

WINTHROP SCHOOL IMPROVEMENT PLAN 2010-2011

PRIDE on The SEAS of WINTHROP

P-Practice peaceful problem solving

R-Respect myself and others

I-Invest in my future

D-Do my best always

E-Encourage others to excel

While

Successfully

Educating

All

Students

with

Wisdom -*the knowledge what is right coupled with good judgment*

Integrity -*sound moral character*

Nobility- *having the mind of moral excellence*

Trustworthiness- *being dependable and reliable*

Honesty- *quality of being truthful*

Responsibility- *to show, give, or have consideration to/for self and others*

Order- *a state of neatness*

Proficiency- *skill or ability*



WINTHROP SCHOOL IMPROVEMENT PLAN

SCHOOL YEAR 2010-2011

To be implemented in September 2010.

Principal: Bryna Lakin-Davis

Council Co-Chair: Timothy Donnelly

Signature:

Date

Signature:

Date

To be completed by school committee

Received date: _____ Approved ()yes ()no date: _____

Site Council Members

Bryna T. Lakin-Davis, Principal

Kate Calias, Parent Representative

Michelle Dell Isola, Parent Representative

Timothy Donnelly, Parent Representative

Jennifer O'Brien Michaud, Teacher Representative

Melanie Wilcox, Teacher Representative

Ursula Boyle, Reading Specialist

Peter Mortimer, Community Representative

WINTHROP ELEMENTARY SCHOOL IMPROVEMENT PLAN

Introduction

We believe our School Improvement Plan gives us a blueprint for maximizing student learning and growth of the whole child. The education of our children is a collaborative effort involving students, teachers, parents, support staff, and district administrators. We must all take responsibility for educating our students so they may become productive members of society. The Winthrop school has utilized the theme the SEAS of Winthrop over the last four years. In the coming year Winthrop will expand its theme by incorporating the additional component “Winthrop PRIDE.” This theme focuses on student character. Focusing on character education promotes appropriate student safety and discipline as well as tolerance and respect for all.

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 21 and 25 students per class. Student to teacher ratios are for the most part at an appropriate level. The ratios of students to support staff resources is being assessed individually by each school due to varying student needs in each building.

Winthrop

At Winthrop we plan to keep 2 kindergarten and 2 first grade classes and 3 classes at each grade level second through fifth keeping classes at 25 or less in each class. The average teacher to student ratio is 1 to 23. The staff to student ratio including specialists and support staff is 1 to 13.

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: co-teaching, meeting the needs of all learners through differentiation of instruction, integration of technology, assessment and data analysis.

Winthrop

At Winthrop we plan to continue to utilize staff meeting time to focus on professional development through curriculum collaboration and staff sharing expertise in various areas of instruction. Our focus will be to provide professional development focused on student instruction and achieving positive student growth. As a staff we will utilize staff feedback in designing and implementing professional development topics for our staff meetings.

SIP Goal 1- Implement Inquiry Based Science lessons at each grade level.

SIP Goal 2 - Raise CPI (Composite Performance Index) points 2.2 points each year for the 2010-2011 and 2011-2012 school years to reach a target of 93.5

SIP Goal 3 - Increase percentage to 65% at fourth grade for students to achieve a growth percentile of 40% or higher on the Math and ELA 2011 MCAS.

SIP Goal 4 - Increase percentage to 80% at fifth grade for students to achieve a growth percentile of 40% or higher on the Math and ELA 2011 MCAS.

SIP Goal 5 - Increase subgroup student growth percentage to 60% in Math and ELA for both fourth and fifth grade students to close the achievement gap between aggregate scores and subgroups.

SIP Goal 6 - Professional Staff will engage in Professional Learning Community Activities focused on “differentiated instruction to meet the needs of all learners” utilizing data.

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.

Winthrop

At Winthrop we are striving to have a school that provides timely and effective communication at all levels, school, classroom, and home; utilizing all communication mechanisms including but not limited to: PTO meetings, School Site Council Meetings, the Winthrop Express, Curriculum Night (topic and essential questions), Academic Day, classroom newsletters that include curriculum information, Connect-Ed and the Winthrop School website as well as, teacher email. As a school we will continue to use volunteers to assist in any/as many appropriate ways throughout the 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.

