

Southbridge Public Schools



Charlton Street School School Improvement Plan

2009-2010

Charlton Street School
220 Charlton Street
Southbridge MA 01550

School Council Members:

Bryant Montigny Principal/Co-Chair _____

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**Charlton Street School
220 Charlton Street
Southbridge MA 01550**

The Charlton Street School Improvement Plan provides a framework for every child to receive a superior education, which provides each student with the knowledge, values and skills to achieve his or her full potential in our community. We believe that the development of the whole child is critical to becoming a lifelong learner. Our curriculum is developed to meet the cognitive, social, emotional, and physical needs of students. The school is responsive to the needs of the child that arise from conditions in the home, neighborhood and community.

In 2009, our third grade students and aggregate and subgroups met Adequate Yearly Progress (AYP) in English/Language Arts. In mathematics, the aggregate and subgroups did not meet AYP since scores remained consistent with the previous year. It is the goal of Charlton Street School to steadily increase the number of students scoring in the proficient range on the English/Language Arts and Mathematics MCAS tests. A School Leadership Team continues to formulate action plans to improve student achievement. Professional Learning Communities and Instructional Teams (PLC's) meet to identify student learning gaps, discuss strategies for improvement and assess student learning. Galileo Benchmark Assessments, English Language Arts and Mathematics are administered quarterly. The School Improvement Plan continues to reflect the trends of Standards Based Instruction within our district's goals. The following pages outline how the Charlton Street School community plans to meet these goals. The School Improvement Plan of Charlton Street Elementary School is focused upon improving MCAS scores and having all students proficient in Reading and Mathematics by the end of the third grade. In addition, this plan reflects the needs of the Southbridge Public Schools and our role in the Superintendent's Turnaround Plan. Much of our time and effort over the next school year will be focused upon working through the Turnaround and Action Plans to develop a strong school and district performance improvement plan. Throughout the plan this focus is seen through the lens of: Time and Learning, Academic Excellence, Safety and Discipline, and Parent/Community involvement.

The Charlton Street School Council submits that the School Improvement Plan represents an ongoing process and that the means for our students to achieve will continually reassess

learning criteria in support of 21st Century Learners. In 2009 our Third Grade students aggregate and subgroups met AYP in English Language Arts and Mathematics.

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**Time and Learning Plan
September 2009**

➤ **Building Planning Process**

- The time and learning plan at Charlton Street School was developed by a committee of teachers representing each grade level and the Charlton Street School Council. Both representative groups reviewed the existing schedule, discussed the Department of Education requirements, explored possible modifications, and approved the plan to be implemented in September 2009.

➤ **Structured Learning Time for Students**

- The Charlton Street School Time and Learning Plan incorporates the core academic subjects of Mathematics, Science and Technology, English/Language Arts, the Arts, and Health into its structured learning time. School services such as those required by a student's Individualized Education Plan, 504 Accommodation Plan, or guidance services, are provided to students in need of services.
- Community resources (parent volunteers, guest speakers in classrooms, and Career Day programs) enhance student learning. Planned assemblies and field trips are related to the core curriculum and supported through the generosity of our Elementary PTA.
- All students at the school are provided with equal access to our entire curriculum, enabling them to work toward the high standards of the Curriculum Frameworks.

➤ **Changes to the School Schedule**

- Changes in the delivery of Special Education, Title I and ELL services involve the development of a continuum of services and are based upon our analysis of MCAS, Galileo and Formative Assessments.

**Charlton Street School
220 Charlton Street
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Time and Learning Plan 2009-2010

GROUP A	8:30-8:35	Homeroom Period
	8:35-11:20	Instructional Time (165 min)
	11:20-11:45	Lunch
	11:45-12:05	recess
	12:05-2:42	Instructional Time (157 min)
	2:42 -2:45	Homeroom Period
GROUP B	8:30-8:35	Homeroom Period
	8:35-11:45	Instructional Time (190 min)
	11:45-12:10	Lunch
	12:10-12:30	recess
	12:30-2:42	Instructional Time (132 min)
	2:42 -2:45	Homeroom Period
GROUP C	8:30-8:35	Homeroom Period
	8:35-12:10	Instructional Time (215 min)
	12:10-12:35	Lunch
	12:35-12:55	recess
	12:55-2:42	Instructional Time (107 min)
	2:42 -2:45	Homeroom Period

TOTAL NEEDED: 900 hours

TOTAL TIME PROPOSED: 971.37 hours

(322 min/day X 181 days)

Charlton Street School

**SCHOOL IMPROVEMENT PLAN
OBJECTIVES AND STRATEGIC PLAN FOR IMPROVEMENT**

Improvement Area: Curriculum Implementation

Objective: Align the curriculum with the Massachusetts Frameworks to improve student achievement.

