

2011-2012 Winthrop Elementary School School Improvement Plan



Winthrop Elementary School
162 First Street
Melrose, MA 02176
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<http://www.melroseschools.com/winthrop/winthrobsitecouncil.cfm>

Profile structure: The idea of this document is to give a flavor of the school. Aside from updating the demographic and participation figures each year, this document will probably not require a great deal of editing from year to year. Each school may want to keep some of this information in other stand-alone documents, such as the Mission/Vision statement, and the Academic/Enrichment summaries. Please make sure that you keep a list of everywhere this information is kept in order to keep versions in line with each other (i.e. update all at the same time).

Introduction:

We believe our School Improvement Plan gives us a blueprint for maximizing student learning and growth of the whole child for optimized student achievement. 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 incorporates the theme the SEAS of Winthrop with 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.

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:

We envision our school as a place where excellence in education means educating the whole child. We aim to provide knowledge, skills, abilities, attitudes and beliefs that are essential for a productive and successful life. We recognize these goals are best achieved when the school provides an environment in which teachers, parents, staff and others develop and practice core values that benefit academic, emotional and social needs of all children. We understand communication between home and school forms the basis for the caring, nurturing, atmosphere that is essential to our school. This atmosphere promotes an excellence in teaching that results in high academic achievement enabling children to realize personal excellence at all levels, while forming a sound foundation for life-long learning. We believe all children can learn, and we can develop within each student the desire to know, the tools to seek and the ability to find, understand and use information as a means to becoming self-sufficient, responsible, and productive contributors in a complex, ever-changing, and diverse society.

The Winthrop Elementary School class sizes range from 20 to 25 students this year in Kindergarten through fifth grade. Our ratio ranges from a 1:25 teacher student ratio to 4:23 teacher to student ratio during a co-taught literacy block. We have implemented a co-teaching model where all classes have 30 minutes of the 90 minute literacy block taught by two or more teaching staff. Through progress monitoring and analysis of data we are able to adjust teaching to assist student growth and learning to occur to their potential. We have also implemented a full-time co-taught first grade class. In the 2011-2012 school year we expect to have class sizes that range from 17-24 students kindergarten through fifth grade. We expect our staff to student ratio to range from a 1:24 teacher student ratio to 4:23 or 3:17 teacher to student ratio during co-taught blocks. We expect to continue to co-teach during the literacy block increasing time as staffing allows as well as implementing co-teaching during the mathematics block.

