

# WELLFLEET ELEMENTARY

SCHOOL IMPROVEMENT PLAN 2022 - 2025

# Goal 1: 21st Century Skills

Enable students to practice and apply 21st Century Skills throughout the PK-12 curriculum to acquire deeper learning and be prepared for our ever-changing world.

ACTION	STRATEGIES	PERSON RESPONSIBLE	TIMELINE	MEASURABLE OUTCOMES
Actively engage students in authentic, interdisciplinary learning experiences, such as PBL and Microworlds, that will support metacognition: <i>the mental processes needed to adapt and improve in a modern school environment.</i>	District & school-based colleagues collaborate to design integrated units of instruction that foster students' competency growth in critical thinking, creativity, collaboration, & communication	<ul style="list-style-type: none"> <li>• K-12 Curriculum Director</li> <li>• Curriculum leaders</li> <li>• Educators (district &amp; school-based)</li> <li>• Subject coordinators</li> </ul>	Ongoing	Developed curriculum and assessments that demonstrate student-focused learning, design and innovation, creative solutions, flexible thinking, and navigating difficult situations.
Embed digital literacy skills into instruction to support students' digital comprehension.	Utilize teaching practices that empower students to learn <i>how and why to assess, verify, and cite sources</i> to obtain accurate information.	<ul style="list-style-type: none"> <li>• Educators</li> <li>• Instructional Technology Specialist</li> <li>• Subject coordinators</li> </ul>	Ongoing	Students demonstrate growth in the knowledge and skills to discern facts, understand how information is published, and understand digital tools and devices via: <ul style="list-style-type: none"> <li>• formal &amp; informal assessment outcomes</li> <li>• work samples</li> <li>• presentations</li> </ul>
Teach and nurture essential life/SEL skills for students to succeed in school, relationships, and work.	Develop authentic learning experiences and opportunities focused on Habits of Learning: <i>development of personal life skills that will support one's ability to enact and/or adapt to a changing world.</i>	<ul style="list-style-type: none"> <li>• K-12 Curriculum Director</li> <li>• Educators</li> <li>• School Psychologist</li> <li>• Subject coordinators</li> </ul>	Ongoing	Students demonstrate competency growth in flexibility, leadership, initiative, productivity, and social skills including the ability to: <ul style="list-style-type: none"> <li>• Be self-aware, social-aware, &amp; self-managed</li> <li>• Make good decisions</li> <li>• Choose responsible behaviors in school, personal, &amp; community contexts</li> <li>• Build &amp; maintain positive relationships</li> </ul>

## Goal 2: Global Citizenship

*Develop the cognitive, interpersonal, and intrapersonal competencies fundamental to global citizenship and cultural proficiency as well as the ecological understanding and skills needed to sustain our environment.*

ACTION	STRATEGIES	PERSON RESPONSIBLE	TIMELINE	MEASURABLE OUTCOMES
Nurture students' capacity for critical thinking about the world ( <i>think globally, act locally</i> ).	Design authentic project-based learning, problem-based, or service-learning experiences that honors all of our histories and positively impact our community.	<ul style="list-style-type: none"> <li>● K-12 Curriculum Director</li> <li>● Curriculum Coordinators</li> <li>● Educators</li> <li>● Principal</li> </ul>	Ongoing	Students demonstrate understanding of state and local history and human environment interaction via: <ul style="list-style-type: none"> <li>● PBL Units, Microworlds, &amp; Assessments</li> <li>● Service-Learning Units &amp; Assessments</li> <li>● Artifacts (i.e. photos, projects, community feedback, press)</li> </ul>
Teach the importance of respect, tolerance, humility, and empathy for all people.	Expand Social-Emotional Learning instruction ( <i>skills for learning, empathy, emotion, friendship skills, and problem solving</i> ) to incorporate Civics Education (2018) in the K - 5 curriculum.	<ul style="list-style-type: none"> <li>● K-12 Curriculum Director</li> <li>● Curriculum Coordinators</li> <li>● Educators</li> <li>● School Psychologist</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>● Units and Lesson Plans</li> <li>● Students demonstrate civic knowledge, skills, &amp; dispositions</li> <li>● Civic Ed. Curr. Alignment, K - 5</li> <li>● Observations &amp; Evaluations</li> </ul>
Enhance student exposure, understanding, and appreciation of world languages, arts and cultural diversity, and global issues.	Provide culturally responsive instruction (across disciplines) and resources that connect to and celebrate the cultures, lives, language, and experiences of others.	<ul style="list-style-type: none"> <li>● K-12 Curriculum Director</li> <li>● Curriculum Coordinators</li> <li>● Educators</li> <li>● WES Librarian</li> <li>● WPL Youth Services Librarian</li> <li>● Principal</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>● Globally themed units of study, including world language exposure (i.e. vocab/cognates, music, art)</li> <li>● Global/multicultural ASEP offerings</li> <li>● Culturally inclusive resources</li> <li>● Culturally diverse book collections (WPL, WES, library &amp; classrooms)</li> <li>● Multicultural "One School, One Book" book selections</li> </ul>

