

Memorial Elementary School **School Improvement Plan**



Natick Public Schools
2009-2010

**Memorial Elementary School
107 Eliot Street
Natick, MA 01760
508-647-6590**

SCHOOL COUNCIL MEMBERS

Beverly McCloskey	Principal
Pamela Hrones	Teacher, Grade 2
Julie King	Teacher, Grade 1
Margaret Lydon	Teacher, Grade 1
Ellie Calhoun	Parent
Ilyssa Frey	Parent
Jessica Greenwald O'Brien	Parent
Andrea Jacobs	Parent
David Dimmick	Community Representative



Responsibilities of the School Council

As outlined in the Education Reform Act of 1993, the Memorial 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 class size and its impact on student achievement, the school budget, school climate, safety and discipline, parental involvement and professional development, as well as the development of an annual School Improvement Plan. Below are the goals set forth for 2009-2010.

Natick Public Schools School Improvement Plan

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

1. School Goal: To develop students as writers through common instructional opportunities focused on the craft, conventions 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> *Third and fourth grade 2009 MCAS scores in ELA long composition, short answer and open response are significantly lower than scores on multiple choice questions. As a district, writing have reached a mediocre plateau of achievement. *Although writing is currently taught at all grade levels at Memorial and teachers have recently increased their own content knowledge and instructional skills, our efforts are disjointed. *We lack common expectations at the district level of a guaranteed and viable writing curriculum with a coordinated scope and sequence, common assessments, and agreed-upon rubrics.</p>	<p><i>1:1 Develop a Skills and Strategies Scope and Sequence</i> 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>	K-8 Principals, ELA Coordinator	9/09	A defined scope and sequence for K-8 writing objectives
	<p><i>1:2 Create Curriculum Maps</i> 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>	K-4 teachers	9/09-6/10	Classroom observations
	<p><i>1:3 Develop and Administer Common Assessments and Rubrics</i> Teachers will administer 6 common writing assessments over the course of the school year. 3 of these will be district-level writing prompts scored according to the NPS rubric. The remaining 3 pieces will be determined by teacher teams and sample writing from across subjects to demonstrate content mastery as well as appropriate application of discrete writing skills. These 6 samples will be collected in a Writing Portfolio and follow students K-8.</p>	K-4 teachers ELA Coordinator, K-4 teachers, Reading Specialist	10/09-6/10 10/5/09-6/15/10	Maps with documentation of instruction for this year A writing folder for each student with 6 specific common writing assessments scored on our NPS standardized rubric
<p><i>Desired State:</i></p>				

<p>*We will have a guaranteed, viable writing curriculum affording consistent increase in the quantity and quality of student writing across curriculum content areas and common criteria for assessing and collecting student work samples.</p> <p>*Student learning and achievement will be increased as measured by school/state tests.</p>	<p>Cross district teams will define a common NPS writing rubric(s) for consistent use K-8.</p> <p><u>1:4 Look at Student Work (LASW)</u> 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>1:5 Increase teacher content knowledge in writing</u> Teachers will read current literature on writing (i.e., Atwell, Caulkins, Fletcher, Ray, Fountas & Pinnell etc.). At grade level and staff meetings they will discuss the domains of writing, and determine effective instructional strategies for teaching them</p>	<p>K-4 Teachers Reading Specialist</p> <p>Principal, ELA Coordinator, TLT, Teachers,</p>		<p>Data gathered from student work products to determine targeted interventions, modifications and extensions</p> <p>Rich, substantive conversation at grade level and staff meetings about content and instruction in writing</p>
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District Goal: To build high functioning, collaborative teams focused on student learning outcomes

