

**MacArthur Elementary School – QUALITY SCHOOL PLAN - 2017-2020**

**Waltham Public Schools’ Mission**

The Waltham Public Schools provides a world-class education to ALL students by developing their heads, hearts, hands, and voices. We inspire them to become critical thinkers, problem-solvers, designers, builders, innovators and social entrepreneurs who make contributions to our diverse communities, nation, and global world.

**Waltham Public Schools’ Vision**

The Waltham Public Schools (WPS) provides to all of Waltham’s children a high quality, enriching, engaging and comprehensive educational experience that is the first choice of all families. The WPS supports the development of the ‘whole child’ including students’ academic, social, and emotional development and prepares **ALL** students to be global, 21<sup>st</sup> century citizens who are college, career, and community ready. We achieve this by offering rigorous, diverse, and enriching programming in a supportive and caring environment led by highly effective educators and leaders who work to understand the customized needs of all students.

**Core Values –Waltham Public Schools and MacArthur are committed to:**

At the Douglas MacArthur Elementary School we strive to provide a safe, supportive, and trusting learning community in which all children will achieve high standards set by our Common Core Curriculum. In this collaborative environment, students will develop 21st century skills and strategies, both academic and interpersonal, to become responsible and productive citizens and life-long learners. Throughout our sixty year history, MacArthur School has established a culture that welcomes all students to our school and fosters the belief that all students can learn.

**School Strategic Priorities and Initiatives**

<b><u>Strategic Priority 1 - ELA</u></b>	<b><u>Strategic Priority 2 - Math</u></b>	<b><u>Strategic Priority 3 - Equity</u></b>	<b><u>Strategic Priority 4 - Student, Family and Community Engagement</u></b>
<p>In ELA, MacArthur school teachers will focus on the CCSS of Key Ideas &amp; Details and supporting use of evidence from the text.</p> <p><b>Strategic Initiatives:</b></p> <ol style="list-style-type: none"> <li>1. Bundling standards - the use of Standard 1 (Key Ideas &amp; Details) and Standard 10 (Complex Grade Level Texts) in conjunction with standards 2 -- 9 in order to support students comprehension of texts</li> <li>2. Implementation vocabulary strategies across content areas</li> <li>3. Increased Use of Academic Discussions</li> </ol>	<p>In Math, MacArthur teachers will continue to develop mastery of the grade level mathematics standards to understand the demands and aspects of rigor called for by the CCSS.</p> <p><b>Strategic Initiatives:</b></p> <ol style="list-style-type: none"> <li>1. Address alignment to focus and rigor in the context of daily EngageNY lessons.</li> <li>2. Multiple models and solutions: Build student understanding through the strategic use and sharing of models, tools, and a variety of student solution methods. Continue use of Accountable Talk to include Accountable Listening for other students’ solution methods.</li> </ol>	<p>MacArthur will seek to shrink the gap in achievement between our High Needs and Non-High Needs students in math and ELA.</p> <p><b>Strategic Initiatives:</b></p> <ol style="list-style-type: none"> <li>1. Increase Cultural Competence of educators and leadership</li> <li>2. Investigate and Implement Specific Instructional Strategies to address the needs of ELL, SPED, low socioeconomic students</li> <li>3. Use of Accountable Talk across the curriculum to increase the participation, engagement, and of High Needs students.</li> <li>4. Use of vocabulary strategies across the curriculum to support students with High Needs</li> </ol>	<p>MacArthur students, families and community will become active, and informed members of the academic and social life of our schools</p> <p><b>Strategic Initiatives:</b></p> <ol style="list-style-type: none"> <li>1. Parent Curriculum Night - March 22<sup>nd</sup></li> <li>2. Community Outreach</li> </ol>

