

ORLEANS ELEMENTARY

July 2020-June 2023
October 2021 Updated

School Improvement Plan

ORLEANS ELEMENTARY SCHOOL MISSION STATEMENT

The mission of Orleans Elementary School is to educate all students to high standards of intellectual excellence and social and cultural awareness, and to prepare them for a productive life within a dynamically changing society.

NAUSET PUBLIC SCHOOLS MISSION STATEMENT

We exist to educate each student to the highest attainable levels of academic excellence, social responsibility, and cultural awareness.

VISION STATEMENT

Our vision is to be an exemplary public school system. That is, the Nauset Schools will continue to set standards of teaching practice at optimum levels of effectiveness. Nauset's member communities provide the resources necessary to achieve this vision. The Nauset Schools are accountable to those communities for excellent educational practice and student achievement. This partnership requires the commitment of students, parents, and staff in an educational contract, which acknowledges concerted efforts by all.

Orleans Elementary School School Council

(2021-22)

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Enrollment by Race/Ethnicity (2020-21)		
Race	% of School	% of State
African American	3.4	9.3
Asian	1.1	7.2
Hispanic	12.6	22.3
Native American	.6	.2
White	78.3	56.7
Native Hawaiian, Pacific Islander	0	0.1
Multi-Race, Non-Hispanic	4.0	4.1

Enrollment by Gender (2020-21)		
	School	State
Male	78	467,362
Female	97	443,625
Non-Binary	0	478
Total	175	911,465

Enrollment by Grade (2020-21)																
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	Total
Orleans Elementary	0	17	24	29	32	36	37	0	0	0	0	0	0	0	0	175

Goal One: Develop and integrate equitable deeper learning opportunities for students which place all students at the center of their own learning and teach them to seek answers and understanding. Through deeper learning students will engage with collaborative student centered experiences which are based on the standards and are connected to authentic, real world encounters to teach and strengthen 21st Century skills. As a result, all students will achieve academic growth and overall school success.

Action	Strategies	Persons Responsible	Timeline	Measurable Outcomes	Update on Progress October 2021
Work in partnership with the state sponsored, Kaleidoscope Collective	<p>OES Kaleidoscope Team will engage in all professional learning opportunities provided by the state and will utilize suggested instructional strategies to ensure deeper learning for all.</p> <p>OES Kaleidoscope Team will accept feedback and support from the KC.</p>	Principal, OES Kaleidoscope Teams	Spring 2020-June 2021	Professional Development Professional Educational Collaboration with educators across the state	Met- Four teachers and our school Psychologist participated in Professional learning from March 2020-May 2021
<u>Curricular Analysis</u>	OES Kaleidoscope Team will work together to complete task analysis and utilize state designed protocols and engage in all professional learning opportunities. A consultant will provide professional development to support curriculum unit development.	Principal, Kaleidoscope Team	December 2020-April 2021	Revised Tasks will serve as model for subsequent lesson and Unit Design	Met- Our KC Team completed five Deeper Learning Tasks and analyzed them with a consultant using a Task Analysis Protocol which included using an equity lens on all lesson design.

<p>Analyze and adjust lessons to enhance their impact on empowering and engaging students resulting in deepening their learning.</p>					
<p><u>Curriculum Implementation</u></p> <p>Implement and assess the initial section of curriculum units</p>	<p>Teachers will instruct lessons in the units.</p> <p>Feedback and coaching will be provided to teachers.</p> <p>Teachers will engage in collaborative reflection of instructional strategies utilized to deepen student learning.</p>	<p>Principal, Kaleidoscope Teams, Consultant</p>	<p>February 2021 - June 2021</p>	<p>Teacher Reflection and Unit Analysis</p> <p>Student Performance Data</p>	<p>Initial steps completed, the KC Team reflected on lessons created and taught. Revisions were made to the lessons based as a result of collaborative reflection and feedback from the consultant.</p>
<p><u>On-going Support & Development</u></p> <p>Develop subsequent sections of the units of instruction focused around the tenets of deeper learning.</p>	<p>Teacher teams will meet for 4 half day sessions 2021.</p> <p>Teachers will work to align and deepen learning tasks across curricular areas with the purpose of continued implementation with coaching and analysis.</p>	<p>Principal, Kaleidoscope Team</p>	<p>January to May 2021</p>	<p>Revised units based on peer feedback and student feedback and demonstration of knowledge</p> <p>Teacher Reflection and Unit Analysis</p> <p>Student Performance Data</p>	<p>Half day sessions were unable to be committed as a result of the unforeseen challenges of Covid.</p> <p>***Initial steps of this action were taken however the team would like to broaden their work to involve their grade level colleagues and the specialist teachers.</p>

