

Natick Public Schools

School Improvement Plan – Lilja School

2009-2010

School Council – Statement of Purpose

The School Council, in serving as representatives of our larger school community, seeks to enrich and enhance opportunities for teaching and learning that result in improved learning outcomes for students. We strive to improve the supports available to teachers, students and their families as we work together to better meet the needs of all our learners.

Responsibilities of the School Council

As outlined in the Education Reform Act of 1993, the School Council is comprised of representatives from the parent body, the school staff, and the community at large. Elections are held to insure that all parents and staff have a full opportunity for representation. The council has specific responsibilities that include, but are not limited to, examining the following topics:

- Class size and impact on student achievement
- School budget
- School climate, safety and discipline
- Enhancement of parental involvement
- Professional development
- Title I

In addition, the council is charged with assisting the principal with the development of an annual *School Improvement Plan* that will identify areas of concern, establish explicit goals, state objectives, name persons charged with various responsibilities, and determine a timeline for measurable outcomes. In determining areas for improvement, the School Council takes guidance from the following sources:

- NCLB Goals and Indicators
- MA State Standards
- Natick Public Schools District Mission and Goals
- The Natick Public Schools' Benchmarks for Learning
- The school's core values and analysis of student learning

School Council Members:

Barbara Brown, Principal

Meghan Maniglia, Teacher Representative

Becky Moss, Teacher Representative

Ali Evans, Teacher Representative

TBD, Community Representative

Gopa Mukherjee, Parent Representative

Lynne Landa, Parent Representative

TBD, Parent Representative

District Goal: To improve the quality and quantity of student writing K-12

School Goal: We will develop students as writers through instructional opportunities focused on the craft, convention and process of writing within a workshop model, as measured by performance on district benchmark assessments and MCAS.

	<i>Objectives and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement/ Indicators</i>
<p><i>Current Reality:</i> Students are not afforded consistent and coherent writing instruction across craft, convention, and process as they progress K-12. Students are not engaged in enough high quality writing, for a variety of purposes and for varied audience. Student performance on open response-type questions (MCAS) needs improvement.</p>	<p><u><i>1: Develop a Skills and Strategies Scope and Sequence</i></u> K-8 Principals and curriculum leaders will develop a skills and strategies scope and sequence defining the trajectory of discrete writing skills across the K-8 writing continuum. These skills will be taught at the corresponding grade levels and assessed using common assessments and rubrics.</p> <p><u><i>2: Create Curriculum Maps</i></u> Action steps: Grade level teams will continue their work to draft, revise and publish curriculum maps that align with curriculum standards as identified on the NPS Writing Scope and Sequence, using the NPS mapping template.</p> <p><u><i>3: Develop and Administer Common Assessments (writing prompts and rubrics)</i></u> Teacher teams will administer 6 common writing assessments over the course of the school year. Three of these will be district-level writing prompts scored according to the NPS rubric. The remaining three pieces will sample writing from across the content areas and demonstrate content mastery as well as ‘appropriate application of discrete writing skills. These six common assessments will be collected in a writing portfolio and follow students K-8.</p> <p>Cross district teams will define a common NPS writing rubric(s) for consistent use K-8.</p> <p><u><i>4: Look at Student Work (LASW)</i></u> Action steps: Grade level teams will analyze student writing samples and common assessments to assess student proficiency in the application of skills and strategies, identify effective instructional approaches and tools, and identify grade level benchmark papers to develop inter-rater reliability in the use and interpretation of NPS writing rubric(s).</p> <p><u><i>5: Increase teacher content knowledge in writing</i></u> Action step: Teachers will discuss the domains of writing and determine effective instructional strategies for teaching during staff and/or grade level meetings (i.e. Atwell, Caulkins, Fletcher, Ray, Fountas & Pinnell).</p>	Teachers with the support of the ELA Coordinator, Principal, and EIL’s	Ongoing this school year	<p>A NPS Scope and sequence for writing skills and strategies</p> <p>A genre focus map for each grade level</p> <p>Curriculum concept maps for each grade level</p> <p>Administer, score, and portfolio six common writing pieces at each grade level</p> <p>PLC team model by which teachers collectively use LASW protocol</p>
<p><i>Desired State:</i> We will have a guaranteed, viable writing curriculum affording increased quantity and quality of student writing across curriculum content areas and common criteria for assessing and collecting student work samples. Student writing will improve across domain traits, craft, convention and process. Students will write for a variety of purposes and for varied audience.</p>				