Winthrop

At Winthrop we utilize the theme “The SEAS of WINTHROP” with “PRIDE”

P-Practice peaceful problem solving, R-Respect myself and others, I-Invest in my future, D-Do my best always, E-Encourage others to excel
Through our actions we strive to maintain an optimal learning environment to satisfy the student need for a comfortable and safe environment for learning.

SIP Goal 7- Hold MAAV anti-bullying trainings with parents, staff and students. Implement behavior and bullying rubric

SIP Goal 8- Complete building maintenance and upkeep in a fashion that maintains a safe learning environment for all students.

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.

Winthrop

At Winthrop we will continue the use of our theme “The SEAS of WINTHROP” with “PRIDE”

P-Practice peaceful problem solving, R-Respect myself and others, I-Invest in my future, D-Do my best always, E-Encourage others to excel
We continue to strive to maintain an optimal learning environment by Satisfying student need for a comfortable, safe environment for learning.

SIP Goal 7- Hold MAAV anti-bullying trainings with parents, staff and students. Implement behavior and bullying rubric

7. Extra-curricular activities

After school programs are offered for each school on-site by Education Stations. An early release day enrichment program was begun at each elementary school and plans to continue.

Winthrop

At Winthrop the administration, the staff, parents and community leaders work together to expand the utilization of the building beyond the traditional school day. Space has been made available for Brownies and Girl Scouts, Global Child language classes, Lego Club, movie nights, game nights, candy bar bingo, new student orientation activities, and continues to be looked at for additional opportunities.

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. At the elementary level all schools are working towards implementing co-teaching models to meet the needs of our diverse student 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.

Winthrop

At Winthrop we plan to continue to utilize staff meeting time to focus on professional development through curriculum collaboration and staff sharing expertise in various areas of instruction. Our focus will be to provide professional development focused on student instruction and achieving positive student growth. As a staff we will utilize staff feedback in designing and implementing professional development topics for our staff meetings.

SIP Goal 1- Implement Inquiry Based Science lessons at each grade level.

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SIP Goal 6 - Professional Staff will engage in Professional Learning Community Activities focused on “differentiated instruction to meet the needs of all learners” utilizing data.

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.

SIP Elements #3 & #8 – Professional development for the school’s staff and the allocation of any professional development funds in the school budget and 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.

A= Administration
P= Parents

T=Teachers
S= Students

Goal Focus Curriculum	Action Strategies	Time Line	Group/Person Responsible				Resources Requested	Evidence of Completion
			A	T	P	S		
1. Implement Inquiry Based Science lessons at each grade level.	<ul style="list-style-type: none"> Utilize 3 sessions, of monthly common planning time, for teachers to collaboratively develop new grade level appropriate inquiry based questions for each of the science units per grade level. 	<ul style="list-style-type: none"> October 2010 to May 2011 		X			Common Planning Time	<ul style="list-style-type: none"> Lesson plans
	<ul style="list-style-type: none"> Collaborative reflection and sharing of data of implementation of inquiry based science lessons at each grade level. 	<ul style="list-style-type: none"> October 2010 to May 2011 		X			Common Planning Time	<ul style="list-style-type: none"> Minutes Student work
	<ul style="list-style-type: none"> Create Science Guided Reading Library to be used as a resource for both differentiating instruction and cross-curricular teaching. 	<ul style="list-style-type: none"> Sept. 2010 to June 2011 		X			PTO Grant	<ul style="list-style-type: none"> Guided Reading Library

SIP Elements #3 & #8 – Professional development for the school’s staff and the allocation of any professional development funds in the school budget and 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.

Composite Performance Index (CPI) note: The data figures used are projections based on 2009 baseline scores and 2010 target scores by continuing the same rate of improvement. These figures will likely need to be updated following the official release of the 2010 MCAS results.