<p>Engage in on-going coaching and support</p>	<p><i>The consultant will provide professional development for collaborative work.</i></p> <p><i>The consultant will guide peer observation and peer feedback.</i></p> <p><i>Teachers will utilize strategies for empowering and engaging students in their learning.</i></p>	<p><i>Principal, Consultant, Kaleidoscope Teams</i></p>	<p><i>February to May 2021</i></p>	<p><i>Four Units of Study which exemplify the tenants of deeper learning.</i></p>	<p>**Met- The team did maintain commitment to working with the consultant through 2021. We anticipate further support through participation in the State KC Alumni Cohort.</p>
<p>Reflect and Assess impact of learning, engagement, and equity</p>	<p><i>Teachers will analyze student performance data measuring transference of knowledge, ability to problem solving creatively, and the development of 21st century skills.</i></p>	<p><i>Principal, Consultant, Kaleidoscope Team</i></p>	<p><i>May-June 2021</i></p>	<p><i>End of Year Report</i></p>	<p>**Completed- The Team was excited about the impact their practices had on student engagement and ownership of learning. They look forward to continuing the work of developing more DL lessons.</p>
<p>Assess effectiveness and revise plan for 2021-22 School Year</p>	<p><i>Instruction, Curriculum, Assessment, Professional Development, and Resources will be evaluated to support continued commitment to attainment of Goal One.</i></p> <p><i>Implementation Plan will be created.</i></p>	<p><i>Principal, Consultant, Teacher Teams</i></p>	<p><i>June –July 2021</i></p>	<p><i>Analysis/Evaluation</i></p> <p><i>Student Performance Data</i></p> <p><i>New Action Plan for 2021-2022</i></p>	<p>**Not completed- the Team will expand to include additional staff to broaden DL lesson development across the school. The Team will be supported by the State KC Alumni Cohort.</p>

<p><u>Professional Growth and Collaboration</u></p> <p>Collaborate regularly on deeper learning strategies</p>	<p><i>Share best practices around deeper learning during faculty meetings.</i></p> <p><i>Share insights and challenges at faculty meetings to model growth in expanding their repertoire on instructional practices in deeper learning.</i></p>	<p><i>Principal and Teachers Teams</i></p>	<p><i>Sept. 2021- May 2022</i></p>	<p><i>Educator Self-Assessment Data</i></p>	<p>**Initiating November 2021</p>
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Goal Two: Enhance a school culture which promotes awareness of one's own worldview and develops value and respect for others' perspectives. Collaboratively hold all students accountable to demonstrate personal, civic, social, local, and global responsibility through ethical and empathetic behaviors.

Action	Strategies	Persons Responsible	Timeline	Measurable Outcomes	Update on Progress October 2021
Continue classroom instruction (K – 5) of Social Skills	<i>Classroom teachers will continue to lead Second Step lessons in class and will reinforce pro-social practices in the general education setting.</i>	<i>Classroom Teachers</i>	<i>Monthly</i>	<i>Students will demonstrate improvement in emotional regulation, coping strategies, classroom behavior by utilizing Second Step, Stress-Reduction/Self-Regulation Program as measured by teacher reports.</i>	Completed 2020-2021 Continue- 2021-2022
Provide small group and individual intensified and personalized instruction of social skills	<i>The Adjustment Counselor will provide short term individualized small groups which include the topics empathy, impulse control, problem-solving, anger management, self-regulation, stress reduction.</i>	<i>School Adjustment Counselor Teacher</i>	<i>Six Week Rotations throughout the year</i>	<i>Data from Behavior Rating Scales from Teachers, Students, and Adjustment Counselor.</i>	Small groups were limited due to Covid Restrictions in 20-21. Students were supported individually and in pairs as needs in students were identified.

