Paxton Center School
School Improvement Plan (SIP)

Last updated 5-30-2024

School:	Paxton Center School	**Plan Duration:**	2022-2025

Goal Description			
Goal Number:	1	**Goal Title:**	Reading
S.M.A.R.T. Goal	By the Spring of 2025, 90% of the students will meet or exceed the 40% benchmark on the STAR assessment in early literacy/ reading Kindergarten-5th grades. By the Spring of 2025, 85% of the students will meet or exceed the 40% benchmark on the STAR assessment in reading grades 6-8.		

Goal Details and Performance Indicators	
The rationale for Goal:	PCS will use the data to identify students at risk or below instructional and independent grade-level benchmarks using STAR assessment in early literacy/ reading. PCS will use the SST and Common Planning time process to create an intervention plan to address students' strengths and weaknesses in literacy/ reading. Additionally, PCS may establish after-school and summer programs to support students in need and Title I (if applicable).
Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]	Strategic Plan Objective #1: Deeper Learning and #2 Multi-tiered Systems and Structures ● Use the STAR assessment system 3 times a year BOY, MOY, and EOY ● Systematically measure, analyze, and use data through the Student Success Team (SST) and Common Planning Time process ● Establish/ Develop/ Implement Tier 1-2 MTSS processes in the classroom

Anticipated Outcomes (Interim and Final)	**Interim Outcomes:** ● The teacher will utilize the HMH Into Reading curriculum to improve early literacy/ reading K-5 ● At-risk students will improve reading at an instructional and independent level. ● Grades 6-8 will utilize Amplify ELA Curriculum and monitor STAR assessment and students' quarterly grades **Final Outcomes:** ● The SST will continue to monitor students regularly who are at risk or below instructional and independent grade-level benchmarks using the Panorama interface. ● The teacher will use STAR reading assessment data to monitor progress and adjust instruction practices for students below the benchmark ● Teachers will use MTSS tools and develop strategies for instruction and intervention practices for students below the benchmark. ● At-risk students will continue to be monitored through Panorama by MTSS, IEP, 504 plans, and Title I (if applicable)

School:	Paxton Center	**Plan Duration:**	2023-2025

Goal Description			
Goal Number:	2	**Goal Title:**	Social-Emotional Learning (SEL) Grades K-8
S.M.A.R.T. Goal	On average, by the Spring of 2025, students in grades 3-5, will increase their "Growth Mindset" score on the Panorama survey. This measures the students' perception of whether they have the potential to change those factors that are central to their performance in school from 3.6/ 5.0 to 4.0/ 5.0. On average, by the Spring of 2025, students in grades 6-8, will increase their "Sense of Belonging" on the Panorama survey. This measures the students' perception of how they feel they are valued as members of the school community from 56% to 65%. The newly adopted K-5 ELA Curriculum HMH Into Reading has an embedded SEL component. HMH Into Reading SEL		

Goal Details and Performance Indicators	
The rationale for Goal:	A shared vision for students in grades 3-8 for supporting the development of students' social-emotional learning in Growth Mindset and Sense of Belonging will improve achievement, develop more well-rounded citizens, and change the PCS culture/ climate. ● Grades 3-5 Growth Mindset (areas of greatest need) ○ Being talented

	○ Giving a lot of effort ○ Behaving well ○ Liking the subjects you are taught ○ How easily do you give up studying? ○ Your level of intelligence ● Grades 6-8 (areas of greatest need) ○ How connected do you feel to adults? ○ How much do you matter to others in the school? ○ How well do people at your school understand you as a person? ● K-5 HMH Into Reading SEL 5 Competencies ○ Self-Awareness ○ Self-Management ○ Responsible Decision-Making ○ Relationship Skills ○ Social Awareness
Strategic Plan Alignment	Strategic Plan Objective #4: Culture, Belonging, and Wellness
Anticipated Outcomes (Interim and Final)	**Interim Outcomes**: ● All students assessed on SEL skills via Panorama Survey twice per year (Fall and Spring) ● By Fall 2025, all classroom teachers with or without the support of school psychologists, school adjustment counselors or other staff will implement at least 2 lessons per quarter to support Growth Mindset in Grades 3-5 and Sense of Belonging in Grades 6-8. **Final Outcomes:**

	● By Spring 2025, students in grades 3-5 will have an average score of 4.0 or higher in the area of “Growth Mindset” according to the Panorama Survey. ● By the Spring of 2025, students in grades 6-8 will have an average score of 65% or higher in the area of “Sense of Belonging” according to the Panorama Survey.

Implementation Benchmarks (Years 1-3)		
Action	**Supports/Resources**	**Timeline/Frequency**
● Teachers will use Panorama data to better understand individual students' social-emotional skills in the identified areas (Growth Mindset 3-5 and Sense of Belonging 6-8) 3 times per year. ● Teachers will identify tools for social-emotional instruction with the support of the School Psychologist, School Adjustment Counselor, and Administration ● Teachers will use HMH-Into Reading embedded SEL components in weekly lessons ● Students that fall in the bottom 10% in the identified areas (Growth Mindset 3-5 and Sense of Belonging 6-8) will receive increased intervention based on grade level, individuals’ specific data, and teacher input ● Student progress will be measured via student self-reporting and/or teacher observations, as well as Panorama data.	Specific data within Panorama to identify trends in questions that could help us measure the SEL of our students. Sample Tools: Second Step Anti-Bullying Program K-8 Responsive Classroom Open Circle, Mind-Up, read-aloud, games, social stories, teacher/staff-created tools, etc. HMH-Into Reading SEL components Activities (examples): -Integrity Read Aloud -Mediating Conflict	Winter 2023-Spring 2025

