

**Gardner Public Schools
Waterford Street School
School Improvement Plan**

SCHOOL: Waterford Street School

PRINCIPAL: F. Daniel Hill

ACADEMIC YEAR: 2009-2011

Our Data Analysis (MCAS, Galileo, Harcourt Theme Assessments, common math assessments, DIBELS) informs us of the need to focus on reading comprehension skills. Our reading pedagogy will focus on consistently utilizing research-based comprehension strategies which include the following: 1) Monitor for meaning, 2) Making personal connections with what is read, 3) Creating sensory images (make a movie in your mind), 4) Ask questions, 5) Make and adjust inferences, 6) Determine importance, 7) Summarize and synthesize, 8) Active background Knowledge. Particular attention will be paid to tier 2 and tier 3 students.

Math instruction will focus on assisting the students to effectively comprehend and solve closed and open response word problems. Specific attention will focus on the students' ability to demonstrate/explain what they are doing while using appropriate operations.

Classroom instruction in Kindergarten will focus on creating a balanced Math and ELA program for a full day kindergarten model. PreK teachers will focus on creating a balanced Math and ELA program for a full day and half day models.

Teacher pedagogy will increasingly focus on less 'teacher talk' and far more student interaction ('active talk')

Waterford Street School AYP Data: Improvement targets for 2010 administration are: *Aggregate - ELA 3.6 Math 5.6, Low Income - ELA 4.5 Math 7.8, and White - ELA 4.6 Math 5.6.*

GOAL 1: To provide a solid learning foundation building toward testing success in Grade 3 MCAS. Waterford Street School serves grades Pre-Kindergarten to Grade Two. Although Waterford does not administer MCAS our second grade students are assessed by third grade MCAS at Elm Street School. Waterford provides students with the essential skills in core subject areas. Waterford delivers these strategies using a tiered instruction model.

ACTION STEPS	DATE	PERSON RESPONSIBLE	PROGRESS TO DATE
<ol style="list-style-type: none"> 1. All grade 1 and 2 students participate in Galileo, Lexia, DIBELS, Common Assessments. Benchmark Data reviewed on a regular basis. 2. Continue staff training in MELA-O and SEI to improve service delivery to ELL students. 3. Continue data analysis of MCAS results, DIBELS, Galileo, Lexia and Study Island reports to analyze progress regularly to inform instruction. 4. All Title I students and the identified bottom 40% of our population will receive tiered instruction that focus on specific remediation in identified areas in ELA and Math. Students in this category will be progress monitored each month. 5. Our Data Analysis along with an outside program evaluation from Teacher21 have led to the following targeted Professional Development initiatives. Three staff members are 	<p>Galileo ELA- Nov, March, June Galileo Math- Dec., Feb., April Lexia 1 x 20 min. per wk Common Assessments - monthly</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Principal, Teachers</p> <p>Principal, ELL Coordinator, ELL Teacher.</p> <p>Principals, Teachers, Title I tutors</p> <p>Principal, Teacher, Title I Tutors, paraprofessional</p>	<p>Galileo ELA- Nov, March, June Galileo Math- Dec., Feb., April Lexia -ongoing DIBELS Sept., Jan. Common Assessments – On going</p> <p>7 Staff members trained category I, 5 trained in category II, 5 trained in Category III MELA-O, 2 Category IV</p> <p>Review data and reports regularly.</p> <p>Student receiving tiered instruction will begin following school year with same services</p>