# Goal 3: Social-Emotional Learning

*Facilitate students' and adults' development of the skills needed to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.*

ACTION	STRATEGIES	PERSON RESPONSIBLE	TIMELINE	MEASURABLE OUTCOMES
Teach social-emotional skills to support the development of students' cognitive skills, ability to adapt to school, deal with peer relationships, and maximize academic achievement.	Fully integrate the Second Step framework so that students gain the skills they need to become caring, confident, and capable learners and problem-solvers.	<ul style="list-style-type: none"> <li>● K-12 Curriculum Director</li> <li>● Principal</li> <li>● Educators</li> <li>● School Psychologist</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>● Students demonstrate competencies in skills for learning, empathy, emotion management, and problem-solving</li> <li>● SEL surveys &amp; report card data</li> <li>● Decrease in behavioral referrals/discipline reports</li> </ul>
Implement a K - 5 SEL plan that ensures common vocabulary, access to community and academic resources, and represents diversity.	Develop a K-5 working group and support team to develop a cohesive K - 5 SEL plan that is evidence-based and practices can be integrated across subject areas.	<ul style="list-style-type: none"> <li>● K-12 Curriculum Director</li> <li>● Dir. of Student Services</li> <li>● Principal</li> <li>● Educators</li> <li>● School Psychologists</li> </ul>	2021 - 2022	<ul style="list-style-type: none"> <li>● A completed comprehensive K - 5 SEL Curriculum Map that is aligned both horizontally and vertically</li> <li>● Established Building-Based Support Team</li> <li>● Recruit a District Applied Behavior Analyst and/or Social Worker</li> </ul>
Ensure every student has an authentic relationship with a staff member.	Implement a process for students to identify a go-to adult in the building and train all staff to recognize social-emotional cues	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Educators</li> <li>● School Psychologist</li> <li>● All staff</li> </ul>	September	Evidence of a safe and supportive community and learning environment: <ul style="list-style-type: none"> <li>● SEL Training documents</li> <li>● Staff Meeting Agenda outlining the study of CASEL and Deborah Hirschland</li> <li>● Seed the Day program</li> <li>● List of "go-to staff"</li> </ul>

# Goal 4: Professional Development

*Provide ongoing professional development that supports the Strategic Plan by expanding teachers' application of interdisciplinary, authentic, research-based, and innovative teaching.*

