Council Members	Title	Signature
Cheryl Temple	Principal	_____
Andrea Romano	Asst. Principal	_____
Jason Lavoie	Parent	_____
Julie Shorten	Parent	_____
Tracy Tecce	Teacher	_____
Rachel Weiland	Teacher	_____

Russell Street Elementary School Philosophy

The Russell Street School, serving grades three through five, is the second stage of the child's educational experience in Littleton, connecting their primary school years to their middle school years. As such, our primary focus is to promote the intellectual, emotional, social and physical growth of students through a developmentally appropriate academic program that motivates and inspires the child in the learning process. The school's standards establish high expectations for intellectual growth while maintaining sensitivity to the uniqueness of the individual and encouraging the natural creativity within each child.
We offer a sequentially–structured curriculum and educational practices that encourage our children to realize their highest potential for learning while enabling them to acquire a body of knowledge, including the application of reasoning, analytical, and technological skills. Our environment encourages students to develop an appreciation for cultural diversity and awareness of the interdependence of the global community.

We strive to foster an atmosphere of mutual respect, tolerance, and optimism wherein each child will develop positive self-esteem. The dedication of the staff is evident through the professional and personal commitment to the student's academic and emotional development. We recognize that only through high expectations for our own performance can we, in turn, establish high expectations for our students. Through the collaborative efforts of students, teachers, parents, administrators, and community, the Russell Street School is dedicated to helping prepare each student to meet his or her educational future with excitement and a love of learning.

District Strategic Goal #1: Curriculum/Instruction/Assessment

Align and enhance Curriculum, Instruction, and Assessment to continually improve student achievement

Goal #1

Implement standards-based Pk-12 curriculum that is aligned with State Frameworks and is well articulated vertically and horizontally

Goal #2

Develop and implement a five-year curriculum review cycle to enhance and/or refine curriculum, Pk-5 and 6-12

Goal #3

Use multiple forms of data to measure and evaluate student achievement

Goal #4

Identify and implement effective instructional practices to support the academic achievement and social-emotional skills of diverse learners

	Action Steps	Indicators of Success	Person(s) Responsible	Timeline	Cost/Resources
1-1 3-1	Continue to build capacity of teachers to effectively use standards-based instruction/grading practices to provide students and parents with effective information on student progress and mastery while building student ownership of learning	• Use of learning targets • Ongoing dialogues (staff mtg., etc.) • Increased ownership of student learning • Use of standards based report card	Principal Math/ELA Intervention Faculty	2023 – 2026 Ongoing	Time Materials
1-2 2-1 4-1	Engage in professional collaboration to examine and update vertical alignment of K-5 student expectations and instructional materials.	• Vertical teams created • Expectations/materials reviewed • Vertical consistency documented	Principal Math/ELA Intervention Faculty Director of Teaching and Learning	2023 – 2026 Ongoing	Time Materials
1-3 2-2	Initiate new mathematics curriculum, Into Math, to all classrooms K-5	• Professional development • Materials purchased	Principal Math Intervention	2023 – 2026 Ongoing	Time Materials PD funds

1-4 2-3 3-2	Continue to improve student performance and confidence on extended writing tasks in reading, math and science	● Use of consistent methodology 3-5 ● Increase in student achievement ● Professional development offered	Principal Math/ELA Intervention Faculty	2023 – 2026 Ongoing	Time
1-5 2-4	Realign social studies materials and grade level responsibility based upon new MA state standards	● Social Studies scope & sequence updated ● Organize supplemental materials ● Time provided for teachers to work together to plan for changes ●	Director of Teaching and Learning Social Studies Faculty	2023 – 2026 Ongoing	Time Materials
1-6 3-3	Continue to research best practices and implement strategies and/or programming related to meeting the needs of struggling and advanced learners	● Strategies evaluated ● Effective strategies and programs ● Dreambox math for all children ● Strong growth by students in all achievement bands	Principal Faculty/ Staff Math/ELA Intervention	2023 – 2026 Ongoing	Time Cost of programs Cost of materials
3-4	Review student growth through analysis of assessment data at regular data meetings to identify students in need of remediation and differentiation	● Meetings held ● Data reported out to staff	Math/ELA Intervention Principal Faculty	2023 – 2026 Ongoing	Time Coverage
1-7 3-5	Create an educational environment that results in measurable growth in student learning as measured by the MCAS exams	● All students will demonstrate individual growth in all tested subjects ● Increase the percentage of students in the Meeting & Exceeding categories to 80% or greater	Principal Director of Teaching and Learning Math/ELA Intervention Faculty/Staff	2023 – 2026 Ongoing	Time Materials