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	

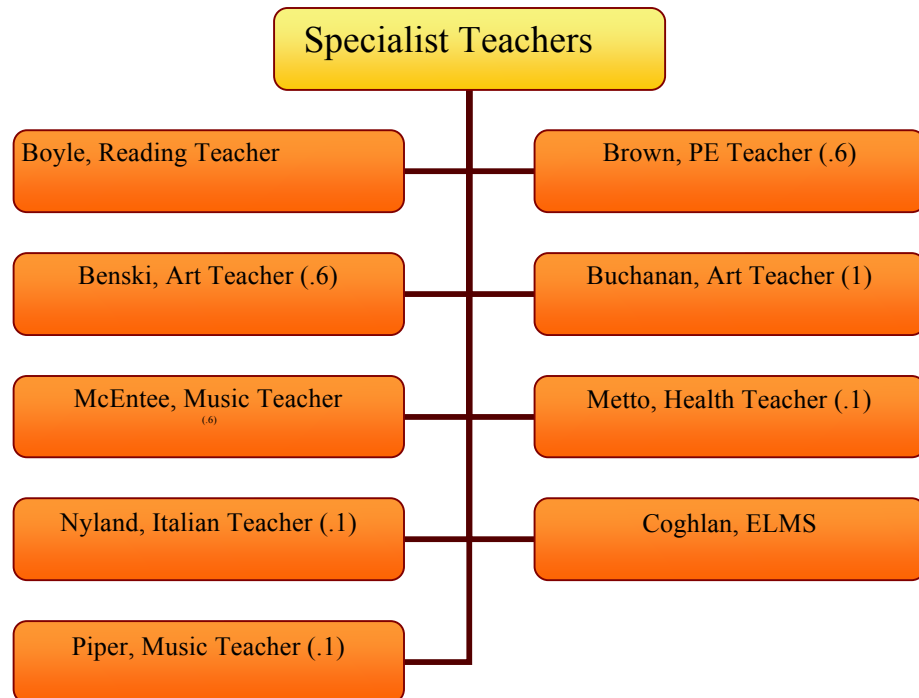
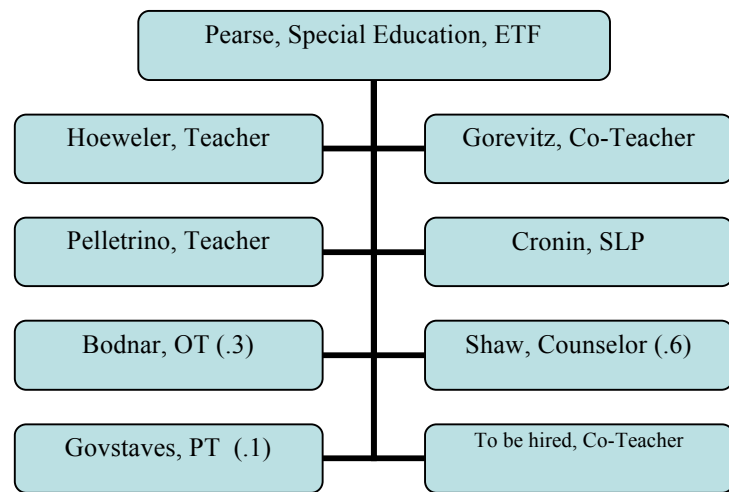
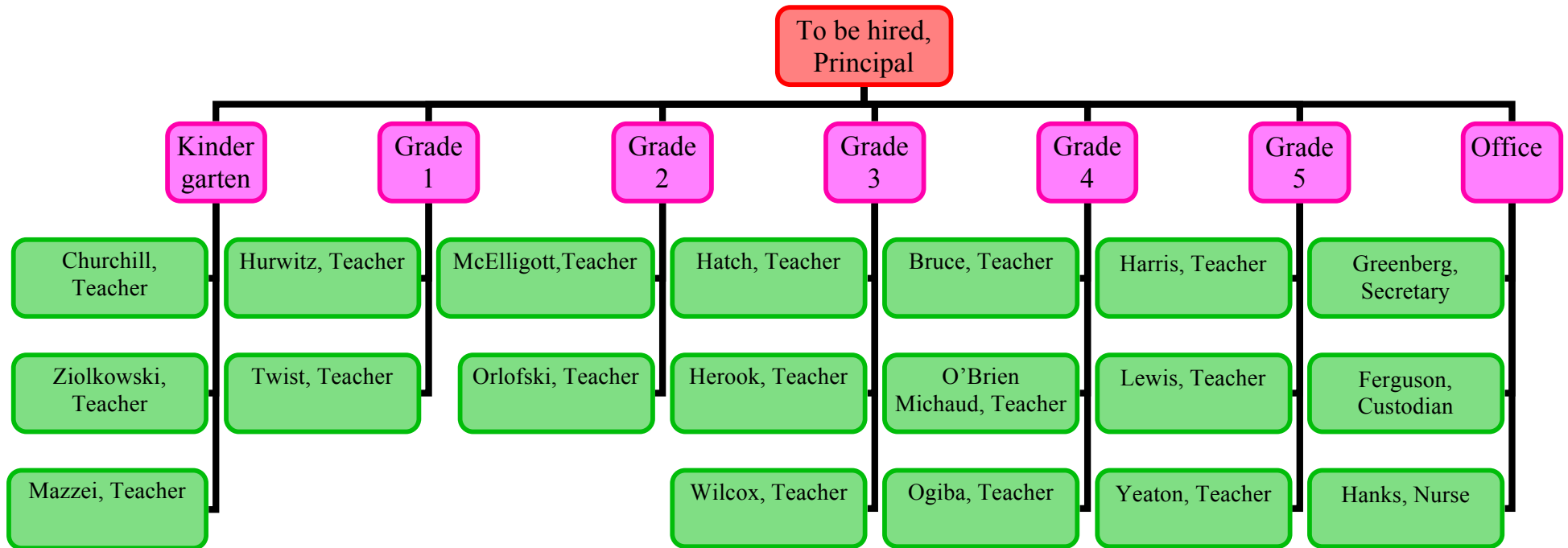
Academic Programs in the School:

