

**Brown Elementary School
School Improvement Plan
2009-2010**

School: Brown Elementary School

District Goal(s): To increase student achievement in the area of mathematics.

School Goal(s): We will:

1. *Strengthen, in grades K-1, our understanding of the Kathy Richardson Assessments and how these assessments inform instruction.*
2. *Implement the new 2nd edition of Investigations per the pacing guide.*

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality:</p> <p>Grades K-1 are using the 1st edition of <i>Investigations</i>, which includes unit assessments. These assessments, along with teacher-developed assessments have been used to inform instruction and are the basis for our ROSP. This year, staff did pilot one Kathy Richardson assessment and completed an analysis of the results. Grade 1 teachers will be receiving the 2nd edition of <i>Investigations</i> over the summer of 2009. Implementation will begin in September.</p>	<p>K-1 classroom teachers administered one Kathy Richardson Assessment this school year, which helped to inform instruction. They also administered the NPS and <i>Investigations</i> assessments. Follow-up instruction and materials from Kathy Richardson were used for those students whose results presented them in the at-risk category. Results were used to complete the ROSP.</p> <p>Teachers found that the Richardson Assessment provided them with more detailed information when completing the ROSP.</p>	<p>The K-1 team teachers worked with their grade level colleagues to determine how the Kathy Richardson Assessments aligned with our ROSP. They then used the results to inform instruction.</p>	<p>School Year 2008-2009</p>	<p>Assessments indicated that most students were able to meet testing expectations and results informed instruction. For those whose results were at-risk, re-teaching occurred and post assessments determined the need for any further reinforcement or instruction.</p>

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Goal:</p> <p>This year, K teachers will administer, to all students, the recommended Kathy Richardson assessments as noted in the pacing guide. Re-teaching will then follow with post assessments that will further identifying students in need for additional instruction and practice.</p> <p>First grade teachers will continue to explore the Richardson Assessments and will administer them to those students who are at risk as indicated on the NPS Investigations 2nd Edition. This would be considered a Tier II Interventions per the RTI Model.</p> <p>Grade 1 teachers will implement the new 2nd edition of Investigations.</p>	<p>Based on the present Pacing Guide, staff will administer the appropriate Richardson assessments. An analysis of the data will inform teachers of any further instruction that will need to occur for those students at risk for not reaching the grade level benchmarks. NPS assessments and the Richardson assessments will be used to complete the ROSP.</p> <p>The Richardson Assessments will also identify those students who have attained skills beyond the grade level. Teachers will differentiate for these students.</p> <p>Grade 1 teachers will implement the new edition per the pacing guide. They will make recommendations at the end of the year regarding pacing and instruction. Suggestions will be based on student learning and results of the mid and end-of-the year benchmark and end of unit assessments.</p>	<p>All teachers will follow the NPS Pacing Guide. The NPS Assessment Binder Tests will be given to all K students.</p> <p>K teachers will follow the Pacing Guide and administer Kathy Richardson Assessments as noted. First grade teachers will administer the Kathy Richardson Assessments to those students as a Tier II Intervention under RTI.</p> <p>Re-teaching for those students at-risk will take place and the Richardson practice and reinforcement instruction materials will be used prior to any additional post assessments.</p> <p>First grade teachers will work as a team and collaborate on implementation of this new Investigations program.</p>	<p>School year 2009-2010 Assessments will be administered over the school year.</p>	<p>Data will be kept over the year on student progress. All students will demonstrate proficiency in grade level benchmarks.</p> <p>All students in Grade 1 will achieve 80% or above in the unit assessments and the middle and end-of-year benchmark assessment.</p> <p>All students will pass the benchmark and unit assessments with 80% accuracy or above.</p>

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District Goal(s): To increase student achievement in the area of mathematics.