Standard # 2: Professional Development

Provide staff with a variety of professional development opportunities that are connected to the district strategic plan and individual School Improvement Plans

Goal #1

Offer a comprehensive professional development program for all staff which includes district programs and site-based programs, college courses, workshops and/or conferences

Goal #2

Establish and sustain partnerships with higher education and professional organizations to provide expanded learning opportunities for staff and students

Goal #3

Foster a culture of professional learning aligned with State Guidelines that promotes growth and innovation

Goal #4

Examine and develop leadership opportunities for teachers and other staff

	Action Steps	Indicators of Success	Person(s) Responsible	Timeline	Cost/Resources
1-1 3-1 4-1	Maintain a site-based professional development plan which benefits both the individual development of teachers and school-wide improvement efforts by connecting meaningful, differentiated PD with school improvement goals	● RSS is represented at District PDC by school-based PDC members ● Site-based plan developed & implemented. Plan includes: opportunities for teachers to participate in the design/selection of their own PD; differentiated delivery methods; authentic/job-embedded experiences; administrative support ● An environment that builds capacity based on teachers transferring their individual knowledge to the staff in part or	Principal Director of Teaching and Learning PDC members Math/ELA Intervention Faculty/Staff	2023 – 2026 Ongoing	Time Coverage Cost of programs Support materials

		as a whole after attending conferences; taking courses; or successfully implementing a new educational strategy, technique or program			
1-2 3-2 4-2	Provide professional development opportunities related to technology integration and implementation specific to the products/tools currently being used as well as new initiatives	● Professional development provided for staff ● Technology integrated into curriculum	Director of Teaching and Learning Principal Technology Staff Faculty	2023 – 2026 Ongoing	Time Programs/materials
1-4 3-4 4-4	Provide professional development opportunities related to new curriculum	● Professional development provided for staff ● Curriculum utilized in all classrooms	Principal Faculty	2023 – 2026 Ongoing	Time
1-5 3-5 4-5	Provide professional development opportunities related to computer-based MCAS testing	● Professional development provided for staff ● CBT MCAS proctored successfully	Principal Faculty	2023 – 2026 Ongoing	Time

Standard # 3: Community/Communication
Preserve and enhance communication strategies between the school district and its constituents

Goal #1
Effectively communicate the district's core values, vision, mission, and beliefs within the Community

Goal #2
Creatively and effectively utilize technology and media to communicate with all LPS constituents

Goal #3
Strengthen partnerships with business, civic organizations, and community members at large

	Action Steps	Indicators of Success	Person(s) Responsible	Timeline	Cost/Resources
1-1 2-1	Continue to implement and/or develop consistent and efficient communication methods to be used between RSS and its many stakeholders	● Improved school website ● Weekly email blast ● Twitter ● YouTube ● Face-to-face, phone, email ● Grade level websites &/or blogs ● Family information events ● Texting apps ● RSS Postcards	Principal Faculty/Staff	2023 – 2026 Ongoing	Time Training
1-2 2-2	Offer Empowering Families 101 forums on a variety of topics to support RSS families and students	● Faculty buy-in/involvement ● Family forums offered ● Feedback solicited ● Future forums planned	Principal Faculty	2023 – 2026 Ongoing	Time Materials
1-3	Continue and expand partnerships with the other LPS schools	● Student internships LHS and LMS ● LHS student presentations ● ThinkTank activities	Principal Faculty	2023 – 2026 Ongoing	Time
1-4 2-3	Continue to identify and implement ways to increase public awareness of positive happenings with students, school events	● Collaboration with LCTV ● Twitter and other social media platforms	Principal School Council Faculty	2023 – 2026 Ongoing	No cost

		● Local print media relationships			
3-1	Continue to build relationships/partnerships between RSS and the Littleton Community	● Outreach projects ● Partnerships with businesses/schools etc.	Principal Faculty	2023 – 2026 Ongoing	Variable
1-5 2-4	Collect regular parent/family feedback	● Analysis and response to results of parent/family feedback	Principal School Council	2023 – 2026 Ongoing	No cost
1-7	Develop partnerships with local educational institutions and/or organizations	● Student observers/teachers/interns ● Guest instructors ● Collaborative PD opportunities	Principal Director of Teaching and Learning Faculty	2023 – 2026 Ongoing	Time

District Strategic Goal # 4: Climate/Culture
Foster a respectful and responsive culture that provides a safe, secure learning and work environment

Goal #1
Review, maintain and modify protocols and procedures that provide all students and staff with a safe and secure learning and work environment

Goal #2
Ensure the district and schools are free from discrimination and harassment and support student wellness