Evaluation Measure: Math Pre and Post unit tests, Collins Diagnostic writing samples, MCAS scores, Galileo Benchmark Assessments

Professional Development: District Professional Development days, after school Professional Development workshops

Special Programs: Grade level meetings, focus groups and Professional Learning Communities.

Improvement Strategies/Initiatives/Activities	Person Responsible for Implementation	Resources	Funding	Time Line	Evaluation Measure	Status
Grade level meetings	Staff, Principal Dir. Rdg, Dir. Math	Staff, MA. Frameworks	None	Sept., 2009 to June, 2010	Increase MCAS scores In ELA, Math Aggregate & Subgroups	Ongoing
Alignment of standards to assessment/mastery	Staff, Principal	MA. Frameworks	School Budget	Sept., 2009 to June, 2010	-Increase MCAS scores -Grade level meetings assessing student work	Ongoing

Monthly staff meetings	Staff, Principal	Staff	None	Sept., 2009 to June, 2010	Increase in utilizing effective Instructional Strategies.	Ongoing
Supervision and Evaluation	Principal, Dir. Rdg, Dir. Math Dir. Inst./Assess	MA Frameworks, Planbooks	None	Sept., 2009 to June, 2010	-Alignment to MA Frameworks, Characteristics of a Standards Based Classroom -Daily Walkthroughs	Ongoing
Professional Development	Dist., Principal, Dir. Inst./Assess Rdg./Math Coord.	MA Frameworks, MCAS results	School Budget	Sept., 2009 to June, 2010	Classroom Application	Ongoing
Analysis of Ma. Frameworks	Staff, Principal Dir. Rdg., Math & Inst. Assess	MA Frameworks	None	Sept., 2009 to June, 2010	Daily instruction of Frameworks	Ongoing
Continued implementation of a Standards Based Curriculum.	Principal, Dir. Rdg, Dir. Math, Dir. Instr/Assess	MA Frameworks	None	Sept., 2009 to June, 2010	Alignment to MA Frameworks	Ongoing
Established (PLC's) Prof. Learning Communities	Principal, Dir. Rdg., Dir. Math	Staff, Student Work	None	Sept., 2009 to June, 2010	Increase in quality of student work	Ongoing
Established Leadership and Management Teams	Principal, Dir. Rdg, Dir., Math	Staff	None	Sept., 2009 to June, 2010	Increase test scores, and student work	Ongoing

**Charlton St. School
GOAL 1**

Align the curriculum with the Massachusetts Frameworks to improve student achievement.

INITIATIVE	PERSONS RESPONSIBLE	BUDGET	TIMELINE
1. Identify weaknesses in the curriculum in reference to the Ma. Frameworks	Staff, Principal, Dir. Rdg, Dir. Math, Dir. Instr/Assessments	School Budget	Sept., 2009 to June, 2010
2. Identify weaknesses in school Benchmarks in reference to the Ma. Frameworks. Galileo Benchmark Assessments	Staff, Principal, Dir. Rdg, Dir. Math, Dir. Inst/Assessments	School Budget	Sept., 2009 to June, 2010
3. Analysis of repertoire of instructional practices used by faculty to meet the needs of students.	Staff, Principal, Dir. Rdg, Dir. Math	None	Sept., 2009 to June, 2010
4. Establish curriculum action teams to address strengths and weaknesses of the curriculum.	Staff, Principal, Dir. Rdg, Math	None	Sept., 2009 to June, 2010
5. Utilizing a collaborative process of Standards Based Education.	Staff, Principal	None	Sept., 2009 to June, 2010