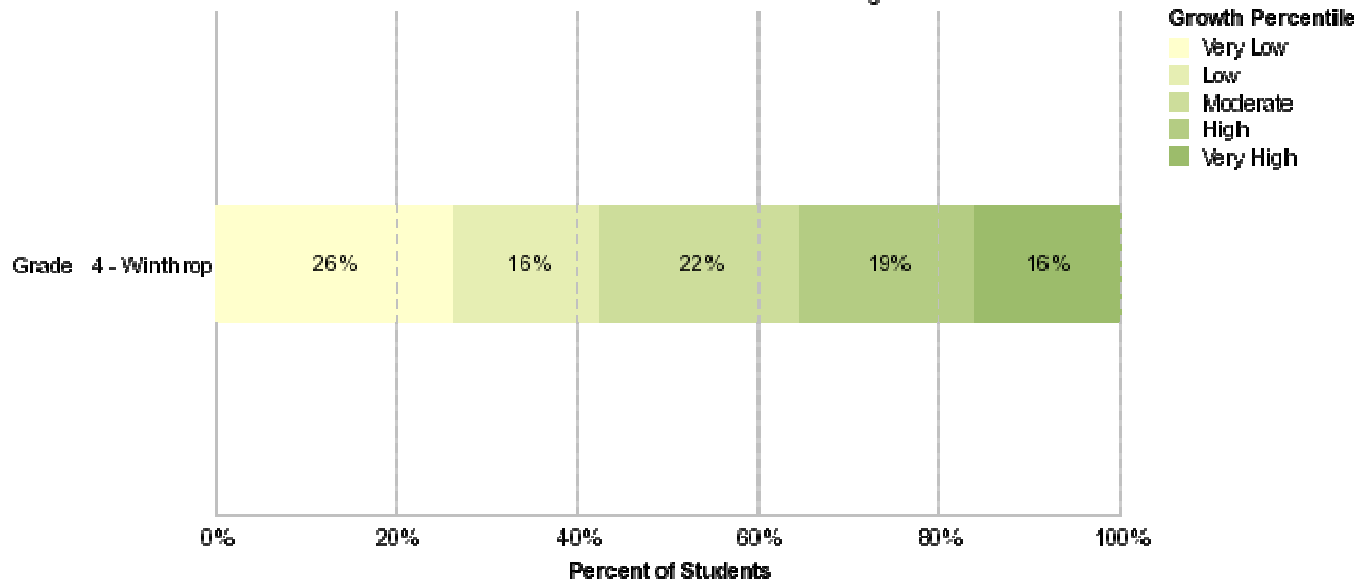
Goal Focus Curriculum	Action Strategies	Time Line	Group/Person Responsible				Resources Requested	Evidence of Completion
			A	T	P	S		
<p>2. Increase average CPI (Composite Performance Index) points 2.2 points each year for the 2010-2011 and 2011-2012 school years to reach a target of 93.5 (CPI note: The data figures used are projections based on 2009 baseline scores and 2010 target scores by continuing the same rate of improvement. These figures will likely need to be updated following the official release of the 2010 MCAS results.)</p>	<ul style="list-style-type: none"> • Creation of systematic data tracking sheets • Creation of Data Teams representative of all grade levels to analyze and effectively use data to determine areas of need to drive instruction to improve student performance. • Data Teams provide staff with recommendations for instructional strategies. • All teachers use in class flexible grouping and differentiation of instruction to target instruction. • The appropriate supportive adult resources, such as co-teaching, will be utilized in regular education classrooms. • Implement use of supplemental reading programs for struggling readers. • Work with Data Warehouse program to analyze and organize data to define areas of strengths and weakness to refine instruction for the 2010-2011 school year. 	<ul style="list-style-type: none"> • Sept. 2010 to June 2011 	X	X			<ul style="list-style-type: none"> • Data Analyst • Data Team PD and consultant-\$3500 • Supplemental program materials in Response to Intervention For example, Tier 2 Materials such as Read Naturally and Lexia • Training for intervention materials 	<ul style="list-style-type: none"> • MCAS results • Assessment results beginning, middle and end of year • Data sheets