School Goal(s): We will:

- 1. Reflect, in grades 2-4, on the present Pacing Guide for the 2nd edition of Investigations and modify the pace of the lessons to ensure that all major math concepts are covered from September to June.*

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality:</p> <p>Teachers in grades 2-4 have followed the NPS pacing guide for the 2nd edition of <i>Investigations</i>. Grade level benchmark assessments have been given and analysis has taken place which has informed instruction.</p>	<p>Teachers were given the new edition of <i>Investigations</i> in August of 2008. Resource materials were included.</p> <p>Professional development opportunities helped to introduce staff to the program.</p> <p>Math Curriculum Coordinator was called upon for support as needed.</p> <p>Teachers followed the pacing guide. However, questions have surfaced about the wealth of lessons that are required.</p>	<p>Teachers were responsible for implementation of the program.</p> <p>The Curriculum Coordinator supported the implementation.</p>	<p>September 2008-June 2009</p>	<p>Mid-year benchmark assessments indicated that 80% or above of the students in grades 2 and 3 have met this criteria for 40/43 of the questions asked.</p> <p>In grade 4, the mid-year benchmark assessment indicated that the students did not answer 80 % of the questions correctly.</p>

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Goal:</p> <p>This year, teachers in grades 2-4 will reflect on each unit and determine the important lessons, and align their thinking with the pacing guide.</p> <p>This will ensure that all units are covered by the end of the year.</p> <p>Questions might include: How is the curriculum presented? Are concepts and skills repeated often? If so, can I move forward more quickly knowing that students will revisit concepts often?</p> <p>In grades 3 and 4, how often will the ten minute routines be used versus the Heads Up math resource?</p>	<p>Based on information gathered during the school year 2008-2009, teachers will preview each unit and determine collectively those lessons that will more effectively meet the grade level benchmark expectations. Results of the Math Survey per Regina Byrnes will help support this work.</p> <p>Unit assessments will be given and data will inform further instruction.</p> <p>Reteaching will resume for students who have not achieved 80% or above on each assessment.</p>	<p>Teachers in grades 2-4 will adhere to the pacing guide and reflect on the appropriateness of the adjustments that were made on the program.</p>	<p>Sept. 2009- June 2010</p>	<p>Mid and end year benchmark assessments analysis will show level results in grades 2-3. Grades 4 will show and increase in over all assessment results from 18/29 items at or above 80% accuracy to 27/29 items at 80% or above.</p>

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School: Brown Elementary School

District Goal(s): We will attend Professional Development presentations that will allow staff to further their expertise in the area of technology which will directly affect student preparedness for the 21st century.

School Goal(s): We will:

- 1. Increase the skill levels of staff in the use of technology to include web page development, power point, use of infocus, video and digital cameras, and general computer usage.***
- 2. Extend our best teaching practices to include an integration of technology into various curricula.***
- 3. Increase our home/school communication through the use of teacher web pages, iPass, and e-mail.***
- 4. Increase our parent involvement in supporting staff and students in the use of technology.***
- 5. Increase students' keyboard skills.***

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: Most professional staff has a laptop that can be used for educational purposes. As professional development opportunities were limited in the past, expertise was driven by personal interest rather than a collective vision/ focus.</p>	<p>A survey of staff in April 2009 indicated a need for professional development offerings as follows:</p> <ul style="list-style-type: none"> • Video and digital cameras in Microsoft Programs • Excel and Power Point Training • Training in How to Use the Smartboard • Website Development • Websites that go with various curricula • Additional exploration into Investigation's Success Net 	<p>Teachers will develop a basic webpage that includes a welcome home page, calendar, and homework page. The web pages will be used to communicate with parents and students.</p>	<p>Spring 2009 and Fall 2009</p>	<p>Web pages will go live on date determined by negotiations. Updates will follow at least once a month.</p>

