

LEVERETT ELEMENTARY SCHOOL – SCHOOL IMPROVEMENT PLAN - 2024-2027

School Council Members- Siby Adina (principal), TBD (teacher), TBD (teacher), Brieta Goodwin (parent), Kimberly VanWagner (parent), Hailey Ploga (community representative)

Updated for 2026-2027

Mission

The Leverett Elementary School community values racial and cultural diversity, social justice, and respect for varied perspectives. We promote the growth of agile, empathetic thinkers and learners who recognize the interconnectedness of individual experiences to the larger world.

Vision

Our educational vision document describes the Department of Elementary and Secondary Education's aspiration – our vision – for elementary and secondary public education and adult basic education in the Commonwealth of Massachusetts. This vision is anchored in our commitment to high-quality teaching and learning in the Commonwealth. We will continue to work with districts, schools, and educators to promote teaching and learning that is antiracist, inclusive, multilingual, and multicultural; that values and affirms each and every student and their families; and that creates equitable opportunities and experiences for all students, particularly those who have been historically underserved. This Vision and a catalog of aligned supports can be found here: <https://www.doe.mass.edu/commissioner/vision/vision-supports.pdf>

DESE's vision for excellence includes high quality instruction for all students, Multi-tiered Systems of Support including Social Emotional Learning, culturally responsive family engagement practices and to ensure ALL students have equitable access to high quality educational experiences.

Core Values

Access and Equity for All Learners – Ensure every student is supported through inclusive, culturally responsive practices that promote meaningful growth for all. Provide all students with high quality instructional materials, evidence-based practices, and utilize multiple sources of data for assessing progress.

Culturally Responsive Teaching – Honor students' identities, backgrounds, and experiences as assets in the learning community.

Community & Belonging – Build a safe, inclusive, and connected school community where every learner feels valued and supported.

Relationships & Partnerships – Foster strong connections with students, families, staff, and community through open communication and authentic collaboration.

Whole-Child Development – Foster environments that nurture students' academic, social-emotional, and character growth as integral parts of a well-rounded education.

Hands-On, Nature-Based Learning – Preserve LES's roots by integrating experiential, outdoor, and inquiry-driven learning.

Environmental Stewardship – Cultivate a culture of sustainability and care for the natural world and community.

Students First - Our choices are guided by what best supports students.

LES Student Outcomes

Various data sources will show all LES students meeting or exceeding expectations OR making significant progress from fall to spring of each school year on internal assessments such as DIBELS, USNS, Star, and other measures such as student work. According to DESE Accountability Report, we will make substantial progress toward improvement targets. Observations will show a high level of student engagement and feedback from students, staff, and families will be positive overall. VOCAL climate surveys will show satisfaction levels above the state levels.

Focus Areas of Plan	Strategic Initiatives and Goals 2024-2027
I. School Climate, Facilities, and Safety	Ensure a safe and supportive learning environment for all students and staff. Goal 1: Provide tiered social-emotional supports for students and support the well-being of staff and students Goal 2: Ensure the physical safety of all students and staff by having clear procedures for emergency management Goal 3: Ensure that the facilities and grounds of the school are well-maintained and safe Goal 4: Establish and sustain a Union 28 Wellness Committee that supports the physical, social-emotional, and mental well-being of students and staff, and to update wellness-related policies and procedures to ensure compliance with DESE and federal requirements
II. Curriculum, Instruction, Assessments	Improve student achievement and provide a well-rounded, 21st-century education through equitable access to high-quality curriculum, instruction, and assessment. Goal 1: Align curriculum, instruction, and assessments with current DESE frameworks and expectations Goal 2: Provide opportunities for students to learn outside of the classroom Goal 3: Expand opportunities for music instruction Goal 4: Ensure up-to-date and effective student support and special education procedures
III. Family and Community Partnerships	Foster communication and collaboration between school, families, and community partners. Goal 1: Improve student attendance and reduce tardies Goal 2: Ensure school documents and communication channels are current and meet present-day requirements Goal 3: Strengthen two-way communication and family involvement Goal 4: Provide wrap-around supports for families and collaborate with community groups Goal 5: Set up an after school/ out of school time program that meets the needs of the school community
IV. Systems Alignment	Align systems and processes across curriculum, instruction, assessment, student support, professional development, educator evaluation, and operations. Goal 1: Optimize schedules, calendars, and operational structures Goal 2: Develop consistent, evidence-based instructional and professional practices Goal 3: Restart and update the educator evaluation process Goal 4: Update report cards to reflect current grade level standards

