

POTTER ROAD ELEMENTARY

“The School for Lifelong Learning”

SCHOOL IMPROVEMENT PLAN

2009 – 2012

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School Council

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I. ENGLISH LANGUAGE ARTS

Goal: Potter Road aims to support all students as needed toward proficiency in Reading and English Language Arts, and to ensure that all students make acceptable growth as measured against the Massachusetts curriculum standards.

Student Learning Objectives:

All students in grades 3, 4, and 5 will be able to demonstrate knowledge of:

- 1) **Understanding a Text (LS #9)** Students will identify the basic facts and main ideas in a text and use them as the basis for interpretation.
- 2) **Vocabulary and Concept Development (LS #4)** Students will understand and acquire new vocabulary and use it correctly in reading and writing.
- 3) **Writing (LS #19)** Students will write with a clear focus, coherent organization, and sufficient detail.

Initiatives for Improvement	Responsible Person(s)	Timeline	Evaluation/Evidence of Success
Implement the Balanced Literacy Program at all grade levels.	Teachers, Literacy Specialist, and Principal	2009-2012	All teachers will be using a Balanced Literacy approach in their classroom. Formal and informal observations
Develop a literacy assessment calendar, update annually and share with faculty / staff.	Literacy Specialist and Principal	Fall 2009	Current assessment calendar
Teachers gather baseline data for all students and monitor progress using the literacy assessments outlined in the school's assessment calendar.	Teachers and Literacy Specialist	2009-2012	Completion of assessments within established timelines Review of the assessment data Ongoing communication between classroom teachers and the Literacy Specialist regarding students' instructional needs
Teachers carefully analyze the literacy assessments in all grades and use the data to differentiate, inform and align instruction.	Teachers, Literacy Specialist, Bilingual Resource Teacher, and Principal	2009-2012	Current student assessment folders Professional development will be offered Professional conversations during school-based Collaborative Teaching grade-level meetings Formal and informal observations Students who have a pattern of not meeting the benchmark on assessments are referred to the Student Support Team for consultation
Hold collaborative meetings with bilingual department to discuss literacy instruction and assessment.	Principal, Literacy Specialist, Bilingual Department, and Student Support Team	2009-2012	Meeting schedules and agendas

Initiatives for Improvement	Responsible Person(s)	Timeline	Evaluation/Evidence of Success
Continue school-based professional development on comprehension strategies instruction.	Literacy Specialist and Teacher	2009-2012	Literacy assessments and student reading responses will reflect growth in comprehension. Formal and informal observations
Continue to consistently use Calkins Units of Study for Teaching Writing during years 3-5 of implementation.	Literacy Specialist, Teacher Leader, Teachers and Principal	2009-2012	All K-5 teachers will use the Lucy Calkins Writing Program during Writers' Workshop. Professional conversations during school-based Collaborative Teaching grade-level meetings Formal and informal observations
Grade 3, 4, and 5 teachers will analyze, with their grade level teams, the ELA MCAS questions from the previous spring to identify which aspects were challenging to the students.	Literacy Specialist, Teachers and Principal	2009-2012	Meeting schedule, agenda, and notes Align instruction and write action plans with the results.
Professional conversations with K-5 teachers to identify strategies to better prepare students for the areas identified as challenging.	Literacy Specialist, Teachers and Principal	2009-2012	Professional conversations during school-based Collaborative Teaching grade-level meetings
Include open response questions in content area instruction and assessments. Use past ELA MCAS passages with open response questions for practice and to inform instruction.	Literacy Specialist, Teachers and Principal	2009-2012	Review of the grade level open response prompts. Professional conversations during school-based Collaborative Teaching grade-level meetings Informal observations
Develop a school-based professional development schedule annually to include monthly grade-level conversations about literacy curriculum, assessments, and student issues.	Literacy Specialist and Principal in collaboration with the Bilingual Resource Teacher	2009-2012	Schedule of professional development agenda items Professional conversations during school-based Collaborative Teaching grade-level meetings
Consult meeting between classroom teacher and relevant support team members in order to determine need for specific interventions, implement additional classroom accommodations and/or establish further ways to monitor progress for students who are not responding to regular classroom instruction with differentiation and/or not meeting benchmark.	Teacher, Guidance Counselor, Literacy Specialist, Principal, and other relevant Student Support Team Members	2009-2012	Referral of identified students

II. MATHEMATICS

Goal: Potter Road aims to support all students as needed toward proficiency in Mathematics, and to ensure that all students make acceptable growth as measured against the Massachusetts curriculum standards.