District Goal: To enhance teaching and learning through the use of technology

School Goal: Each grade level will establish common learning experiences with technology

	<i>Objectives and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement/ Indicators</i>
<p><i>Current Reality:</i> * We are teaching children of the 21st century, yet we have no guaranteed or viable technology curriculum; therefore, the use of technology in the classroom is dependent on the individual teacher. * We are presently not maximizing the resources currently available at the school level.</p>	<p><u>1: Establish common experiences for students at each grade level K-4</u> Grade level and specialist teams will define appropriate technology expectations and experiences (i.e. using technology tools to demonstrate learning, link web resources to enhance instructional units)</p> <p><u>2: Identify student proficiencies by grade level K-4</u> Each student will demonstrate proficiency on the defined grade level expectations (examples might include: word processing, graphic imports)</p>	<p>Principal</p> <p>Teachers</p> <p>Technology director and support staff (via the school principal)</p>	<p>Ongoing this school year</p>	<p>Clear expectations for common experiences at each grade level</p> <p>Student learning products</p> <p>Clarification on how/where to access tech equipment, mobile lab schedule</p> <p>Identify teacher needs and provision for growing support of skill sets through PD, peer tutorials, collaborative teaching, etc.</p>
<p><i>Desired State:</i> Every professional will skillfully enhance teaching and learning through the effective use of varied technologies, ensuring common learning experiences for all students.</p>	<p><u>3: Students will have laptop access the equivalent of once weekly</u> To maximize the use of the mobile lab there will be a schedule and protocol for transporting it throughout the building and/or using it in a stationary manner in the computer lab</p> <p><u>4: Teachers will increase the infusion of technology in the classroom to enhance instruction</u></p> <p>a) Staff will collaborate to determine efficient and effective disbursement of technology equipment and computer lab use for optimal access</p> <p>b) We will develop a building-wide plan for professional development requests in technology, including “in house” offerings to colleagues as the need arises (ie peer tutorials)</p>			

District Goal: To build high functioning, collaborative teams focused on student learning outcomes

School Goal: At Lilja School, each grade level K-4 will work as a PLC; Each specialist will participate on a district PLC with job-alike colleagues

	<i>Objectives and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Measurement/ Indicators</i>
<p><i>Current Reality:</i> * We cannot ensure that all students will learn at high levels if we continue to work in isolation * While grade levels presently meet together in the spirit of collaboration, the PLC model has not been realized</p>	<p><u>1: Develop PLC Teams</u> Each member of our faculty will participate as an active member of a PLC teams. Each grade level team will meet 1x weekly for 30 minutes at the building level (specialist teams schedule will be modified to accommodate cross-district team meetings)</p> <p><u>2: PLC Teams will have clear structure and common purpose</u> Each team will establish a meeting schedule, norms, an agenda for each meeting, and identify action steps at the conclusion of a meeting – using a collective notebook to house artifacts</p> <p><u>3: PLC Teams will work toward achieving a common goal</u> Each team will create their own district grade level SMART goals (strategic, measurable, attainable, responsible, time-bound)</p> <p><u>4: PLC Teams will examine evidence of student learning</u> During each team meeting teams may:</p> <ul style="list-style-type: none"> • Define expectations for student learning • Use the LASW protocol to analyze student learning • Develop, administer, score common assessments to analyze student performance • Use results from above to identify priorities for instructional practices • Identify and implement best practices to guarantee increased student learning 	<p>Principal</p> <p>Teachers, through work at the school and district level</p>	<p>Ongoing this school year</p>	<p>All professional staff assigned to a PLC Team</p> <p>PLC Teams meet regularly</p> <p>PLC Teams maintain a team notebook</p> <p>Teachers/teams establish SMART goals</p> <p>PLC meetings focus on improved student learning as evidenced by analysis of student work, learning standards, assessment data, and shared best practices</p>
<p><i>Desired State:</i> * A truly collaborative culture that engages in a collective effort to achieve our purposes * To have high performing teacher teams that collaborate with the shared purpose of increased learning for all students</p>				