Monitoring Progress - Process Benchmarks <i>What will be done, when, and by whom</i> Person Responsible abbreviations: Director of Curriculum (DC), Director of Finance and Operations (DFO), Principal (Pr), Head Custodian (HC), Superintendent (Supt), Playground Committee (PG), Capital Planning Committee (CP), School Adjustment Counselor (SAC), Director of Student Support Services (DSS), Greenhouse Manager (GM), School Psychologist (Psych), Leverett School Committee (LSC), Office Administrator (OA), Community Network for Children Coordinator (CNC), Food Service Director (FSD)					
I. SCHOOL CLIMATE, FACILITIES, AND SAFETY: Ensure a safe and supportive learning environment for all students and staff					
Goal I: Provide tiered social-emotional supports for students and support the well-being of staff and students					
<i>Provide Tier 1 Social-emotional Learning (SEL) Support for all Classroom Teachers</i>	Person(s) Responsible	2024-2025	2025-2026	2026-2027	Status
Organize and develop collections of SEL lessons, activities, and resources aligned with CASEL standards on a monthly basis	SAC and Psych	X			Completed
Provide direct Tier 1 SEL support and instruction as needed		X	X	X	Ongoing
Encourage family engagement by providing monthly SEL updates to broader school community		X	X	X	Ongoing
Train teachers to implement Social, Academic and Emotional Behavior Risk Screener (SAEBRS) and mySAEBRS and analyze subsequent data in order to provide targeted social, emotional, and/or behavioral supports to students		X	X	X	Ongoing
Explore and implement facets of Positive Behavior Interventions and Supports		X	X	X	Ongoing
Explore and pilot new SEL curriculum in an effort to streamline Tier 1 lessons and terminology			X	X	Ongoing
Provide transitional support as students move between grade levels and to the middle school		X	X	X	Ongoing
Host groups/clubs to promote sense of belonging		X	X	X	Ongoing
Utilize DESE's Views of Climate and Learning (VOCAL) survey with students in grades 4 and 5 in the spring			X		
Add explicit lessons about bullying and cyberbullying to supplement SEL lessons on healthy relationships	SAC, Psych, Librarian and Technology Coordinator			X	
<i>Provide Tier 2 Social-emotional Learning (SEL) Support</i>	Person(s) Responsible	2024-2025	2025-2026	2026-2027	Status
Lead targeted counseling groups	SAC and Psych	X	X	X	Ongoing
Engage in short-term, one-on-one solution-focused counseling		X	X	X	Ongoing
Consult with educators and parents regarding social, emotional, and/or behavioral supports and accommodations		X	X	X	Ongoing
Develop and implement targeted behavior/incentive plans		X	X	X	Ongoing
<i>Provide Tier 3 Social-emotional Learning (SEL) Support</i>	Person(s) Responsible	2024-2025	2025-2026	2026-2027	Status
Develop and and implement IEP and 504 goals and services (counseling, consultation)	SAC and Psych	X	X	X	Ongoing
Conduct individualized social, emotional, and/or behavioral assessment (e.g., psychological evaluation, FBA)	Psych	X	X	X	Ongoing
Develop and implement individualized behavior support plans and safety plans	SAC and Psych	X	X	X	Ongoing
<i>Celebrate the Staff and Support Their Well-being</i>	Person(s) Responsible	2024-2025	2025-2026	2026-2027	Status
Coordinate at least 2-3 celebratory and social events for staff <ul style="list-style-type: none"> Staff potluck lunch in December PTO gifts around the holidays and Staff Appreciation lunch End of year celebration 	Sunshine Committee, volunteers, PTO, Pr				Ongoing