INDICATORS
2008 – 2010

INDICATORS	EVALUATION	2008-2009	2009-2010
1. Curriculum documents realigned to the MA. Frameworks.	Increase performance in MCAS scores.	ELA, Math curriculum revision documents completed	Ongoing
2. Increase in standards-based curriculum, instruction and assessment.	Increase performance in MCAS scores. RBT.	Strands, Standards identified, posted in each classroom. Five teachers trained in Skillful Teaching Practices.	-Five additional teachers trained in RBT.
3. MCAS scores for aggregate will improve	Increase performance in MCAS scores 10%	Gr. 3 MCAS ELA increased 14%. Prof. – 51%. Math-maintained 59%	Increase MCAS ELA 10% Math – 15%
4. MCAS scores for Special Education students will improve.	Increase performance in MCAS scores 10%.	Gr. 3 MCAS ELA – 1% prof.. Warning decreased 12% Math – decreased Prof – 10% Increase warning 23%	Increase MCAS ELA 10%, decreased warning 10%. Math increased Prof. 15%, decreased warning by 3%
5. MCAS scores for LEP students will improve	Increase performance in MCAS Scores 10%	Grade 3 MCAS ELA increase 12% prof. warning decreased 57% to 5%. MA decreased Prof. 37% to 23%	Increase MCAS ELA 10%, decrease warning 5%. MA increase Prof 20%, warning decrease 20%
6. MEPA scores for LEP students will improve.	MEPA Test results	Gr. 3 LEP students 55% met MEPA performance level. 71% Of Grade 2 students met MEPA performance levels.	Increase Gr. 3 LEP scores by 15%. Gr. 2 LEP scores increase 5%
7. MCAS failure rate will decrease	Increase performance in MCAS 15%	Aggregate made AYP in ELA & Math. Subgroups need improvement.	Aggregate, subgroups to meet AYP.

SCHOOL IMPROVEMENT PLAN
OBJECTIVES AND STRATEGIC PLAN FOR IMPROVEMENT

Improvement Area: English/Language Arts

Objective: Develop and implement programs to support and enhance student academic performance in English/Language Arts.

Evaluation Measure: MCAS scores, Galileo Benchmark Assessments, Collins Diagnostic Writing Program.

Professional Development: District Professional Development days

Special Programs: Curriculum Focus Groups

Improvement Strategies/Initiatives/Activities	Person Responsible for Implementation	Resources	Funding	Time Line	Evaluation Measure	Status
Enhance literacy instruction across the content areas.	Staff, Principal Dir., Reading Dir. Inst./Assess	Staff, Principal, Dir. Reading, Title I	School Budget	Sept., 2009 to June, 2010	Assess 5 components reading	Ongoing
Analysis of aggregate and disaggregated student assessment data on MCAS tests and local assessments	Staff, Principal, Dir., Reading, Dir. Inst./Assess	Tiered Rdg Interventions, School Action Plan	None	Sept., 2009 to June, 2010	MCAS scores, local assessments	Ongoing
Use consistent reading and writing strategies throughout content areas. Collins Writing program	Staff, Principal, Dir., Reading, Dir. Inst./Assess	Reading series, Writing Across the Curriculum	School Budget	Sept., 2009 to June, 2010	MCAS scores, Galileo formative, assessments	Ongoing
Continue to implement a Reading Incentive Program.	Staff, Principal, Dir., Rdg, Rdg Specialists	Staff, Principal, Dir. Rdg.	PTA	Oct., 2009 to June, 2010	Students reading 10,000 books.	Ongoing

Integrate technology as an instructional tool.	Staff, Tech. Specialist	Lexia, Raz Rdg Software, Rdg A-Z	School Budget	Sept., 2009 to June, 2010	Increased vocab. comprehension, phonics, fluency.	Ongoing
Utilization of Focused Correction Areas in Writing	Staff, Writing Consultant Collins	Writing Across the Curriculum	School Budget	Quarterly Diagnostic Collins Assessment	Monthly MCAS Open-Response Questions w/Scoring Sheets	Ongoing
Utilization of Differentiated Instructional practices	Staff, Principal, Dir., Reading	Staff, Dir. ELL, Dir. Title I	School Budget	Sept., 2009 to June, 2010	Increased performance of Aggregate Sped/ELL students	Ongoing
Continue implementing Characteristics of a Standards Based Classroom	Prin., Dir., Rdg. Dir., Math, Dir. Instr./Assess	DESE documents	None	Sept., 2009 to June, 2010	Classroom Observations	Ongoing
Established (PLC's) Professional Lng. Communities	Principal, Dir. Rdg., Dir. Math	Staff	None	Sept., 2009 to June, 2010	Monitor Student work, GAP analysis charts	Ongoing
Continue Literacy Team	Dir. Rdg. Title I, Staff	Staff	None	Sept., 2009 to June, 2010	Monitoring strategies, initiatives, ELA activities	Ongoing
Grade Level Meetings	Principal, Dir Rdg, Staff	ELA strategies	None	Sept., 2009 to June, 2010	MCAS vocabulary growth	Ongoing
Continue a School Wide-Read Aloud program	Principal, Dir. Rdg., Staff	Staff	None	Oct., 2009 to June, 2010	Increase robust vocab., improve	Ongoing

