

ROOSEVELT SCHOOL IMPROVEMENT PLAN

SCHOOL YEAR 2009-2010

Site Council Members:

Kerry Clery, Principal

Signature: _____ *Date:* _____

Susan Jones, Co-Chair

Signature: _____ *Date:* _____

Gale Barry, Teacher Representative

Signature: _____ *Date:* _____

Noreen Donovan, Parent Representative

Signature: _____ *Date:* _____

Cindy O'Donnell, Parent Representative

Signature: _____ *Date:* _____

Maria Serrao, Parent Representative

Signature: _____ *Date:* _____

To be implemented September 2009.

To be completed by school committee

Date Received: _____

Approved: Yes No

Date: _____

ELEMENTARY SCHOOL IMPROVEMENT PLAN

The Roosevelt Site Council has created goals to enhance students' educational experience at the Roosevelt School. From these goals, the council has formulated an improvement plan. This document focuses on ways to nurture and educate all students as they progress from year to year.

The school improvement plan, as described in the legislation, has the following elements:

1. An assessment of:

- **The impact of class size on student performance**
- **Student-to-teacher ratios**
- **Ratios of students to other supportive adult resources**

At this time the district has made it a priority to maintain class sizes at an appropriate size in a range between 19 and 25 students per class. Student to teacher ratios are at an appropriate level. Ratios of student to support adult resources are being assessed individually by each school due to varying student needs in each building.

2. A scheduled plan for reducing class size, if deemed necessary

In general class size has been addressed at the district level. A plan for reducing class size is not necessary at this time.

3. Professional development for the school's staff and the allocation of any professional development funds in the school budget

Professional development at the district continues to focus on district initiatives. Focus initiatives include but are not limited to: Implementation of the Harcourt PreK-3 Literacy Initiative, meeting the needs of all students including Gifted and Advanced learners through differentiation of instruction and Integration of Technology.

4. Enhancement of parental involvement in the life of the school

The Bridge Organization continues to provide, organize, train and utilize community members including parents to enhance the life and education for all students at each elementary school.

5. School safety and discipline

The cornerstone of the district code of conduct is the Declaration of Human Rights. This simple statement of belief drives our words and actions. This statement promotes a healthy, safe, and high-quality learning environment for all students.

ROOSEVELT:

- 1) To ensure that both entrances/exits are safe for students to arrive through and dismiss from

6. Establishment of a school environment characterized by tolerance and respect for all groups

The district's Declaration of Human Rights is simple statement of belief that drives our words and actions. This statement is based on the principle that all people should be treated with respect.

ROOSEVELT:

- 1) Incorporate the Second Step program: This social skills curriculum emphasizes respect for all and helps shape appropriate social behavior. Parents, like teachers, are partners in the development of their children's social and emotional growth so this orientation session is an essential "first step" in establishing this partnership.
- 2) To help 4th graders, who will be book buddies to students with autism spectrum disorders become aware and sensitive to the challenges those students face.
- 3) Provide and promote an overview of chosen cause for Roosevelt Community. This cause will be one where we are able to translate knowledge into action and make a difference.

7. Extra-curricular activities

After school programs are offered for each school either on-site or through the YMCA.

8. Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs

The district is working with consultants to aid the administration and teachers to meet the diverse needs of our classroom population. We are always working on ways to creatively utilize support staff personnel to meet the diverse needs of all students within our regular education programs.

ROOSEVELT:

- 1) Differentiated instruction to foster an inclusion model that benefits students below grade level (ex. Special education), at grade level, and above grade level (ex. Gifted and Talented)
- 2) Create opportunities for flexible grouping so that instruction can be better geared toward the various needs of the students.
- 3) Provide opportunities for teachers to observe one another in order to expand their repertoire of teaching strategies
- 4) Implement an inclusion model so that there are more opportunities for special education students to be serviced in a less restrictive environment.

9. Any further subjects the principal, in consultation with the school council, shall consider appropriate

Each individual School Improvement Plan will reflect the subjects the principal and school site council consider appropriate.