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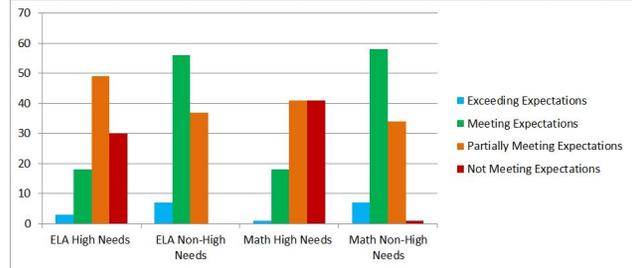
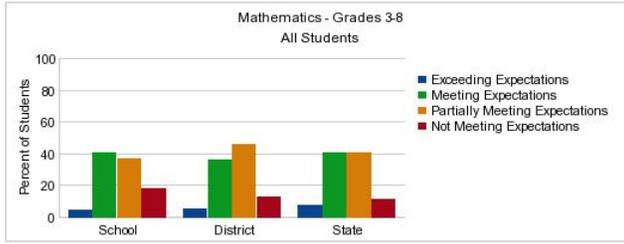
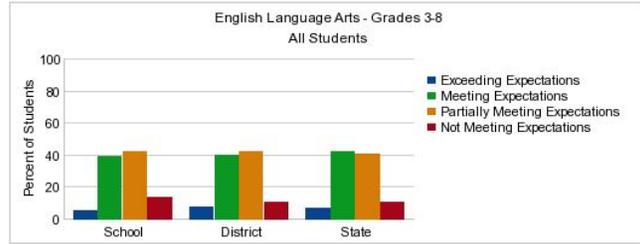
<p align="center"><b>Strategic Initiative 1</b></p> <p>Bundling Standards:</p> <ul style="list-style-type: none"> <li>● Core Action 1 - Complex Texts</li> <li>● <b>Core Action 2A -- Attention to Text Structures</b></li> <li>● Core Action 2B - Evidence Based</li> </ul> <p align="center"><b>Strategic Initiative 2</b></p> <p>Use vocabulary strategies across content areas</p> <ul style="list-style-type: none"> <li>● Core Action 2C - Attend to Vocabulary</li> </ul> <p align="center"><b>Strategic Initiative 3</b></p> <p>Academic Discussions</p> <ul style="list-style-type: none"> <li>● Core Action 1A -- Speaking about Texts</li> <li>● Core Action 2B -- Evidence Based answers</li> <li>● Core Action 3B -- Precision with responses</li> </ul> <p align="center"><b>Measuring Impact</b></p> <ul style="list-style-type: none"> <li>● ANet assessments at grades 3, 4, and 5</li> </ul>	<p align="center"><b>Strategic Initiative 1</b></p> <p>Ensure alignment to focus and rigor of daily EngageNY lessons.</p> <ul style="list-style-type: none"> <li>● Core Action 1A - Focus (intentionally on conceptual aspects)</li> <li>● Core Action 1C - Rigor</li> <li>● Core Action 2B - work with and practice grade-level problems and exercises.</li> </ul> <p align="center"><b>Strategic Initiative 2</b></p> <p>Multiple models and solutions:</p> <ul style="list-style-type: none"> <li>● Core Action 2C - Share variety of student solution methods</li> <li>● Core Action 3C - Culture of Sharing</li> </ul> <p align="center"><b>Measuring Impact</b></p> <ul style="list-style-type: none"> <li>● ANet Assessments at Grades 3, 4, and 5 with Data Meetings, Intervention and Reflection Cycles on Major content Standards</li> <li>● Focus on Student Debrief in Problem Sets, Assessments, and other problem solving opportunities through targets determined in common planning time.</li> </ul>	<p align="center"><b>Cultural Competence (e.g.)</b></p> <ul style="list-style-type: none"> <li>● Examine instructional program for cultural bias and cross-curricular connections.</li> <li>● Embed experiences in the curricula and provide opportunities for students to develop an understanding and empathy for academic and cultural diversity using resources and tools from grade 3-5 Expeditionary Learning Curriculum.</li> <li>● Ensure school handbook, practices, and policies are responsive to the multiple academic and cultural needs/strengths of students.</li> <li>● Hire teachers representing a broader range of diversity.</li> <li>● Seek diversity for staff and parent participation on committees, school council, and PTO.</li> </ul> <p align="center"><b>Measuring Impact</b></p> <ul style="list-style-type: none"> <li>● Development of Culture, Climate and Engagement survey to gather baseline data of teacher and parent experience at MacArthur</li> </ul>	<p align="center"><b>Strategic Initiative 1</b></p> <p>To engage and educate the MacArthur community, MacArthur will hold a content aligned parent evening where information on current programs, curriculum, pedagogy, and practice in ELA, math and changes in the MCAS 2.0 will be shared.</p> <p align="center"><b>Strategic Initiative 2</b></p> <ul style="list-style-type: none"> <li>● Community Outreach             <ul style="list-style-type: none"> <li>○ Kindergarten Cares Initiative                     <ul style="list-style-type: none"> <li>■ Monthly Service Learning Projects</li> </ul> </li> <li>○ Thermo-Fisher Collaboration                     <ul style="list-style-type: none"> <li>■ Partnership between educators and engineers working in our community to increase access and engagement in STEM projects and learning. This initiative began at MacArthur School and is now in place at all of Waltham’s 6 elementary schools.</li> </ul> </li> </ul> </li> </ul> <p align="center"><b>Measuring Impact</b></p> <ul style="list-style-type: none"> <li>● Development of Culture, Climate and Engagement survey to gather baseline data of teacher and parent experience at MacArthur.</li> <li>● We plan to continue to identify further opportunities to engage productively with our MacArthur and larger Waltham Communities.</li> </ul>
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**How do the school priorities and initiatives align to district key milestones, priorities, and initiatives?**

