

Gardner Public Schools

School Improvement Plan

SCHOOL: Helen Mae Sauter School

PRINCIPAL: Cherie McComb

ACADEMIC YEAR: 2010-2011

EXECUTIVE SUMMARY

Mission Statement

Helen Mae Sauter School

It is the mission of the Helen Mae Sauter School to provide a supportive learning environment that encourages students to take academic risks and have social responsibility. To achieve this, the H.M. Sauter faculty and staff will implement challenging curriculum, based on state and local standards. Diverse teaching methods will provide equal opportunities for all students to meet grade level expectations and encourage life long learning. The H.M. Sauter staff encourages communication and active involvement with parents, guardians, and community members. The school community will demonstrate mutual respect for all members. To this end, students, staff and administrators will strive to develop a sense of ownership and pride in their individual and collective achievements.

The Helen Mae Sauter School provides a comprehensive education that is aligned with the Massachusetts Curriculum Frameworks. We also provide additional programs that are based on educational research and data. These supplementary services include, the Lexia Reading program, Study Island Math, Read naturally Program, Title I Services in both Reading and Math, and Interventions. In addition we have a school wide reading incentive program, which encourages students to read each night for at least fifteen minutes.

The Helen Mae Sauter School has been successful in achieving the Average Yearly Progress (AYP) rating that has been established by the Massachusetts Department of Education in reading and math for 2009. As the data has been analyzed we have discovered that although we made our improvement gain in the English Language Arts we still need to develop our students ability to answer the open response questions. The Math MCAS scores also showed that we met our improvement gain but found that problem solving skills still need development. We are very proud of our students and faculty and we realize we need to be reflective and continue to perfect our instructional strategies to continue to sustain our improvement. We are vigorous in our evaluation of the assessments we have available to us. We use the following tools to help us to make decisions about instructional practices, MCAS Tests, DIBLES, STAR

Reports, Harcourt Theme Tests, Lexia Reports, Study Island Reports and teacher observation and evaluations. The data we used in developing this School Improvement Plan can be found in the following pages.

Our goal for the English Language Arts is to have all students increase their Proficiency Index on the ELA MCAS Test from 82.1 to 85.6 in 2010. Our goal for Math is to have all students increase their Composite Proficiency Index (CPI) on the Math MCAS Test from 79.4 to 83.5 in 2010.

To accomplish this goal we will continue to offer a literacy program, which focuses on the five components of reading instruction, phonemic awareness, phonics, fluency, vocabulary and comprehension. The basis for this instruction will be the use of the Harcourt Brace Trophies Series. In addition we will continue the Response To Intervention Program, Title I Services, Interventions, Lexia Reading, Study Island Math, Read Naturally and the Accelerated Reader Program. The MCAS Intervention classes will continue with support being given in both test taking strategies as well as stress relieving techniques.

We will continue to preserve the uninterrupted 90-minute reading block for each grade level. Weekly TASC meetings will be held to develop strategies for students who are under performing. Parents will be invited and will be given Tip Sheets to use at home to work on skill deficits. Monthly grade level meetings will be held to discuss best practices in instructional strategies.

After analyzing our Galileo Math data we learned that the students at Helen Mae Sauter School need to increase their knowledge of number sense and problem solving skills. Math instruction time will be at least a block of sixty minutes per day; all students will participate in a math “Problem of the Day”. We will develop as a staff a list of math vocabulary words, which will be mandatory for each grade level. These words will be posted in each classroom for easy reference. We will continue the use of the Study Island Program in math and various other math computer programs. We have instituted a new math series Sadlier-Oxford that has a greater focus on the use of problem solving skills. Next year we will be adding First Steps in Math training, which will give teachers a greater ability to instill math concepts in each grade level.

GOAL 1: To make AYP in ELA and Math for all tested groups and sub-groups. MCAS 2009 AYP data indicates that Helen Mae Sauter School made AYP in ELA Improvement Target. We made AYP in Math. Improvement targets for 2009 are as follows: ELA Improvement aggregate = 6.5 Math Improvement aggregate = 8.0. Data analysis tells us it is critical to focus our students' ability to demonstrate understanding of expository text by answering questions and writing about content proficiently in ELA and to correctly perform numerical computations of two digits or more and competently solve math word problems by providing written open response answers.

