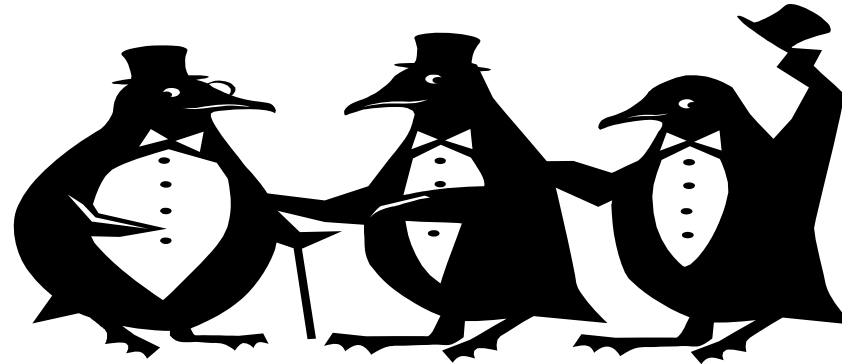


*Pompositticut Elementary School*  
511 Great Road

*Center Elementary School*  
403 Great Road



# School Improvement Plan

2010-2013

**Kevin LaCoste**  
Principal

**Karen Donato**  
Assistant Principal

# **Welcome to Pompositticut and Center Schools**

*Where...*

students, teachers, parents and members of the community work together to educate the whole child to his or her fullest potential,

respectful behavior and citizenship are displayed by all members of the school community,

children are encouraged to pursue and express their learning creatively and collaboratively, and

learning is connected to real-world opportunities, positioning children for success in the 21<sup>st</sup> century.

**Pompositticut and Center Schools**

*Preparing for tomorrow!*

## **EDUCATIONAL BELIEFS – Nashoba Regional School District**

The Nashoba Regional School District will educate all students to their fullest potential in a safe, caring environment to become critical, creative, reflective thinkers and positive contributors to the global community.

Beliefs:

- **Curriculum** will be coordinated across the district; challenging, comprehensive, integrated, standards based, and have real life applications.
- **Instructional Strategies** will be differentiated, student centered, encourage both independent and cooperative learning, and integrate technology as a learning tool.
- **Assessment** will be based on multiple indicators such as individual student assessments, standards based tasks, informal analysis, authentic performance evaluations, and MCAS and other standardized tests.
- **Professional Development** will be designed to support the district focus, school improvement plans, and individual professional development plans.
- **School Climate** will foster respect, responsibility, courtesy, cooperation, accountability, honesty, perseverance and tolerance.

## **VISION OF CORE VALUES**

We will strive to become a community of learners. Everyone in our greater school community will be encouraged and supported in developing his/her maximum potential. Students will be encouraged to work hard and challenged to grow academically at all levels. Family members, educators and community members will work together to foster a climate in the community that breathes life into our **motto**, “**Preparing for Tomorrow.**” As parents and educators, we will strive to become positive partners and desirable models who treat children and each other with respect. We will provide challenging academic opportunities and “**teach to the range**” of all learners. We will hold our students to the highest standards, while we help each child meet with success. Our core values, **Cooperation, Assertion, Responsibility, Empathy, and Self-Control** are practice by all through the Responsive Classroom education program.

**Area: STUDENT ASSESSMENT/ACHIEVEMENT**

**Goal : Using various forms of formative and summative assessment data, (DRA, AIMSweb, running records, Reading Recovery assessment, EDM and Everyday Math assessments, writing samples, spelling inventories, MCAS results in Reading, English Language Arts, Mathematics, and Science and Technology/Engineering), instruction and interventions will be planned based upon student need.**

**Term of Goal:** \_\_\_\_ one year \_\_\_\_ two years \_\_\_\_ three years  X  on-going

Activities	Responsibility	Measurement	Budget Impact	Evaluation
At STAT meetings, students interventions are planned based on assessment date.	STAT team Classroom teachers	Assessments paired with interventions	n/a	Measurement of student progress over agreed upon period of time.
Analyze the data from district assessments, identify students who do not make benchmarks, and plan appropriate interventions	Classroom teachers Specialists	District assessment data Three times per year.	n/a	Measurement of student progress from beginning to end of year.
Review MCAS data in October each school year	Administration, Classroom teachers	Scores measured against previous information, by grade level, cohort groups, and individual growth models	n/a	Measurement of progress from year to year from a district, school and individual perspective.  Evaluation of MCAS action plans. Follow up on “NI” and “W” students at the end of each trimester.
Develop Individual Student Success Plans, (ISSP) for all Grade 4-5 students receiving “NI” or “W” on MCAS	Administration Classroom teachers Specialists	Student Progress measured three times per year as specified on the ISSP.	n/a	Measurement of student progress over a specific period of time Administrative mid-year check in’s with teachers monitoring plans. Plans reviewed with parents/guardians at conferences.
Introduce rubrics, which are based on the district rating scale, for all forms of writing	Administration/Staff Classroom teachers	Pre and post assessment data with the use of the rubrics.	n/a	Teacher feedback on how rubrics have benefited students’ achievement and how they have been incorporated in lesson development  Teacher grading and comment will reflect references to the rubric
Work to achieve inter-rater reliability by the development of exemplars in various forms of assessments	Classroom teachers Specialists	DRA, writing rubrics, open response, rating scale for standards-based reporting	n/a	Comparing student work to exemplars

- Teachers are getting consistent data on a regular basis from both scheduled assessments and progress monitoring work done by students
- This is allowing the teachers to see the “big picture” of what is going on in their classrooms.
- Now, the teachers know what they need to do for instruction design, delivery, and how much further work needs to be done on particular topics they are covering with students.
- Helping teachers group students for instruction in the classroom and on the team, students are changing groups more often set on specific criteria
- The Response to Intervention process from the initial STAT meeting to the referral process has improved... based upon data.
- STAT case managers in the school monitor interventions and accommodations made of the students to make sure progress is being made early on, or helping to facilitate changing them earlier than before.