<p>being trained as Literacy coaches in Lab Classrooms. The focus of this training is reading comprehension skills. All staff is involved in developing power standards and a balanced literacy program. PreK and Kindergarten had PD on Big Books and reading comprehension. Upcoming PD for Prek and Kindergarten (2010-2011) will focus on developing a balanced program for ELA and math.</p> <p>6. Grade 1 and 2 students will practice Closed and Open Response Questions on a weekly basis in all subject areas.</p> <p>7. All teachers will follow the GPS common practices.</p> <ul style="list-style-type: none"> • Learning Objectives • Question beyond recall • Evidentiary Reading • Daily writing in all subject areas • Speak as you would write <p>8. Grade 1 and 2 teachers will increasingly incorporate John Collins writing strategies of Quick Writes across the Curriculum. (Quick writes, Focus correction areas, Final Draft)</p> <p>9. PK and K teachers will maintain</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>Principal, Curriculum Director, Math Coordinator.</p> <p>Principal, staff.</p> <p>Principal, staff.</p>	<p>Literacy Coaches training ongoing since Jan. 2010 ELA Powers Standards partially completed PreK and Kindergarten PD for Big Books/Reading Comp received in March 2010 and May 2010. PD for balanced program for PreK and Kindergarten to be given the 2010-2011 school year.</p> <p>Teachers incorporate into ELA and Math lessons.</p> <p>These practices are reviewed regularly at staff meetings.</p>
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NAEYC standards 10. Selected first and second grade to continue to receive technical assistance for Balanced Literacy ELA Program from CACD-Tufts University	Ongoing	Principal, staff	Training given Fall 2009
	Ongoing	Principal, staff	
	Ongoing	Principal, Teachers	Annual Report filed. Teachers-21 report

EVIDENCE: DIBELS test results, Lexia, Galileo, Progress monitoring gains.

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.

ACTION STEPS	DATE	PERSON RESPONSIBLE	PROGRESS TO DATE
1. Continue Second Step lessons in each grade level. <ul style="list-style-type: none"> • Empathy • Emotion management • Social problem solving 	Ongoing	Principal, Guidance, Staff.	Guidance delivers curriculum and teachers support.
2. Continue High Five Program. <ul style="list-style-type: none"> • Courteous • Honest • Respectful • Responsible • Safe 	Ongoing	Principal, Staff.	We have over 300 High 5's on the cafeteria wall and are ahead of last year.

EVIDENCE: Staff observations, collect data in suspensions, office referrals, and increase number of high 5's on the cafeteria wall.			
GOAL 3: Increase the involvement of parents in their child's activities.			
ACTION STEPS	DATE	PERSON RESPONSIBLE	PROGRESS TO DATE
1. School-wide support and attendance in P.T.O. planned activities.	Ongoing	P.T.O., Principal Staff	The P.T.O. elected new officers this year.
2. Provide opportunities for parents and students to participate in activities together such as, Father/Daughter Dance, Mother/Son Dinner and Entertainment, Horribles Parade, Welcome Back Picnic, Book Bingo, Students Performances, Open Houses	School years 2009-2011	P.T.O., Principal, Staff.	All events are well attended.
3. Provide parent forms in Spanish and Portuguese.	School Years 2009 – 2011	Principal, ELL Coordinator	Most forms are in Spanish and Portuguese
4. Provide Title I parent involvement activities: 1 Math Night, 1 Literacy Night.	School Years 2009 – 2011	Principal, Title One Coordinator	Given the federal stimulus money, we expect these programs to continue and grow.
5. Encourage parent to use Study Island and Lexia, which are available for home use. Have parent information/training night about both programs.	Ongoing	Principal, Staff	Parent provided fliers about home use of Study Island and

			Lexia.
EVIDENCE: Increased attendance at P.T.O. planned activities. Increased parent involvement.			

Goal 4: Revisit security protocol for WSS building and grounds.			
ACTION STEPS	DATE	PERSON RESPONSIBLE	PROGRESS TO DATE
1. Review and adjust as necessary entire Crisis Plan	Ongoing	Principal, Staff	All of these action steps are reviewed on a frequent basis and concerns are quickly corrected.
2. Continue to require all staff to have ID badges and keys to rooms	Ongoing	Principal, Staff	
3. Continue to require all visitors to WSS to use front door.	Ongoing	Principal, Staff, Office Staff	
EVIDENCE: Increased security in building.			