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• Sunshine Committee fun events (i.e. Spirit Days)					
Share Wellness newsletters from Town Nurse	Town Nurse, OA				Ongoing
Collaborative meetings with principal and Leverett Education Association to problem solve staff needs	Pr, LEA officers				Ongoing
Individual check-ins with principal	Pr				Ongoing
Goal 2: Ensure the physical safety of all students and staff by having clear procedures for emergency management					
Implement and Refine School Safety Protocols	Person(s) Responsible	2024-2025	2025-2026	2026-2027	Status
Collaborate with Franklin County Sheriff's Department to assess needs and plan training sessions	Supt, Pr, FCSD, DC	X	X	X	Ongoing
Train staff re: various building safety procedures	FCSD, DC, Pr	X	X	X	Ongoing
Conduct drills (fire, lockdown, reunification, etc.) and debrief	School Safety Team, Safety Officers	X	X	X	Ongoing
Review and update building level safety procedures as needed	Pr, U28 Leadership Team, Safety Officers		X	X	
Use deescalation strategies and safety procedures when working with students who are highly dysregulated	Pr, Psych, SAC, and other Safety Care trained staff	X	X	X	
Goal 3: Ensure that the facilities and grounds of the school are well maintained and safe by identifying Capital Projects and working with town leadership to implement projects					
Enhance and Repair Building Systems and School Grounds	Person(s) Responsible	2024-2025	2025-2026	2026-2027	Status
Identify Capital Projects	HC, Pr, DFO, Supt, Town Manager, town personnel	X			Completed
Add insulation to attic and crawlspaces to reduce energy usage			X		Completed
Repairs the Stairs by EC wing			X		Completed
Repair the school's sprinkler system			X		Completed
Working on getting e-rate funding to replace wifi access points			X	X	Completed
Replace wifi access points				X	In progress
Replace computer system that controls the school's heat				X	In progress
Replace water heater				X	
Pave parking lots and refinish parking lot				X	
Research playground improvement needs, explore grant options and designs, apply to grants for funding	PG, Pr, Town Manager	X			Completed
Secure additional funding and replace the main playground structure	CP, HC, PG, Supt, DFO			X	Completed
Replace cafeteria dishwasher	DFO, HC, FSD, CP, Pr			X	
Replacing damaged slate roof tiles	HC, DFO			X	In progress
Goal 4: Establish and sustain a Union 28 Wellness Committee that supports the physical, social-emotional, and mental well-being of students and staff, and to update wellness-related policies and procedures to ensure compliance with DESE and federal requirements.					
Implement and Update Comprehensive Wellness Policies	Person(s) Responsible	2024-2025	2025-2026	2026-2027	Status
Identify a DESE consultant to support the tasks needed for this goal	Sup		X		Completed
Review DESE requirements and the food service audit regarding wellness.	Sup, DFO, FSD		X		Completed
Participate in a Union 28 Wellness Committee to audit and revise current wellness policies and practices	Supt, DFO, FSD, Nurse, Pr, PE teacher		X	X	In progress
Create a Unionwide wellness initiative consistent with DESE requirements			X	X	In progress
Share policy with all stakeholders.			X	X	
Update LES Family Handbook to include information about healthy snacks and procedures for birthday celebrations aligned with wellness updates	Pr, FSD, teachers			X	Completed

Resources for Supporting Implementation	
Time and funding for planning, collaboration, consultation, professional development, data collection, resources, and projects	
Town of Leverett Capital Planning Committee	

Evidence of Completion
Meeting minutes, data reports, observation of students and classrooms, repaired structures