					listening comprehension	

GOAL 2

Develop and implement programs to support and enhance student academic performance in English/Language Arts

INITIATIVE	PERSONS RESPONSIBLE	BUDGET	TIMELINE
1. Identify students in Failing and Needs Improvement on MCAS and develop strategies to improve their performance.	Staff, Principal, Dir., Rdg. Dir. Instr., Assessment	None	Fall 2009, Spring 2010
2. Identify effective reading strategies to improve reading comprehension, fluency and vocabulary.	Staff, Principal, Dir. Reading	None	Fall 2009
3. Continue an After School MCAS Reading Tutorial Program, Implement Safety Net Program before & after school	Principal, Dir. Reading, Dir. Title I, Staff, Sped Dir.	School Budget, Stimulus Money	Ongoing
4. Inspire and promote academic excellence and recognize student achievement.	Staff, Principal, Dir., Rdg.	PTA, School Budget	Ongoing
5. Continued use of Best Practices in Reading, including 5 components of reading	Staff, Principal, Dir. Reading,	None	Ongoing
6. Continued use of Harcourt Trophies Reading Series.	Staff, Principal, Dir. Reading	School Budget	Ongoing
7. Continue Literacy Center activities to address MCAS weaknesses; poetry, non-fictional texts, vocabulary, genre and word attack strategies.	Principal, Dir. Reading, Staff	None	Ongoing
8. Development of Action Plans base on Spring MCAS & MEPA data.	Staff, Principal, Dir. Rdg. Dir. Instr. Assessment	None	Fall 2009
9. Continuation of Tiered Reading Intervention model.	Staff, Principal, Dir., Rdg. Dir. Title I	None	Ongoing

10. Incorporate strategies to improve reading, open response, receptive vocabulary, writing, anchor papers, rubrics, strategies to infer meaning of texts, increase student stamina	Principal, Dir. Rdg., Title I Dir., Dir. Instr, Assessment Staff	None	Ongoing
11. Continue Reciprocal Teaching to enhance comprehension instruction	Principal, Dir. Rdg., Staff	None	Fall, 2009 to Spring 2010
12. Continue School-Wide Read Aloud Chapter books	Principal, Dir. Rdg., Staff	School Budget	Oct., 2009 to June, 2010

**INDICATORS
2008 – 2010**

INDICATORS	EVALUATION	2008-2009	2009-2010
1. MCAS scores in ELA will Improve	Increase performance in Advanced and Proficient 10%	Grade 3 MCAS Reading Test 14% increase in advanced in Proficient	Grade 3 MCAS Reading Test 10% increase
2. Scores for special education and ELL students will improve	Grade 3 MCAS Reading Test results	Grade 3 MCAS Reading Test results ELL-12% increase Sped 1% decrease proficient	Grade 3 MCAS Reading Test results – ELL 10% increase Sped 10% increase
3. MCAS failure rates will decrease 10%	Grade 3 MCAS Reading Test results	Grade 3 MCAS Reading Test Aggregate +14%, ELL +12% Sped -1%	Grade 3 MCAS Reading Test Aggregate, Subgroups 10% ea.
4. Increase in reading fluency vocabulary and comprehension scores	Galileo Assessment	Galileo results Gr. 2 met 7 out of 8 standards Gr. 3 met 8 out of 9 standards	Galileo results maintained

SCHOOL IMPROVEMENT PLAN
OBJECTIVES AND STRATEGIC PLAN FOR IMPROVEMENT

Improvement Area: Mathematics

Objective: Develop and implement programs to support and enhance student academic performance in Mathematics.