District Goal(s):

- To improve each school's capacity to enable all students to learn and achieve at high levels
- To develop and analyze common assessments to be valid measures of student proficiency towards standards;
- To use data gathered from common assessments to (1) identify instructional and curricular strengths and weaknesses and (2) make curricular-related decisions

School Goal: We will: complete development/refinement of interim and final assessments for reading units of study and utilize data from common assessments to inform instructional decisions at the grade and classroom level

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: Grades K-4 have development and are using curriculum maps for reading units of study. These are posted on First Class for easy access by the grade level team, the special education team, and specialists. Grades 1-4 have piloted interim and final assessments for each unit of study. Grade level teams are beginning to utilize more team and curriculum meeting time to analyze interim and final assessments at the grade level.</p> <p>Goal: Interim and final assessments fully developed for all grade levels. Reading units of study assessment data and LASW protocols used by teams to inform instructional decisions at the grade and class level.</p>	<ul style="list-style-type: none">• K-4th grade teams coordinate pacing of reading units of study and timing for interim and final assessments• K team develop interim and final common assessments for units of study / foundational literacy skills• Grades 1-4 teams refine interim and final common assessments as needed• Teams analyze results of interim assessments to support differentiation of instruction• Teams analyze final assessments to inform instruction and refine units of study as needed• Teams update First Class maps as needed so current information is available to all	<ul style="list-style-type: none">• Grade level and special education teams• K team• Grades 1-4 teams• Grade level and special education teams• Grade level and special education teams• Grade level teams / Principal	<p>Ongoing throughout 2009-2010 school year</p>	<p>Grade level collection of interim and final assessments</p> <p>Posted revisions of reading units of study as needed</p> <p>Progress in % of students demonstrating success on interim and final assessments</p> <p>Continued progress in % of students meeting district benchmarks and in performance levels on norm and criterion referenced tests (MCAS, Scantron)</p>

District Goal: To improve instruction through identification and implementation of best practices

School Goal: We will: continue professional development for implementation of the balanced literacy model with a specific focus on non-fiction reading comprehension

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: Teachers have identified non-fiction reading comprehension as an area for concentrated professional development. MCAS data supports the need to continue development in this area.</p> <p>Goal: Refinements to non-fiction reading comprehension instruction resulting in increased success with student performance in this area.</p>	<ul style="list-style-type: none"> • Principal and leadership team identify periodic staff / curriculum meetings designated for professional development in non-fiction reading comprehension • Examine curricular maps across grades to assess proportion of time students read / study non-fiction - Adjust balance of time as needed • Identify specific professional development resources currently at the school (specific book chapters, videos, etc.) to support teacher learning and create plan for teacher professional study • Utilize periodic curriculum/staff meetings for non-fiction reading comprehension professional development work • Identify possible additional professional development opportunities (workshops, conferences) to support teacher learning as funds allow 	<ul style="list-style-type: none"> • Principal, reading specialist, leadership team • Grade level and special education teams • Principal, reading specialist • Principal, reading specialist • Principal, reading specialist 	<ul style="list-style-type: none"> • Fall 2009 • Fall 2009 • Fall 2009 • Ongoing during 2009-2010 school year • Ongoing during 2009-2010 school year 	<p>Staff / curriculum meeting agendas</p> <p>Adjustments to curriculum maps</p> <p>Student performance on non-fiction DRA2s</p> <p>Student performance on norm and criteria referenced assessments (MCAS, Scantron)</p>

District Goal: To improve instruction through identification and implementation of best practices