					**21-22-The Adjustment Counselor will coordinate small group social skill support.
Continue classroom instruction of Bullying Prevention Program	<p>Using the Second Step Bullying Prevention Program and Resources, students will:</p> <ul style="list-style-type: none"> ● engage in specific learning activities to support them to gain understanding of bully behaviors ● learn strategies to manage bully behaviors in others ● develop the skills to recognize, report and refuse bullying ● Understand that bullying does not have to be tolerated and encourage students to both report and use assertiveness skills to stand up to bullying. 	<p>School Psychologist</p> <p>School Adjustment Counselor</p>	Four times a year	Increase in prosocial behaviors. The employment of skills for including others and inviting others to join in activities, which can reduce the social isolation that contributes to bullying.	On going
Support and maintain commitment to provide instruction of mindfulness practices through the Calmer Choice program.	<p>Calmer Choice instruction and practice of practical skills to:</p> <ul style="list-style-type: none"> ● increase inner resilience manage and reduce the impacts of stress, ● strengthen ability to control emotional responses ● increase a sense of wellbeing 	All school staff and School Librarian	1X a week for 6 week sessions during Library	Kindness and compassion towards themselves and others	Ongoing

<p>Guide students to produce authentic work in a product or project that seeks to make a positive impact on the community</p>	<p>Teachers will employ instructional practices and engage students in deeper learning units which guide students to ask questions, identify societal structures, and apply creative problem solving skills.</p>	<p>Principal, Educators, Technology Teachers, Specialist Teachers, Specialist, Technology Integration Specialist, Adjustment Counselor, Educational Assistants</p>	<p>Sept. 2020-2023</p>	<p>Students at each grade level will present a product or project which demonstrates understanding of a social problem and seeks to educate others and develop some ways to work toward solving the issue.</p>	<p>2020-21- Grades 1, 4, and 5 completed these projects. 21-22- Grades 2 and 3 will complete these projects</p>
<p>Build learning activities and tasks for students which led them to recognize diverse real world experiences and perspectives</p>	<p>Teams of educators will research resources and topics to compliment content standards at each grade level. (literature, virtual experiences, technology enhancements, current social problems, languages, music, culture, racism). Teams of educators will design a collaboration model to elicit feedback from grade level teachers to match resources, interest, standards, scope and sequence.</p>	<p>Technology Integration Teacher, Librarian, Science Teacher, Art Teacher, Spanish Teacher Music Teacher, Computer Teacher, and Interventionist</p>	<p>Grade K, 2 and 4 Spring 2021 Grade 1,3 and 5 Spring 2022</p>	<p>Grade level teams will measure student attainment of this skill in performance rubrics.</p>	<p>20-21- Initial steps were made by individual teachers 21-22-Resources will be curated. Not started in 2020-21</p>

	<p><i>Grade level teams will use selected resources to deepen and enhance lessons and student performance tasks.</i></p> <p><i>Grade level teams will measure student attainment of this skill in performance rubrics.</i></p>				
<p>Focus literacy on Global Experiences</p>	<p><i>Whole school reads will include literacy which offers the reader personal connection to characters experiencing life in a different part of the world.</i></p>	<p><i>Reading Integration Specialist Librarian</i></p> <p><i>All School Members</i></p>	<p><i>The Spring of each year- 2021, 2021, 2023</i></p>	<p><i>Video Presentation of student interviews evidencing their empathy and awareness of another person's experience who is living in a different area of the world.</i></p>	<p>2020-21 Partially completed, Whole School Read with personal connection to positive character traits</p> <p>2021-22 Continued work on this goal.</p>

Goal Three: Enhance a school environment which actively and innovatively advances students' social, mental, emotional, and physical health to ensure optimal learning conditions by responding to the effects of school closure and COVID-19 related issues.

Action	Strategies	Persons Responsible	Timeline	Measurable Outcomes	Update on Progress October 2021
<p>Establish a multidisciplinary team dedicated to planning for school reentry which advances students social, emotional, mental, and physical health.</p>	<p><i>Review guidance from local and state agencies to coordinate responses within the school.</i></p> <p><i>Identify resources within the school and community which are available to support student needs.</i></p> <p><i>Research and recommend enhancements.</i></p> <p><i>Analyze reopening plan to ensure it supports social, emotional, mental, and physical health.</i></p> <p><i>Clearly communicate reentry with stakeholders by developing a presentation for staff.</i></p> <p><i>Provide scripts for teachers and other staff to read to students to ensure consistent communication from a trusted and familiar adult.</i></p>	<p><i>Principal, School Nurse, School Psychologist, Teachers, Specialists, Nurse</i></p>	<p><i>July 2020-Sept. 2020</i></p> <p><i>May-June 2021</i></p> <p><i>June 2021-May 22</i></p>	<p><i>Students will resume engagement in all aspects of school with reduced disruption as measured by data maintained by school counselors.</i></p>	<p>Completed for 2020-21</p> <p>Continued work for 2021-22</p> <p>Small classes, outdoor learning, masks, transition using outdoor walkways, distancing, focus on building relationships, personalizing learning, recognizing identity, building community and enhancing equitable practices.</p>

