

# **2011-2012 Roosevelt School School Improvement Plan**



**Roosevelt School  
253 Vinton Street  
Melrose, MA 02176  
781-979-2270**

**<http://www.melroseschools.com/roosevelt/index.cfm>**

# Roosevelt School School Improvement Plan 2011-2012

**School Name:** Roosevelt School

**Chairs:** Kerry Clery, Principal & Susan Jones, Classroom Teacher

**Signatures:**

**Date:**

**School Committee approval:** \_\_\_\_\_ **Date:** \_\_\_\_\_

**School Council Members:**

Kerry Clery	Principal (co-chair)	Signature: _____
Susan Jones	Teacher (co-chair)	Signature: _____
Lyndsay Mitchell	Behavior Specialist	Signature: _____
David Rosenblatt	Teacher	Signature: _____
Alaine Breene	Parent	Signature: _____
Jack Reynolds	Parent	Signature: _____
Joe Gulino	Parent	Signature: _____
Karen Burtnett	Parent	Signature: _____

**Introduction:**

This document provides a roadmap that describes school improvements that will be achieved over the 2011-2012 school year. The goals and actions in this plan align with the district's five-year Strategic Plan.

**Mission Statement/Vision Statement:**

Every child in the Roosevelt School is given the opportunity to reach his/her maximum potential and to achieve educational excellence through the dedicated efforts of inspired and caring educators and the support of family and community.

**School Profile:**

The staff at the Roosevelt School work hard to provide a rigorous curriculum that meets the needs of all learners. The school has a diverse student population that includes METCO students, an increasing number of English Language Learners, and students with mild, moderate & severe special needs. Tailoring instruction and providing the necessary supports for the various needs in the school is an art that we are committed to and will continue to improve.

Demographics (past three years):

<http://profiles.doe.mass.edu/profiles/general.aspx?topNavId=1&orgcode=01780035&orgtypecode=6&>

<b>Gender (student count)</b>	2010-2011	2009-2010	2008-2009
Male	198	192	169
Female	214	197	184
<b>Total</b>	412	389	353
<b>Race/Ethnicity (% of school population)</b>			
White	83%	85%	87%
African American	6%	6%	4%
Asian	6%	4%	5%
Hispanic	5%	4%	3%
Native American	0	0	1%
<b>Other Special Populations (% of school population)</b>			
English as Second Language	11%	12%	6%
Limited English Proficient	6%	3%	2%
Free/Reduced Lunch	15%	12%	7%
<b>Special Education (IEP) (% of school</b>			

<b>population)</b>			
General Ed Modified			
Up to 20% Separate	11	10	13
21-60% Separate	1	1	2
Substantially Separate	1.5	1.2	2
Total	13.5	13.2	17
DCAP (count of students with Accommodation Plans)	17	17	9

**Enrollment by Grade and Class (past 3 years) as reported on Oct 1: (Elementary Only)**

2010-2011

<b>Grade:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Non-graded</b>
	21	25	23	23	21	25	
	20	23	23	23	22	25	
	19	25	22	21	20		
	25			3			
<b>Total</b>	85	73	68	70	63	50	

2009-2010

<b>Grade:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Non-graded</b>
<b>Total</b>	78	68	68	65	49	61	

2008-2009

<b>Grade:</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>Non-graded</b>
<b>Total</b>	71	69	61	45	59	48	