Evaluation Measure: Pre and Post unit tests, Galileo Benchmark Assessments, MCAS results

Professional Development: District Professional Development

Special Programs: Curriculum Focus Groups

Improvement Strategies/Initiatives/Activities	Person Responsible for Implementation	Resources	Funding	Time Line	Evaluation Measure	Status
Apply consistent content language, problem solving strategies and open-response.	Staff, Principal	Staff, Principal	School Budget	Sept., 2009 to June, 2010	Increased Pre-Post test scores	Ongoing
Review mathematics materials used at grade levels.	Staff, Principal, Dir. Math, Dir. Instr/Assessment	Staff, Principal, Dir. Math	School Budget	Sept., 2009 to June, 2010	Staff Input	Ongoing
Math analysis through daily grade level journals	Staff, Principal	Staff, Principal	None	Sept., 2009 to June, 2010	Weekly test scores	Ongoing
Integrate technology as a Fast instructional tool. Math develop basic math skills. Everyday Math computerized math games in every class.	Staff, Tech. Specialist	Hardware, Software	School Budget	Sept., 2009 to June, 2010	Increase rate of computation	Ongoing

Utilization of Differentiated Instructional practices.	Staff, Principal	Staff, Dir. ELL, Dir. Title I	School Budget	Sept., 2009 to June, 2010	Increased performance of Sped/ELL	Ongoing
Utilization of Ma. Insight Standards Maps to measure depth of student understanding.	Staff, Principal	Ma. Insight Standards Maps	School Budget	Sept., 2009 to June, 2010	Increase in diagnostic proficiency levels	Ongoing
Continued utilization of Everyday Math program.	Staff, Principal. Dir. Math	Staff, Principal, Dir. Math	School Budget	Sept., 2009 to June, 2010	Increase student performance in Math	Ongoing
Training program about characteristics of a standards based classroom	Principal, Dir. Rdg, Dir. Math	DOE document	None	Sept., 2009 to June, 2010	Classroom observations. Principal, Dir., Rdg. Dir. Math	Ongoing
Incorporation of the Collins Writing Program into math instruction, type 1, 2, 3 writing prompts	Principal, Dir. Rdg, Dir. Math, Dir. Instr. Assessment	Consultant, Staff, Dir. Rdg, Dir. Math	School Budget	Sept., 2009 to June 2010	Student work, observations, Principal, Dir., Rdg, Dir. Math	Ongoing
Implement the use of Galileo Formative assessments to track student progress	Principal, Dir. Rdg, Dir. Instr/Assess. Staff, Dir. Math	Staff Dir. Instr/Assess Dir. Math	School Budget	Sept., 2009 to June, 2010	Galileo Benchmark Math Assessment	Ongoing

GOAL 3

Develop and implement programs to support and enhance student academic performance in mathematics

INITIATIVE	PERSONS RESPONSIBLE	BUDGET	TIMELINE
1. Identify students in Failing and Needs Improvement on MCAS and develop strategies to improve their performance.	Staff, Principal, Dir. Math, Dir. Instr. Assessment	School Budget	Fall, 2009, Spring, 2010, Ongoing
2. Identify effective math strategies to improve computation and problem solving.	Staff, Principal, Dir. Math	School Budget	Ongoing
3. Continue an After School MCAS Math Tutorial program. Implement Safety NET program after school.	Principal, Dir. Math	School Budget	Ongoing
4. Inspire and promote academic excellence and recognize student achievement.	Staff, Principal	PTA, School Budget, local organizations	Ongoing
5. Increase problem solving opportunities	Staff, Principal, Dir. Math	None	Ongoing
6. Implementation of standardized strategies of the acquisition of student basic fact fluency	Principal, Dir. Math, Staff	None	Ongoing
7. Emphasis on Math vocabulary development. Posted Word Walls, daily use within the classroom	Staff, Dir., Math, Principal	None	Ongoing
8. Student intervention support system using Galileo data.	Title I, Dir., Math, Principal	None	Ongoing
9. Development of Action Plans based on MCAS data	Staff, Principal, Dir., Math, Dir. Instr. Assessment	None	Fall 2009
10. Incorporate Collins Writing into math	Principal, Dir., Rdg, Dir. Math,	None	9/09 to 6/10
11. Increase Open-Response questions	Principal, Dir., Math	None	9/09-6/10