	<ul style="list-style-type: none"> • Entourage Training • Web Based Programs • Infocus Training • General Computer Classes <p>Parents on the School Council indicated that parents could assist in the following ways:</p> <ul style="list-style-type: none"> • Add keyboard training to homework – look at options • Use Success Net for homework • Parents share favorite websites. Teachers then review. Share this information at Open House/Conferences • Volunteer to help teachers when using the Wireless Lab. Consider letting parents attend Professional Development classes so that they can help. • Parents could assist Kindergarten teachers with computer classes and use of table top computers in library <p>Students in upper grades are in need of keyboard lessons.</p>			
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	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Goal: This year all professional staff will attend training opportunities that will allow them to integrate technology into their teaching and communication with all stakeholders.</p>	<p>Based on skill levels, teachers will choose Professional Development training opportunities that will then be used during instruction and/or noted on their web pages for students and parents. In addition, teachers will receive training in the new e-mail providers platform and iPass.</p> <p>Use of our wireless lab and computer lab will increase at all grade levels. The library computer lab this year was scheduled for classroom usage 9/22 possible opportunities by teachers in grades K-4. The Wireless Lab was used 30/73 possible opportunities by teachers in grades 2-4.</p> <p>Parents will be used as volunteers in the classrooms to support learning in the area of technology.</p> <p>Students will be given exposure to keyboard instruction via Type to Learn.</p>	<p>Future professional development for teachers will extend student access to resources and the ability to communicate worldwide.</p> <p>Teachers integrating technology into curricula will move us forward to the best teaching practices in technology and other curricula.</p>	<p>School year 2009-2010</p>	<p>Teachers will enroll in 3-4 PD offerings and will apply this learning to instruction.</p> <p>Grades K-4 will increase their use of the computer and wireless lab usage as follows: Library lab will be used by all grade levels 16/22 possible opportunities. Wireless lab will be used 45/73 possible opportunities.</p> <p>Staff will submit a data sheet on their use of parent volunteers during computer time.</p> <p>Students will exhibit keyboard skills based on a pre/post test. This will be given in September and May.</p>

**Brown Elementary School
School Improvement Plan
2009-2010**

School: Brown Elementary School

District Goal(s): All students will reach high standards, at minimum attaining proficiency or better in writing.

School Goal(s): We will:

1. Develop an ability in K-4 to write developmentally appropriate non-fiction text to include: How to Books, All About Books, and Writing About Reading.

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality:</p> <p>Over the 2008-09 school year, five Brown Teachers and the Principal attended a Professional Development conference offered by Lucy Calkins in September of 2009. School based Professional Development throughout the year focused on small moments and seed ideas using the genre Personal Narrative. As there were no rubrics or prompts available, free writes were completed by K-4 in the fall, winter, and spring.</p>	<p>In conjunction with the Reading Specialist and Principal, the staff agreed to adopt the Lucy Calkins Writing program in the spring of 2008, which would be used as the foundation for our process writing instruction as noted in the Balanced Literacy Model.</p> <p>Materials from the Lucy Calkins conference were shared over the course of the year with building and district staff.</p>	<p>All K-4 teachers were responsible for bringing forward instruction in small moments and seed ideas in the narrative form.</p> <p>The Reading Specialist developed our building and district Professional Development trainings.</p> <p>Teachers were asked to teach lessons that brought forward the tenants of the writing program. They also evaluated the outcome of these lessons and if their goals were achieved.</p>	<p>School Year 2008-2009</p>	<p>Teachers shared examples of students' personal narratives and reflected on what worked and what they needed to change as their writing instruction unfolded.</p> <p>Small Moments and Seed Ideas were written by each student and assessed on their individual progress toward the stated writing goals.</p> <p>K-4 Free Write Benchmarks are now being copied and will become a part of the Literacy Resource Handbook.</p>

