

School Improvement Plan

Douglas Primary School

2025-2026



“Where decisions are made in the best interest of our students.”

Dr. Paul Vieira, Superintendent

Cindy Socha, Douglas Primary School Principal

Douglas Public Schools

Mission Statement

The Douglas Public Schools offer diverse learning experiences that meet the academic, social, physical, and emotional needs of all students. We provide a safe, supportive, and challenging learning environment in which students may achieve academic success and personal growth. Decisions are made in the best interest of our students.

-Approved by District-Wide Faculty and School Committee Vote – Sept. 2006

Douglas Primary School Core Values

Douglas Primary School students are:

Proud Responsible Caring Honest Respectful



-Approved by the Staff and Faculty of Douglas Primary School and also the School Council. 2014-2015

Douglas Primary School

2025-2026

School Improvement Plan

Data Goal (Student Achievement): Douglas Primary will develop and nurture a culture in which staff members are reflective about their practice and use student data, current research, best practices and theory to continuously adapt instruction and achieve improved results. The Principal will model for educators how to be continually reflective about their practice and support educators as often as is feasible and appropriate to collaborate in teams around the effectiveness of a wide range of tasks related to instructional practice and student learning, including but not limited to implementing standards-based units and well-structured lessons, examining student work, and analyzing student performance and behavior. Educators will be empowered to use data, research, and best practices to adapt instruction to achieve improved results.

Objective	Strategies	Resources	Timeline
By June 2026, 100% of Primary School students will demonstrate grade-level proficiency or higher in literacy and numeracy, as measured by the Star Reading and Star Math spring assessments, indicating increased comprehension, problem-solving skills, and academic confidence.	Using data, grade level teams will identify areas in which there are gaps/deficiencies and develop an ISSP (Individual Student Success Plan) using Panorama, for each student identifying skill areas and what is needed to achieve this goal. Data points will include: STAR Early Literacy, 5 times per year (approximately every 8 weeks) beginning, middle, end of year as well as progress monitoring using Curriculum Based Measures (CBMs) periodically. Reading Wonders Phonics assessments will be implemented as well. Teachers will use running records for each student to track progress.	The following resources are needed in order to meet this goal: time, data, possible financial support (professional development, supplies). The goal is rigorous, realistic, and results-focused. It is using data to drive instruction and personalize instruction for each student.	By the end of each assessment period, the Primary School staff will analyze the student progress and revise strategies as needed. By June of 2026, a final report will be developed noting MTSS tier one strategies used and a plan moving forward.

ICEL(Instruction, Curriculum, Environment, Learner) Goal: The Primary School will promote the learning and growth of all students by providing high-quality and rigorous instruction, analyzing student performance and growth data to improve instruction, and continuously refining learning objectives.

Objective	Strategies	Resources	Timeline
By June 2026, 100% of instructional staff will participate in professional development on the ICEL framework (Instruction, Curriculum, Environment, Learner) and RIOT (Review, Interview, Observe, Test) data collection methods, and apply both in lesson planning and student support, as evidenced by walkthrough observations, documentation of RIOT usage, and improved student engagement metrics.	The success of the goal can be measured by assessing the number of teachers who actively participate in the professional development program, the level of understanding and application of ICEL strategies demonstrated by teachers in their instructional practices, and the overall impact on student engagement, learning outcomes, and inclusivity. The goal is achievable given the resources and support available. The principal can collaborate with ICEL experts, provide necessary training	The following resources are needed in order to meet this goal: time during common planning, staff meetings, and Professional Development days.	The goal is time-bound to be achieved by June, 2026, allowing sufficient time for planning, implementation, and evaluation of the professional development program.

	materials and resources, and allocate dedicated time for professional development sessions during Common Planning Time and/or monthly staff meetings.		
--	---	--	--

SEL (Social Emotional Learning) Goal : Social and emotional learning (SEL) is an integral part of education and human development. SEL is the process through which all young people and adults acquire and apply the knowledge, skills, and attitudes to develop healthy identities, manage emotions and achieve personal and collective goals, feel and show empathy for others, establish and maintain supportive relationships, and make responsible and

caring decisions. SEL advances educational equity and excellence through authentic school-family-community partnerships to establish learning environments and experiences that feature trusting and collaborative relationships, rigorous and meaningful curriculum and instruction, and ongoing evaluation. SEL can help address various forms of inequity and empower young people and adults to co-create thriving schools and contribute to safe, healthy, and just communities.

Objective	Strategies	Resources	Timeline
-----------	------------	-----------	----------

By June, 2026, teachers will continue to focus on SEL topics listed to include during morning meetings. The School Counselor will align her lessons with these topics: Sept.: Friendship Oct. : Emotions Nov.: Gratitude and Kindness Dec. : Self Control and Impulse Management Jan. : Growth Mindset Feb. : Respect and Celebrating Differences Mar. : Problem-Solving and Decision Making Apr. : Cooperation and Teamwork May : Self-Awareness and Confidence June : Self-Care	Teachers will incorporate the 5 Steps for leading morning meetings with a focus on SEL- 1. Start with a greeting 2. Introduce a social emotional skill or topic 3. Start a group discussion 4. Do an activity 5. Reflect and discuss one more time	It is realistic for staff to add more of these social emotional topics into their current morning meetings. Planning time for grade level teams will be necessary. Teachers will have collaborated with the school adjustment counselor for monthly themes.	By June of 2026, teachers will have developed new morning meeting slides incorporating the SEL topics of the month.
--	---	---	--

The goal will be measured by many walk-throughs during morning meeting times and used in the evaluation process.			
--	--	--	--

School Improvement Goal: Family Engagement

The primary goal of family engagement is to facilitate shared responsibility that contributes to the healthy development, learning, and growth of children - from the earliest ages into young adulthood. Family engagement builds relationships between students, families, educators, and the community. These relationships over time develop into meaningful partnerships rooted in the strengths and assets of all.

- Effective family engagement is culturally responsive, collaborative, equitable, and respectful of diverse languages, norms, and values.
- Effective engagement strives to eliminate barriers to participation.
- These engagement practices take place in schools, in the community, and wherever students live and learn.

Objective	Strategies	Resources	Timeline
-----------	------------	-----------	----------

By June 2026, the principal will host a monthly Parent-Principal Roundtable following student drop-off, providing parents and guardians with opportunities to discuss topics of interest, ask questions, and share feedback, as measured by attendance logs and documented follow-up on discussed items. The goal will be measured by feedback from families and family surveys.	The goal of the Parent-Principal Roundtable is action-oriented because it: Specifies who will take the action (the principal) Describes what the action is (hosting a monthly session) Includes when it will happen (once a month following student drop-off) Details how success will be tracked (attendance logs, surveys, follow-up documentation) So, the goal emphasizes the principal's <i>ongoing activity</i> of organizing and facilitating these sessions — which is a clear, concrete action.	It is realistic for the Principal to speak directly with parents to collaborate and obtain feedback.	By June of 2026, the Primary School will implement and share feedback from the monthly Parent-Principal Roundtable hour with families.
--	--	---	---