**INDICATORS
2008 – 2010**

INDICATORS	EVALUATION	2008-2009	2009-2010
1. MCAS scores in Math will Improve 10%	Increase performance in Advanced and Proficient	Grade 3 MCAS Math test results – Maintained from previous year 59% prof.	Grade 3 MCAS Math test will improve 15%
2. MCAS failure rates will decrease 10%	Grade 3 MCAS Math test results	Grade 3 MCAS Math test results 5% increase warning 4% decrease needs improve.	Grade 3 MCAS Math test results will improve 20%
3. Scores for Special Education/ELL students will improve	Grade 3 MCAS Math test results	Grade 3 MCAS Math test results, 12% decrease in prof. in Sped. Ell 12% inc. prof. Decrease 57% warning in ELL.	Grade 3 MCAS Math test results for subgroups will improve 20%
4. Increase in quality of open response, multi-step problem solving questions	Teacher Assessments, Rubrics Collins Math prompts Types 1, 2, 3	Increase in quality of student responses to problem solving. Increase knowledge and understanding grade level mathematics vocabulary. End of unit open response questions	Increase in quality of student responses to problem solving. Increase knowledge and understanding grade level mathematics vocabulary. End of unit open response questions
5. Students will demonstrate standards mastery on Galileo formative assessments	Quarterly assessment	Gr. 2 met 5 of 8 math standards Gr. 3 met 7 of 8 math standards	Increase standard met for Grade 2. Maintain for Grade 3

SCHOOL IMPROVEMENT PLAN
OBJECTIVES AND STRATEGIC PLAN FOR IMPROVEMENT

Improvement Area: School Safety and Discipline

Objective: Develop procedures to ensure the safety of students and maintain a safe environment conducive to learning.

Evaluation Measure: Decrease disciplinary referrals and increase desired student behavior.

Professional Development: Programs and techniques to address behavioral and safety issues.

Special Programs: Peacebuilders, Good Citizenship Program

Improvement Strategies/Initiatives/Activities	Person Responsible for Implementation	Resources	Funding	Time Line	Evaluation Measure	Status
Attendance Committee	Staff, Principal	Staff	None	Sept., 2009 to June, 2010	Attendance	Maintain daily 95%
Behavioral Interventions	Staff, Principal, Guidance	Staff	School Budget	Sept., 2009 to June, 2010	Decrease Office referrals by 10%	Ongoing
Crisis Response Team	Staff, Principal	Staff	None	Sept., 2009 to June, 2010	Staff involvement, Training	Ongoing
Student Safety Training	Staff, Community, Principal	Community Agencies	None	Oct., 2009 to May, 2010	Teacher Surveys, Student Response	Ongoing
Peacebuilder Program	Staff, Principal,	Staff	Grant	Sept., 2009	Staff	Ongoing

	Guidance		funding	to June, 2010	participation Positive School Environment	
Good Citizenship Program	Staff, Principal. Guidance	Staff, Parents	None	Oct., 2009 to June 2010	Positive Student Interaction . Parent involvement	Ongoing

GOAL 4

Develop procedures to ensure the safety of students and maintain a safe environment conducive to learning.

INITIATIVE	PERSONS RESPONSIBLE	BUDGET	TIMELINE
1. Identify patterns of poor school attendance.	Principal, Guidance, Nurse, Secretary, Social Worker	None	Sept., 2009 to June, 2010
2. Encourage positive student interaction on a daily basis utilizing student incentives and training.	Staff, Principal, Guidance	School Budget, PTA	Sept., 2009 to June, 2010
3. Update Crisis Response Team members and establish protocol.	Staff, Principal, Guidance	School Budget	Oct., 2009 to June, 2010
4. Student Handbook, Signed Parent/ Student Agreement	Staff, Principal	School Budget	Sept., 2009

**INDICATORS
2008 – 2010**

INDICATORS	EVALUATION	2008-2009	2009-2010
1. Increase % of student attendance.	Satisfying AYP/ MCAS requirements.	Mid cycle report indicates achievement in AYP for attendance 94%	AYP attendance rate to 95%
2. Improve student social interactions.	Decrease in school suspensions, referrals, and playground incidents.	Decrease behavioral issues, 10%. Maintain Peacebuilder's Platinum level, Showcase Site Yearly fees waived.	Decrease Behavioral by a total of 20%. Maintain Peacebuilder Platinum level, Showcase Site Yearly Fees waived
3. Provide a cohesive crisis intervention plan.	Staff response, feedback.	Crisis Team implemented, training provided. 5 staff certified CPR/AED	Ongoing. Increase trained staff in Restraint training
4. Improvement in MCAS scores.	Increase student performance in proficient area.	Grade 3 MCAS tests results ELA -14% increase in proficiency 51% Math –Maintained 59% of proficiency	Grade 3 MCAS tests results ELA increase proficiency 10% Math increase proficiency 15%

SCHOOL IMPROVEMENT PLAN
OBJECTIVES AND STRATEGIC PLAN FOR IMPROVEMENT

Improvement Area: Parent/Community Involvement

Objective: Increase the participation of families in their children’s education and improve parent/community communication.