SIP Elements #3 & #8 – Professional development for the school’s staff and the allocation of any professional development funds in the school budget and 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 Focus Curriculum	Action Strategies	Time Line	Group/Person Responsible				Resources Requested	Evidence of Completion
			A	T	P	S		
<p>3. Increase fourth grade students earning a growth percentage of 40% or higher on the Math and ELA 2011 MCAS to 65% or higher. (Grade 4 2009 ELA SGP 57% had 40% growth or higher and Mathematics SGP 58% had 40% growth or higher)</p>	<ul style="list-style-type: none"> • Creation of Data Teams representative of all grade levels to analyze and effectively use data to determine areas of need to drive instruction to improve student performance. • Use district wide assessment data to monitor student growth throughout the year. • Data Teams provide staff with recommendations for instructional strategies. • All teachers use in class flexible grouping and differentiation of instruction to target instruction. • The appropriate supportive adult resources, such as co-teaching, will be utilized in regular education classrooms. • Implement a tiered response of intervention with progress monitoring to assist students making effective progress. • Struggling readers participate in an intervention program 2-4 times per week. 	<ul style="list-style-type: none"> • Sept. 2010 to June 2011 	X	X		X	<ul style="list-style-type: none"> • Data Analyst • Data Team PD and consultant-\$3500 • Supplemental program materials in Response to Intervention For example, Tier 2 Materials such as Read Naturally and Lexia • Training for intervention materials 	<ul style="list-style-type: none"> • MCAS SGP of 40% or higher on the Math and ELA 2011 MCAS of 65% or higher • Assessment results beginning, middle and end of year • Data sheets

Student Distribution Growth by Grade

Melrose - 2009 MCAS Grade 4 English



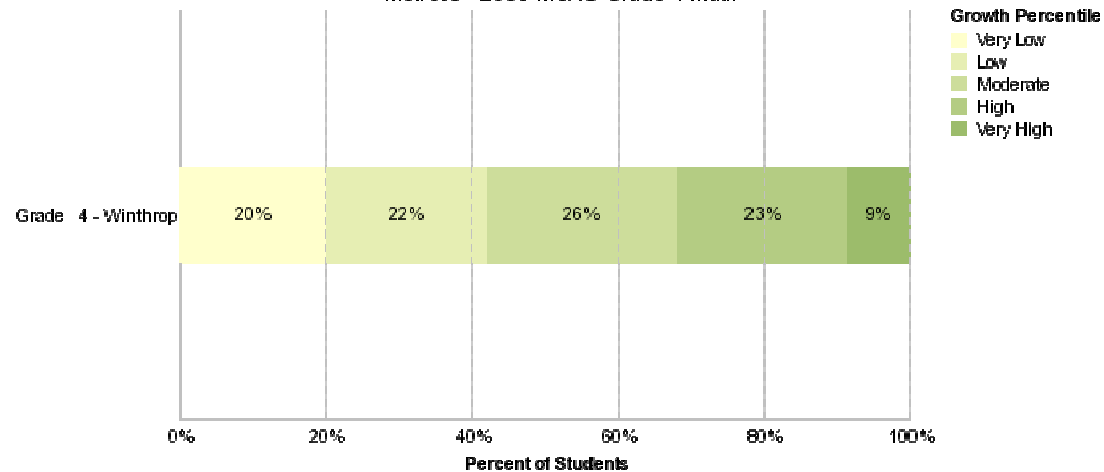
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N	Very Low	Low	Moderate	High	Very High	% Proficient
Grade 4 - Winthrop	68	18	11	15	13	11	63

Note: Only students assigned a growth percentile are included.

Student Distribution Growth by Grade

Melrose - 2009 MCAS Grade 4 Math



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

SIP Elements #3 & #8 – Professional development for the school’s staff and the allocation of any professional development funds in the school budget and 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 Focus Curriculum	Action Strategies	Time Line	Group/Person Responsible				Resources Requested	Evidence of Completion
			A	T	P	S		
<p>4. Increase fifth grade students earning a growth percentage of 40% or higher on the Math and ELA 2011 MCAS to 80% or higher. (Grade 5 2009 ELA SGP 74% had 40% growth or higher and Mathematics SGP 77% had 40% growth or higher)</p>	<ul style="list-style-type: none"> • Creation of Data Teams representative of all grade levels to analyze and effectively use data to determine areas of need to drive instruction to improve student performance. • Use district wide assessment data to monitor student growth throughout the year. • Data Teams provide staff with recommendations for instructional strategies. • All teachers use in class flexible grouping and differentiation of instruction to target instruction. • The appropriate supportive adult resources, such as co-teaching, will be utilized in regular education classrooms. • Implement a tiered response of intervention with progress monitoring to assist students making effective progress. • Struggling readers participate in an intervention program 2-4 times per week. 	<ul style="list-style-type: none"> • Sept. 2010 to June 2011 	X	X		X	<ul style="list-style-type: none"> • Data Analyst • Data Team PD and consultant-\$3500 • Supplemental program materials in Response to Intervention For example, Tier 2 Materials such as Read Naturally and Lexia • Training for intervention materials 	<ul style="list-style-type: none"> • MCAS SGP of 40% or higher on the Math and ELA 2011 MCAS of 80% or higher • Assessment results beginning, middle and end of year • Data sheets