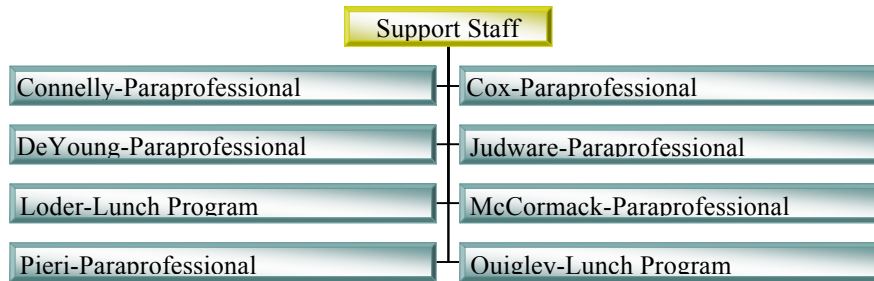
- Before School Mathematics Program grades 2-5
- Global Child Foreign Language (Spanish & Chinese) K-5
- MCAS groups grades 4 and 5

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

- Education Stations
- Early Release Day Enrichment Programs
- Lego club

School Organization Chart (position titles and last names)2011-2012:





Data structure: The idea of this document is to show three years worth of summary data about the school. Also indicate links to the DESE website for additional data. The School Council will generally use additional data in the development of the School Improvement Plan. This summary is intended to give a flavor of that data and be easily understandable by the public. Additional data can be included here or in a goal if a school chooses to do so.

MCAS (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

Student Growth Percentile (SGP): Median SGP for the Winthrop Elementary School ELA-47.0 and Math 59.0

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 %.

Annual Yearly Progress (AYP) (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

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: Bryna Lakin-Davis, Principal and Timothy Donnelly, Parent and PTO President

Signatures:

Date:

School Committee approval:

School Council Members: (and their categories)

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

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

Challenge 1: (description) To ensure all students to reach their potential through high academic achievement and a high level of growth each year in across all curriculum areas.

Goal 1: (description) The professional staff will utilize inquiry-based teaching methods to teach math and science.

Strategy: (description) Full effective implementation of the FOSS Science Kits K-5 and Common Core Curriculum alignment.

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Creation of FOSS Science Liaison Volunteer Position(s)	September 2011	Administration, teachers, & parents	Volunteerism Bridge paperwork	PTO minutes once committee formed	Liaison work with teachers
Purchase teacher manuals for each unit of study for each classroom teacher	September 2011	Administration	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	Administration, parents	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	September 2011 through June 2012	Administration, teachers, & 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 due to creation and utilization of inquiry-based hands-on lessons and MCAS Mathematics and Science scores
Professional Development on Inquiry-based Math teaching, FOSS Science and Atlas Mapping program	September 2011 through June 2012	Administration, teachers, PD providers & Atlas Mapping Leadership team	PD funding (district allotted) and time	agendas	changes made in teaching practice due to PD as evidenced by principal observations and MCAS Mathematics and Science scores

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

SIP E3, E4 & E8 – PD; parent involvement; meeting the needs of all learners

DSP- Ensure that rigorous, well coordinated Pre-K-12 curricula and highly effective instruction and assessment practices are consistently implemented across levels to meet the needs of and challenge all learners and provide an academic pathway that effectively supports students' transitions from one level to the next and their preparation for post-secondary experiences. Address district professional development needs.

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

Challenge 2: (description) To ensure all students to reach their potential through high academic achievement and a high level of growth each year in English Language and Mathematics.

Goal 2: (description) The students will increase their Composite Performance Index (CPI) score on the Mathematics MCAS from 89.3 (in 2010) to 92.4

Strategy: (description) The Winthrop Elementary School staff will engage with a rigorous professional development plan which will include in class coaching, data analysis and curriculum alignment for Mathematics.