Additional Notes
FY 25 Core team completed full Safety Care training Fall 2024; deescalation overview for other staff done Fall 2024; plans made for recertifying core team, LES Professional Development Plan created; Capital Projects Requests completed and shared with Town Manager
FY26 Sewing Club started, GSA continues with 4 staff advisors; applied for grant for Safety Care Train the Trainer training
FY27 Heat related computer system replacement project is in progress through the Green Communities grant; water heater replacement and parking lot will need to be on the town warrant in May 2027 for work to be completed in summer 2027; applying for grant for cafeteria dishwasher but will need to be on town warrant in May if we don't get the grant

Monitoring Progress - Process Benchmark					
What will be done, when, and by whom					
Person Responsible abbreviations: Director of Curriculum (DC), Director of Finance and Operations (DFO), (Pr), Head Custodian (HC), Superintendent (Supt), Playground Committee (PG), Capital Planning Committee (CP), School Adjustment Counselor (SAC), Director of Student Support Services (DSS), Greenhouse Manager (GM), School Psychologist (Psych), Leverett School Committee (LSC), Office Administrator (OA), Community Network for Children Coordinator (CNC)					
II. CURRICULUM, INSTRUCTION, ASSESSMENTS Improve student achievement and provide a well-rounded, 21st-century education through equitable access to high-quality curriculum, instruction, and assessment.					
Goal 1 Align curriculum, instruction, and assessments with current DESE frameworks and expectations to support 21st century learning skills and meet the needs of all learners					
Update and Strengthen Instruction, Curriculum, and Assessments to Align with DESE Expectations	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Review and implement the action steps within the Union 28 literacy plan. This plan includes work in the following areas: <ul style="list-style-type: none"> Building Leadership Capacity Improving Core Instruction Aligning Tiered Instruction (Tiers 2 and 3) Assessment and Data based decision making Family Engagement 	Pr, Teachers, DC, DSS	X	X	X	In progress; ongoing
Use PRISM grant funding for literacy updates in K-6 and coaching for leadership team and teachers <ul style="list-style-type: none"> Establish Curriculum Council for Union 28 and identify priorities Develop a literacy professional development plan for teachers and leadership team Calibrate on feedback for staff through leadership team walkthroughs and support of DESE consultants 			X		Completed
Update literacy curriculum K-6		X	X		Completed
Update math curriculum in K-4		X			Completed
Update math curriculum in 5-6				X	Completed
Update curriculum in other grades and subject areas				X	In progress
Use a variety of data to monitor student progress, and continue to develop the data meeting process.		X	X	X	Ongoing
Build in systems for teams to collaborate about student support.			X	X	
Goal 2 Provide opportunities for students to learn outside of the classroom.					
Continue Experiential Learning Opportunities	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Continue with Adventure classes in grades 3-6.	Teachers,	X	X	X	Ongoing

Monitoring Progress - Process Benchmark

What will be done, when, and by whom

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Continue with arts integration, music, library and media/ technology.	GM	X	X	X	
Engage with the community through special projects, assemblies, and community service projects to apply learning to real world situations.		X	X	X	
Continue fostering hands-on, outdoor learning, including the utilization of the greenhouse and outdoor areas around the school (i.e. supplement literacy and math curriculum or other subjects with special projects)		X	X	X	

Goal 3 Expand opportunities for music instruction

Foster Curiosity and Access to Instrumental Music	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Organize assembly for students in grades 3-6 to explore instruments and spark curiosity	Pr, OA, Music teacher, parent volunteers, externals groups		X		Completed
Explore the feasibility of an in-house instrumental program			X		Completed
Survey families for needs/interest assessment and create a group to plan next steps			X	X	Completed
Establish an instrument program outside of school hours				X	Discontinued
Collaborate with external resources for programming outside of student hours				X	Discontinued

Goal 4 Ensure Up-to-Date and Effective Student Support and Special Education Procedures