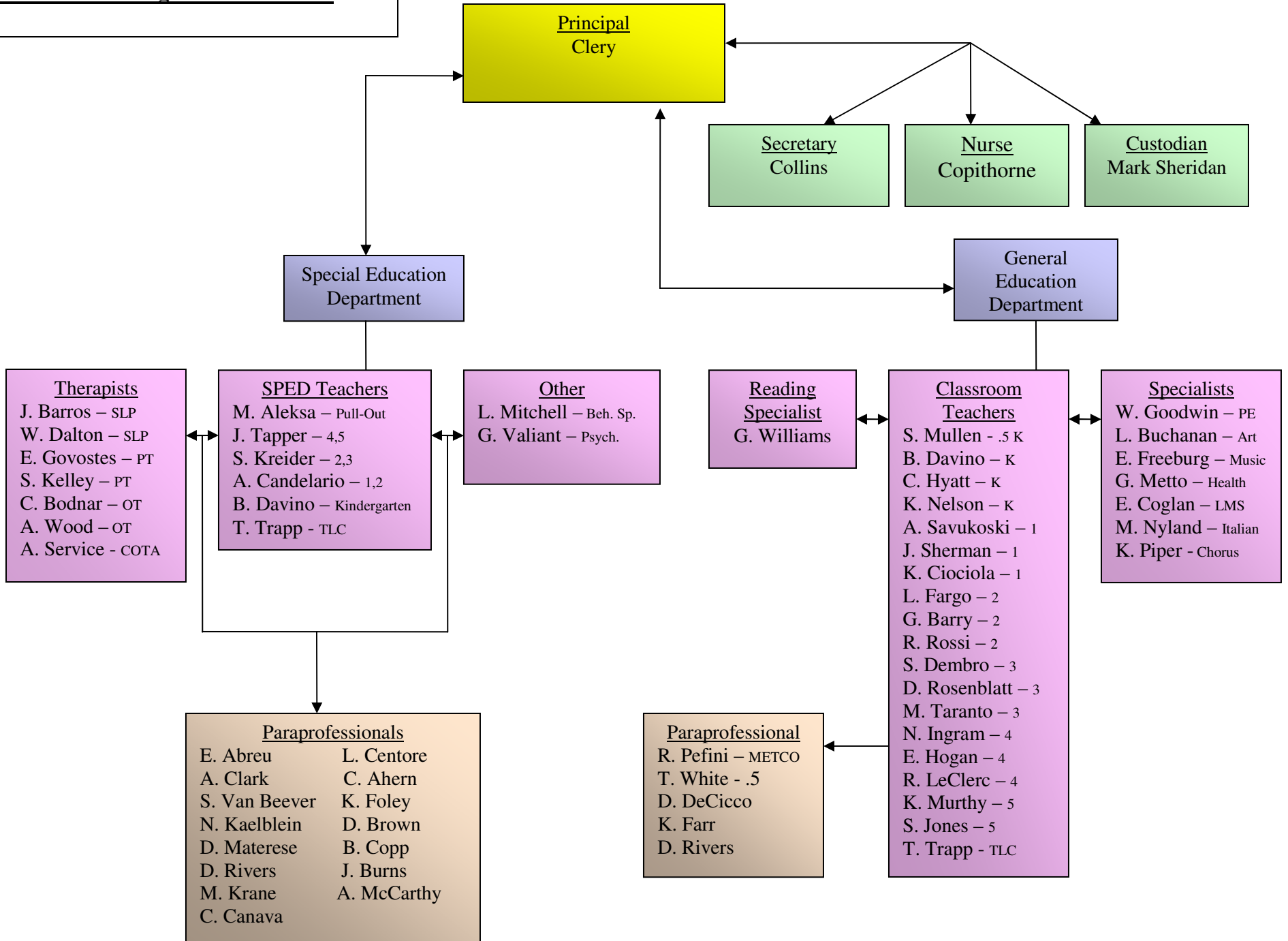
Academic Programs in the School:

- Reading Specialist
- Tier II electronic interventions (Lexia Reading, Read Naturally, Symphony Math)
- Before and after school extra help as needed
- MCAS tutoring

Enrichment Programs in the School (extra curricular and athletic):

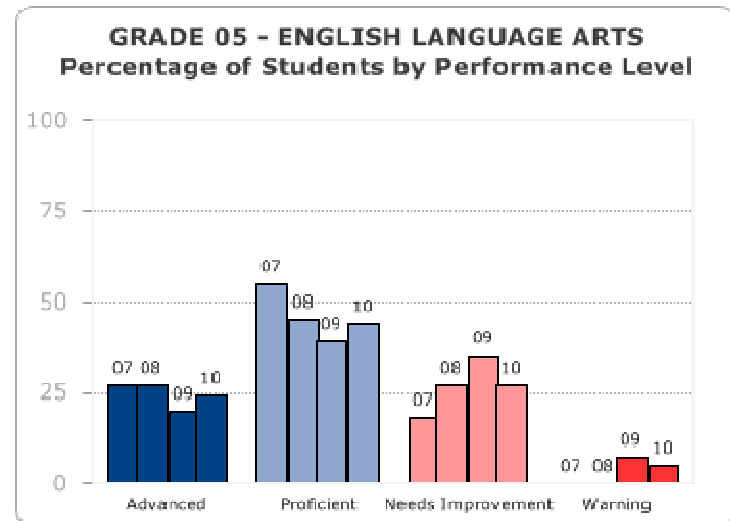
- Education Stations
- After School Clubs
- Early Release Day Enrichment Programs
- Global Child Foreign Language (French, Spanish and Chinese) K-5

