

Eddy Elementary School



School Improvement Plan
2009-2010

Eddy Elementary School – School Council Members

Chairperson/Principal	Keith Gauley
Co-Chair/Staff Representative	Carol Rubin
Staff Representative	Lorraine Johnson
Parent Representatives	Eileen Steinmetz Nancy McLeod Kelly Moore
Community Representative	Don Biron
School Committee Liaison	John O'Reilly

Nauset Public Schools Mission & Vision Statements

Mission: We exist to educate each student to the highest attainable levels of academic excellence, social responsibility, and cultural awareness.

Vision: Our vision is to be an exemplary public school system. That is, the Nauset Schools will continue to set standards of teaching practice at optimum levels of effectiveness.

School Council Mission Statement

Our purpose as the School Council is to responsibly assess all factors affecting the educational needs of the children in Eddy Elementary School. Based upon this assessment, the Eddy School Council will review and develop goals annually that address our educational policies and facility, strive to maximize each student's academic performance, encourage the talents and creativity of educators, and provide consistency throughout the Brewster School System.

In addition, the School Council assists the principal in the following:

1. Reviewing the annual school budget
2. Identifying the educational needs of students
3. Adopting educational goals for the school
4. Promoting an awareness of state and local initiatives
5. Developing and formulating a school improvement plan for Eddy Elementary School

Alignment to Nauset Public Schools Vision & District Goals

Our school improvement plan goals are aligned to the Nauset Public Schools District Goals and are based upon current performance levels, data analysis, and feedback from staff, parents, and students. A rationale for each goal is provided and is based upon the latest research from various sources including: *Instructional Practices that Maximize Student Achievement*, *Teaching with the Brain in Mind*, *Research You Can Use to Improve Results*, and the article "Nine Characteristics of High Performing Schools."

Goal #1: Meet or exceed target improvement goals for all students in regard to student understanding, skill development, and application of learning standards in English language arts, mathematics, and science, technology & engineering.

Rationale - *Research says that the following related factors improve student achievement:*

- Instructional decisions are guided by data and research
- District leaders and staff conduct careful curriculum planning to ensure continuity
- Administrators and teachers base curriculum planning on clear goals and objectives
- Teachers provide clear and focused instruction
- District leaders and staff hold and communicate high expectations and support excellence and equity in student performance
- Everyone in the school community emphasizes the importance of learning
- Teachers have been trained in and use classroom-based assessment to make instructional decisions

Indicators:

- Reading comprehension
- Oral reading fluency
- Writing proficiency
- Math proficiency
- Science proficiency
- Vocabulary (receptive and expressive)
- Survey data

Measures:

- MCAS scores by strand/standard/subgroup
- DIBELS – ORF and Maze
- Writing – Benchmark tests and long composition scores on grade 4 MCAS
- Open response question scores
- Math chapter tests
- Science unit tests and performance tasks
- Vocabulary understanding and use

Targets:

- MCAS –ELA - Proficiency above 83.5%; Mathematics – Proficiency above 80%
- CPI – ELA (school-wide): 93.7; special ed. sub-group: 71.9; low income sub-group: 89.8
- CPI – Math (school-wide): 92.7; special ed. sub-group: 72.5; low income sub-group: 83.1
- Writing Benchmark scores – Proficient or higher: 74% gr. 3 and 4; 85% gr. 5
- Open Response Questions – ELA: 56.5% of possible points; Math: 80%; Science: 66.10
- DIBELS – 90% of students at “Low Risk” as indicated on final ORF scores
- Math – 95% of students above 80% on chapter tests including one retest for students who originally score below 80%

*Key is that we will work on these goals as a school-wide team; focus on what is working

Goal #2: Enhance and refine programs within and beyond the school day to better meet the needs of all students including those with learning differences, students with creative talents, and accelerated learners.

Rationale - *Research says that the following related factors improve student achievement:*

- Teachers form instructional groups that fit students' academic and affective needs
- Teachers give high-needs students the extra time and instruction they need to succeed
- Administrators and teachers communicate high expectations to students and recognize excellent performance on a school-wide basis
- Administrators and teachers group students in ways that promote effective instruction
- Teachers review and re-teach as necessary to help all students master learning material
- Development of critical and creative thinking skills impacts student performance
- Engagement, student motivation, and emotional stress influence learning

Indicators:

- Program offerings (Fine arts, academic challenge, etc.)
- Support services including Title I, SLP, SN, etc.
- Academic achievement of students
- Remediation services provided within the classroom context
- Use of research-based best practices
- Survey data

Measures:

- Same as Goal #1 plus the following....
- Program offerings that target students' needs, creative talents, and areas of interest (e.g. Destination Imagination, Art Club, Homework Club, Talent Show, etc.)
- Frequency, duration, and content of physical education, art, music, technology, and library/media classes and program
- Improvement in student performance and achievement levels
- Social skills support groups for students in need
- Support groups related to habits of mind including organizational skills, work habits, homework completion, citizenship, etc.
- Degree of differentiation within instruction
- Survey responses to related questions

Targets:

- See goal #1 regarding academic performance/improvement – plus the following...
- Creation and development of a program within the school day for accelerated learners
- Successful implementation of instrumental music program for both grade 4 and 5 students
- Improved social skills and habits of mind (i.e. persisting, thinking flexibly, taking responsible risks, striving for accuracy, etc.) [measured via survey questions]
- Improvement in survey percentages on related questions

Goal #3: Increase the instructional opportunities for students in the area of technology, improve technology-related skills, and embed technology into the content area instruction.

