

2011-2012 Winthrop Elementary School School Improvement Plan



Winthrop Elementary School
162 First Street
Melrose, MA 02176
(781) 979-2280

<http://www.melroseschools.com/winthrop/winthroptsitecouncil.cfm>

Introduction:

This document gives us a blueprint for maximizing student learning and promoting growth of the whole child during the course of the 2011-2012 school year. This document was written in accordance with the district’s five-year Strategic Plan.

Mission Statement:

We inspire, engage, support, prepare and challenge all students to achieve personal and academic excellence, to become life-long learners, and to be responsible, respectful and successful participants in our global community.

School Profile:

The staff at Winthrop Elementary School strives to provide knowledge, skills, abilities, attitudes and beliefs that are essential for a productive and successful life. We currently educate students participating in the METCO program, an increasing number of English Language Learners, students with disabilities, as well as students identified as advanced and/or gifted learners.

Demographics (past three years):

<http://profiles.doe.mass.edu/profiles/student.aspx?orgcode=01780050&orgtypecode=6&>

Gender (student count)	2010-2011	2009-2010	2008-2009
Male	193	209	217
Female	175	184	188
Total	367	393	405
Race/Ethnicity (% of school population)			
White	91	93	91
African American	2.4	3	4
Asian	2.5	2	2
Hispanic	4	2	2
Native American	0	0	0
Other Special Populations (% of school population)			
English as Second Language	2	0	2
Limited English Proficient	1	0	1
Free/Reduced Lunch	6	6	5
Special Education (IEP) (% of school population)			
General Ed Modified			
Up to 20% Separate	6	7	8
21-60% Separate	1	2	2
Substantially Separate	0	0	0
Total	7	9	10
DCAP (count of students with Accommodation Plans)			
	19	16	10

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

2010-2011

Grade:	K	1	2	3	4	5	Non-graded
	20	25	23	22	24	24	
	23	23	21	23	24	24	
			24	23	23	22	
Total	43	48	68	68	71	70	

2009-2010

Grade:	K	1	2	3	4	5	Non-graded
	23	22	23	23	23	23	
	23	24	22	24	23	24	
		22	21	24	23	23	
Total	45	71	67	71	69	70	