**Roosevelt Staff Organizational Chart**

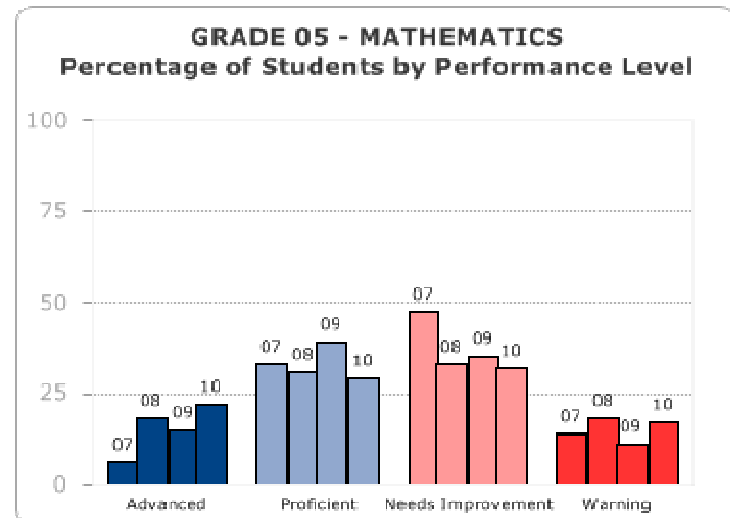


## Roosevelt Annual Comparison MCAS Data

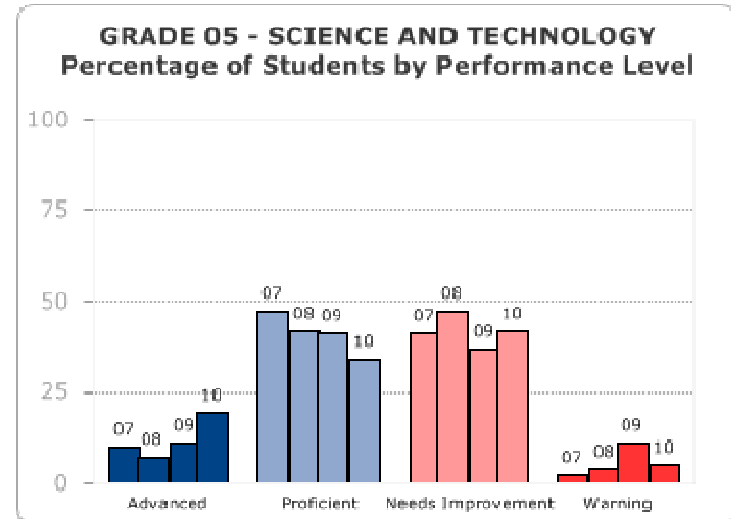
<b>GRADE 05 - ENGLISH LANGUAGE ARTS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
ADVANCED	27	27	20	24
PROFICIENT	55	45	39	44
NEEDS IMPROVEMENT	18	27	35	27
WARNING	0	0	7	5



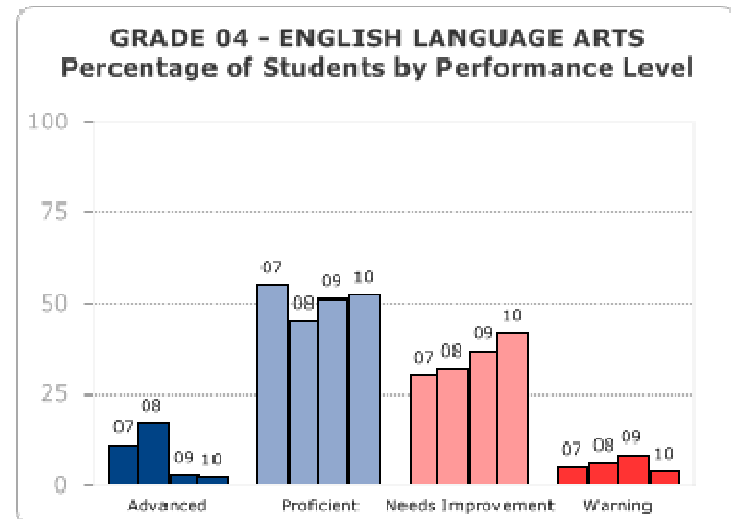
<b>GRADE 05 - MATHEMATICS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
ADVANCED	6	18	15	22
PROFICIENT	33	31	39	29
NEEDS IMPROVEMENT	47	33	35	32
WARNING	14	18	11	17