Rationale - *Research says that the following related factors improve student achievement:*

- Teachers use educational technology for instructional support and workplace simulation
- Administrators support the use of educational technology
- Professional development models best practices in instruction
- Technology use is applied to analysis of data to effectively target students' needs
- Technology can be used as a tool to motivate and engage students

Indicators:

- Technology classes and time
- Technology-related skills use by students and staff
- Level of infusion/effectiveness to enhance student learning
- Use of technology in assessment/data analysis

Measures:

- Number of technology classes for students
- Level and application of skills (e.g. keyboarding, word processing, and communication, mode of presentation, etc.) that are consistent with effective instructional practices
- Use of technology for instruction
- Performance tasks and simulations are embedded into instruction via the effective use of technology
- Analysis of data that provides useful information to guide instruction

Targets:

- All students will have the opportunity to incorporate the use of technology and application of their skills as part of their learning a minimum of 2x/week
- Students mastery of age-appropriate technology skills as outlined in the Massachusetts Curriculum Framework
- Word processing skills including keyboarding with students achieving 25 wpm / 85% accuracy by the end of grade 5
- Students will have direct instruction and/or time to practice their technology-related skills a minimum of 60 minutes (on average) per week
- Content area instruction includes the effective embedding of technology 1x per week

Goal #4: Protect existing programs and opportunities for students by securing adequate funding, involving trained parent and community volunteers, and incorporating the use of local resources within the Eddy School.

Rationale - Research says that the following related factors improve student achievement:

- District leaders and staff hold and communicate high expectations and support excellence and equity in student performance
- Parents and community members understand and support the basic mission of the school and have an important role in achieving that mission
- Everyone in the school community emphasizes the importance of learning
- Physical environments and building design influence student learning and achievement

Indicators:

- School funding levels including funding provided by grants or alternative sources
- School programs and facilities
- Use of parent and community volunteers to support students
- Solicitation and level of local resources and/or organizations utilized within the school
- Survey data on related questions

Measures:

- Approved budget protects/maintains existing program and learning opportunities for students
- School building facilities are designed and maintained in a manner that is consistent with brain research and students' needs
- Number and qualifications of volunteers and tutors supporting students in need
- Degree to which local resources enhance the educational program of enrichment programs that can be provided to students
- Parent attendance at school events (Open House, P/T conferences, concerts, etc.)
- Survey responses on related questions

Targets:

- At a minimum, maintain current level of instructional time and specialist classes for students (including physical education, art, music, technology, and library) and provide ongoing opportunities for service and volunteer work (Community Service Club, Garden/Recycling Club, Art Club, etc.)
- Incorporate the effective use of trained tutors to provide services for 10 or more students in need within the school day
- Increase our current volunteer support base when such volunteers will enhance student learning by sharing their experience or expertise within the context of the grade level curriculum and learning standards
- Increase grant funding or donations beyond previous years to support students/programs

Goal #5: Provide a safe and respectful learning environment for students (including classrooms, hallways, cafeteria, playground, and buses*) and implement a consistent character education program and common expectations across grade levels and locations. [* = focus area]

Rationale - Research says that the following related factors improve student achievement:

- Administrators and teachers support the development of students' citizenship skills
- Teachers and administrators establish and enforce clear, consistent discipline policies
- Administrators and teachers work to establish and maintain positive relationships among people of different socioeconomic and cultural backgrounds
- Teachers interact with students in positive, caring ways
- Management of social skills/interactions promotes student learning and reduces stress and bias

Indicators:

- Incident reports: school and bus
- Detentions and suspension data
- Demonstration of community values, social skills, and conflict resolution skills in the school setting
- Responsive Classroom/ Character education program
- Involvement in Community Service Club and related "Positive Impact" Clubs
- Survey data on related questions

Measures:

- Acts of kindness noted by staff, visitors, and parents
- Number and severity of incidents reported
- Number of detentions and suspensions
- Extent of Response Classroom implementation and use
- Implementation and application of skills taught through our character education program and evidence of its use
- Data on use of manners/social skills/conflict resolution skills
- Survey results on related questions

Targets:

- 10% reduction in combined number of incidents from 62 (2008-09) to 56; Related reduction in number of students involved in incidents from 64 (2008-09) to 58
- 25% fewer bus incidents as indicated by bus reports and Eddy incident reports (26 incidents in 2008-09 were reported; goal is reduction to 19 incidents on the bus)
- Increased reports and observation of positive social skills, conflict resolution skills, and citizenship skills

Goal #6: Maximize student engagement and interest in learning for each content and specialist area and provide opportunities for students to develop new interests and skills.

Rationale - Research says that the following related factors improve student achievement:

- Development of critical and creative thinking skills impacts student performance
- Engagement, student motivation, and emotional stress influence learning
- Student memory, recall, application, and evaluation of information is influenced by student interest level and engagement in the learning
- Best practices for instruction include time limitations (based upon the age of students) on direct instruction without opportunities for students to actively process information and synthesize information with previously learned skills and concepts

Indicators:

- Use of brain research-based best practices
- Student engagement
- Motivation of students
- Parent and staff survey data on related questions
- Student survey data related to new interests, increased interest, or skill development

Measures:

- Survey data percentages for related questions
- Student engagement levels documented during classroom and specialist instructional times
- Enrichment programs that target academic interests and skills

Targets:

- Increase the number and/or frequency of enrichment programs that promote student learning, provide the opportunity to explore an interest and/or develop a new interest, and those that enhance students' skills (e.g. Homework Club, Community Service Club, Math League competition, Art Club, Destination Imagination, Recycling/Gardening Club, etc.)
- Student survey data showing an increase in student motivation from current levels and related reduction in loss of motivation (Goal is 4% or less of students [9% in the area of writing] who respond with "disagree" or "strongly disagree" on survey questions)
- Parent and staff survey data showing an increase in student motivation and engagement from current levels
- 95% student engagement level during sporadic check-in times