ACTION STEPS	DATE	PERSON RESPONSIBLE	PROGRESS TO DATE
<p>1. All students will participate in Galileo testing in reading/math at the beginning, middle and end of the school year. The aim would be for all students to score in the 70 percentile in both reading and math by the end of the year. This data will be used to implement Response to Intervention.</p>	September, January, June	Principal, teachers	Fully implemented Galileo ELA administered Nov. March- May Galileo Math administered Dec. Feb. April
<p>2. All Title I students and the identified bottom 20% of our population will have tiered instruction that focuses on specific remediation in identified areas in ELA and Math. Students in this category will be progress monitored each month.</p>	Ongoing	Principal, Teacher, Title I Tutors, paraprofessional	Fully implemented Tier One- solid core instruction delivered by classroom teacher Tier Two- Extra 30 minutes per day in small group delivered by para or classroom teacher Tier Three- Extra 30 minutes delivered by Title One Teacher
<p>3. Continue staff Category training and SEI to improve service delivery to ELL students.</p>	Ongoing	Principal, ELL Coordinator, ELL Tutor	<p>7 Teachers – category 1 5 Teachers – category 2 7 Teachers – category 3 1 Teacher – category 4</p>

<p>4. Continue data analysis of MCAS and Galileo results, Study Island scores. Review Lexia scores to analyze progress monthly.</p>	<p>Ongoing</p>	<p>Principal, Title I Tutors, Teachers. Literacy Coach</p>	<p>Fully implemented MCAS Yearly review Galileo 3 X year review Lexia – monthly review Study Island monthly review</p>
<p>5. Use data analysis to provide appropriate instructional practices to match skill deficits in both ELA and Math. Train teachers in interpreting Lexia reports.</p>	<p>Ongoing</p>	<p>Principal, Title I Tutors, Tier 2 instructors, and Teachers.</p>	<p>Progressing – will develop a HMS data team 2010-2011</p>
<p>6. Continue to offer MCAS interventions to all students in guidance classes.</p>	<p>Ongoing</p>	<p>Principal, Guidance</p>	<p>Fully implemented</p>
<p>7. Professional Development. All grade levels will continue mapping skills for math focusing on what is to be taught for mastery. Common assessments for math will be developed to monitor for these mastery topics. All school writing prompts will be administered four times a year to assess growth in written language.</p>	<p>Ongoing</p>	<p>Principal, Curriculum Director, Math Coordinator.</p>	<p>Progressing Math Common Assessments ELA Common Assessments To be completed</p>
<p>8. All students will practice writing open response questions weekly in all subject areas. PD in scoring of open response</p>	<p>Ongoing</p>	<p>Principal, Teachers, Title One Tutors, Paraprofessionals</p>	<p>Progressing Teacher’s score open response questions using the MCAS rubric</p>

<p>questions resulted in more detailed instruction of finding 6 elements in each open response question. Open response questions for each Harcourt story were developed using common vocabulary found in most MCAS questions.</p>			
<p>9. Teachers will both state and write the objective before during and after each lesson.</p>	Ongoing	Principal, Teachers	Fully implemented
<p>10. An all school Word of the Week program will be established focusing on vocabulary used in open response questions in both ELA and Math.</p>	Ongoing	Principal, Teachers	Fully implemented
<p>11. Students will keep weekly Math Journals in which they demonstrate their knowledge and application of math vocabulary and number sense.</p>	Ongoing	Teachers	Fully implemented
<p>12. All staff given PD in strategies to improve math instruction using the First Steps training.</p>	2010-2011 school year	Curriculum Director/ Monica Chandler	Implementation 2010-2011
<p>13. Professional Development. All staff will map out ELA by grade level to reflect important concepts for mastery. All grades will develop Power Standards</p>	Ongoing	Curriculum Director/Principal	Progressing- Drafts for Power Standards grades 1-3 written