All students in grades 3, 4, and 5 will be able to demonstrate knowledge of:

- 1) **Grade 3 – Number and Operation** – 3.N.3 Represent Fractions and 3.N.4 Locate Fractions, **Geometry** – 3.G.1 2 Dimensional Features and 3.G.7 Combining 2 Dimensional Figures, **Data Analysis**-3.D.1 Collect and Organize Data.
- 2) **Grade 4 – Number and Operation** – 4.N.5 Use of fractions and decimals, 4.N.11 Multiplication and division facts, 4.N.16 Rounding of Whole numbers. **Measurement** – 4.M.2 Unit Conversion, 4.M.4 Area and Perimeter, **Data Analysis** – 4.D.1 Organize Data, 4.D.6 Classify Outcomes.
- 3) **Grade 5 – Number and Operation** – 5.N.7 Compare and Order Numbers, 5.N.13 – Positive Fractions, **Geometry** – 5.G.2 – Dimensional Shapes, **Data Analysis** – 5.D.1- Compare Data Sets

Initiatives for Improvement	Responsible Person(s)	Timeline	Evaluation/Evidence of Success
Teachers will use assessment to guide, align and group for differentiated math instruction. The District Grade Assessment will be administered in the Fall and Spring for grades 3-5 and at mid year/end of the year for K-2.	Teachers and Principal in collaboration with the District Math Curriculum Specialist and Math Teacher Leader	Fall and Spring 2009-2012	Formal and informal observations Review of math classroom data sheets to monitor student progress and identify students in need of interventions. Teacher assessment folders
K-5 teachers will meet and collaborate on best practices to teach using <i>Think Math</i> to address the above outlined area of weakness.	Teachers in collaboration with the District Math Curriculum Specialist and Principal	2009-2012	Professional conversations about math instruction during Collaborative Teaching grade-level meetings.
Begin to utilize intervention activities, level problem solving and the extension activities within the <i>Think Math</i> Curriculum to meet the needs of all learners.	Teachers, Math Teacher Leaders, and District Math Specialist	2009 -2012	Formal and informal observations Walk-throughs

Initiatives for Improvement	Responsible Person(s)	Timeline	Evaluation/Evidence of Success
Teacher will avail themselves of the District Math Specialist's support.	Teachers, Principal, and District Math Curriculum Specialist	Ongoing	District Math Curriculum Specialist schedule Conversations with the Principal
Teachers will use the <i>Think Math</i> program daily in their classrooms.	Grade level teachers	Ongoing	Formal and informal observations
Teachers will develop grade appropriate math word walls	Teachers, SPED and ESL Teachers	Ongoing	Formal and informal observations
Find opportunities to support the learning of mathematical language outside of the math program	Teachers, Specialists, and School Council	2009-2012	Resource binder with list of opportunities
Create a central math bulletin board to highlight the data analysis strand.	Teachers, Math Teacher Leader and Math Curriculum Specialist	2009-2012	Keep an updated photo journal of the bulletin board
Prepare students for Math MCAS by providing periodic MCAS question practice to reinforce MCAS math skills.	Teachers, Math Teacher Leader and Math Curriculum Specialist.	2009-2012	Folders of Math MCAS questions completed by students
Develop a school-based professional development schedule to include monthly grade-level conversations about math.	Principal in collaboration with the District Math Curriculum Specialist	2009-2012	Agendas Notes from meetings Informal observations during math Evaluation of PD conversations
Support mathematical fluency via the use of S.P.R.s on a daily basis.	Teachers	2009-2012	Formal and informal observations Walk-throughs
Cross curriculum connections using data analysis.	Teachers	2009-2012	Grade level planning discussions Collaborative Teacher Meetings
Teachers will develop grade appropriate math word walls	Teachers, SPED and ESL Teachers	Ongoing	Formal and informal observations
Find opportunities to support the learning of mathematical language outside of the math program. (Potter Road Gatherings, Specials class, etc.)	Teachers, Specialists, and School Council	2009-2012	Resource binder with list of opportunities

III. HOME – SCHOOL PARTNERSHIP

Goal: We will engage and educate parents/guardians/caregivers through a variety of initiatives that will increase participation in supporting their children’s education, both outside of school and in the school environment, to help narrow the achievement and access gap.

Initiatives for Improvement	Responsible Person(s)	Timeline	Evaluation/Evidence of Success
Continue to survey all our families bi-annually to gauge customer satisfaction in the following areas – School Climate, Home/School Communication, Curriculum, School Administration, Teachers and Programs/Activities, Food Services and Health Services	School Council	Spring 2010 and 2012	Results from the parent survey Disaggregate data to identify the unique needs of our Brazilian parents
Disseminate bi-annual survey results to families, faculty/staff by March/April of the survey year.	School Council	Spring 2010 and 2012	Report survey result in both English and Portuguese Binder of survey results since 2004
Sponsor a PIF (Parent Involvement Facilitator) night at an easily accessible venue to engage more Portuguese speaking families in their child’s education.	Principal, Faculty and staff, PIF coordinators, and Director of Equity and Achievement	2009-2012	Agendas and meeting dates
Continue improving and updating the school’s web site	Principal and Technology Specialist/Web Master	2009-2012	School’s web site Feedback on bi-annual surveys
Evaluate new and ongoing involvement strategies	Principal, School Council, PTO and Faculty/Staff	2009-2012	Parent involvement evaluations
Increase efforts to monitor participation in all school functions, such as PTO meetings, Parent Conferences, Family Nights	PTO, Event Coordinators, and Principal	2009-2012	Attendance sheets
Sponsor school-wide events to educate and engage parents in multiple curriculum areas.	Principal, PTO, Literacy Specialist, Teachers, District Math Curriculum Specialist, and Principal	2009-2012	Agendas, lists of events, attendance sheets