Student Distribution Growth by Grade

Melrose - 2009 MCA3 Grade 5 English



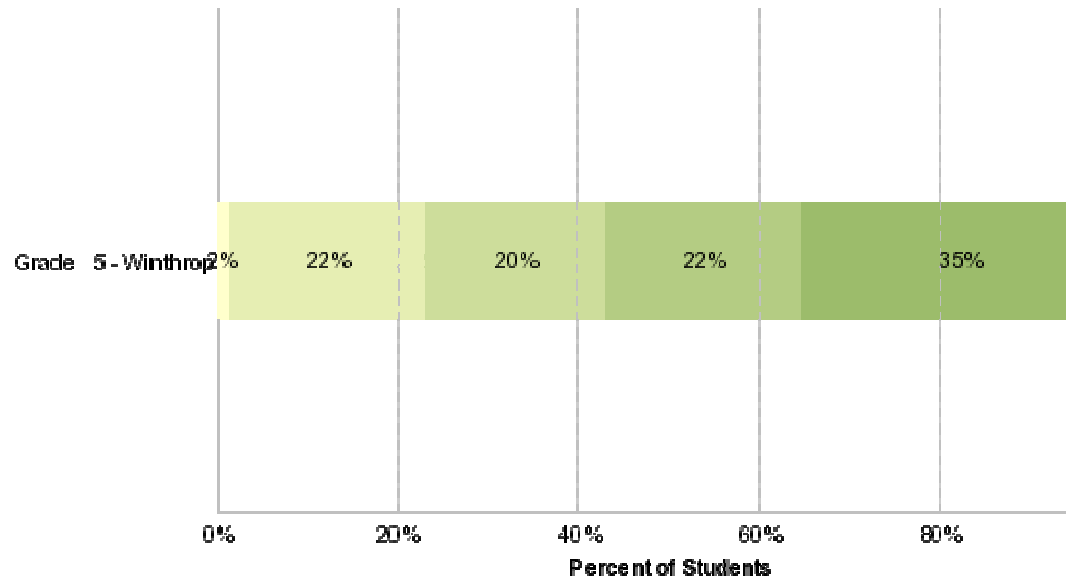
Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high growth.

	N	Students	Very Low	Low	Moderate	High	Very High	% Proficient
Grade 5 - Winthrop	65	10	7	16	10	22	77	

Note: Only students assigned a growth percentile are included.

Student Distribution Growth by Grade

Melrose - 2009 MCAS Grade 5 Math



Vertical lines at 20%, 40%, 60%, 80% and 100% represent the Statewide distribution for very low, low, moderate, high and very high.

	N Students	Very Low	Low	Moderate	High	Very High	% Proficient
Grade 5 - Winthrop	65	1	14	13	14	23	77

Note: Only students assigned a growth percentile are included.

SIP Elements #3 & #8 – Professional development for the school’s staff and the allocation of any professional development funds in the school budget and 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 Focus Curriculum	Action Strategies	Time Line	Group/Person Responsible				Resources Requested	Evidence of Completion
			A	T	P	S		
5. Increase subgroup student growth percentage to 55% of students achieving a 40% growth or higher in Math and ELA for both fourth and fifth grade students to close the achievement gap between aggregate scores and subgroups.	<ul style="list-style-type: none"> • Creation of Data Teams representative of all grade levels to analyze and effectively use data to determine areas of need to drive instruction to improve student performance. • Use district wide assessment data to monitor student growth throughout the year. • Data Teams provide staff with recommendations for instructional strategies. • All teachers use in class flexible grouping and differentiation of instruction to target instruction. • The appropriate supportive adult resources, such as co-teaching, will be utilized in regular education classrooms. • Implement a tiered response of intervention with progress monitoring to assist students making effective progress. • Struggling readers participate in an intervention program 2-4 times per week. 	<ul style="list-style-type: none"> • Sept. 2010 to June 2011 	X	X		X	<ul style="list-style-type: none"> • Data Analyst • Data Team PD and consultant-\$3600 • Supplemental program materials in Response to Intervention For example, Tier 2 Materials such as Read Naturally and Lexia • Training for intervention materials 	<ul style="list-style-type: none"> • MCAS SGP of 40% or higher on the Math and ELA 2011 MCAS of 60% or higher • Assessment results beginning, middle and end of year • Data sheets