Goal #3
Review and revise the District Maintenance Plan

Goal #4
Continue to support the district's energy and environmental conservation initiatives

	Action Steps	**Indicators of Success**	**Person(s) Responsible**	**Timeline**	**Cost/Resources**
1-1	Continue to review and implement emergency protocols and procedures	● *In collaboration with LPD*: - Staff ALICE training annually - Developmentally appropriate student ALICE training/review 2x/year ● *In collaboration with LFD*: - Student/Staff fire drill training 4x/year ● Emergency protocols and procedures reviewed and updated as needed	Principal Faculty School Resource Officer Littleton Police Department Littleton Fire Department	2023 – 2026 Ongoing	No cost

1-2	Continue to build capacity of staff around offering an environment that fosters the social and emotional learning of all children	• Social-Emotional Learning lessons taught • Universal Design for Learning (UDL) • Morning meeting model • Growth mindset lessons • Utilize strategies to help with anxiety/executive functioning from district PD • Explore additional classroom resources/materials • PE units for yoga, health • STRIPES initiative	Principal Faculty/staff	2023– 2026 Ongoing	Variable
1-3	Create outdoor classroom spaces for faculty and students to use to enrich learning opportunities	• LEF/PTA funding obtained • Community partnership made • Outdoor classroom installed • Picnic tables added	Faculty Principal PTA Community Partnerships	2023 – 2026 Ongoing	LEF Grant PTA Funding
1-4 2-1	Review supports to build strong student citizenship and respond to conduct concerns in an educational fashion	• STRIPES initiative • Ongoing staff conversations • Philosophy/procedures reviewed	Principal BCBA, guidance counselor, school psychologist Faculty	2023 – 2026 Ongoing	Time No cost
3-1	Collaborate and plan with the Business Manager and Facilities Director to address school facility needs	• Documented evidence of requested and required maintenance, repair, and renovations to the school facilities	Principal Facilities director Business Manager	2023 – 2026 Ongoing	Time Cost of maintenance

District Strategic Goal # 5: Technology
Preserve and enhance the integration and utilization of technology for students and staff Pk-12

Goal #1
Align school and district-based technology planning with current state, national, and international technology Standards

Goal #2
Continue to improve staff/administrative utilization and integration of technology

Goal #3
Continue to improve student utilization and integration of technology for college and career readiness

Goal #4
Provide all staff and students with appropriate access to technology

	Action Steps	**Indicators of Success**	**Person(s) Responsible**	**Timeline**	**Cost/Resources**
1-1	Follow recommendations of district strategic plan/technology plan	● Technology Plan – action items completed	Technology coordinator Faculty Principal	2023 – 2026 Ongoing	Follow recommendations
1-2 2-1	Create Teacher Tech Leaders - K-5	● Position identified and filled ● Collaboration with staff begins	Director of Technology Principal	2023 – 2026 Ongoing	None
1-3 2-2 3-1 4-1	Create content-rich Think Tank projects/experiences for students	● Lessons/experiences created	Director of Technology Teacher Tech Leader Faculty	2023 – 2026 Ongoing	Time Cost of materials
1-5 4-3	Expand current RSS digital citizenship program to address shifting competencies	● Program updates ● Student participation	Director of Technology Teacher Tech Leader Principal	2023 – 2026 Ongoing	Time
1-6 2-4 3-3 4-4	Review effectiveness of technology being integrated into instructional practice and revise as needed	● Technology Plan	Principal Director of Technology K-5 Integration Specialist	2023 – 2026 Ongoing	Variable

Education Laws and Regulations
603 CMR 27.00
Student Learning Time

Structured learning time shall mean time during which students are engaged in regularly scheduled instruction, learning activities, or learning assessments within the curriculum for study of the "core subjects" and "other subjects." In addition to classroom time where both teachers and students are present, structured learning time may include directed study, independent study, technology-assisted learning, and presentations by persons other than teachers, school-to-work programs, and statewide student performance assessments.

Elementary school shall mean a school providing instruction to grades one through five, six, seven, or eight, and, where so designated by a school committee prior to the commencement of a school year, may also include a middle school or other intermediate level school providing instruction to grades five through eight or any combination thereof.

Secondary school shall mean a school providing instruction to grades six through twelve, or any combination of those grades, except where a school committee, prior to the commencement of the school year, has designated a middle or other intermediate level school providing instruction to grades five through eight, or any combination thereof, as an elementary school.