ROOSEVELT:

- 1) Design K-5 lessons and learning activities that will enable our students to better react to open response style questions to enhance scores on the MCAS testing program.
- 2) To better utilize technology to support student learning

SIP Element #5 – School safety and discipline

Goal	Action Strategies	Time Line	Group/Person Responsible					Resources Required	Evidence of Completion
			A	T	P	S	C		
1. To ensure that both entrances/exits are safe for students to arrive through and dismiss from	<ul style="list-style-type: none"> Schedule an appropriate number of staff members to provide adequate supervision at both the Vinton Street and Brunswick Park entrances so that no persons, other than students, can enter or leave the building during the morning entrance or afternoon dismissal periods. 	<ul style="list-style-type: none"> September 2009 – June 2010 	X	X				No Additional Resources Required At This Time	All adults that are non-staff members will be wearing a visitor’s badge to show that they have signed in at the main office.
	<ul style="list-style-type: none"> Both sets of doors will be locked for the entire school day after morning arrival. 	<ul style="list-style-type: none"> September 2009 – June 2010 					X	No Additional Resources Required At This Time	All adults that are non-staff members should have signed into the office and will be wearing a visitor’s badge.

Key:

A = Administration

T = Teacher/Staff

P = Parent(s)

S = Students

C = Custodian

SIP Element #6 – Establishment of a school environment characterized by tolerance and respect for all groups

Goal	Action Strategies	Time Line	Group/Person Responsible					Resources Required	Evidence of Completion
			A	T	P	S	C		
1. Incorporate the Second Step program: This social skills curriculum emphasizes respect for all and helps shape appropriate social behavior. Parents, like teachers, are partners in the development of their children’s social and emotional growth so this orientation session is an essential “first step” in establishing this partnership.	<ul style="list-style-type: none"> Information about this program will be given to parents by an information packet and an overview presentation of the program 	<ul style="list-style-type: none"> September 2009 	X					No Additional Resources Required At This Time	Parents will attend the evening presentation.
	<ul style="list-style-type: none"> A hand-out highlighting key components of the program will be given to parents 	<ul style="list-style-type: none"> September 2009 	X					No Additional Resources Required At This Time	Packets will be distributed via backpacks to all families.
	<ul style="list-style-type: none"> Teachers will incorporate Second Step into their weekly schedule. 	<ul style="list-style-type: none"> September 2009 – June 2010 		X				No Additional Resources Required At This Time	Schedules submitted to principal by the teachers will include Second Step
2. To help 4th graders, who will be book buddies to students with autism spectrum disorders, become aware and sensitive to the challenges those students face. Students will be able to translate knowledge into action and make a difference.	<ul style="list-style-type: none"> 4th graders will complete the Attitudes Toward Students with Autism Spectrum Disorders Survey in their computer lab class. Students with positive scores will be chosen as Book Buddies 	<ul style="list-style-type: none"> October-November 2009 			X			<ul style="list-style-type: none"> \$60.00 for the four books 	Students will be given the assessments and scores will be reviewed.
	<ul style="list-style-type: none"> Chosen students will be trained on “The Autism Acceptance Book: Being a Friend to Someone With Autism” 	<ul style="list-style-type: none"> November/December 2009-June 2010 			X			No Additional Resources Required At This Time	Students will attend the training session.
	<ul style="list-style-type: none"> Students will meet weekly with their Book Buddies. 	<ul style="list-style-type: none"> January 2010-June 2010 		X		X		No Additional Resources Required At This Time	Students will be meeting on a regular basis.
3. Provide and promote an overview of chosen cause for Roosevelt Community. This cause will be one where we are able to translate knowledge into action and make a difference.	<ul style="list-style-type: none"> Determine which cause to support with students and create/implement plan. 	<ul style="list-style-type: none"> October 2009 	X	X	X			No Additional Resources Required At This Time	Site Council will create an implementation plan of the specified cause.

SIP Element #8 – Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs.