Action Items:

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
60 Hours of in-class coaching by Mathematics PD provider	September 2011 through June 2012	Administration, teachers & professional development providers	District PD funds (district allotted)	Summary report	Changes made in teaching practice due to professional development as evidenced by principal observations
Complete sequence realignment of existing mathematics program	Summer 2011	Administration, teachers	Funding for Summer PD sessions	Document creation and implementation in classroom instruction for 2011-2012 school year	Changes made in teaching practice due to realignment as evidenced by principal observations and MCAS Mathematics scores

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Alignment with Common Core Standards	Summer 2011	Atlas Mapping Team (administrators & teachers)	District funding (district allotted)	Curriculum Map Document created	Curriculum map creation and usage, changes made in teaching practice as evidenced by principal observations due to alignment and MCAS math scores
Development of Unit Topic Essential Questions and Enduring Understanding to drive Inquiry-based Mathematical learning	November 2011 through April 2012	Teachers	Funding to purchase materials and stipends for extra work sessions	Syllabus of sessions	Changes made in teaching practice due to creation of essential questions and enduring understanding as evidenced by principal observations and MCAS Mathematics scores
PD at all grade levels K-5 for usage of Symphony Math program and progress monitoring data	September 2011 through January 2012	Administration, teachers & professional development providers	Symphony Math program subscription and PD time	PD agendas and sign-in sheets	Changes made in teaching practice due to program implementation as evidenced by principal observations, progress monitoring data and MCAS Mathematics scores

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

SIP E3 & E8 – PD; meeting the needs of all learners

DSP- Ensure that rigorous, well coordinated Pre-K-12 curricula and highly effective instruction and assessment practices are consistently implemented across levels to meet the needs of and challenge all learners and provide an academic pathway that effectively supports students' transitions from one level to the next and their preparation for post-secondary experiences while improving mathematics performance. Address district professional development needs.

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

Goal 3:(description) The professional staff will engage in Professional Learning Community (PLC) activities focused on collaborative review of student work or assessment data.

Strategy: (description) Effective use of data to drive instructional strategies and raise student achievement in all student groups.

Action Items:

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Use of staff meeting time to look at data and do professional development.	September 2011 through June 2012	Administration, teachers	Staff meeting time	agendas	Changes made in teaching practice due to data analysis as evidenced by principal observations
Review performance data for Spring 2011 MCAS and district-wide assessment to establish focus areas for improvement to drive instruction.	September and October 2011 then winter 2012 and spring 2012	Administration, teachers	Staff meeting time	Data team meeting agendas Changes in teaching practices based on data analysis	Changes made in teaching practice due to data analysis evidenced by principal observations and identification of focus areas as necessary
Implement test taking strategies to assist students to improve test taking.	September 2011 through June 2012	Teachers	Funds to purchase Test taking strategies program materials	Completed materials	MCAS results
Implement additional MCAS extra help groups to assist students to improve test taking in areas of performance weaknesses.	November 2011 through April 2012	Teachers	Funding to purchase materials and stipends for extra work sessions (PTO-target list grant)	Syllabus of sessions	MCAS class pretest and post test results and MCAS results

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

SIP E3 & E8 – PD; meeting the needs of all learners

DSP- Ensure that rigorous, well coordinated Pre-K-12 curricula and highly effective instruction and assessment practices are consistently implemented across levels to meet the needs of and challenge all learners and provide an academic pathway that effectively supports students' transitions from one level to the next and their preparation for post-secondary experiences. Address district professional development needs.

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

Goal 4: (description) The students will increase their CPI (Composite Performance Index) score on ELA MCAS from 89.2 (in 2010) to 92.4.

Strategy: (description) Effective use of data to drive instructional strategies and raise student achievement in all student groups.

Action Items:

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Use of staff meeting time to look at data and do professional development.	September 2011 through June 2012	Administration, teachers	Staff meeting time	agendas	Changes made in teaching practice due to data analysis evidenced by principal observations
Review performance data for Spring 2011 MCAS and district-wide assessment to establish focus areas for improvement to drive instruction.	September and October 2011 then winter 2012 and spring 2012	Administration, teachers	Staff meeting time	Data team meeting agendas Changes in teaching practices based on data analysis	Changes made in teaching practice due to data analysis evidenced by principal observations And identification of focus areas
Implement test taking strategies to assist students to improve test taking.	September 2011 through June 2012	Teachers	Funds to purchase Test taking strategies program materials	Completed materials	MCAS ELA results
Implement MCAS extra help groups to assist students to improve test taking in areas of performance weaknesses.	November 2011 through April 2012	Teachers	Funding to purchase materials and stipends for extra work sessions (PTO-target list grant)	Syllabus of sessions	MCAS class pretest and post test results and MCAS results
Create Guided Reading Committee to inventory Guided reading book room, update collection and write grants to secure funding for necessary additions	Summer 2011 through June 2012	Administration, Teachers, Parents	Funding for necessary additions	Inventory list	Inventory list, check out logs, MCAS ELA results

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

SIP E3, E4 & E8 – PD; parent involvement; meeting the needs of all learners

DSP- Ensure that rigorous, well coordinated Pre-K-12 curricula and highly effective instruction and assessment practices are consistently implemented across levels to meet the needs of and challenge all learners and provide an academic pathway that effectively supports students’ transitions from one level to the next and their preparation for post-secondary experiences. Address district professional development needs.