<p>As of the 2008 MCAS, 21% of the students scored a 9, 10, 11, or 12 on Topic Development. With regard to the scoring of Conventions, 85% of the students scored a 7 or 8.</p>	<p>Our Reading Specialist in conjunction with two other literacy team members worked together to present the best practices from the program this year. The focus was on narrative writing.</p> <p>The Reading Specialist offered a course on the tenets of the Lucy Calkins Writing program district wide. Many Brown School staff attended.</p> <p>Writing was celebrated with parents in the classroom setting and at our Volunteer Tea this May.</p>	<p>This was accomplished through our discussions over the year.</p> <p>The teachers at each grade level, also chose, using the free writes, an example of a typical grade level student's writing which included a fall, winter, and spring piece. These will be placed in a binder so that teachers can refer to them as benchmarks for the grade levels K-4.</p>		<p>The goal was to share writing development in K-4 over time.</p>
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	Startegies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Goal:</p> <p>This year the teachers will, during their writing block, ask students to respond to a personal narrative prompt. A rubric will be used to collect data on students’ progress toward the grade level benchmark.</p> <p>In addition, staff will continue to explore the best practices in writing in the area of non-fiction writing using the Lucy Calkins’ curriculum.</p>	<p>Rubrics and prompts will be written during the spring of 2009. The district is presently piloting the 6 Traits Rubrics which is based on the continuum rather than grade level benchmarks. Students will be asked to respond to the prompt in September, January, and May.</p> <p>Four teachers from Kindergarten and Grade 2 will attend along with the Reading Specialist a two day workshop entitled “Developing Writers with Voice” presented by Carl Anderson in June 2009. Focus is on Assessing Writers, conferencing and mini lessons, genre studies, and using literature to teach craft.</p> <p>The Reading Specialist, in conjunction with two other literacy team leaders, will present the best practices in the development of writing non-fiction text as noted in the Lucy Calkins’ Writing Program – How to Books, All About Books, and Writing about Reading.</p>	<p>Teachers will be responsible for scoring the personal narratives and planning instruction based on the data.</p> <p>This will be shared with staff in the school year 2009-10.</p> <p>Teachers will present lessons to students on the content of the training sessions. They will also look at students’ work and reflect on students’ progress towards the grade level benchmarks.</p>	<p>School Year 2009-2010</p>	<p>All students will meet grade level benchmarks for the genre Personal Narrative by the end of the school year.</p> <p>Results of the pilot will be reviewed and revisions will be made based on the data.</p> <p>Analysis of the MCAS scores will show an increase of 1% in topic development in the scoring indicators of 9 and above. In conventions the scoring indicators 7 or above will increase by 1 %.</p> <p>Benchmarks of student writing will be selected so that staff in grades K-4 will have a developmental progression of how the typical student responds to writing instruction on the genre of non-fiction.</p> <p>Rubrics will be developed for non-fiction and used in the coming year.</p>

	<p>Professional Development format will mirror that of 2008-09 in which teachers will attend trainings and will then bring forth lessons and student work in non-fiction form.</p> <p>Teachers will share their experiences and draw conclusions regarding what worked and what did not work.</p> <p>Rubrics will be developed for each form of non-fiction writing.</p>			
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**Brown Elementary School
School Improvement Plan
2009-2010**

School: Brown Elementary School

District Goal(s): To increase teachers' knowledge of Professional Learning Communities.

School Goal(s): We will:

1. Strengthen teachers' understanding of the tenants of Professional Learning Communities with a focus on learning rather than teaching.

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality:</p> <p>Brown School has consistently asked the question – What school characteristics and practices have been most successful in helping all students achieve at high levels? This work has centered on our analysis of MCAS, DRA, and Math Benchmarks Assessments.</p>	<p>All grade levels have one common planning a week to meet as a team to support a culture of collaboration. When possible, teams have written yearly goals based on the district's and building's yearly goals which further encourages collaboration.</p>	<p>Team of teachers meet once weekly to plan curriculum and assessments. The English Language Learner Teacher and Special Educators often join Regular Educators to incorporate data into their teaching repertoires.</p>	<p>Ongoing to include 2008-2009.</p>	<p>MCAS, DRA, and Math Benchmark assessments show that students are learning.</p>

<p>We have asked all teachers to be committed to supporting the data and to teach towards the grade level standards.</p> <p>We have monitored our progress through the development of common assessments.</p> <p>All of the above have ensured a solid foundation in securing school improvement.</p>	<p>We have asked the following questions:</p> <p>What of we want each student to learn? How will we know each student has learned it? How will we respond when a student experiences difficulty in learning.</p> <p>Intervention through Early Intervention Programs (FEIP and KEIP), Reading Specialist Support, and Special Education Support address the needs of students at risk for learning. Intervention is timely and directive.</p> <p>Teachers focus on results and adjust instruction based on data.</p>			
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	Startegis and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Goal:</p> <p>All teachers at the Brown School will become active members of the grade level building based and district wide professional learning communities</p>	<p>The work of teachers will guided by the following essential questions:</p> <ul style="list-style-type: none"> • What is it we want students to learn? • How do we design learning experiences to meet the needs of all learners? • How can we be certain all students have learned it? • How can and do we respond to assist those students who are not proficient in the intended goals? • How will we respond when students already know it? <p>PLC's will address building and district goals, especially in the areas of mathematics and writing.</p>	<p>Building-based Grade Level PLC teams</p> <p>District-wide Grade Level PLC teams</p>	<p>September 2009 – June 2010</p>	<p>Teams will produce a product that addresses a grade level/building/district goal</p> <p>Math and writing benchmark assessments will show that students are learning.</p>