ACTION	STRATEGIES	PERSON RESPONSIBLE	TIMELINE	MEASURABLE OUTCOMES
Provide faculty and staff professional development (at the district and building levels) that supports cultural awareness and self-reflection/analyze practice	Faculty and staff engage in professional development on cultural responsiveness and culturally appropriate practices	<ul style="list-style-type: none"> <li>• Principal</li> <li>• School Psychologist</li> <li>• Educators</li> <li>• Support personnel</li> <li>• Asst. Superintendent/ Curriculum Director</li> </ul>	Ongoing  (monthly PD time provided)	<ul style="list-style-type: none"> <li>• Track professional development in cultural proficiency</li> <li>• Educators' Professional Practice &amp; Student Learning Goals</li> <li>• Evaluation feedback in culturally responsible communication, reflective practice, and professional learning and growth</li> </ul>
Provide faculty and staff professional development (at the district and building levels) in global content and skills	Faculty and staff have access to comprehensive global professional development and opportunities for global experiences such as virtual interactions	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Educators</li> <li>• Support personnel</li> <li>• K-12 Curriculum Director</li> <li>• Technology Coordinators</li> </ul>	Ongoing  (monthly PD time provided)	<ul style="list-style-type: none"> <li>• Track comprehensive global professional development</li> <li>• Educators' Professional Practice &amp; Student Learning Goals</li> <li>• Evaluation feedback in curriculum planning and instruction</li> </ul>
Provide faculty and staff teacher-driven collaborative (at the district and building levels) professional development	Educators engage in collaborative, teacher-led approaches to global learning and connect/network with district colleagues and the larger global education field	<ul style="list-style-type: none"> <li>• Technology Director</li> <li>• K-12 Curriculum Director</li> <li>• Technology Coordinators</li> <li>• Educators</li> <li>• Principals</li> </ul>	Ongoing  (monthly PD time provided)	Development of systems that enable educators to share their professional learning experiences from trainings via: <ul style="list-style-type: none"> <li>• Staff &amp; Curriculum Meetings</li> <li>• District Coordinator Meetings</li> <li>• PLCs</li> <li>• Websites</li> <li>• NTSS Meetings</li> </ul>

# Goal 5: Community Schools

*Create partnerships between the school and the community at large where all members of the community can come together to learn, to teach, and to share ideas.*

ACTION	STRATEGIES	PERSON RESPONSIBLE	TIMELINE	MEASURABLE OUTCOMES
Expand the vision of WES to include active involvement of students into the community.	Expand community partnerships and create learning experiences outside of WES, such as community service learning and “apprenticeships”	<ul style="list-style-type: none"> <li>● Principal</li> <li>● Educators</li> <li>● School Council</li> </ul>	Ongoing	Record new and existing partnerships, the activities/projects, and the enrichment benefits to students
Utilize WES as a hub to bring students, staff, families, and the community together.	Expand the WES’s use as an “after-hours community center”, offering interesting, varied, and exciting courses and workshops to engage our community in lifelong learning.	<ul style="list-style-type: none"> <li>● Principal</li> <li>● School Council</li> <li>● Recreation Dept.</li> </ul>	Ongoing	<ul style="list-style-type: none"> <li>● Document partnerships with community members, departments, agencies, and local providers of the workshops/classes/courses offered after school hours/weekends/vacation weeks</li> <li>● Collect participation data and review feedback forms to consider revisions to program offerings</li> </ul>
Provide health and wellness services for students and families.	Seek partnerships with health and human services agencies and invite agencies to offer office hours in the WES Community Conference Room	<ul style="list-style-type: none"> <li>● School Nurse</li> <li>● School Psychologist</li> <li>● Principal</li> <li>● Director of Student Services</li> </ul>	Ongoing (Health & Wellness Fair in 2022 & 2024)	<ul style="list-style-type: none"> <li>● Document partnerships and services (i.e. DPH, VNA, Child &amp; Family Services, Recreation Dept., Outer Cape Health, CCCP)</li> <li>● Communication to families and community advertising the agency partnerships and WES office hours</li> <li>● Family Resource page posted on the WES website</li> <li>● WES Health &amp; Wellness Fair</li> </ul>

# The 5 Goals are Interdependent

- **Goals 1, 2, & 3** all include a focus on Project Based Learning or Service Learning Units, empowering students, and active engagement.
- **Goals 3 & 5** both stress the importance of working with families and our community.
- **Goal 4** supports, and is critical to, all other goals as it provides the PD needed to ensure that Nauset faculty has the updated skills, knowledge, and techniques to successfully implement the Plan's objectives and continue to provide excellent teaching to every student every day.