Aligning our instruction with the CCSS and the tasks required on the MCAS 2.0.  
 Continue to ensure that our students are getting equal access to effective curriculum and instruction.  
 Educating our faculty to improve cultural competence and communication.

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Data:



1. In looking at this data, what pops out at you?

As we look at both ELA and Math student results in grade 3,4, and 5, we see that MacArthur has scores that are similar to both our district and the state. However, we would like to see the number of students at MacArthur increase in both the exceeding and meeting categories. It is also a concern that the number percentage of students at MacArthur who are not meeting expectations exceeds both the district and state in ELA and Math.

Regarding the third chart, there is clear evidence from the data that are non-high needs students performed significantly higher in both ELA and Math than our **high**-needs students.

2. If this data remains constant, what might be the possible consequences for our students?

If the data does not change, there would be concern that the gap between student performance in ELA and Math may increase. At this time, the data indicates slightly higher student performance in ELA than Math. As both our ELA and Math curriculums become more aligned with the Standards and used consistently by teachers across all grades K-5, we would expect student performance in both subjects on MCAS and other assessments to increase. If data regarding the significant gaps between our high needs and non-high needs students does not improve, our high needs students could be at risk for low performance at both the middle and high school levels. In addition, there could be a negative impact on our accountability status which could affect district accountability as well.

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3. What patterns do we see in the strengths and weaknesses of students according to the data? Are these the results we expected? Why or why not?

The lower performance of our high needs students continues to be a concern at MacArthur. We need to do more data analysis of the specific results within our SPED subgroup (Pathways /Learning Center students), our ELL subgroup and those students of lower socioeconomic status. Another challenge we face is the number of students who are members of all of these sub-groups.

4. What questions remain that we were not able to answer?

1. What additional supports and instructional strategies can be put into place to support our high-needs students?
2. How to better meet the challenges that our Pathways students face?
3. Does the inclusion model in its current form provide the level of instructional support that these students need?

5. What supports do we need to answer our remaining questions?

Additional discussion and suggestions from our SPED department to better meet the needs of our Pathways students

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<b>Action Plan #</b>	<b>2017 - 2020</b>
<b>Strategic Priority #1</b>	In ELA, MacArthur school teachers will focus on the CCSS of Key Ideas & Details and supporting use of evidence from the text.
<b>Strategic Initiative # 1-3</b>	<ol style="list-style-type: none"> <li>1. Bundling standards - the use of Standard 1 (Key Ideas &amp; Details) and Standard 10 (Complex Grade Level Texts) in conjunction with standards 2-9 in order to support students comprehension of texts</li> <li>2. Implementation vocabulary strategies across content areas</li> <li>3. Increased Use of Academic Discussions</li> </ol>