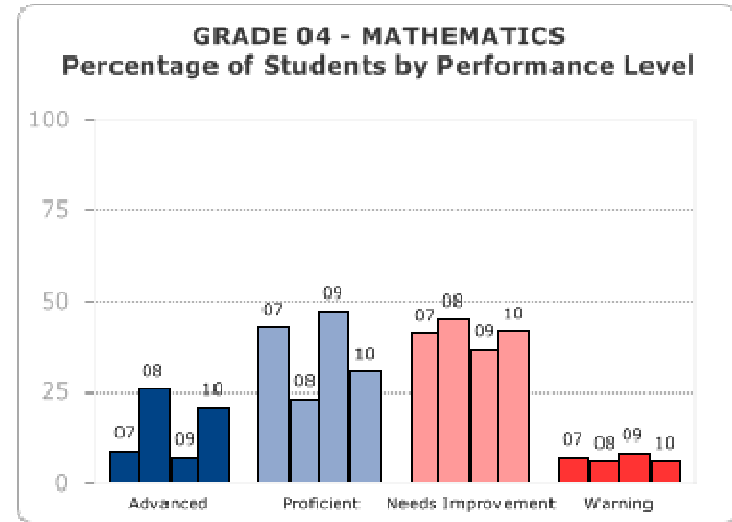
<b>GRADE 05 - SCIENCE AND TECHNOLOGY</b>				
<b>PERFORMANCE LEVEL</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
ADVANCED	10	7	11	19
PROFICIENT	47	42	41	34
NEEDS IMPROVEMENT	41	47	37	42
WARNING	2	4	11	5



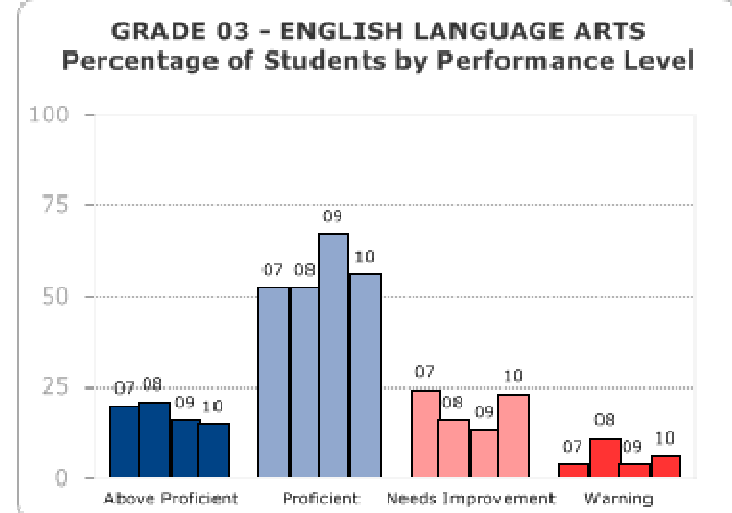
<b>GRADE 04 - ENGLISH LANGUAGE ARTS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
ADVANCED	11	17	3	2
PROFICIENT	55	45	51	52
NEEDS IMPROVEMENT	30	32	37	42
WARNING	5	6	8	4



