term 3 report card.</li> <li>• Students will be identified, based on benchmarking data, and receive targeted support from the tutors and interventionists. The data will show a decrease in the amount of time that students are receiving Tier II support.</li> <li>• Benchmarking data will show a student percentile growth of at least 60% from term 1 to term 3.</li> </ul> | <ul style="list-style-type: none"> <li>• An increase to 80% fidelity in Tier II Social-Emotional Tiered Fidelity Inventory data.</li> <li>• A decrease in the average number per month of discipline referrals with special attention to different subgroups in specialized settings.</li> <li>• An increase in staff confidence and understanding of the social-emotional supports as shown through pre and post survey results.</li> </ul> |