Goal	Action Strategies	Time Line	Group/Person Responsible					Resources Required	Evidence of Completion
			A	T	P	S	C		
1. Improve differentiated instruction in classrooms in order to help foster an inclusion model that benefits students below grade level (ex. Special education), at grade level, and above grade level (ex. Gifted and Talented)	<ul style="list-style-type: none"> Purchase professional development resources for differentiated instruction focusing on inclusion of both special education students and gifted learners. 	<ul style="list-style-type: none"> August 2009 	X					<ul style="list-style-type: none"> \$235.00 for resources 	Materials will be purchased
	<ul style="list-style-type: none"> Use staff meetings to conduct professional development around differentiated instruction. 	<ul style="list-style-type: none"> September 2009-June 2010 	X					No Additional Resources Required At This Time	Staff meetings will be devoted to Differentiated Instruction. Principal will be looking for evidence of application during formal observations and “walk-throughs”.
2. Create opportunities for flexible grouping so that instruction can be better geared toward the various needs of the students.	<ul style="list-style-type: none"> Create schedules that allow teachers the opportunity for teachers to do flexible grouping with their students 	<ul style="list-style-type: none"> August 2009 	X					No Additional Resources Required At This Time	The 09-10 master schedule will show common blocks for ELA and math at each grade level.
	<ul style="list-style-type: none"> Teachers will use common planning time to establish lessons and grouping in order to target the various needs of their students. 	<ul style="list-style-type: none"> September 2009 – June 2010 		X				No Additional Resources Required At This Time	Students will be in flexible groups at times during ELA and math beyond the four walls of their classroom.
3. Create experiences for teachers to use resources within the Roosevelt School in order to broaden their repertoire of teaching strategies.	<ul style="list-style-type: none"> Schedule time for teachers to observe one another in the classroom and reflect on the practices/strategies that they noted. 	<ul style="list-style-type: none"> September 2009- June 2010 	X	X				No Additional Resources Required At This Time	Teachers will discuss with the principal who they will be observing and what they will be looking for (ex. Guided Reading, Differentiated Instruction, etc.) Observations will take place

4. Continue to expand our inclusion model to provide more opportunities for special education students to be serviced in a less restrictive environment.	<ul style="list-style-type: none"> Evaluate current and projected SPED population for FY10 to determine the need for additional staff to expand and support the inclusive classroom model. 	<ul style="list-style-type: none"> Summer 2009 	X					One teacher salary	There will be an increase special education services in Grid B (in-class services) from Grid C (pull-out services) on their IEP's.
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SIP Element #9 – Curriculum

Goal	Action Strategies	Time Line	Group/Person Responsible					Resources Required	Evidence of Completion
			A	T	P	S	C		
1. Design K-5 lessons and learning activities that will enable our students to better react to open response style questions to enhance scores on the MCAS testing program.	<ul style="list-style-type: none"> Expose staff to NCS Mentor, a free program provided by the DESE that gives scored open response exemplars with the analysis of the score. 	<ul style="list-style-type: none"> August 2009 	X					No Additional Resources Required At This Time	Teachers will submit a feedback sheet telling what they have learned from exploring the website.
	<ul style="list-style-type: none"> Staff at grades 3-5 will share the exemplars with students, comparing and contrasting the responses with various scores. 	<ul style="list-style-type: none"> September 2009-April 2010 		X				No Additional Resources Required At This Time	Open response questions on 2010 MCAS will meet or exceed an average score of 3 out of 4 in math (gr. 4&5) and in ELA (gr. 3-5).
2. To better utilize technology to support student learning	<ul style="list-style-type: none"> Utilize the Smartboard on a regular basis to enhance lessons and student learning 	<ul style="list-style-type: none"> September 2009 – June 2010 		X				No Additional Resources Required At This Time	Smartboard sign-out sheet will track usage.
	<ul style="list-style-type: none"> Purchase an additional Smartboard in order to make the technology more accessible for teachers 	<ul style="list-style-type: none"> Summer 2009 	X					<ul style="list-style-type: none"> \$4000.00 for one Smartboard 	An additional Smartboard will be put in the Roosevelt School.