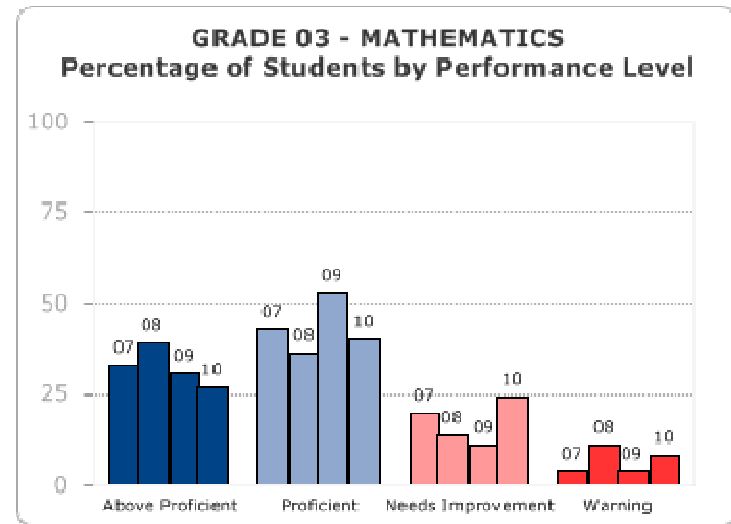
<b>GRADE 04 - MATHEMATICS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
ADVANCED	9	26	7	21
PROFICIENT	43	23	47	31
NEEDS IMPROVEMENT	41	45	37	42
WARNING	7	6	8	6



<b>GRADE 03 - ENGLISH LANGUAGE ARTS</b>				
<b>PERFORMANCE LEVEL</b>	<b>2007</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>
ABOVE PROFICIENT	20	21	16	15
PROFICIENT	52	52	67	56
NEEDS IMPROVEMENT	24	16	13	23
WARNING	4	11	4	6



GRADE 03 - MATHEMATICS				
PERFORMANCE LEVEL	2007	2008	2009	2010
ABOVE PROFICIENT	33	39	31	27
PROFICIENT	43	36	53	40
NEEDS IMPROVEMENT	20	14	11	24
WARNING	4	11	4	8



## Roosevelt School Adequate Yearly Progress MCAS Data

ENGLISH LANGUAGE ARTS	No Status	High	On Target
MATHEMATICS	No Status	High	Declined

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2010
	Did at least 95% of students participate in MCAS?		Did student group meet or exceed state performance target?		Did student group meet or exceed its own improvement target?		Did student group meet attendance (G1-8) or graduation rate target (G9-12)?		
ENGLISH LANGUAGE ARTS	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
Aggregate	Yes	100	No	87.3	Yes	2.1	Yes	96.7	Yes
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	69.8	-	-	-	-	-
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	100	No	88.1	Yes	2.6	Yes	96.6	Yes
MATHEMATICS	Met Target	Actual	Met Target (84.3)	Actual	Met Target	Change from 2009	Met Target	Actual	AYP 2010
Aggregate	Yes	100	No	80.5	No	-3.7	Yes	96.7	No
Lim. English Prof.	-	-	-	-	-	-	-	-	-
Special Education	-	-	-	61.5	-	-	-	-	-

Low Income	-	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-	-
White	Yes	100	No	81.7	No	-3.1	Yes	96.6	No	

Adequate Yearly Progress History										NCLB Accountability Status
		2003	2004	2005	2006	2007	2008	2009	2010	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	No Status
	All Subgroups	Yes	Yes	Yes	Yes	Yes	Yes	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	No	Yes	Yes	Yes	No	No Status
	All Subgroups	Yes	-	-	-	Yes	Yes	Yes	No	

**Goal:** To better open the lines of **communication** to establish more frequent and “real time” updates.

**Strategy:** The use of internet and technology to make communication more accessible for Roosevelt School stakeholders.

**Action Items:** Implementation of Aspen X2, further development of principal’s blog, establish a personal learning network (PLN) amongst the Roosevelt staff.

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl
Develop a communication and implementation plan for the parent information portal (Aspen X2)	Aug 11	A, T	Aspen X2 Meeting time	Implementation
Survey stakeholders to evaluate the effectiveness of the principal’s blog and elicit feedback/suggestions to improve it	Nov 11	A	Survey Monkey	Survey will be distributed
Establish a PLN amongst the Roosevelt staff using Twitter.	Sept 11	A, T	Twitter account	Each teacher will have a Twitter account and a hashtag will be created for our PLN (ex. #roosevelt).

\*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students

**SIP Element:** #4

**Strategic Plan:** Communication and Partnerships

**Goal:** Improve and enhance the use of **technology** in the classroom.

**Challenge:** Use of appropriate and up-to-date resources to most effectively teach our digital learners of the 21<sup>st</sup> century.

**Action Items:** Integration of SMART Boards into daily instruction, incorporate Web 2.0 into instruction, Utilize the Technology Integration Specialist, purchase tablet carts and utilize tablets in classrooms.