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

Goal 5: (description) Increase the average Student Growth Percentage (SGP) for fourth grade students from 30 in ELA and 49 in Math in 2010 to 40 or higher in ELA and 55 or higher in Math for grade 4 in 2011 in and for fifth grade students from 67 in ELA and 74 in Math in 2010 to 75 plus in both ELA and Math in grade 5 in 2011 and for students in low performing subgroups was not reported in 2010 due to small number of identified students to 40+ in 2011 in both Mathematics and English Language Arts (ELA)

(SGP note: The data figures used are projections based on 2010 average scores. These figures will likely need to be updated following the official release of the 2011 MCAS results.)

Strategy: (description) Effective use of data to drive instructional strategies and raise student achievement in all student groups.

Action Items:

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Use of staff meeting time to look at data and do professional development.	September 2011 through June 2012	Administration, teachers	Staff meeting time	agendas	Changes made in teaching practice due to data analysis evidenced by principal observations
Review performance data for Spring 2011 MCAS and district-wide assessment to establish focus areas for improvement to drive instruction.	September and October 2011 then winter 2012 and spring 2012	Administration, teachers	Staff meeting time	Data team meeting agendas Changes in teaching practices based on data analysis	Changes made in teaching practice due to data analysis as evidenced by principal observations And identification of focus areas
Implement test taking strategies to assist students to improve test taking.	September 2011 through June 2012	Administration, Teachers	Funds to purchase Test taking strategies program materials	Completed materials	MCAS results

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Implement MCAS extra help groups to assist students to improve test taking in areas of performance weaknesses.	November 2011 through April 2012	Teachers	Funding to purchase materials and stipends for extra work sessions (PTO-target list grant)	Syllabus of sessions	MCAS class pretest and post test results and MCAS results
Continued implementation of co-teaching literacy blocks	September 2011 through June 2012	Administration and Teachers	Time and any necessary teaching materials	schedules	Progress monitoring data
Continued implementation of a scheduled systematic Response to Intervention (RTI) in literacy instruction	September 2011 through June 2012	Administration and teachers	Time and any necessary teaching materials Lexia program subscription	schedules	Progress monitoring data
Incorporation of a systematic scheduled implementation of a Response to Intervention (RTI) in mathematics instruction	September 2011 through June 2012	Administration and teachers	Time and any necessary teaching materials Symphony program subscription	schedules	Progress monitoring data
Update guided reading library to have resource materials for all instructional reading level needs for each topic area of study	September 2011 through June 2012	Administration, teachers, and parents	Funds to purchase materials	Library inventory, sign out logs	Inventory list, check out logs, MCAS ELA results

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

SIP E3 & E8 – PD; meeting the needs of all learners

DSP- Ensure that rigorous, well coordinated Pre-K-12 curricula and highly effective instruction and assessment practices are consistently implemented across levels to meet the needs of and challenge all learners using an established tiered model of instruction and provide an academic pathway that effectively. Continued implementation of co-teaching. Address district professional development needs. supports students' transitions from one level to the next and their preparation for post-secondary experiences.

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

Challenge 3: (description) Achievement gap with our special education students and other subgroups

Goal 6: (description) Increase student achievement and growth for at risk and special education students to minimize the achievement gap between regular education students and special education students. Special education students will increase their Composite Performance Index (CPI) score on English Language Arts (ELA) from 69.0 (in 2010) to 75.0 and the average Student Growth Percentile (SGP) from 44.0 (in 2010) to 50.0 or higher.

Strategy: (description) Effective use of data from targeted, frequent progress monitoring to drive instructional strategies and raise student achievement for our at risk and special needs students.