● Full implementation of instruction in the areas of Growth Mindset for grades 3-5 and Sense of Belonging Grades for grades 6-8	-Circle Goal Setting -Letter to my Future Self -About me Poem -Dialogue Circles -Notice - Think - Feel - Do -Shoutouts -Relationship Mapping -Games Clubs Teacher/ Paraprofessional training SST process, *Calling all Champions*, *Spoons*, Staff vs. Student games (i.e. basketball), small group sessions with School Psychologist, School Adjustment Counselor, and Administration, Lunch Bunches. Panorama, student consult, teacher observation Dedicated weekly time slot for the SST process Weekly Mental Health meetings (Administration, School Psychologist, School Adjustment	

	Counselor, School Nurse, and SRO)	

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Goal Description			
Goal Number:	3	**Goal Title:**	Math
S.M.A.R T Goal	By the spring of 2025, 90% of the students will meet or exceed the 40% benchmark on the STAR assessment in mathematics 1st-5th grades. By the spring of 2025, 80% of the students will meet or exceed the 40% benchmark on the STAR assessment in mathematics grades 6-8.		

Goal Details and Performance Indicators

The rationale for the Goal:	PCS will use the data to identify students who are at risk or below instructional and independent grade-level benchmarks using STAR assessment in mathematics. We will use the SST and Common Planning time process to create an intervention plan to address students' strengths and weaknesses in mathematics. Additionally, PCS may establish after-school and summer programs to support those in need as well as Title I (if applicable).
Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]	Strategic Plan Objective #1: Deeper Learning and #2 Multi-tiered Systems and Structures Continue to use the current assessment system STAR ● Use the STAR assessment system 3 times a year BOY, MOY, and EOY Systematically measure, analyze, and act upon the student learning data through the student Success Team (SST) and Common Planning time
Anticipated Outcomes (Interim and Final)	**Interim Outcomes:** ● Grades 1-8 will monitor STAR assessments 3 times a year: BOY, MOY, and EOY **Final Outcomes:** ● The SST will continue to monitor students on a regular basis who are at risk or below instructional and independent grade-level benchmarks ● The teacher will use STAR math assessment to monitor progress and adjust instructional practices for students below the benchmark ● Teachers will use tools and develop strategies for instruction and intervention practices for students below the benchmark ● At-risk students will continue to be monitored by RTI, DCAP, IEP, 504

Implementation Benchmarks (Years 1-3)		
Action	**Supports/Resources**	**Timeline/Frequency**
● Training to implement STAR assessment ● Develop a shared assessment database ● Develop a protocol for reviewing assessment data ● Use Title I services (applicable)	STAR assessment and PD Work with district literacy specialist	2022-2025 STAR assessment 3 times a year 2022-2025 weekly SST

	Student Success Team Process (SST) Grade level meetings Title I (If applicable)	meetings 2022-2025 Monthly Grade Level Meetings 2022-2025 Develop a daily Title I schedule

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Goal Description			
Goal Number:	4	**Goal Title:**	Implementing Science Standards
S.M.A.R.T. Goal	As a result of the full adoption of new science standards, after three years students in grade 5 will improve MCAS science percentage of Proficient and Advanced from an average of 75% to 80%; students in grade 8 will improve from 69% to 74%		

Goal Details and Performance Indicators	
The rationale for Goal:	The Massachusetts versions of the Next Generation Science and Technology Standards are new to many teachers, and implementing them with integrity is a challenge to teachers.

Strategic Plan Alignment [Domain, Strategic Objective, Strategic Initiative]	Strategic Plan Objective #1: Deeper Learning and #2 Multi-tiered Systems and Structures Aligned Curriculum: Develop a consistently implemented and vertically aligned Pre K- 12 Curriculum. Develop common, well-defined learning outcomes with a focus on depth of understanding and critical thinking across all grades and content areas.
Anticipated Outcomes (Interim and Final)	**Interim Outcomes:** ● Teachers will become familiar with new science and technology standards. ● Teachers will develop units of study and accompanying assessments. **Final Outcomes:** ● Develop a dynamic and clearly articulated PK-12 curriculum with a focus on vertical alignment ○ Unpack district priority standards with instructional staff to define grade-level expectations ○ Monitor curriculum implementation to ensure consistency across grade levels. ● Establish a curriculum review cycle that will tie to the budget priorities

Implementation Benchmarks (Years 1-3)		
Action	**Supports/Resources**	**Timeline/Frequency**
● Develop a plan for introducing and supporting the use of the new science standards ● Teachers reach a common understanding of grade-level standards. ● Start to develop a list of grade-specific science vocabulary terms that will be consistently reviewed.	MA Science Standards PD days Materials for instruction Mystery Science Trial gr. 3 Stem Scopes Trial gr. 4	TBD
● Develop at least two units of study for science instruction per grade level	PD Days, Pilot iScience textbook series	TBD

• Identify materials and opportunities needed to support effective science instruction • Revisit grade-level vocabulary lists. • Vertical content area meetings to communicate strengths and weaknesses, and review rubrics/ vocabulary.		
• Full implementation		TBD

Footnote:

For the school year 2023 - 2024, PCS will discontinue the writing goal (previously goal #2) and revisit the writing goal during the 2024-2025 school year as PCS implements the writing portion of the HMH - Into Reading K-5 ELA curriculum.