School Goal: We will: continue second year of Precision Reading initiative to improve application of reading skills and strategies

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: During 2008-09, the principal, reading specialist, and grade 2-4 teachers identified and initiated a unified approach referred to as “Precision Reading” to help students apply reading skills and strategies in standardized reading test taking situations.</p> <p>Goal: Analyze results of initial work with Precision Reading and refine as needed for grade 2-4 students.</p>	<ul style="list-style-type: none"> • Analyze results of Spring 2009 MCAS • Apply results of analysis to continued implementation of Precision Reading component of grade 2-4 reading program • Share language and approach with K-1 staff so that, where applicable, it can be incorporated into read aloud, shared reading and guided reading work 	<ul style="list-style-type: none"> • Principal, reading specialist, leadership team • Grade level and special education teams • Principal, reading specialist 	<ul style="list-style-type: none"> • Fall 2009 • Ongoing during 2009-2010 school year. • Fall 2009 	<p>Student performance on DRA2s</p> <p>Student performance on norm and criteria referenced assessments (MCAS, Scantron)</p>

District Goal: To improve instruction through identification and implementation of best practices

School Goal: We will: align writing instruction objectives for personal narrative writing

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: Grades K-4 have initiated use of Calkins and Fletcher resources (2007-08, 2008-09) to enhance writing instruction. Staff have identified better alignment of K-4 personal narrative instruction as a next step to improve writing instruction at Lilja.</p> <p>Goal: Better define and align personal narrative instruction K-4.</p>	<ul style="list-style-type: none"> • Reexamine current Lilja writing rubrics focusing on K-4 vertical alignment and consistency with district writing prompt / district rubrics currently in development stage • Define specific expectations for each grade level related to craft, convention and process • Establish writing prompts, exemplary papers for use with redefined rubrics or utilize system-wide prompts, rubrics and exemplary papers if developed by system • Use LASW protocols for analyzing student success with personal narrative genre 	<ul style="list-style-type: none"> • Principal, reading specialist, grade level and special education teams • Principal, reading specialist, grade level and special education teams • Principal, reading specialist, grade level and special education teams • Grade level and special education teams 	<ul style="list-style-type: none"> • Fall-Winter 2009-10 • Fall-Winter 2009-10 • Fall-Winter 2009-10 • Ongoing during 2009-2010 school year 	<p>Base line data for writing prompts established</p> <p>Teacher lesson plans / lessons reflect clear objectives related to craft, convention and process</p> <p>Increase in percentage of students at level 3 and 4 on rubrics</p> <p>Increased success on 4th grade MCAS composition</p>

District Goal: To improve each school’s capacity to enable all students to learn and achieve at high levels

School Goal: We will: explore expanded use of new instructional approaches developed by specific grade levels during 2007-2008 and 2008-2009 to impact learning

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: Different grades have explored use of promising practices during 2007-08 and 2008-09. For these instructional practices to have the greatest impact, Lilja needs to expand their use. (Grade 2 – Use of Writer’s Notebook, Grade 3 – Use of Story Grammar Marker, Grade 4 – Empower Brain Frames.)</p> <p>Goal: Successful instructional language and instructional approaches are consistently applied across grades.</p>	<ul style="list-style-type: none"> • Utilize early staff / curriculum meetings for grade level teams to present specifics about approaches • Grade level and special education teams define how each approach can be applied to grade level instruction 	<ul style="list-style-type: none"> • Principal • Grade level and special education teams, reading specialist 	<ul style="list-style-type: none"> • Fall 2009 • Ongoing during 2009-10 school year 	<p>Teacher lesson plans / lessons reflect use of instructional practices</p> <p>Continued progress in % of students meeting district benchmarks and demonstrating proficient performance on norm and criterion referenced tests (MCAS, Scantron)</p>

District Goal(s):

To improve each school's capacity to enable all students to learn and achieve at high levels

To use data gathered from common assessments to (1) identify instructional and curricular strengths and weaknesses and (2) make curricular-related decisions

School Goal: We will: continue the work on effective word study initiated during the last two years and monitor progress across grades.