Build Capacity for Special Education Compliance and Collaboration	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Establish Union 28 SEPAC	DSS, Pr, parents		X	X	In progress
Create documents to clarify special education procedures	DSS		X		Completed
Support staff in understanding new special education requirements and update IEPs to the new format and timelines	DSS, Pr, teachers	X	X	X	Completed

Resources for Supporting Implementation

Time and funding for planning, collaboration, consultation, professional development, data collection, resources, and projects
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Evidence of Completion

Meeting minutes, data reports, observation of students and classrooms, school and class schedules, lesson plans, calendar of events, Union 28 Literacy Plan, LES Professional Development Plan, other artifacts

Additional Notes

FY25 - All staff trained in new IEP expectations; All IEPs converted to new format
FY26 - Grades 3, 5 and 6 are now using Investigating History Curriculum for History and Social Sciences; Applied for and received PRISM 2 and 3 grants; Curriculum Council established for Union 28; literacy walkthroughs happening with DESE consultants and Union 28 leadership team; Star Assessments added in reading and math for K-6, have an updated phonics screener; Principal met with Town Administrator to review insurance and liability needs related to hosting instrument program outside of school hours and have gotten music instrument contacts from the community; Champions program is set up to take drop ins for logistics of care and supervision outside of school hours if children need to go to instrument program after school

FY27

- LES is no longer pursuing an after-school instrument program. This feasibility study began approximately two years ago in response to parent concerns that the lack of instrument instruction at LES created a barrier for students wishing to participate in band or orchestra at ARMS, where prior experience was expected. To explore options, LES consulted with the Town Manager, local musicians, and the Leverett Education Foundation as a potential scholarship resource. Prindle School was also considered as a possible partner due to its insurance coverage, staffing, and programming capacity. Families of students in grades 3–5 were surveyed, and several program proposals were reviewed. Ultimately, interest in band- and orchestra-related instruments was insufficient to make the program financially feasible. Additionally, ARPS has since made exceptions for LES students seeking to participate in band or orchestra at ARMS, reducing the original barrier. LES will share information about local musicians offering private instrument lessons with families interested in pursuing individual instruction.
- The Union 28 Curriculum Council has welcomed new members and continues to refine the literacy plan using FY26 feedback from the DESE/TNTP coach, current DESE tools, classroom observations, and student data. Union 28 leadership continues to refine walkthrough tools and communicate observation focus areas to staff as part of the Educator Evaluation process, providing feedback on strengths and areas for growth.
- Writing has been identified as a shared area of need across all grades and remains a focus of professional development and curriculum work. Teachers are analyzing student writing from last year's MCAS and Union 28 common assessments to inform instruction and respond to learning needs.
- The Director of Student Supports is leading professional development on inclusive service delivery and effective use of paraprofessionals. In addition to MCAS results, staff use multiple measures—including DIBELS, STAR, USNS, classroom assessments, and observations—to monitor student progress and guide instruction. While growth has occurred, progress remains uneven across classrooms. Teachers receive ongoing feedback and support to strengthen instructional practices; however, translating feedback into consistent changes in practice has been gradual in some settings. LES has also selected sixth-grade teacher Alyson Bull as a peer coach to provide hands-on support to staff, while maintaining mentoring for new teachers. Continued reflection, implementation, and refinement will be essential to sustaining improvement over time.

Monitoring Progress - Process Benchmarks

What will be done, when, and by whom

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III. FAMILY AND COMMUNITY PARTNERSHIPS: Foster communication and collaboration between school, families, and community partners

Goal 1 Improve student attendance and reduce tardies

<i>Establish and Strengthen Attendance Procedures</i>	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Create an Attendance Committee to evaluate and update current procedures	Attendance Committee: Pr, Nurse, Psych, SAC	X	X	X	Committee established; tasks are ongoing
Communicate updated procedures with families, review attendance regularly, and collaborate with families for improvement		X	X	X	Ongoing

Goal 2 Ensure school documents and communication channels are current and meet present-day requirements