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when, and by whom</i>					
	Person Responsible	Date			Status
		2017 2018	2018 2019	2019 2020	
All teachers at grades 3, 4 and 5 Implemented Expeditionary Learning Curriculum to enhance their instruction.	Classroom teachers, Literacy Coach, Administration				
Grades 3, 4, and 5 are using the EL aligned SAS on ANet to closely examine how students are able to independently access the standards.	Classroom teachers, Literacy Coach, Administration				
Professional Development focusing on best practices in literacy instruction and bundling standards occurred at the October 6 PDRT (see attached).	Classroom teachers, Literacy Coach, Administration				
Teachers at grades K, 1, and 2 are looking at possible text sets to use that would enhance their instruction.	Classroom teachers, Literacy Coach, Administration				
All teachers continue to utilize instructional routines such as Interactive Read Alouds, Accountable Talk, and Close Reading to expose all students to complex grade level texts.	Classroom teachers, Literacy Coach, Administration				
Professional Development to introduce teachers to additional conversation protocols has occurred during Department Meetings, Faculty Meetings and PDRT.	Assistant Principal, Literacy Coach				
Professional Development to support classroom and specialist teachers to utilize vocabulary strategies across content area.	Teachers, Literacy Coach, Administration				

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<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior when the initiative is having its desired impact</i>			
	<b>Person Responsible</b>	<b>Target Date</b>	<b>Status</b>
A1 data indicates that the majority of students are able to independently access the standards taught during class time.		2017-2018 SY	
Positive attitude amongst faculty and high student engagement as a result of implementation of EL curriculum.		2017-2018 SY	

<b>Resources to Support Implementation</b> <i>The staff and financial resources allocated to support this initiative.</i>

<b>Action Plan #</b>	<b>2017 - 2020</b>
<b>Strategic Priority # 2</b>	In Math, MacArthur teachers will continue to develop mastery of the grade level mathematics standards to understand the demands and aspects of rigor called for by the CCSS.
<b>Strategic Initiative # 1-3</b>	<ol style="list-style-type: none"> <li>1. Address alignment to focus and rigor in the context of daily EngageNY lessons.</li> <li>2. Multiple models and solutions: Build student understanding through the strategic use and sharing of models, tools, and a variety of student solution methods.</li> <li>3. Continue use of Academic Discussion emphasizing Accountable Listening for other students' solution methods.</li> </ol>

<b>Monitoring Progress - Process Benchmarks</b> <i>What will be done, when, and by whom</i>					
	<b>Person Responsible</b>	<b>Date</b>			<b>Status</b>
		<b>2017 2018</b>	<b>2018 2019</b>	<b>2019 2020</b>	
Use Foundational Standards to create pre-assessments for modules of instruction for Major Domains and Standards at Grades 3, 4, and 5.	Math Coach Grade 3, 4, 5 staff				
Develop activities for teachers to use in classroom with small groups to address gaps or misunderstandings	Math Coach Administration				

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	Grade level staff				
ANet Assessments at Grades 3, 4, and 5 with Data Meetings, Intervention and Reflection Cycles on Major Content Standards: Determine if small group reteach or whole group is needed	Math Coach Grade 3, 4, 5 staff				
Focus on Student Debrief in Problem Sets, Assessments, and other problem solving opportunities through targets determined in common planning time.	Math Coach Administration Grade Level Staff				
Use Early Childhood Assessment of Mathematics in Grades K-2 for struggling students, focusing on Counting, Numeration, and Addition/ Subtraction to build stronger Number Sense at a younger age to ensure success in the upper grades.	Math Coach Grade K 1, 2 staff				
Professional Development addressing using literacy strategies and applying them to math instruction.	Math Coach Administration				

<b>Measuring Impact - Early Evidence of Change Benchmark</b> <i>Changes in practice, attitude, or behavior when the initiative is having its desired impact</i>			
	<b>Person Responsible</b>	<b>Target Date</b>	<b>Status</b>
ANet Data indicates some progress being made in Major Content Standards	Classroom Teachers, Math Coach, and Administration		
Teachers are asking students to be able to explain another student’s strategy/ solution	Classroom Teachers, Math Coach, and Administration		
Teachers received professional development on Number Talks to ensure students are engaged in quality academic discourse at all levels.	Classroom Teachers, Math Coach, and Administration		

<b>Resources to Support Implementation</b> <i>The staff and financial resources allocated to support this initiative.</i>