

Winthrop School

School Improvement Plan



2024-2026

Winthrop School Improvement Plan

School Council Members 2022 - 2023

Parent Representatives	Staff Representatives
Michele Hunton	Merril Clerkin
Ana Laguarda	Anthony Falconieri
Amy Lowe	Tiandra Morris
Jen Rita	Amy Sullivan
Melissa Sciola	Robbyn Wile
Peter Zetlan	Laurel Wolfrum

School Council Members 2023-2024

Parent Representatives	Staff Representatives
Christina Donehew	Anthony Falconieri
Kristen Johnson	Tiandra Morris
Amy Lowe	Amy Sullivan
Kimberly Mavroides	Anthony Falconieri

Objective 1 - Meeting the Needs of All Students:

IPS will ensure that all students are provided with supportive and rigorous educational experiences that meet their social, emotional, and academic needs.

Priorities:

- 1.1 Ensure district-wide and systematic use of data to inform decisions.
- 1.2 Provide all students with resources, opportunities, and support for academic, social-emotional, and personal success.
- 1.3 Create community connections for student support.
- 1.4 Coordinate local, authentic assessments that accurately measure learning progress and connect with district vision.

Winthrop Action Steps 2024-2026

- Communicate screening and benchmarking progress with parents/guardians in compliance with state laws/mandates and district reporting schedules (1.3)
- Continue to strengthen school support team (MTSS) procedures and develop a toolkit of scaffolds, supports, and instructional strategies for supporting different learners in tiered instruction (1.1; 1.2)
- Evaluate current scheduling practices to maximize space and determine consistent time on learning requirements for each subject by grade level, and develop schedules for both schools to ensure alignment and equity
- Provide professional development and concrete behavioral supports and de-escalation strategies to support the general education classroom. (1.2, 1.3)
- Communicate clear behavior intervention plans to ensure full support systems for student success (1.2)
- Plan and prepare for the implementation of a new Wit and Wisdom literacy curriculum through professional development, coaching, and an articulated scope and sequence (1.2)

- Comprehensive Health and Wellness Curriculum and instruction with the school nurse and social worker, etc. delineated by grade level
Year 1- what are the gaps, UbD's, implementation,

Objective 2 - Creating innovative learning environments:

IPS will ensure that all students are immersed in an engaging and challenging academic program built on authentic, profound learning experiences driven by the Successful Habits of Mind.

Priorities:

- 2.1 Seek, analyze and adopt innovative instructional practices.
- 2.2 Create nimble structures that allow us to move towards innovative learning opportunities.
- 2.3 Provide professional development that targets the growth of progressive learning.

Winthrop School Action Steps 2024-2026

- Explore specialist programming to determine joint/collaborative innovative project planning (2.1; 2.2)
- Increase awareness of sustainability practices and integrate sustainability goals across grade levels (2.2; 2.3)
- Begin the first 2 of 5 courses in the LIFTS Program- Lesley University Institute for Trauma Sensitivity for establishing trauma-sensitive schools that inform school climate, the impact of trauma, and developing appropriate supports for students.
- Implement a new World Language program in Spanish in order to develop students' global awareness and prepare them for future courses: Year 1: Grades K-3, Year 2: Grades K-4, Year 3: Grades K-5 (2.1; 2.3) discuss ½ year or potential semester at grades 4 and 5 at both schools
- Investigate and begin to implement ways for students to have ownership of their learning, including goal setting and reflection on learning using rubrics to ensure that students are meeting benchmarks (2.2)

Objective 3 - Building best practices to support diversity, equity, and inclusion:

IPS will ensure that all students will be prepared to face the challenges presented by an increasingly complex world that is more diverse than our immediate learning community.

Priorities:

- 3.1 Offer programs and experiences that prepare students to operate successfully across diverse belief systems & cultures.
- 3.2 Provide authentic opportunities for students to explore the link between academic learning and post-graduate experiences in a complex and diverse world.
- 3.3 Develop community partnerships, both locally and globally, to augment the curriculum and deepen learning application.

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- Enhance students' global awareness to make connections and build a better understanding of the world and the spectrum of cultures within it (3.1)- affinity groups @ elementary level- maybe connect both schools, Girls Inc- expand to more groups.
- Provide cultural enrichment with the of broadening cultural perspectives (3.2)
- Utilize models and systems for having discussions on diversity, equity and inclusion issues (3.1) NPFH
- Examine and discuss district and school traditions through the lens of cultural sensitivity and inclusion (3.1)
- Audit policies, procedures, and school and district forms for gender and family inclusivity (3.1)
- Expand Tier I explicit instruction in SEL Curriculum - Social Thinking, Zones of Regulation, and Mind Up programs.
- Develop a targeted program to improve student attendance and provide outreach to families.
- Provide appropriate outreach and support to welcome and foster belonging and partnerships with our growing English Language Learner population in order to build equity of support (3.1; 3.2; 3.3)