2008-2009

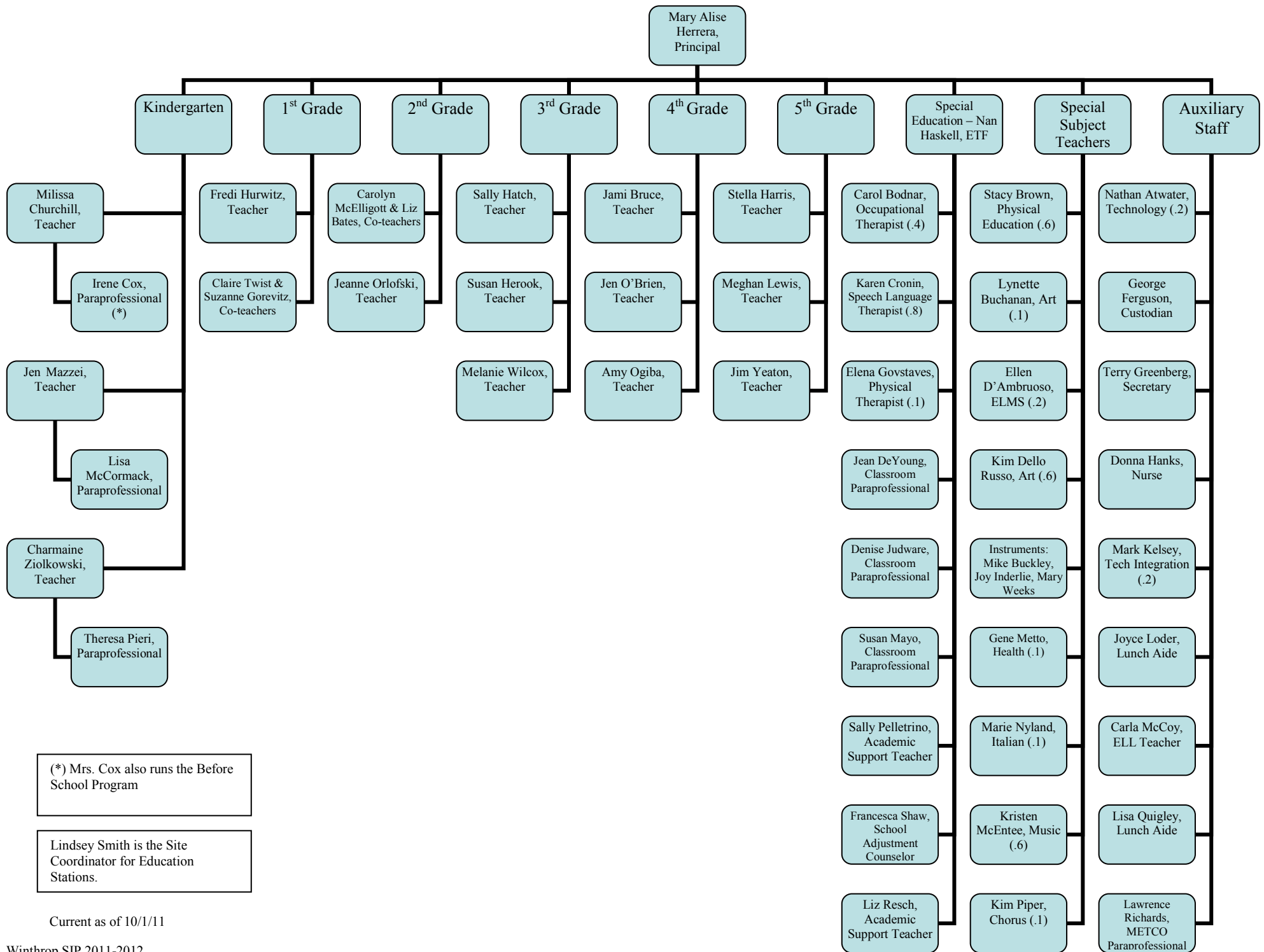
Grade:	K	1	2	3	4	5	Non-graded
	22	22	24	22	23	23	
	18	22	23	23	23	23	
	22	22	24	23	24	22	
Total	62	66	71	68	70	68	

Academic Programs in the School:

- Reading Specialist
- Before School Mathematics Program, grades 3-5
- Continental Math League, grades 2-5
- Internet based intervention/challenge programs (Lexia, Symphony, Study Island)
- Junior Achievement, grades K-5
- MCAS support groups, grades 4 and 5

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

- On site, staff run, Before School Drop-Off Program (7:05-8:05AM)
- Education Stations
- Early Release Day Enrichment Programs
- Drama Club
- Global Child Foreign Language (Spanish & Chinese)
- Lego Club



(*) Mrs. Cox also runs the Before School Program

Lindsey Smith is the Site Coordinator for Education Stations.

Current as of 10/1/11

MCAS Achievement Scores (percentages for the past three years by grade and subject):

Grade 3 – English Language Arts

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	41	19	20
Proficient	47	51	54
Needs Improvement	10	29	23
Warning	1	0	3

Grade 3 – Mathematics

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	32	18	33
Proficient	56	57	44
Needs Improvement	10	18	21
Warning	1	7	1

Grade 4 – English Language Arts

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	4	9	3
Proficient	45	54	47
Needs Improvement	43	34	48
Warning	7	3	2

Grade 4 – Mathematics

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	12	13	27
Proficient	42	45	30
Needs Improvement	42	35	39
Warning	4	7	5

Grade 5 – English Language Arts

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	31	22	19
Proficient	46	54	57
Needs Improvement	20	19	22
Warning	3	4	1

Grade 5 – Mathematics

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	43	43	28
Proficient	29	32	46
Needs Improvement	24	19	24
Warning	4	6	1

Grade 5 – Science and Technology

Performance Level	2009-2010	2008-2009	2007-2008
Advanced	37	38	22
Proficient	30	35	34
Needs Improvement	31	25	42
Warning	1	1	1

MCAS Student Growth Percentile (SGP): Median SGP for the Winthrop Elementary School