**Area: STUDENT ACHIEVEMENT****Goal : Enhance the quality of instruction for the purpose of raising student achievement across the curriculum for students of all learning styles and social / emotional backgrounds.****Term of Goal: \_\_\_\_\_ one year      \_\_\_\_\_ two years      \_\_\_\_\_ three years      \_\_\_X\_ on-going**

<b>Activities</b>	<b>Responsibility</b>	<b>Measurement</b>	<b>Budget Impact</b>	<b>Evaluation</b>
To fully implement the pedagogy and practices of the Everyday Math Program, (EDM) across all grades.	Classroom teachers Special Education Teachers	EDM on-going and periodic assessments	Site-based budget	Observation of program implementation Measurement of student growth over time.
To integrate EDM technology resources in lesson presentation	Classroom teacher Instructional Technology Teacher	Survey teachers on amount of use Parent survey on use of technology at home	Site - based budget	Lesson observations
Continue to support guided reading strategies and Supported Independent Reading strategies in Grades 1-4	Classroom teachers Special Education Teachers	DRA-2, running records, student conference logs	n/a	Monitor student progress Observe teacher practice
Enhance Open Response performance by use of rubrics and exemplars	Special Education Teachers Classroom teachers	Use of the rubric and comparing student work to the exemplars	n/a	Comparing student work to exemplars

- All teachers and assistants fully involved in the EDM process.
- Teachers have gain a level of comfort with the program/ less anxiety over program
- Teachers now seeing weak areas sooner and reviewing / reteaching before moving on
- Literacy teams have been supporting / consulting with teachers on a regular basis
- Learning centers in the classroom are being developed to match the leveled reading ability of the student closer than before
- Exemplar book coming in September about scoring examples for the DRA.
- NCS Mentor being used in Grades 4-5 for ongoing open response practice

**Area: PARENT INVOLVEMENT & COMMUNICATION**

**Goal: - Expand the use of technological resources, (i.e. school webpage, Internet sites) as vehicles for improving home/school communication as well as offering opportunities to extend learning.**

**Term of Goal: \_\_\_\_\_ one year    \_\_\_\_\_ two years    \_\_\_\_\_ three years      X   on-going**

Activities	Responsibility	Measurement	Budget Impact	Evaluation
Expanded integration of technology into all areas of the curriculum.	Administration/ Dept. of T&L, ITS, Faculty	Teachers will supply goals in observed lessons of tech integration	Based upon recommendations of the ITS department	Observations and classroom walk-throughs Frequency of technological equipment being signed out
Continue to use the school-based web sites, district list-serves, and School Messenger as the main tools of communication between school and home	Administration, School council, PTO, teachers	Expanded use of the web site by all grade levels and departments		School based Parent Survey questions based on the use of technology.
Assist and support specialist teachers as they outreach about their course and expectations to the students and homes to share class information	Specialists Classroom teachers Administration	Examples of home-school information shared by the specialists and the school.  Measurement of how often information is shared	n/a	Looking at examples of outreach to the parents. School based Parent survey

- Discussion of 21<sup>st</sup> Century learning took place on a regular basis throughout the year
- Many teachers have personal goals of that tie into technology such as skpe, blogs and wilki's
- Noticable increase in the use of technology in the classrooms in all areas of the curriculum
  
- Teachers using class based emails for communication with parents
- Specialist sharing their work in the newsletters and during parent conferences

**Area: STUDENT SAFETY**

**Goal: Provide safe, healthy, and caring learning environments for students, faculty and staff in both buildings while construction/renovation takes place.**

**Term of Goal: \_\_\_\_\_ one year \_\_\_\_\_ two years \_\_\_X\_\_\_ three years**

Activities	Responsibility	Measurement	Budget Impact	Evaluation
Ensure student, faculty safety and building security through planned construction and phasing, clear procedures	Administration	Procedures during phasing will be monitored and adapted as needed.	Add/Reno Construction Budget MSBA Support District Budget	Review and practice of various emergency procedures on a regular basis, based on changes to the physical plant of the school and its surroundings
Continue Responsive Classroom and Second Step practices in the classroom, the whole school and in administrative disciplinary procedures used with the students.	Administration/Teachers	Frequency of morning meetings, all school meetings, and Core Value focus.	n/a	Teacher, parent and student feedback.
Pilot school wide Morning Meetings to build a sense of school wide unity	Administration	Student participation Student survey	n/a	Results of survey at end of year. Teacher feedback.
Continue to support student initiatives for Community Service learning.	Classroom teachers Specialists	Participation and community feedback.	n/a	Student survey
Continue to support the Interventionists and Nurse's roles in helping all students develop to their full potential.	Specialists Classroom Teachers Administration	Frequency of specialist involvement and feedback in meetings on students	n/a	Teacher, parent and staff feedback.
Continue to support anti-bullying procedures in the schools and deal with each comprehensively.	Administtators Classroom teachers Support staff	Responsive Classroom activities in the classroom  Second Step activities in the classroom  DARE program at the 5 <sup>th</sup> grade level.  Frequency of reports of bullying situations in the school	n/a	Analysis of date collected on each situation and school response to each.



Common language being used in disciplinary measures from the Grades K-5 span. Code was revised this year to reflect common core values of the RC philosophy

All School meetings now scheduled on a regular basis

Classroom teachers at the K-3 level have co-taught the Second Step program with the Physical Education/Health teacher this year.

Scheduled meetings have taken place with project manager for any constructions concerns on the site

Weekly walks around perimeter of the project to make sure all is safe on student side of the fence