SIP Elements #3 & #8 – Professional development for the school’s staff and the allocation of any professional development funds in the school budget and 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 Focus Curriculum/Professional Development	Action Strategies	Time Line	Group/Person Responsible				Resources Requested	Evidence of Completion
			A	T	P	S		
6. Professional Staff will engage in Professional Learning Community Activities focused on “differentiated instruction to meet the needs of all learners” utilizing data.	<ul style="list-style-type: none"> Utilize staff meeting time for Co-teaching professional development Utilize at least three staff meetings to look at data including the MCAS and district wide student assessments to monitor student growth. 	<ul style="list-style-type: none"> October 2010 to May 2011 	X	X			<ul style="list-style-type: none"> Co-teaching PD and consultant-\$3600 	<ul style="list-style-type: none"> Agendas
	<ul style="list-style-type: none"> Implementation of a Tier 2 literacy intervention model. Implementation of co-teaching in literacy. 	<ul style="list-style-type: none"> October 2010 to May 2011 	X	X			<ul style="list-style-type: none"> Tier 2 Intervention materials Training staff to implement materials 	<ul style="list-style-type: none"> Data collection of student progress
	<ul style="list-style-type: none"> Use in class flexible grouping and differentiation of instruction to target instruction. 	<ul style="list-style-type: none"> October 2010 to May 2011 					<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Principal classroom observation
	<ul style="list-style-type: none"> Establish curriculum resource center including Mathematics and English Language Arts Literacy differentiated lessons and activities 	<ul style="list-style-type: none"> October 2010 to May 2011 					<ul style="list-style-type: none"> Funds to purchase Mathematics and Language Arts materials for differentiation 	<ul style="list-style-type: none"> Library Resource List Lessons Activities
	<ul style="list-style-type: none"> Data Team analysis of assessments provide recommendations for targeted instruction. Implementation of Data Team recommendations 	<ul style="list-style-type: none"> October 2010 to May 2011 					<ul style="list-style-type: none"> 	<ul style="list-style-type: none">

SIP Elements #5 & 6 – School safety and discipline and Establishment of a school environment characterized by tolerance and respect for all groups

Goal Focus Safety & Discipline	Action Strategies	Time Line	Group/Person Responsible				Resources Requested	Evidence of Completion
			A	T	P	S		
7. Provide an optimal learning environment where students feel comfortable and safe by limiting incidents of bullying and peer conflict.	<ul style="list-style-type: none"> Implementation of training for staff, parents and students from MAAV on bullying Consistent implementation K-5 of Second Step curriculum 	<ul style="list-style-type: none"> Sept. 2010 to June 2011 	X	X	X	X	<ul style="list-style-type: none"> MAAV training 	<ul style="list-style-type: none"> Agenda Training notice
	<ul style="list-style-type: none"> Implementation of Rubric for behavior and bullying created based on current research on bullying aligned with MAAV training 	<ul style="list-style-type: none"> Sept. 2010 to June 2011 	X	X	X	X	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Rubric Parent Handbook signature sheet Behavior log
	<ul style="list-style-type: none"> Proactive lessons during assemblies on what bullying is and how to stand up to bullying in a safe manner, and bullying prevention including a focus on empowering the bystander. 	<ul style="list-style-type: none"> Sept. 2010 to June 2011 	X	X	X	X	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Behavior Reports Log and Responsibility Think Sheets Log
	<ul style="list-style-type: none"> Ongoing lessons and discussions with classes/grade levels facilitated by school adjustment counselor. 	<ul style="list-style-type: none"> Sept. 2010 to June 2011 		X		X	<ul style="list-style-type: none"> 	<ul style="list-style-type: none"> Lesson summary/report
	<ul style="list-style-type: none"> Explore piloting the Responsive Classroom Practices and training staff. 	<ul style="list-style-type: none"> Sept. 2010 to June 2011 	X	X			<ul style="list-style-type: none"> funds for training 	<ul style="list-style-type: none">