Structured Learning Time Requirements

Schools shall ensure that every elementary school student is scheduled to receive a minimum of 900 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

All schools shall ensure that every secondary school student is scheduled to receive a minimum of 990 hours per school year of structured learning time, as defined in 603 CMR 27.02. Time which a student spends at school breakfast and lunch, passing between classes, in homeroom, at recess, in non-directed study periods, receiving school services, and participating in optional school programs shall not count toward meeting the minimum structured learning time requirement for that student.

Russell Street Elementary School
Typical Year: Grade 5 = 960.2
Typical Year: Grade 4 = 924.7
Typical Year: Grade 3 = 927.4

GLOSSARY OF EDUCATIONAL TERMS:

Common Core State Standards: *The Massachusetts Curriculum Framework for English Language Arts incorporating the Common Core State Standards and the Massachusetts Curriculum Framework for Mathematics incorporating the Common Core State Standards were adopted by the Massachusetts Department of Elementary and Secondary Education in 2011. The Common Core provides a consistent, clear understanding of what students are expected to learn. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers in a global economy.*

Curriculum Mapping: *A process for developing purposeful, coherent, effective, and engaging lessons and units and accompanying assessments to achieve identified results.*

Digital Citizenship: *The norms of appropriate and responsible technology use.*

Educator Evaluation Plan: *A continuous and collaborative learning process for educators based on ongoing communication and feedback by administrators and teachers which includes: Self-Assessment; Analysis, Goal Setting, and Plan Development; Plan Implementation; Formative Assessment/Evaluation; and Summative Evaluation.*

Learning Targets (I Can): *In education,* **learning objectives/targets** *are brief statements that describe what students will be expected to learn by the end of school year, course, unit, lesson, project, or class period. In many cases, learning objectives are the interim academic goals that teachers establish for students who are working toward meeting more comprehensive learning standards.*

MAP: NWEA Measures of Academic Progress: *Measures of Academic Progress® (MAP®) is a formative assessment in ELA/Math/and Science that creates a personalized assessment experience by adapting to each student's learning level—precisely measuring student progress and growth for each individual.*

Responsive Classroom Approach: *A research- and evidence-based approach to education that is associated with greater teacher effectiveness, higher student achievement, and improved school climate. It has been recognized by the Collaborative for Academic, Social, and Emotional Learning (CASEL) as one of the most well-designed, evidence-based social and emotional learning programs.*

Rubric: *A guide listing specific criteria for grading or scoring academic papers, projects, or tests.*

Standards-Based Grading: *Standards-based grading "involves measuring students' proficiency on well-defined course objectives." ([Tomlinson & McTighe, 2006](#)).*
(Note: Standards-based reporting involves reporting these course objectives rather than letter grades at the end of each grading/reporting period.)

Class Size - September 2023

3rd grade	4th grade	5th grade
108 students	123 students	126 students
6 classrooms	6 classrooms	6 classrooms
18 students	20.5 students	21 Students

MCAS - Spring 2022

Grade and Subject	Meeting or Exceeding Expectations %		Exceeding Expectations %		Meeting Expectations %		Partially Meeting Expectations %		Not Meeting Expectations %		No. of Students Included	Part. Rate %	Avg. Scaled Score	Avg. SGP	Included in Avg. SGP	Ach. Pctl
	School	State	School	State	School	State	School	State	School	State						
GRADE 03 - ENGLISH LANGUAGE ARTS	64	44	12	6	52	38	32	41	3	15	117	98	507	N/A	N/A	84
GRADE 03 - MATHEMATICS	57	41	6	6	51	35	35	39	8	20	118	99	500	N/A	N/A	68
GRADE 04 - ENGLISH LANGUAGE ARTS	55	38	9	4	47	34	41	46	4	16	137	99	503	53	130	82
GRADE 04 - MATHEMATICS	50	42	4	6	46	37	43	40	7	17	136	99	499	47	129	62
GRADE 05 - ENGLISH LANGUAGE ARTS	48	41	7	5	41	36	47	46	5	13	117	99	500	46	108	68
GRADE 05 - MATHEMATICS	49	36	5	4	44	32	44	48	8	16	117	99	500	49	108	70
GRADE 05 - SCIENCE AND TECH/ENG	63	43	16	7	47	36	31	40	6	18	116	99	507	N/A	N/A	82
GRADES 03 - 08 - ENGLISH LANGUAGE ARTS	56	41	9	6	47	35	40	42	4	17	371	99	503	50	238	79
GRADES 03 - 08 - MATHEMATICS	52	39	5	6	47	33	40	43	8	17	371	99	500	48	237	68
GRADES 05 & 08 - SCIENCE AND TECH/ENG	63	42	16	6	47	36	31	40	6	18	116	99	507	N/A	N/A	83