Year	ELA	MATH
2009-2010	47.0	59.0
2008-2009	53.0	56.5
2008-2007	48.0	53.0

SGP compares changes in a student’s MCAS scores to changes in MCAS scores of other students with similar achievement profiles. Student growth percentiles measure change instead of absolute quantity e.g. a student with a growth percentile of 90 in 5th grade mathematics grew as much or more than 90% of her academic peers from 4th to 5th grade math MCAS, and only 10% of her academic peers grew more. While a student with a growth percentile of 23 in 8th grade English language arts grew as much or more than 23% of her academic peers from 7th to 8th grade English MCAS, but 77% of her academic peers grew more during that time. Average growth percentile is considered to be between 40 and 60 %.

SGP School Level Results - The median (i.e. the number at which half of the students had higher SGP and half of the students had lower SGP) is used as the single measure for the school. Schools with median student growth percentiles above 50 have students demonstrating greater than expected growth and schools with median student growth percentiles below 50 have students demonstrating less than expected growth. Average growth percentile is considered to be between 40 and 60 %.

MCAS Annual Yearly Progress (past three years)

DESE definition: AYP (Adequate Yearly Progress) The federal No Child Left Behind Act (NCLB) requires all schools and districts to meet or exceed specific student performance standards in English language arts (ELA) and mathematics by the year 2014. AYP determinations are issued annually based on the performance of all students (the "aggregate") and for individual student groups ("subgroups") to gauge the interim progress toward the attainment of those goals.

To make AYP in 2010, districts and schools must meet a student participation requirement, an additional attendance or graduation requirement, and either the State's 2010 performance target for that subject or the district, school or group's own 2010 improvement target.

2009-2010 % of Students at Each Performance Level

SubGroup	# Students	% Participating	Advanced	Proficient	Needs Impr	Warning	AYP? Y/N
White-ELA3	68	99	41	47	10	1	Y
White-Math3	69	100	33	55	10	1	Y
White-ELA4	63	100	5	46	44	5	Y
White-Math4	63	100	11	43	43	3	Y
White-ELA5	64	100	33	47	17	3	Y
White-Math5	64	100	45	27	23	5	Y
SPED-ELA5	13	100	0	31	54	15	Y
SPED-Math5	13	100	15	31	31	23	Y

2008-2009 % of Students at Each Performance Level

SubGroup	# Students	% Participating	Advanced	Proficient	Needs Impr	Warning	AYP? Y/N
White-ELA3	62	100	18	55	27	0	Y
White-Math3	62	100	18	60	16	6	Y
White-ELA4	62	98	10	53	34	3	Y
White-Math4	63	100	13	46	33	8	Y
White-ELA5	64	100	8	42	33	17	Y
White-Math5	64	100	25	25	17	33	Y
SPED-ELA5	12	100	8	42	33	17	Y
SPED-Math5	12	100	25	25	17	33	Y
White-Science5	64	100	38	38	23	2	Y
SPED-Science5	12	100	8	33	50	8	Y

AYP (continuation)

2007-2008

% of Students at Each Performance Level

SubGroup	# Students	% Participating	Advanced	Proficient	Needs Impr	Warning	AYP? Y/N
White-ELA3	64	100	22	55	20	3	Y
SPED-ELA3	11	100	9	36	55	0	Y
White-Math3	64	100	36	44	19	2	Y
SPED-Math3	11	100	18	55	27	0	Y
White-ELA4	61	100	3	48	48	2	Y
SPED-ELA4	10	100	0	30	60	10	Y
White-Math4	61	100	26	31	38	5	Y
SPED-Math4	10	100	0	30	60	10	Y
White-ELA5	62	100	3	48	48	2	Y
SPED-ELA5	10	100	0	50	40	10	Y
White-Math5	62	100	26	31	38	5	Y
SPED-Math5	10	100	20	50	30	0	Y
White- Science5	62	100	24	35	39	2	Y
SPED- Science5	10	100	10	30	60	0	Y

Winthrop Elementary School School Improvement Plan 2011-2012

School Name: Winthrop Elementary School

Chairs: Mary Alise Herrera, Principal and Timothy Donnelly, Parent and PTO President