2. School Goal: At Memorial School, each grade level K-4 will work as a PLC and 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>2:1 Develop Teams</u> Each member of our faculty will participate as an active member of a PLC team meeting 1x weekly for 30 minutes at the building level (specialist teams' schedules will be modified to accommodate cross-district team meetings)</p> <p><u>2:2 Establish Protocols</u> Each team will establish a meeting schedule, norms, plus an agenda for each meeting, and will identify action steps at the conclusion of each</p>	<p>Elementary Instructional Leaders (EILs), K-4 teachers</p> <p>“</p>	<p>9/09-6/10</p>	<p>Teacher attendance and participation at each PLC meeting</p> <p>Notebook with documentation from meetings</p>

	meeting using a collective notebook to house artifacts. <u>2:3 Establish Common Purpose and Goals</u> Each team will determine their own district grade level SMART goals (strategic, measurable, attainable, responsible, time-bound) based on district and/or school goals. Teams may:	“	10/30/09	Goal statements submitted for NPS Evaluation System,
Desired State: * 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	Define expectations for student learning <ul style="list-style-type: none"> • 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 			

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

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

	Objectives and Action Steps	Responsibility	Timeline	Measurement/ Indicators
Current Reality: * We are teaching children of the 21 st 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	<u>3:1 Determine Appropriate Common Experiences</u> Grade level and specialist teams will discuss and decide upon their expectations for student learning experiences relative to the state technology standards. <u>3:2 Define Indicators of Student Learning</u> Teams will define at least 2 anticipated learning outcomes for their students. Each student will demonstrate proficiency on each of these via the chosen technology (i.e. word processing, web	Principal, Teacher Teams “		A documented list of agreed upon learning experiences for each grade level 2 samples of student learning using technology

maximizing the resources currently available at the school level.	resourcing, graphic imports, etc.) <i>3:3 Maximize Access to Technology</i> *Create schedule and transportation protocol for using/moving mobile lab throughout the building *Provide each grade level with its own equipment (AV cart containing an LCD projector, document camera, and a set of speakers) and the responsibility to schedule shared use for classroom instruction. *Recruit and train a cadre of parent volunteers to assist teachers in classroom use of the mobile lab *Collaborately develop a building-wide plan for professional development in technology which will tap the resident expertise of our district staff and building colleagues.	“ Custodians	9/09 Ongoing	9/09-6/09
Desired State: *Every professional will increase the use of technology for instruction and communication. *Teachers K-4 will skillfully enhance teaching and learning across subjects through the integrated use of varied technologies. * Students K-4 will be assured common grade level learning opportunities and experiences with tech.	<i>3:4 Expand our technological capabilities</i> Seek new resources that will enhance our instructional repertoire for student learning	Parents, teacher trainers 10-11/09 Technology Dept., Teacher Trainers	By 10/09	Regular Volunteers Clarification of teacher needs with recommendations for peer observations, training and tutorials

District Goal: Improve the percentage of students in advanced and proficient categories on the MCAS Mathematics Test

4. School Goal: We will decrease the number of students in the ‘needs improvement’ category and increase the numbers in ‘advanced’ on the 2010-2011 Math MCAS

	<i>Objective and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
Our Reality: We should have a lower percentage of students scoring in needs improvement on the math MCAS. Looking simply at the <i>combined</i> scores of proficient and advanced is	<i>4:1. Assess learning</i> *Use district benchmarks and MCAS scores to clarify and specify student needs *Incorporate Richardson materials K-2 to assess concepts and skills *Utilize Exam Generator to	Principal, teachers “		Specific data being used in a timely manner to monitor progress and adjust instruction Changes in instruction to include

	provide individualized activities *Continue optional sessions during math time for 3rd and 4th graders ready for above grade level work			
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District Goal: Improve the percentage of students in the advanced and proficient categories on the MCAS ELA

5. School Goal: We will decrease the number of students in the needs improvement category and increase the number in advanced on the 2010-2011 ELA Test.

