



**The J.W. Killam Elementary School
School Improvement Plan 2020-2021**

November 9, 2020



<i>The J.W. Killam Elementary School Mission</i>	
<p>The J.W. Killam Elementary School is T.R.R.F.C.C. 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.</p>	
<i>The Reading Public School Vision</i>	
<p>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.</p>	
<i>The Reading Public School Theory of Action</i>	
<p>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.</p>	
<i>The J.W. Killam Elementary School Core Values</i>	
Trustworthy, Respectful, Responsible, Fair, and Caring Citizen	
<i>Strategic Objectives</i>	
<p>1. Strategic Objective A: Hybrid Learning Coherent Instructional Systems</p> <p>With the goal of providing a robust in-person and remote learning environment for all our students that supports academic and social-emotional learning, we will provide direct instruction, practice, application, intervention, and extension activities utilizing instructional models and practices that increase direct teacher to student learning time while also promoting an increase in student independence throughout the school year.</p>	<p>2. Strategic Objective B: Equity, Diversity, and Inclusivity Practices</p> <p>With the goal of creating a teaching and learning environment that is culturally responsive, we will increase staff awareness of how our own identities impact instructional decisions, selection of curriculum and materials, and educational environments.</p>



Strategic Initiatives

- Staff will utilize a Learning Management System (LMS) platform that will enable self-directed study and allow teachers to assign and receive work, track progress, and provide targeted feedback and support (i.e. Google Classroom)
- Teachers will learn and use a variety of content platforms for asynchronous and supplemental learning such as SeeSaw, Pear Deck, Epic, Newsela, etc. that are integrated with their LMS
- All students – whether learning in-person or remotely – will have access to grade-level instruction in all content areas included in the Massachusetts Frameworks. Standards-based instructional materials and assessments will be adapted for in-person, hybrid, and remote settings
- All students will be assessed following the district-aligned assessment guide in Mathematics and ELA. The grade-level performance criteria will be consistent across in-person, hybrid, and remote learning environments
- The district will provide technology training for students, staff, and families as well as remote learning expectations for users, user guides and online resources, and offer technical support as needed
- All students will be able to log on to their device and use technology tools and platforms safely and effectively; access curriculum and content; assign and/or complete and submit assignments and receive teacher feedback; monitor progress and student performance (i.e. assessment results); engage with their teacher(s) for instruction; and interact with other students

- The district will provide Professional development and workshop opportunities in equity and diversity
- Teacher Team (2 teachers) to participate in year-long training, “Commitment to Equity, Teaching with Equity” from November 2020 through June 2021
- Administrator to participate in year-long training, “Commitment to Equity, Leading with Equity” from November 2020 through June 2021 with a specific emphasis on educational equity through adult learning and collaboration
- Equity Team will lead professional development and school initiatives at Killam and collaborate on best practices with other district participants
- Teacher Team will facilitate opportunities to talk about racism/anti-racism with students and colleagues in Reflective Learning Communities
- Teachers will utilize new Library collection of books on diversity, equity and inclusion to develop teaching points for guided instruction in K-5 classrooms
- Teachers will utilize anti-bias and multicultural curriculum and discussion prompts that focus on raising awareness of the cultural identities that are represented in our world
- Staff will analyze school data through an equity lens, most notably discipline, attendance, and achievement gap data
- The Building Leadership Team will create a School Anti-bias and Racial Equity Study Group, including staff book groups
- Staff will study stereotypes, racist assumptions and bias in curriculum, program materials, and learning objectives.



<ul style="list-style-type: none"> • Teachers will provide appropriate accommodations for students with disabilities for in-person, hybrid, and remote settings to access learning • Staff will collaborate between teachers, library media specialists, and literacy specialists to provide access to leveled texts and home readers for the hybrid model • Teachers will provide opportunities for two-way communication with students and families to ensure they have meaningful opportunities to connect regularly with staff to promote engagement (i.e. office hours, individual check-ins, conferences, etc.) • The Building Leadership team will partner with parents on a “Parent Board” to keep our remote families connected to the school community 	<ul style="list-style-type: none"> • Staff will survey on school climate related to equity, anti-bias and identity will be administered to staff and families • Staff will partner with the PTO to discuss community forums on Equity, Diversity, and Inclusivity Practices (examples: adult book groups, community guided discussions, speakers, or adult and child book groups) • Staff will partner with the Reading Public Library to access their diversity collection and community engagement work • Staff will partner with community organizations (such as the Parent Teacher Organization) to incorporate culturally diverse enrichment opportunities for students
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Outcomes

<p>Strategic Objective 1</p> <ul style="list-style-type: none"> • A decrease in the achievement gap on district assessments between high needs subgroup (special education, English Language learners, and economically disadvantaged) and the general population of students. • An improvement in student performance on district assessments including iStation and F&P Benchmarks in K-5, AMC assessments in K-2, and Edulastic assessments in grades 3-5. • By using online tutorials, collaborative learning environments, and district-support professional development, staff will effectively use Google Classroom linked technology platforms to support student-to-student and teacher-to-student feedback both in asynchronous and synchronous remote settings, as measured by monthly tracking of student feedback and growth towards mastery of the report card standards. 	<p>Strategic Objective 2</p> <ul style="list-style-type: none"> • Survey results analyzed with action steps for the 2020-2021 based on the results. • Teachers will indicate increased understanding about their own racial/cultural identities and current and historical inequities and will undertake planning based on this knowledge. • An increase in positive overall response in student learning environment scores as evidenced by the Student Connectedness survey and other student data. • An increase in culturally informed enrichment opportunities for students at Killam.
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