Signatures:

Date:

School Committee approval:

2010/2011 School Council Members:

Bryna Lakin-Davis, Principal & Co-Chair
Timothy Donnelly, Parent Representative & Co-Chair
Ursula Boyle, Teacher Representative
Catherine Brayden Calias, Parent Representative
Michelle Dell Isola, Parent Representative
Jennifer O'Brien Michaud, Teacher Representative
Gary Romano, Community Representative
Melanie Wilcox, Teacher Representative

2011/2012 School Council Members:

Mary Alise Herrera, Principal & Co-Chair
Timothy Donnelly, Parent Representative & Co-Chair
Catherine Brayden Calias, Parent Representative
Michelle Dell Isola, Parent Representative
Sally Hatch, Teacher Representative
Sue Herook, Teacher Representative
David Lucas, Parent Representative
Gary Romano, Community Representative
Claire Twist, Teacher Representative

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. We inspire, engage, support, prepare and challenge all students to achieve personal and academic excellence, to become life-long learners, and to be responsible, respectful and successful participants in our global community.

Winthrop's strength consistently lies in the dedicated teaching professionals, paraprofessionals, support personnel and very active PTO. Our PTO sponsors various community events throughout the year and also provides funding for our enrichment programs, library materials, supplemental classroom supplies, technology purchases and numerous other special projects.

The school improvement plan, as described in the legislation, has the following elements: (SIP E1-9*)

1. An assessment of:
 - The impact of class size on student performance
 - Student-to-teacher ratios
 - Ratios of students to other supportive adult resources
2. A scheduled plan for reducing class size, if deemed necessary
3. Professional development for the school's staff and the allocation of any professional development funds in the school budget
4. Enhancement of parental involvement in the life of the school
5. School safety and discipline
6. Establishment of a school environment characterized by tolerance and respect for all groups
7. Extra-curricular activities
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
9. Any further subjects the principal, in consultation with the school council, shall consider appropriate

* A school improvement plan only needs to address the elements where there is a current need or challenge.

Challenge 1: To provide a welcoming school environment where students, parents, and staff feel they are part of a strong, safe, community.

Goal 1: Improve the use of available technologies as a communication tool between families and school.

Strategies: Effectively use and share information about these technologies with both staff and families.

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Use of website as main resource for up-to-date information	2011-2012	A, P	Time of principal and of volunteer webmaster.	Up-to-date website	Evidence of timely updates and parent feedback
Use of website as a depository for forms sent home	2011-2012	A, P	Time of principal and of volunteer webmaster.	“Forms & Notices” section of website created, and populated	Evidence of forms/notices, and parent/teacher feedback
Use of “Google” calendar as an internal scheduler for all staff	2011-2012	A, T	Time of principal for overview and training. Ongoing time for input.	Documented calendar	No overlap of events, feedback from staff
Parent Technology Information Session(s)	Fall 2011	A, T, P, and Tech Integration Specialist	Evening event(s) requiring custodial coverage	Presentation materials posted on the website	Parent feedback forms from the presentation.
Distribution of District Technology Matrix	Fall 2011	A	Paper and copying supplies	Technology Matrix distributed and posted on the website	Technology Matrix distributed and posted on the website
Professional Development for utilization and implementation of web-based informational portal Aspen X2	Aug 2011	A, T, and Tech Integration Specialist	Meeting Time	Agendas	Implementation and utilization of Aspen X2 for communication
Development and implementation of a communication plan for the web-based informational portal Aspen X2	9/11 through 6/12	A, T, and Technology Integration Specialist/Coach	Meeting Time & Funding for Aspen X2 (district funds)	Implementation and utilization of Aspen X2 for communication	Implementation and utilization of Aspen X2 for communication

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

SIP Element # 3, 4, 8, 9

Strategic Plan: Parental Involvement, Meeting the Needs of All Learners, Other Building Needs

Challenge 1: To provide a welcoming school environment where students, parents, and staff feel they are part of a strong, safe community.

Goal 2: Provide an optimal learning environment where students are comfortable and safe, therefore able to achieve learning objectives.

Strategies:

- Pilot the new comprehensive health and wellness curriculum (Health Promotion Wave.)
- Complete building upkeep and regular maintenance.