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl
Integrate SMART Boards into daily instruction	Sept 11- Jun 12	T	Professional Development/Technology Integration Specialist	SMART Boards will be hung and utilized in each classroom.
Create Web 2.0 Team to investigate and implement Web 2.0 resources in the classroom.	Oct 11- Jun 12	A, T, S	Web 2.0 Team Computer/Internet	A designated group of students will utilize various Web 2.0 resources that are identified by the team.
Provide initial teacher training sessions with Technology Integration Specialist/coach	Aug 11 – Oct 11	A, T, Tech Dept	Time Technology Integration Specialist	Staff sign-in sheets
Purchase and utilize tablet (e.g. iPad) carts in the classroom	Dec 11 – June 12	A, T, P, Tech Dept	Tablet carts and PD	iPad carts will be purchased for the school and used in classrooms.

\*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students

**SIP Element:** #3, #8, #9

**Strategic Plan:** Curriculum, Instruction and Assessment  
Human Resources and Professional Development  
Facilities and Technology

**Goal:** Enhance student performance in **math** by improving teachers’ knowledge of math, re-aligning the curriculum, monitoring student progress, and providing interventions as needed.

**Challenge:** Increase student achievement in math.

**Action Items:** Math Coach/PD, curriculum mapping, improve benchmark assessments, Symphony Math

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Provide teachers with 61 hours of in-class coaching by Math PD provider focusing on inquiry-based instruction	Aug 11 – June 12	A, T, PD Providers	District PD funds	Summary Report	<i>(MCAS targets will be inserted here)</i>
Utilize Atlas curriculum mapping software to re-sequence math units/topics to match the Common Core Standards	Aug 11 – June 12	A, T, Curriculum Director	Atlas Curriculum Mapping	Document created from Atlas	<i>(MCAS targets will be inserted here)</i>
Identify and implement useful math benchmark assessments	Identify: Summer 11  Administer: Fall, winter, spring	A, T, Curriculum Director	Districts funds to purchase assessment	Math assessments will be administered and analyzed three times per year.	<i>(MCAS targets will be inserted here)</i>
Symphony Math to be used consistently as a Tier II intervention	Sept 11 – June 12	A, T	The purchase of Symphony Math	Symphony Math summary reports	<i>(MCAS targets will be inserted here)</i>

\*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students

**SIP Element:** #3, #8

**Strategic Plan:** Curriculum, Instruction and Assessment  
Human Resources and Professional Development; Facilities and Technology

**Goal:** Improve student performance in **science** by implementing curriculum more conducive to best practices.

**Challenge:** Increase student achievement in science.

**Action Items:** Fully implement FOSS science units, create digital science units

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Fully implement FOSS science curriculum at all grade levels	Sept 11 – June 12	T	FOSS Materials/Units Additional PD as needed	Consumables will be used and lessons will be delivered based on the FOSS units	<i>(MCAS targets will be inserted here)</i>
Create digital science units for fossils, light and sound, and weather	Nov 11	A, T, Curriculum Director		Documentation of two additional (digital) science units	<i>(MCAS targets will be inserted here)</i>

\*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students

**SIP Element:** #3, #8

**Strategic Plan:** Curriculum, Instruction and Assessment  
Human Resources and Professional Development; Facilities and Technology

**Goal:** In our **data** driven society, we want to be sure that we have a systematic approach to collecting data when monitoring student progress.

**Challenge:** In our **data** driven society, we want to be sure that we have a systematic approach to collecting data when monitoring student Progress and outcomes.

**Strategy:** Develop a consistent model of data collection.

**Action Items:** Change IST team criteria, create school-wide data collection progress monitoring tool.

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl
Change the criteria for putting forth students to the Instructional Support Team (IST). Systematic data collection must be collected and produced at the meeting.	Sept 11	A, T	Data collection template	Teachers will bring concrete data to each IST meeting.
Create school-wide data collection tool to monitor progress in the critical areas in math	Oct 11 – June 12	A, T	Meeting time	Each grade level will have a data-collection template that represents each critical area.

\*Responsible Parties: A – Administration, T- Teachers, P – Parents, S- Students

Footnote: Which of the 9 SIP Elements are covered by this Goal? How does this goal tie back to the District Strategic Plan?

**SIP Element:** #8

**Strategic Plan:** Curriculum, Instruction and Assessment  
Human Resources and Professional Development