<p>Provide support to students at higher risk for significant stress or trauma from COVID-19.</p>	<p><i>The Crisis Team, in consultation with teachers and families, will review student data they collected and maintained during the closure.</i></p> <p><i>Counselors will conduct universal social and emotional screenings, which examine risk factors as well as protective and promotive factors that reflect well-being and resilience.</i></p> <p><i>Examine and identify the impact of the pandemic and systemic racism on students.</i></p> <p><i>Counselors will design and provide multi tiered programs that accommodate various levels of student need.</i></p> <p><i>Intervention and support personnel will establish regular informal check-ins with students to determine effective intervention services as identified.</i></p> <p><i>Counselors will include and engage families in the educational, restorative, supportive, practices.</i></p>	<p><i>Nurse, School Psychologist, Adjustment Counselor, Principal, Teachers, Families</i></p>	<p><i>Monthly</i></p>	<p><i>Students, families, and teachers will access school supports to meet individual goals of developing skills to manage stress as measured by Counselor's data, student, parent, and teacher interviews, and general tenor and culture of the school.</i></p> <p><i>Continued analysis of ongoing assessment data of student mental health needs and the impact of prevention programs.</i></p>	<p>Completed for 2020-21</p> <p>Continued work for 2021-22</p>
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<p>“Ensure all students feel a sense of belonging; have consistent opportunities to learn about, reflect on, and practice SEL; and access needed support through school or community partners.” *</p> <p>(*CASEL)</p>	<p><i>Counselors with Teachers, will facilitate classroom meetings to allow students to collectively process their experience.</i></p> <p><i>Educators will shift in focus and expectations on social and emotional well-being, self-efficacy and adaptive skills, integrating SEL lessons into the curriculum.</i></p> <p><i>School-employed mental health professionals will facilitate evidence-based psychoeducational classroom lessons to address mindset, skills, and behavior standards using Second Step and CASEL (Collaborative for Academic, Social, and Emotional Learning).</i></p> <p><i>ei_Self Management, Self Awareness, Relationship Skills, Social Awareness, Responsible Decision Making Skills</i></p> <p><i>School counselor, school psychologist, school nurse and the speech language therapist will all conduct confidential sessions with identified students of need, while maintaining social distancing requirements.</i></p> <p><i>Counseling staff will match student and family needs with outside agencies and community resources.</i></p>	<p><i>Adjustment Counselor, School Psychologist, Nurse, Teachers</i></p>	<p><i>More intensely during transition times of opening and closing school. Monthly to sustain and support.</i></p>	<p><i>Students will resume engagement in all aspects of school with reduced disruption as measured by Data maintained by school counselors.</i></p> <p><i>Students, families, and teachers will access school supports to meet individual goals of developing skills to manage stress. as measured by Counselors data, student, parent, and teacher interviews, and general tenor and culture of the school reflecting respectful, supportive relationships among students, parents, and staff.</i></p>	<p>Completed for 2020-21</p> <p>Continued work for 2021-22</p>
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	<p><i>Teachers will explicitly teach and reteach expectations and routines, using positive and reassuring approaches when managing physical distancing requirements and health and safety protocols.</i></p> <p><i>Teachers will employ instructional practices and engage students in cooperative experiences to identify societal structures, and apply creative problem solving skills. Such experiences serve to cause a feeling of empowerment by assisting others, which can prove restorative following significant disruption and collective stress.</i></p> <p><i>The school will continue to include routine opportunities for physical activity and promote the Wellness Policy.</i></p>				
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Goal Four: Create opportunities to advance partnerships with the community which provide the citizens with a lens into public education and provide students with connections within the community to enhance authentic learning experiences.

Action	Strategies	Person Responsible	Timeline	Measurable Outcomes	Update on Progress October 2021
Identify modes of sharing school news with residents outside of the school community.	School Council will brainstorm ideas. The Council will analyze the ideas and choose at least one. The Council will identify steps and a timeline to facilitate the school/community project.	School Council Chair	Oct-Dec. 2021	The completion of the Action Plan and timeline will result in the initiation of launching one School/Community partnership.	Initiate in Oct. 21
Facilitate the School/Community Project	Identified members will follow through on the action plan and report on progress monthly to the School Council.	School Council Members	January-May 2022	Completion of the School/Community Partnership	
Evaluate Effectiveness of the Partnership	The Council will evaluate the outcomes of the school/community project.	School Council Members	May 2022-October 22	Revision and or addition of the School/Community Partnership	