Action Items:

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Provide teachers at all grade levels with professional development for Lexia usage and data analysis	Fall 2011	Administration, Teachers, Professional development provider	Lexia Program subscription PD time	Agendas	Use of program and data analysis of progress monitoring with changes in teaching practices based on data analysis as evidenced by principal observations
Creation and utilization of systematic data grid for DRA results and data analysis	September 2011 to June 2012 (at least 3 times per year)	Administration, Teachers,	Summer planning	Grids and data usage	Benchmark results and MCAS ELA results
Development of progress monitoring schedule for Lexia	September 2011	Administration, Teachers	Lexia Program subscription PD time	Schedule	Data analysis of progress monitoring with changes in teaching practices based on data analysis as evidenced by principal observations

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Development of progress monitoring schedule for One minute readers fluency program and data analysis	September 2011	Administration, Teachers	Additional One Minute Readers as necessary	Schedule	Data analysis of progress monitoring with changes in teaching practices based on data analysis as evidenced by principal observations

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

SIP E3 & E8- PD; meeting the needs of all learners

DSP- Ensure that rigorous, well coordinated Pre-K-12 curricula and highly effective instruction and assessment practices are consistently implemented across levels to meet the needs of and challenge all learners and provide an academic pathway that effectively supports students' transitions from one level to the next and their preparation for post-secondary experiences. Address district professional development needs.

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

Goal 7: (description) Increase student achievement and growth for at risk and special education students to minimize the achievement gap between regular education students and special education students. Special education students will increase their Composite Performance Index (CPI) score on Mathematics from 73.9 (in 2010) to 77.0 and the average Student Growth Percentile (SGP) from 45.0 (in 2010) to 50.0 or higher.

Strategy: (description) Effective use of data from targeted, frequent progress monitoring to drive instructional strategies and raise student achievement for our at risk and special needs students.

Action Items:

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Provide teachers at all grade levels with professional development for Symphony Math usage and data analysis	Fall 2011	Technology Department	Symphony Math Program subscription PD time	Agendas	Use of program and data analysis of progress monitoring with changes in teaching practices based on data analysis as evidenced by principal observations
Development of progress monitoring schedule for Symphony Math	September 2011	Administration, Teachers,	Funding for Technology Integration Specialist/Coach and time for PD sessions (city allotted funds)	Schedule	Data analysis of progress monitoring with changes in teaching practices based on data analysis as evidenced by principal observations

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

SIP E3, E4, E8 & E9 – PD; parent involvement; meeting the needs of all learners, other building needs

DSP- Ensure that rigorous, well coordinated Pre-K-12 curricula and highly effective instruction and assessment practices are consistently implemented across levels to meet the needs of and challenge all learners and provide an academic pathway that effectively supports students’ transitions from one level to the next and their preparation for post-secondary experiences. Address district professional development needs.

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

Challenge 4: (description) Technology Integration with installation of SmartBoards in every classroom.

Goal 8: (description) Increase teacher use of technology for direct student instruction while increasing student use, awareness and proficiency.

Strategy: (description) Use SmartBoards and other technology programs, devices and resources to engage students in the acquisition and demonstration of content knowledge and develop opportunities for students to plan, design, publish and share work utilizing technology.

Action Items:

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Installation of SmartBoards in classrooms	By August 30, 2011	Technology Department	City Funding (city allotted funds)	Installation completed	Regular use of SmartBoard in teaching & learning as evidenced by principal observation
Update and/or upgrade technology both hardware and software in classrooms to support the new SmartBoards being installed	By August 30, 2011	Technology Department	City Funding	Necessary updates and/or upgrades completed	Regular use of SmartBoard in teaching & learning as evidenced by principal observation
Teacher training sessions with the Technology Integration Specialist/Coach	September 2011 to June 2012	Administration, Teachers, Technology Department and Technology Integration Specialist/Coach	Funding for Technology Integration Specialist/Coach (city allotted funds) and time for PD sessions	Agendas	Regular use of SmartBoards and other technology devices and resources in teaching and learning
Grade level and content lessons created for units of study	September 2011 to June 2012	Teachers, and Technology Integration Specialist/Coach	Grade level meetings	Lesson plans shared and utilized	Showcase of student work

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Identification and utilization of a web-based program for student work publication (podcasts, etc.)	September 2011 to June 2012	Teachers, and Technology Integration Specialist/Coach	Funding to purchase web based publication program	Showcase of student work	Showcase of student work

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

SIP E3, E4, E8 & E9 – PD; parent involvement; meeting the needs of all learners, other building needs

DSP- Ensure that rigorous, well coordinated Pre-K-12 curricula and highly effective instruction and assessment practices are consistently implemented across levels to meet the needs of and challenge all learners and provide an academic pathway that effectively supports students' transitions from one level to the next and their preparation for post-secondary experiences. Address district professional development needs.