	<i>Objective and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
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<p><i>Our Reality:</i> *As of June 2009, 12%-20% of students (gr. 1-4) scored below benchmark on either the DRA or the DIBELS. *Only 14% of our 3rd graders and 25% of 4th graders scored in the advanced category on the ELA MCAS</p> <p><i>Our Desired state:</i> All students would be at or above the benchmark for reading fluency and comprehension by June and we would have double the percentage of 3rd and 4th graders scoring in advanced on ELA MCAS.</p>	<p><u>5:1 Solidify phonemic awareness and phonics instruction K-1</u> * Continue <i>Foundations</i> in KEIP, FEIP and expand to all classes grades K-1 *Monitor quarterly progress using DIBELS and DRA fluency assessments *Have whole grade levels attend first ACT meeting to identify lowest performing students in the grade and prioritize the calendar</p> <p><u>5.2 Improve comprehension</u> *Provide more frequent formative assessment of comprehension and use of specific strategies *Use interactive and shared writing to practice answering open response comprehension questions across all genres.</p>	<p>KEIP, FEIP tutors, K-1 teachers, principal</p> <p>Principal, reading specialist, teachers ACT team</p> <p>Reading teacher, teachers</p>	<p>9/09 ongoing</p> <p>10/9-6/10</p> <p>9/09</p> <p>Ongoing</p>	<p>Observation of lessons and increased DIBELS and DRA (fluency) scores</p> <p>An early identification and prioritization of students who will receive intervention</p> <p>Student writing samples that express understanding of text. Improved scores on written answers on DRA and MCAS .</p>
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District Goal: Provide opportunities to acknowledge individual student success

6. School Goal: Discuss and develop possible ways to showcase and celebrate student accomplishments in small and/or large venues throughout the school year.

	<i>Objective and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
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<p><i>Our Reality:</i> Presently we recognize desired behaviors and academic achievement in various informal ways.</p> <p><i>Our Desired state:</i> Each student will be recognized for demonstrating social or academic behaviors that reflect our SPARKLE expectations being: safe, polite, a problem solver, responsible and kind, learning and excelling!</p>	<p><u><i>6:1 Continue already successful programs</i></u> *All-School Assemblies for showcasing and celebrating achievement * ‘Lunch Invitations’ with the Principal * Student selection of Standard Bearers * Teacher selection for Kathy Hart Award</p> <p><u><i>6:1 New forms/forums</i></u> * Solicit ideas from staff and school council for new opportunities/programs *Include custodial, office, kitchen and transportation staff in the process of recognizing students.</p>	<p>Memorial Staff TLT</p>	<p>Decisions made by 11/09 then Ongoing</p>	<p>Over time, each student will be specifically recognized exemplifying at least one of the desired behaviors.</p>

7. School Goal: *Develop ways to promote healthy behaviors, healthy bodies and a healthy school environment*

	<i>Objective and Action Steps</i>	<i>Responsibility</i>	<i>Timeline</i>	<i>Evidence of Effectiveness</i>
<p><i>Our Reality:</i> 99% of our students get driven to school. <i>Many have no knowledge</i></p>	<p><u><i>7:1 Develop Options for physical Activity</i></u> *Begin a Walking Schoolbus option</p>	<p>Principal, P.E. teacher,</p>	<p>Beginning 9/09-ongoing</p>	<p>Increase number of students walking or riding bikes to school</p>

<p><i>of what constitutes a healthy snack. We could improve the quantity of items we recycle.</i></p> <p><i>Our Desired state:</i> An expanded understanding of and appreciation for healthy bodies. Greater personal and collective responsibility in our school environment.</p>	<ul style="list-style-type: none"> *Pilot “<i>Fit Bodies-Fit Minds</i>” running club 2 times a week in the am *Combine nutrition information with math computation * Increase recycling volume by adding lunchroom materials 	<p>Cafeteria Staff, Custodians, Teachers, Parent Volunteers</p>		<p>Decrease in unhealthy snacks</p> <p>Increase in number and amount of materials we recycle in classrooms and cafeteria</p>