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Acquisition and implementation of curriculum committee recommended program for pilot K-5	9/11 through 6/12	A, T	Recommended program to pilot	Survey of program use and its effectiveness	Program implementation
Professional development for chosen program implementation	9/11	A, T	PD funds and time	Agendas	Program implementation
Parent informational session for new program	Spring 2012	A, T, P	Custodial coverage	Agenda	Parent feedback survey
Upgrade and maintain HVAC system	Summer 2011	District Administration and City Engineering	District funds (district allotted funds)	Work order	HVAC upgrade complete
Work with building and grounds director regarding building needs and upkeep	9/11 through 6/12	A, Facilities Director	funds for building needs	Work orders	Parent survey
Repair or replace blinds in every classroom so they all work appropriately to raise and close properly	9/11 through 6/12	A & Facilities Director	District funds for repairs and or replacement as needed	Work orders	Working blinds in all rooms
Cover all radiators in all rooms including in the annex for safety	9/11 through 6/12	A & Facilities Director	District funds	Work orders	Covered radiators in all rooms
Repair or replace all windows that are difficult to open or do not open throughout the building including in the annex as our ventilation system relies on outside air intake from open windows	9/11 through 6/12	A & Facilities Director	District funds	Work orders	Every window opening in every classroom as designed to open
Conduct a building “Needs Assessment”	9/11 through 3/12	A	Time, survey tool	Needs Assessment documented	

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

SIP Element # 3, 4, 5, 6, & 8

Strategic Plan: Curriculum, Instruction, and Assessment, Capital Needs, Facilities & Technology

Challenge 2: Meeting the needs of all learners within Winthrop Elementary School

- Goal 1:** Students will increase their Composite Performance Index (CPI) score on the Mathematics MCAS from 91.1 (in 2011) to 94.07 in 2012
 Students will increase their Composite Performance Index (CPI) score on the ELA MCAS from 94.4 (in 2011) to 96.3 in 2012
 A growth level of 40% (or higher) in both Mathematics and ELA will be achieved by 75% of students

Strategies:

- Staff will engage in rigorous professional development which will include in class coaching, data analysis, and curriculum alignment.
- Data will be used to drive instructional strategies and groupings

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
60 Hours of teacher coaching by the Mathematics PD provider	9/11 through 6/12	A, T, and PD providers	District PD funds (district allotted)	Summary report	Changes made in teaching practice as evidenced by principal observations
PD at all grade levels for Symphony Math program, progress monitoring, and data analysis	9/11 through 6/12	A, T, PD providers	District subscription and PD time	Agendas and sign-in sheets	Changes made in teaching practice as evidenced by principal observations, progress monitoring data, and MCAS Mathematics scores
PD at all grade levels for Lexia usage, progress monitoring, and data analysis	9/11 through 6/12	A, T, PD providers	District subscription and PD time	Agendas and sign-in sheets	Changes made in teaching practice as evidenced by principal observations, progress monitoring data, and MCAS ELA scores
Review performance data for Spring 2011 MCAS and district-wide assessments to establish focus area for improvement to drive instruction	9/11, 10/11, Winter 2012 and Spring 2012	A, T	Staff meeting time	Agendas and sign-in sheets	Changes made in teaching practice evidenced by principal observations, and identification of focus areas

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Document test taking strategies used throughout the building to look for consistencies and to build common language about best practices	11/11 through 4/12	A, T	Staff meeting time	Agendas and sign-in sheets	Document creation, and improved MCAS results
Create Guided Reading Committee to inventory guided reading book closet, update collection, and write grants to secure funding for necessary additions (including materials at all instructional level for all topics/areas of study)	6/11 through 6/12	A, T, P	Funding for materials	Inventory List	Inventory List, check-out logs, MCAS ELA results
Implementation of a scheduled, systematic Tier II level of literacy intervention	9/11 through 6/12	A, T	Time, teaching materials, Lexia program subscription	Classroom schedules	Progress Monitoring data
Implementation of a scheduled, systematic Tier II level of mathematics intervention	9/11 through 6/12	A, T	Time, teaching materials, Symphony program subscription	Classroom schedules	Progress Monitoring data
Creation and utilization of systematic data grid for literacy results and data analysis	6/11 through 6/12	A, T	Time	Sample grids and data usage	Benchmark results and MCAS ELA results