Evaluation Measure: Increased parent and community participation.

Professional Development: Research effective parent/community involvement models.

Special Programs: Parent/community outreach and partnerships.

Improvement Strategies/Initiatives/Activities	Person Responsible for Implementation	Resources	Funds	Time Line	Evaluation Measure	Status
Reach Out and Read Day	PTA, Principal Staff	Community Volunteers	PTA	May, 2010	Community participation	Planned
Career Day	Guidance	Community volunteers	None	May, 2009	Community involvement	Planned
Peacebuilder Activities	Staff, Principal, Guidance, Coordinators	Peacebuilder Organization/ Community	Grant	Sept., 2009 to June, 2010	Student/family participation	Ongoing
Patriotic Celebrations	Total Quality Ed. Teams	Staff, Principal	None	Oct., 2009 to June, 2010	Community/ family participation	Ongoing

Literacy Breakfast	School Council, Staff, Principal	Staff, School Council, Principal	PTA, School Budget	March, 2010	Student, family participation	Planned
Homework Hero's	School Council, PTA, Principal, Staff	PTA, School Council	PTA	Nov., 2009 to June, 2010	Increase in homework completion	Planned
Family Math Night	Principal, Dir. Math, Title I Dir., Staff	Staff, Dir., Math	Title I	Spring 2010	Number of families attending	Planned
Develop an Appetite for Reading	Principal, Dir. Rdg., Staff, School/ Community Librarians	Dir. Rdg., Principal, Parents, Librarians	None	Oct., 2009 to June, 2010	Number of books read, family participation	Planned
Celebration of National Hispanic Heritage Month	Principal, ELL teachers, Staff	ELL, Principal, parents	None	October, 2009	Number of families participating	Planned
Implement Festival of Cultures	Principal, Staff	ELL, Teachers Principal, parents	None	Spring, 2010	Community participation	Planned

GOAL 5

Increase the participation of families in their children's education and improve parent/community communication.

INITIATIVE	PERSONS RESPONSIBLE	BUDGET	TIMELINE
1, Encourage community involvement/partnerships to enhance academic performance.	PTA, Principal	PTA	Oct., 2009 to June, 2010
2. Provide seminars for parents focused on specific school related issues.	Principal, Staff	PTA	Oct., 2009 to May, 2010
3. Continue to support research based projects (Epstein model of Family Involvement).	Staff, Principal	School Budget	Oct., 2009, to May, 2010
4. Involve parents, community and organizations in holiday celebrations.	Total Quality Ed. Teams, Principal, Staff	None	Oct., 2009 to June, 2010

INDICATORS

2008 – 2010

INDICATORS	EVALUATION	2008-2009	2009-2010
1. Enhanced positive learning environment.	Increased student attendance, decreased office referrals.	Decrease in behavioral issues by 10%. Maintain Peacebuilder's Platinum level, Showcase site Annual fees wavered	Maintain Peacebuilder's Platinum level, Showcase site Annual fees wavered. Decrease behavioral issues by 20%.
2. Improve classroom performance.	Increased weekly test scores. Quarterly Galileo benchmark	Increase parental involvement in Reading and Math. Galileo	Increase in Galileo assessment % in ELA and Math.

	ELA, Math Assessment	Assessments initiated.	
3. Improve collaboration between school and home.	Positive parental reinforcement.	Literacy breakfast – Reading Aloud program. A Tribute to Our Country Celebration, well attended by the community	Ongoing
4. Improvement in MCAS scores.	Increase student performance in proficient area.	Grade 3 MCAS tests results ELA – 14% increase in proficiency. 51% Math – maintain 59% of proficiency Interaction with Home/School Liaison	Grade 3 MCAS tests results ELA increase proficiency 10%. Math increase proficiency 15%