<i>Ensure School Documents and Communication Channels are Current and Meet Present-day Requirements</i>	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Update LES Handbook (procedures and curricular information in phase 1, policy related sections in phase 2)			X	X	Ongoing
Update website monthly to reflect current information			X	X	Ongoing
Audit technology needs and resources			X	X	In progress
Explore social media options for communicating with families			X	X	Completed

Reorganize the website and shift to ADA format				X	
Goal 3 Strengthen Two-Way Communication and Family Involvement					
<i>Continue Family Engagement Practices and Add Opportunities for Academic Support</i>	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Continue to utilize a variety of communication formats such as weekly Friday Post and class newsletters, emails, calls, conferences, surveys and 1:1 meetings	All school staff	X	X	X	Ongoing
Conduct surveys with families to gather feedback and to assess needs	Pr, Supt., DC, DSS, Champions	X	X	X	In progress
Engage families through committees (i.e. PTO, School Council, After School Transition Planning, Playground Committee, Wellness Committee)		X	X	X	Ongoing
Provide families with multiple ways to engage with the school in supporting their child's education (academic support, social events, training sessions/workshops about topics that matter to them, etc.)	Pr, OA, Teachers, SEL team, DC, DSS, Supt, LSC, PTO, U28 SEPAC, School Council	X	X	X	Ongoing
Goal 4 Provide wrap-around support for families and collaborate with community groups.					
<i>Expand Community Involvement in Learning and Service</i>	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Share community resources	Psych, SAC, Nurse, Pr, OA, PTO, Teachers, CNC	X	X	X	Ongoing
Collaborate with Community Children's Closet and other community groups		X	X	X	
Broaden partnership with Community Network for Children for birth-preK community engagement			X	X	
Organize community clean-up day to tidy and beautify school and town spaces	Pr, OA, GM, PTO		X	X	
Engage community groups when possible in units of study (LCC grants and local groups such as Council on Aging, Amherst College MassMammals Program, SAFE program with Leverett Fire Department, etc.)	Teachers, community groups		X	X	Ongoing
Goal 5 Set up an after school program that meets the needs of the school community					
<i>Plan and Launch a New Outside of School Program with Community Input.</i>	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Establish a search committee made up of parents and caregivers, conduct needs assessment w/ families, explore different options, and identify preferred program	Pr, volunteers	X			Completed
Work with town, Union 28 leadership, school community and external program to open by Sept. 2, 2025 and support the transition of the program	Pr, Supt, DFO, Town Manager, Champions		X		Completed
Faciliate communication between the after school program and school community to ensure the program meets community needs (i.e. updates in Friday Posts, surveys, annual updates to School Committee, etc.)	Pr, Champions		X	X	In progress

Time and funding for planning, collaboration, consultation, professional development, data collection, resources, and projects

Evidence of Completion
New attendance procedures and attendance records, LES Handbook, newsletters, calendar of events, observations, meeting minutes , Champions After School Program

Additional Notes
FY25 Added Literacy Night and Dr. Ablon Workshop for supporting families at home with student needs; Friday Posts contents reorganized
FY26 Partnering with community group to plan Earth Day celebration and service projects; shared resources from Erving School and Library about promoting cyber safety and developing healthy screen habits; offered information session for families about how LES uses technology at school; partnership established with Council on Aging, Amherst College, Umass, Fire Department; Champions Out of School Time Program established and surveys from Kindercare for feedback and next steps
FY27 - Union 28 Facebook group established for Union 28 social media communication in addition to school newsletters, emails, and emergency alerts; Using Smore for Friday Posts for accessibility