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: During 2007-08, staff will spend time examining the elements of effective word study. During 2008-09, all K-4 classes used a consistent, well defined approach to word study. Mid year assessment data (Developmental Spelling Assessment [DSA] and High Frequency Words Assessment) demonstrates increased consistency in performance at grade levels and increased % of students at or above targeted benchmarks.</p> <p>Goal: Continue to increase % of students demonstrating performance at or above benchmark targets on the DSA and High Frequency Word Lists.</p>	<ul style="list-style-type: none">• Examine End of Year (Spring 2009) assessments to analyze ongoing progress. Share information with staff• Continue to share strategies / approaches that are leading to success• Utilize beginning of year, mid-year and end of year assessment data to monitor progress during 2009-10• Switch from Lilja High Frequency Word Lists to NPS Lists for grades 3-4 once these are established	<ul style="list-style-type: none">• Principal• Teachers• Principal, reading specialist, grade level and special education teams• Grade 3 and 4 teams and special educators	<ul style="list-style-type: none">• June-Sept. 2009• Ongoing during 2009-2010 school year• Ongoing during 2009-2010 school year	<p>Increased consistency in assessment outcomes among classes and increased % of students at or above benchmark target on DSA and high frequency word assessments at mid-year and end of year</p>

District Goal:

To improve each school's capacity to enable all students to learn and achieve at high levels

To use data gathered from common assessments to (1) identify instructional and curricular strengths and weaknesses and (2) make curricular-related decisions

School Goal: We will: continue the work on number fact automaticity initiated in 2008-09 and monitor progress with improving automaticity with number facts across grades

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: During 2009-10, Lilja has increased instructional focus on ensuring student automaticity with number facts. Mid year data demonstrates more consistency of results across classrooms and increased student success in meeting targets for automaticity.</p> <p>Goal: Continue to increase % of students demonstrating performance at or above targets for automaticity.</p>	<ul style="list-style-type: none">• Examine end of year assessments to analyze ongoing progress. Share information with staff• Continue to share strategies / approaches that are leading to success• Utilize beginning of year, mid-year and end of year assessment data to monitor progress• Expand use of Richardson assessments and materials at K and Grade 1 to support differentiation	<ul style="list-style-type: none">• Principal• Teachers• Principal, grade level and special education teams• Grade K and 1 classroom teachers and special education teachers	<ul style="list-style-type: none">• June-Sept. 2009• Ongoing during 2009-2010 school year• Ongoing during 2009-2010 school year• Ongoing during 2009-2010 school year	<ul style="list-style-type: none">• Increased consistency among classes and increased % of students at or above benchmark target on number fact assessments at mid-year and end of year

District Goal: Improve access to information, increased quantity of communications, the use of varied channels of communication and the establishment of norms for respectful conversation, in addition to complying with all regulations and delivering the educational program

School Goal: We will: enhance school / home / community communications

	Strategies and Action Steps	Responsibility	Timeline	Evidence of Effectiveness
<p>Our Reality: During 2008-09 our school website was updated and virtual backpack and Friday eblast launched. Teachers received training to support teacher webpage development. 2nd-4th grade and special education staff received training in SuccessNet.</p> <p>Goal: Increase access to information for parents and community members.</p>	<ul style="list-style-type: none"> • Web page training sessions scheduled for all staff • SuccessNet training provided for 2nd-4th grade and special education teams • All professional staff activate individual web pages • 2nd-4th Grade staff activate use of SuccessNet 	<ul style="list-style-type: none"> • Principal / Tech Dept • Professional staff • 2nd-4th Grade Teachers 	<ul style="list-style-type: none"> • Spring 2009 • Spring 2009 • 2009-2010 school year. • Fall 2009 	<p>Individual web pages available and updated by staff</p> <p>2nd-4th grade teachers utilize SuccessNet for instructional support; 2nd-4th grade students and parents access SuccessNet for home based instructional activities</p>