SIP Elements #5 – School safety

Goal Focus Safety	Action Strategies	Time Line	Group/Person Responsible				Resources Requested	Evidence of Completion
			A	T	P	S		
8. Complete building maintenance and upkeep in a fashion that maintains a safe learning environment for all students.	• Upgrade and Maintain air ventilation system including cleaning ductwork	• Summer 2011-2015	X				\$25,000.00	• Maintenance report
	• Floor maintenance replacement tiles	• Summer 2010-2015	X				\$120,000.00 \$24,000 yearly	• Maintenance report
	• Replacement windows	• Summer 2011-2015	X				\$236,500.00 \$47,300 yearly	• Maintenance report
	• Painting classrooms, halls, support personnel rooms, etc	• Summer 2010-2015	X				\$107,800.00 \$21,560 yearly	• Maintenance report
	• Parking-Add additional parking to meet the parking needs (have 25 spots for 48 staff)	• Summer 2011	X				\$82,500.00	• Maintenance report
	• Power upgrade	• Summer 2010	X				• 27,500.00	• Maintenance report
	• Playground Safety Inspection & necessary repairs	• Summer 2011	X				• \$25,000	• Maintenance report

Glossary of Terms

Inquiry Based Science- A method of learning which begins with gathering information and data through applying the human senses -- seeing, hearing, touching, tasting, and smelling.

Guided Reading- Guided reading is a strategy that helps students become good readers. The teacher provides support for small groups of readers as they learn to use various reading strategies (context clues, letter and sound relationships, word structure, and so forth).

Differentiation of Instruction- A method of instruction where a teacher proactively plans varied approaches to what students need to learn, how they will learn it, and/or how they can express what they have learned in order to increase the likelihood that each student will learn as much as he or she can as efficiently as possible. (Tomlinson, 2003)

Composite Performance Index (CPI) - The Composite Performance Index (CPI) is a measure of the extent to which students are progressing toward proficiency in English language arts (ELA) and mathematics, respectively. The CPI is a 100-point index that combines the scores of students who take standard MCAS tests (the Proficiency Index) with the scores of those who take the MCAS-Alternate Assessment (MCAS-Alt) (the MCAS-Alt Index). (DESE)

Data Warehouse- A data warehouse is a repository of data from many sources. Unlike a typical "transactional" system used for day-to-day operations, a data warehouse is structured to maintain large amounts of related, historical data for analysis and reporting. A data warehouse provides for easy reconstruction of "snapshots" of historical data, as well as the ability to link such snapshots over time using certain criteria. (DESE)

Data Teams- Small, collaborative, grade level teams that examine individual student work generated from common assessments and focus on effectiveness of teaching and learning.

Co-teaching- Two or more staff sharing the responsibilities for teaching some or all of the students assigned to a classroom. It involves the distribution of responsibility among staff for planning, instruction, and evaluation for a classroom of students.

Read Naturally- A supplemental reading program that helps students with phonics and fluency to become better readers.

Lexia- A supplemental reading program software that supports the teaching of primary reading skills in schools and homes.

Student Growth percentile- A student growth percentile is a measure of student progress that compares changes in a student's MCAS scores to changes in MCAS scores of other students with similar achievement profiles. (DESE)

Achievement gap- The observed disparity on a number of educational measures between the performance of groups of students, especially groups defined by gender, race/ethnicity, ability, and socioeconomic status. (DESE)

Professional Learning Community- A collegial group of administrators and school staff who are united in their commitment to student learning.

Tier 2 literacy intervention- A level of intervention for students not making adequate progress within general curriculum, more intensive services and targeted interventions. (National Professional Resources, Inc. 2008)

MAAV- Melrose Alliance Against Violence- A non-profit, community-based organization that focuses on outreach, education and community collaboration in order to raise awareness of the problems of violence in Melrose. (MAAV)