

ROOSEVELT SCHOOL IMPROVEMENT PLAN

SCHOOL YEAR 2010-2011

Site Council Members:

Kerry Clery , Principal	<i>Signature:</i> _____	<i>Date:</i> _____
Susan Jones , Co-Chair, Teacher Representative	<i>Signature:</i> _____	<i>Date:</i> _____
David Rosenblatt , Teacher Representative	<i>Signature:</i> _____	<i>Date:</i> _____
Lyndsay Mitchell , Teacher Representative	<i>Signature:</i> _____	<i>Date:</i> _____
Cindy O'Donnell , Parent Representative	<i>Signature:</i> _____	<i>Date:</i> _____
Maria Serrao , Parent Representative	<i>Signature:</i> _____	<i>Date:</i> _____
Alaine Breen , Parent Representative	<i>Signature:</i> _____	<i>Date:</i> _____
Joe Gulino , Parent Representative	<i>Signature:</i> _____	<i>Date:</i> _____

To be implemented September 2010.

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

Our district has taken pride in lower class sizes. We ask that the district look closely at the rising class size at the lower grades, as our priority has always been keeping the lower grade size as low as possible.

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: the co-teaching model and instruction, assessment and data analysis, and a continued focus on meeting the needs of all learners.

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:

- A) *Add a support person to the Roosevelt staff who will assist with students with social/emotional issues. This staff person would conduct Functional Behavior Assessments, assist teachers in the implementation of behavior plans and consult with teams to minimize problematic behaviors.*

- B) *The Roosevelt School will focus on anti-bullying to ensure that students are being safe and respectful at school.*
- C) *Volunteers and substitutes will be given specific details about lockdown procedures at the Roosevelt.*

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:

- A) *Enhance and further promote 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 communication is an essential "first step" in establishing this partnership. We will have information available to parents on our school website.*
- B) *Partake in the Special Olympics program that is sponsored by Malden Public Schools*
- C) *Establish a Caught Being Good program that motivates students on an individual level as well as a community level.*

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 elementary schools are working toward implementing co-teaching models to meet the needs of our diverse student population.

ROOSEVELT:

- A) *Improve differentiated instruction in classrooms in order to meet the needs of all learners. Create opportunities for flexible grouping so that instruction can be better geared toward the various needs of the students.*
- B) *Improve the co-teaching model in classrooms.*
- C) *Create experiences for teachers to use resources within the Roosevelt School in order to broaden their repertoire of teaching strategies.*
- D) *Increase the amount of students scoring a Student Growth Percentile of 40% or higher on the MCAS test.
Increase the average ELA Composite Performance Index by 3.5 points on the 2011 MCAS test.
Increase the average math Composite Performance Index by 4 points on the 2011 MCAS test*

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:

- A) *Create a systematic data-driven Response to Intervention Response To Intervention model in the areas of math and ELA To better utilize technology to support student learning*
- B) *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		
A. Add a support person to the Roosevelt staff who will assist with students with social/emotional issues. This staff person would conduct Functional Behavior Assessments, assist teachers in the implementation of behavior plans and consult with teams to minimize problematic behaviors.	<ul style="list-style-type: none"> Hire a teacher with experience in the area of disabilities affecting behaviors in school. 	<ul style="list-style-type: none"> Summer 2010 	X					\$43,000.00 (part of this money may be offset by the outside contracted services used for behavioral needs).	The amount of interruptive behaviors in school due to students' social/emotional needs will decrease. Teachers will have more support and gain more skills with handling behavior issues in their classrooms. (COMPLETED)
B. The Roosevelt School will focus on anti-bullying to ensure that students are being safe and respectful at school.	<ul style="list-style-type: none"> Partner with Melrose Alliance Against Violence to educate students, teachers and parents about bullying (focusing on both preventative measures and educating the stakeholders on how to deal with being bullied or being a witness). 	<ul style="list-style-type: none"> September 2010-June 2011 	X	X				Cost of staff, student and parent development in this area based on MAAV's fees.	Bullying issues at the school will continue to be low in numbers or non-existent as the potential of bullying increases (e-mail, text, Facebook, etc.). (COMPLETED)
C. Volunteers and substitutes will be given specific details about lockdown procedures at the Roosevelt.	<ul style="list-style-type: none"> The Bridge program and the school administration will be sure that all substitutes have been given the protocol about the lockdown procedures at the Roosevelt. Teachers will have their crisis plans, which include lockdown procedures, posted next to their classroom doors. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X				No Additional Resources Required at this Time	During lockdown drills, all students will be in the appropriate locations when a substitute or volunteer is in the classroom. (COMPLETED)

Key:

A = Administration (or designee) 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		
A. Enhance and further promote 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 provided to our parents on the Roosevelt School website. 	<ul style="list-style-type: none"> September 2010 	X					No Additional Resources Required At This Time Parents will have a clear understanding of the program being used in school. (EMPHASIS PLACED ON BULLYING – EXPLORING OTHER CURRICULUM POSSIBILITIES)	
	<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 2010 	X					No Additional Resources Required At This Time Packets will be distributed via backpacks to all families and parents will sign-off stating that they received one. (EMPHASIS PLACED ON BULLYING – EXPLORING OTHER CURRICULUM POSSIBILITIES)	
	<ul style="list-style-type: none"> Teachers will incorporate Second Step into their weekly schedule. 	<ul style="list-style-type: none"> September 2010 – June 2011 		X				No Additional Resources Required At This Time Schedules submitted to principal by the teachers will include Second Step (EMPHASIS PLACED ON BULLYING – EXPLORING OTHER CURRICULUM POSSIBILITIES)	
B. Partake in the Special Olympics program that is sponsored by Malden Public Schools	<ul style="list-style-type: none"> Work with Malden Schools’ Special Olympics coordinator to prepare the students who wish to participate throughout the school year. 	<ul style="list-style-type: none"> October 2010 	X	X	X	X		No Additional Resources Required At This Time The Roosevelt School will have a team participating on the Special Olympics day in Malden. (COMPLETED)	

C. Establish a Caught Being Good program that motivates students on an individual level as well as a community level.	<ul style="list-style-type: none"> Establish a program in which students are given stickers when they are <i>caught being good</i>. With each sticker given out, the school will add a piece to a decorative scene hung in the lobby area. This provides a visual for students to see how we work together as a community. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X		X	X	No Additional Resources Required At This Time	The scene located in the lobby will continue to grow as more students are <i>caught being good</i> . (COMPLETED)
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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		
A. Improve differentiated instruction in classrooms in order to meet the needs of all learners.	<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	X				No Additional Resources Required At This Time	Staff meetings will be devoted to Differentiated Instruction. Principal will organize teams of teachers to utilize a common resource and collaborate with one another to enhance their knowledge and practice of differentiated instruction. (COMPLETED)
	<ul style="list-style-type: none"> Create a schedule so that flexible grouping can happen across grade levels when necessary. 	<ul style="list-style-type: none"> September 2010-June 2011 	X					No Additional Resources Required At This Time	Principal will create the schedules so that grade level teachers are teaching math and ELA at the same time. (COMPLETED)
B. Improve the co-teaching/inclusion model in classrooms.	<ul style="list-style-type: none"> Provide teachers with further professional development in the area of co-teaching. 	<ul style="list-style-type: none"> September 2010 – June 2011 	X	X				No Additional Resources Required At This Time	The district’s professional development focus at the elementary level will be on the co-teaching model. (COMPLETED)
	<ul style="list-style-type: none"> Provide special education and general education teachers time to plan and collaborate together. 	<ul style="list-style-type: none"> September 2009 – June 2010 	X	X				No Additional Resources Required At This Time	Special education and general education teachers will be working together during allotted times. (COMPLETED)

<p>C. Create experiences for teachers to use resources within the Roosevelt School in order to broaden their repertoire of teaching strategies.</p>	<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 2010- June 2011 	X	X				No Additional Resources Required At This Time	<p>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.</p> <p>(COMPLETED)</p>
<p>D. Increase the amount of students scoring a Student Growth Percentile of 40% or higher on the 2011 MCAS test:</p> <p><i>(D Continued)</i></p> <p>Gr. 4 math: 66% of students (currently at 56%)</p> <p>Gr. 4 ELA : 50% of students (currently at 33%)</p> <p>Gr. 5 math: 60% of students (currently at 44%)</p> <p>Gr. 5 ELA: 60% of students (currently at 42%)</p> <p>-----</p> <p>Increase the average ELA Composite Performance Index by 3.5 points on the 2011 MCAS test.</p> <p>-----</p> <p>Increase the average math Composite Performance Index by 4 points on the 2011 MCAS test</p>	<ul style="list-style-type: none"> .Create a more systematic Response To Intervention model that has regular progress monitoring and has more specific criteria that determines Tier 1, Tier 2, and Tier 3 instruction. (also see goal 9) 	<ul style="list-style-type: none"> September 2010- June 2011 	X					No Additional Resources Required At This Time	<p>A more systematic approach to Tier 2 instruction is created. Most students receiving Tier 2 instruction will test out in 6-10 weeks.</p> <p>(COMPLETED)</p>
	<ul style="list-style-type: none"> Establish a data team and systematically focus instruction on areas in which this team deems necessary. 	<ul style="list-style-type: none"> September 2010-June 2011 	X	X					No Additional Resources Required at This Time

SIP Element #9 – Curriculum

Goal	Action Strategies	Time Line	Group/Person Responsible					Resources Required	Evidence of Completion
			A	T	P	S	C		
A. Create a systematic data-driven Response to Intervention model in the areas of math and ELA.	<ul style="list-style-type: none"> Create norms and establish specific criteria that allow us to determine if a child is in the average range (one standard deviation below and above the mean) or the “at risk” range (two standard deviations below the mean). This will allow us to have come up with a more accurate targeted intervention. 	<ul style="list-style-type: none"> Fall 2010, Winter 2010, Spring 2011 Assessments and As Needed. 	X	X				No Additional Resources Required At This Time	Data will be collected on the students and teachers will have a more systematic approach to progress monitoring. (COMPLETED)
B. 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 2010 – June 2011 		X				No Additional Resources Required At This Time	SmartBoard sign-out sheet will track usage. (COMPLETED)
	<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 2010 	X					<ul style="list-style-type: none"> \$4,171.00 for one SmartBoard 	An additional SmartBoard will be put in the Roosevelt School. (COMPLETED)