<p>for ELA to promote in-depth learning.</p> <p>14. A program called In School, On Time, Every Day to decrease the amount of students tardy and absent each day.</p> <p>15. Visualization and Verbalization strategies being used in all classrooms.</p> <p>16. Teachers will continue to improve comprehension strategies for students by working with the Lab Teachers who are receiving training with the Center for Applied Child Development through Tufts University.</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Principal, Teachers</p> <p>Teachers</p> <p>Principal, Curriculum Director, Lab Teachers</p>	<p>Fully implemented</p> <p>Progressing</p> <p>Progressing Lab Teachers to open classrooms for demonstrations</p>
<p>EVIDENCE:;, MCAS results, Progress Monitoring gains, Writing Samples Improved, Gains in Galileo ELA & Math</p>			
<p>GOAL 2: To improve students' social skills so that they can develop appropriate problem solving strategies and interact with students and adults in a positive manner.</p>			
ACTION STEPS	DATE	PERSON RESPONSIBLE	PROGRESS TO DATE
<p>1. Continue Second Step lessons in each grade level.</p> <ul style="list-style-type: none"> • Empathy • Impulse Control • Anger Management 	<p>Ongoing</p>	<p>Principal, Guidance, Staff.</p>	<p>Fully implemented</p>

<p>2. Continue monthly Character Education Program.</p> <ul style="list-style-type: none"> • Courage • Loyalty • Justice • Respect • Hope • Honesty • Love 	Ongoing	Principal, Staff.	Fully implemented
<p>3. Continue Helen Mae Way.</p> <ul style="list-style-type: none"> • Safety • Respect • Honesty • Responsibility • Courteous 	Ongoing	All staff	Fully implemented
<p>4. Continue Caught Being Good program.</p>	Ongoing	All Staff	Fully implemented
<p>5. Monthly Principal's Award</p>	Ongoing	Principal	Fully implemented
<p>6. Continue to develop Peaceful Playground Program</p>	Ongoing	PE Teacher. Principal, Paraprofessionals	Fully implemented
<p>7. Continue guidance lessons that specifically address social skills, conflict resolution, problem solving, and</p>	Ongoing	Guidance, Principal	Fully implemented

respectful behavior, anti bullying and study skills.			
8. Continue to offer small topic focused groups that address social skills to identified students	Ongoing	Guidance	Fully Implemented

EVIDENCE: Office referrals reduced– staff observations.

GOAL 3: Increase the involvement of parents 2010-2011.

ACTION STEPS	DATE	PERSON RESPONSIBLE	PROGRESS TO DATE
1. School-wide support and attendance in P.T.O. planned activities.	Ongoing	Principal, P.T.O.	Fully implemented
2. Provide opportunities for parents and students to participate in activities together such as, Father/Daughter Dance, Mother/Son Bowling Spaghetti Dinner, All-school gathering – Book Bingo, Literacy Night, Math Night, Invention Convention, and Spring Fair.	Ongoing	P.T.O., Principal, Staff.	Fully implemented

3. Provide parent forms in Spanish and Portuguese.	Ongoing	Principal and ELL Coordinator	Fully implemented
4. Provide Title I parent involvement activities: 1 Math Night, 1 Literacy Night.	2 x a year	Principal and Title One Coordinator	Fully implemented
5. Encourage parent volunteerism at H.M.S. Volunteer handbook.	Ongoing	Principal and Staff	Progressing- Library staffed by volunteers to continue weekly library classes- Friday Folder preparation completed by volunteers- Grandparent program- classroom help
6. Provide parents with web access to Lexia & Study Island	Feb. 2010	Principal, Technology Director	Fully implemented

EVIDENCE: Increased attendance at P.T.O. planned activities. Increased level of volunteers.

Goal 4: Implement security to provide a safe school environment. (2010-2011)			
ACTION STEPS	DATE	PERSON RESPONSIBLE	PROGRESS TO DATE
1. Review Crisis Plan	Ongoing	Principal, Staff	Fully Implemented
2. Review Lock Down Procedures	Ongoing	Principal, Staff	Fully implemented
3 Apply snow fence as needed.	Ongoing	Custodian Staff	Fully implemented
4. Secure building access through video camera	Ongoing	Secretary	Fully implemented

confirmation			
5. All visitors sign in at office and wear visitors tags	Ongoing	Secretary	Fully implemented
EVIDENCE: Increased security in building			