Monitoring Progress - Process Benchmarks					
<i>What will be done, when, and by whom</i>					
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IV. SYSTEMS ALIGNMENT Align systems and processes across curriculum, instruction, assessment, student support, professional development, educator evaluation, and operations.					
Goal 1 Optimize Schedules, Calendars, and Operational Structures					
Plan and Implement Efficient Schedules for Learning, PD, and Collaboration	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Audit and revise schedules to maximize learning time and time for staff collaboration			X	X	In progress; need follow up with SC and LEA
Create a master schedule within the current contractual day that increases instructional time with 30 minute WIN (What I Need) blocks	Teachers, Pr, DC, DSS, Psych, SAC		X	X	Completed but is challenging
Discuss the bell schedule with stakeholders			X	X	
Build in times for teachers to collaborate in grade level teams and vertical teams			X	X	Attempting but is challenging
Identify times in schedule to hold schoolwide assemblies to showcase student work, celebrate, and build community			X	X	Completed

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Collaborate with Union 28 schools when creating school calendar to improve planning of Wednesday afternoons pd/meetings	Supt, Pr, DC		X	X	Ongoing
Create a calendar with assessment due dates, Ed Eval due dates, etc. so those can be factored into the planning of Wednesday afternoons/ PD calendar (time needed for PD, planning, collaboration, other staff needs)	Pr, DC, Teachers, Supt		X	X	Ongoing
Goal 2 Develop Consistent, Evidence-Based Professional Practices					
<i>Enhance Staff Capacity Through Training, Mentoring, and Feedback</i>	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Develop more consistency about behavioral expectations and effective instructional practices through communication, professional development, and feedback	Pr, Psych, SAC, DC, DSS, Supt		X	X	In progress and ongoing
Evaluate and ensure interventions that are used are evidence-based and utilize the data cycle for monitoring progress	DC, DSS, Intervention Teachers		X	X	In progress
Review and update mentoring structures to align with current DESE expectations to ensure stronger onboarding procedures and support for new/ developing teachers and support staff	Pr, Mentors	X	X		Completed
Ensure staff have various opportunities for professional development and clarify certain procedures			X	X	Ongoing
Build the capacity of Education Support Professional/ paraprofessionals to assist with student supports by involving them in Common Jobs trainings and through building level support	Teachers, Specialized Instructional Support Personnel, Pr, DC, DSS	X	X	X	Ongoing
Goal 3 Restart and Update the Educator Evaluation Process					
<i>Resume, Refine, and Align Educator Evaluation Procedures</i>	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Resume Educator Evaluation process after the pause from 2023-2024 and review evaluation procedures with staff	Pr	X	X	X	Ongoing
Clean up and fix Vector Educator Evaluation forms to ensure forms are updated and easier to use by admin and staff	DC		X		In progress
Collaborate with Curriculum Director and Director of Student Support for planning professional development and offering differentiated feedback/ coaching	Pr, DC, DSS, teachers	X	X	X	Ongoing
Work with Leverett Education Association and School Committee to ensure Educator Evaluation process meets current expectations from DESE; language in LEA Agreement needs review	Pr, Supt, LSC, LEA Officers			X	
Goal 4 Update Report Cards to Reflect Current Grade Level Standards					
<i>Revise Report Cards.</i>	Person Responsible	2024-2025	2025-2026	2026-2027	Status
Audit report card content	Teachers, DC, Pr		X		Completed
Update report cards in ELA and Math so that they match current MA Curriculum Frameworks	Teachers, DC, Pr			X	In progress

Resources for Supporting Implementation

Time and funding for planning, collaboration, consultation, professional development, resources, and projects

Evidence of Completion

School and class schedules, school and professional development calendar, calendar of events, observations, meeting minutes, mentoring resources, assemblies, completed observation and evaluation forms in Vector, report cards

Additional Notes

FY26 Union 28 leadership team collaborated to plan procedures related to hiring and onboarding staff; aligned the four school's calendars to use Wednesday afternoons with staff more efficiently; LES Assembly schedule created; rotating schedule created for grade level teams to plan together every other week; 2 to 3 vertical meeting opportunities over the year created on Wednesdays; Mentoring folder created for new staff with documents needed for orientation and onboarding and orientation day added in new contract; school schedule needs follow up discussion with a range of stakeholders