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

Challenge 5: (description) Maximize two-way communication through effective use of technology tools.

Goal 9: (description) Utilize technology effectively as a communication tool between families and school.

Strategy: (description) Use and share information about web-based informational portal Aspen X2 with both staff and families to enhance communication.

Action Items:

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Parent Technology Informational session(s)	Fall 2011	Administration, Teachers, Technology Integration Specialist/Coach & parents	Evening event(s) custodial coverage	Presentation materials posted on website	Parent feedback forms from presentation
Distribution of District Technology Matrix to staff and parents	September 2011	Administration & Teachers	Paper & Copier supplies	Technology matrix distributed and posted on the web	Technology matrix distributed and posted on the web
Professional Development for utilization and implementation of web-based informational portal Aspen X2	August 2011	Administration, Teachers, and Technology Integration Specialist/Coach	Meeting Time	Agendas	Implementation and utilization of Aspen X2 for communication

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Development and implementation of a communication plan for the web-based informational portal Aspen X2	September 2011 through June 2012	Administration, Teachers, and Technology Integration Specialist/Coach	Meeting Time & Funding for Aspen X2 web-based informational portal (district allotted funds)	Implementation and utilization of Aspen X2 for communication	Implementation and utilization of Aspen X2 for communication

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

SIP E3, E4, E8 & E9 – PD; parent involvement; meeting the needs of all learners, other building needs

DSP- Ensure that rigorous, well coordinated Pre-K-12 curricula and highly effective instruction and assessment practices are consistently implemented across levels to meet the needs of and challenge all learners and provide an academic pathway that effectively supports students' transitions from one level to the next and their preparation for post-secondary experiences. Address district professional development needs.

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

Challenge 6: (description) Maintaining a safe school environment where all are respected and valued.

Goal 9: (description) Provide an optimal learning environment where students are comfortable and safe therefore able to achieve learning objectives.

Strategy: (description) Pilot the new comprehensive health and wellness curriculum with anti-bullying components the curriculum council recommends for adoption.

Action Items:

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	September 2011 through June 2012	Administration, Teachers,	Recommended program to pilot	Survey of program use and its effectiveness	Program implementation
Professional development for chosen program implementation	September 2011	Administration & Teachers	PD funds and time	Agendas	Program implementation
Parent informational session for new program	Spring 2012	Administration, Teachers,	Custodial coverage	Agenda	Parent feedback survey

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

SIP E3, E4, E5, E6, & E8– PD; parent involvement; safety & discipline; school environment of tolerance and respect, meeting the needs of all learners

DSP- Ensure that rigorous, well coordinated Pre-K-12 curricula and highly effective instruction and assessment practices are consistently implemented across levels to meet the needs of and challenge all learners and provide an academic pathway that effectively supports students' transitions from one level to the next and their preparation for post-secondary experiences. Address district professional development needs.

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

Goal 10: (description) Provide an optimal learning environment where students are comfortable and safe therefore able to achieve learning objectives.

Strategy: (description) Complete building upkeep and maintenance to provide a safe learning environment for all.

Action Items:

Action Item	Time Line	Responsible Party*	Resources Rqrd	Evidence of Compl	Success Measures
Upgrade and maintain ventilation system	Summer 2011	Maintenance	District funds (district allotted funds)	Work order	Ventilation upgrade complete
Work with building and grounds director regarding building needs and upkeep	September 2011 through June 2012	Administration & 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	September 2011 through June 2012	Administration & 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	September 2011 through June 2012	Administration & 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	September 2011 through June 2012	Administration & Facilities Director	District funds	Work orders	Every window opening in every classroom as designed to open
Paint all classrooms with cracked or peeling paint	September 2011 through June 2012	Administration & Facilities Director	District funds	Work orders	No peeling paint throughout the building as observed

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

SIP E5 -safety

DSP- facilities and grounds maintenance plan and capital plan-equity for building

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