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

SIP Element # 3, 4, & 8

Strategic Plan: Curriculum, Instruction, and Assessment, Professional Development

Challenge 3: Provide students more opportunity to engage with the curriculum through the use of inquiry based methods

Goal 1: Staff will utilize inquired based teaching in the curriculum areas of math and science

Strategies:

- Implementation of FOSS kits in all grade levels
- Alignment with the Common Core/MA 2011 Frameworks

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Creation of FOSS Science Liaison Volunteer Position(s)	9/11	A, T, and P	Volunteers, Bridge paperwork	PTO minutes once committee formed	Liaison working with teachers
Purchase teacher manuals for each unit of study for each classroom teacher	9/11	A	Funding for purchase (PTO target list grant)	Purchase order	Teachers use of manuals and implementation of FOSS science units
Purchase kits for teachers for each unit of study for classroom teachers	Fall 2011	A, P	Funding for purchase-(PTO target list grant)	Purchase order	Teachers full implementation of FOSS science units
Identify and develop hands-on inquiry-based mathematics lessons within the critical areas of the Common Core curriculum	9/11 through 6/12	A, T, Math Coaches, & Atlas Mapping Leadership team	Professional development, summer work sessions, Project M3 materials, teacher created materials	Atlas Curriculum Map	Curriculum map creation and usage, changes made in teaching practice, and MCAS Mathematics and Science scores
Professional Development on Inquiry-based Math teaching, FOSS Science and Atlas Mapping program	9/11 through 6/12	A, T, , PD providers & Atlas Mapping Leadership team	PD funding (district allotted) and time	Agendas	Changes made in teaching practice as evidenced by principal observations and MCAS Mathematics and Science scores
Development of Unit Topic Essential Questions and Enduring Understandings to drive mathematical learning	11/11 through 6/12	T, Atlas Mapping Leadership team	Funding for stipends for extra work sessions	Syllabus of sessions	Changes made in teaching practice as evidenced by principal observations and MCAS Mathematics scores
Use of staff meeting time to look at data, reflect on progress, and develop professional resources	9/11 through 6/12	A, T	Staff meeting time	Agendas	Changes made in teaching practice as evidenced by principal observations

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

SIP Element # 3, 4, & 8

Strategic Plan: Curriculum, Instruction, and Assessment, Professional Development

Winthrop SIP 2011-2012

Challenge 4: Leverage existing and new technologies to enhance student learning

Goal 1: Increase staff use of technology for direct student instruction, while simultaneously increasing student use, awareness, and proficiency

Strategies:

- Use SmartBoards and other technology to engage students in the acquisition and demonstration of content knowledge
- Develop opportunities for students and staff to plan, design, publish, and share work utilizing technologies

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Installation of Smart Boards in classrooms	8/11	Tech Dept	City Funding (city allotted funds)	Installation	Regular use of Smartboard by both students and staff as evidenced by principal observation
Update and/or upgrade technology (hardware and software) to support SmartBoards	8/11	Tech Dept	City Funding	Necessary updates/upgrades completed	Regular use of Smartboard by both students and staff as evidenced by principal observation
Teacher Training sessions with the Technology Integration Specialist	9/11 through 6/12	A, T, Tech Dept, and Tech Integration Specialist	Time and funding for Tech Integration Specialist (city funds)	Agendas	Regular use of Smartboard by both students and staff as evidenced by principal observation
Grade level and content lessons created for units of study	9/11 through 6/12	T, and Tech Integration Specialist	Grade Level Meetings	Lesson plans shared and utilized	Showcase of student work
Identification and utilization of a web-based program for student work publication (podcasts, etc.)	9/11 through 6/12	T, and Tech Integration Specialist	Funding to purchase a web based publication program	Showcase of student work	Showcase of student work

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

SIP Element # 3, 4, 8, & 9

Strategic Plan: Curriculum, Instruction, and Assessment, Professional Development, Technology