

Gardner Public Schools
Waterford Street School

School Improvement Plan

SCHOOL: Waterford Street School

PRINCIPAL: F. Daniel Hill

ACADEMIC YEAR: 2011-2013

Our Data Analysis (MCAS, Galileo, Harcourt Theme Assessments, common math assessments, DIBELS, DRA) 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 student's 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 2011 administration are: *Aggregate* - ELA 2.5 and Math 3.7, *Low Income* – ELA 3.2 and Math 3.8, *White* - ELA 2.4 and Math 3.3

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
<p>1. All grade 1 and 2 students participate in DRA, Galileo, Lexia, DIBELS, and meaningful Common Assessments. Benchmark Data reviewed on a regular basis.</p>	<p>Galileo ELA- Nov, March, May Galileo Math- Dec., Feb., May Lexia 1 x 20 min. per wk Common Assessments – monthly, ongoing</p>	<p>Principal, Teachers</p>	<p>Galileo ELA- Nov. Galileo Math- Dec Lexia -ongoing DIBELS Sept., Jan., June Common Assessments DRA- Ongoing</p>
<p>2. Continue category trainings in for all staff MELA-O and SEI to improve service delivery to ELL students.</p>	<p>Ongoing</p>	<p>Principal, ELL Coordinator, ELL Teacher.</p>	<p>10 Staff members trained category I, 7 trained in category II, 11 trained in Category III MELA-O, 3 Category IV</p>
<p>3. Continue data analysis of MCAS results, DIBELS, Galileo, DRA, meaningful Common Assessments, Lexia and Study Island reports to analyze progress regularly to inform instruction.</p>	<p>Ongoing</p>	<p>Principals, Teachers, Title I tutors</p>	<p>Review data and reports regularly.</p>
<p>4. We continue to strive to meet the needs of all learners by providing tiered instruction to identified students. All Title I students and the identified</p>	<p>Ongoing</p>	<p>Principal, Teacher, Title I Tutors, paraprofessionals</p>	<p>Student receiving tiered instruction will begin following school year with same services</p>

<p>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.</p>			
<p>5. Continuation of professional development for balanced literacy program (Prek-2nd). ELA lab teachers will take a more active role assisting other staff members with implementing best practices for teaching reading comprehension skills. Additional WSS 1st and 2nd grade teachers will participate in PD from TLA focused on balanced literacy program. PreK and Kindergarten teachers will continue their PD with TLA. They will keep focusing on developing a balanced program for ELA and math.</p>	<p>Ongoing</p>	<p>Principal, Assistant Supt.. ELA Lab Coaches, teachers</p>	<p>The three staff members who have been participating in balanced literacy PD from TLA are now doing demonstration lessons for first and second grade peers. WSS first and second teachers not currently participating in this initiative have expressed an interest in participating in this PD if slots are available for 2011-2012 school year. PreK and Kindergarten teachers have developed high quality ELA and Math focus lessons while working with TLA.</p>
<p>6. Grade 1 and 2 students will continue to refine and regularly use developing grade level Paragraph Writing Reflection Checklists and rubrics to assess students' writing. They will</p>	<p>Ongoing</p>	<p>Principal, staff.</p>	<p>WSS staff developing grade level writing rubric and checklist for 1st and 2nd grades. Teachers have incorporated</p>

<p>continue to practice Closed and Open response questions on a regular basis.</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 use developing grade level Paragraph Writing Reflection Checklists and rubrics to assess writing. Along with incorporating John Collins writing strategies of Quick Writes across the Curriculum. (Quick writes, Focus correction areas, Final Draft)</p> <p>9. Continue embedded Professional Development in First Steps math strategies.</p> <p>10. Staff using Atlas mapping to align ELA and Math to Common Core Standards</p>	<p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p> <p>Ongoing</p>	<p>Principal, staff.</p> <p>Principal, staff</p> <p>Principal, staff</p> <p>Principal, staff</p>	<p>Closed and Open response questions into ELA and Math lessons.</p> <p>These practices are reviewed regularly at grade level and staff meetings.</p> <p>Writing Rubrics and checklists reflect strategies used by John Collins</p> <p>First Steps trained staff teachers will assist other staff members with implementing best practices for math strategies</p> <p>ELA completed June-2012 Math continued 2012-2013</p>
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11. PK and K teachers will maintain NAEYC standards	Ongoing	Principal, staff	Annual Report Filed
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EVIDENCE: DIBELS test results, DRA, Lexia, Galileo, Common grade level assessments and rubrics. 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. Student of the Week	Ongoing	Principal, Classroom teachers	WSS Students look forward to finding out which classmate was named Student of the Week at lunch on every Friday.
3. Continue High Five Program. <ul style="list-style-type: none"> a. Courteous b. Honest c. Respectful d. Responsible e. Safe 	Ongoing	Principal, Staff.	We have over 100 High 5's on the cafeteria wall and in the hallway.
4. Continue "A Ring Thing" – students are	Ongoing	Principal, Assistant Principal, Staff.	WSS students are eager and proud to earn a ring for positive

awarded colorful rings when they are recognized for positive choices educationally or behaviorally			behavior.
EVIDENCE: Staff observations, all WSS students recognized as Student of the Week, Rings awarded regularly, collect data in suspensions, office referrals, and increase number of high 5's on the cafeteria wall and hallway.			
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	PTO meetings and events are well attended.
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, Students Performances, Open Houses	2011-2012 School Year	P.T.O., Principal, Staff.	All events are well attended.
3. Provide parent forms in Spanish and Portuguese.	Ongoing	Principal, ELL Coordinator	Most forms are in Spanish and Portuguese
4. Provide Title I parent	Ongoing	Principal, Title One	Separate ELA nights to be for

involvement activities: Math Night and ELA Night.		Coordinator	PreK/Kindergarten and First and Second grade. Staff will share information pertinent to ongoing PD for balanced ELA program and their child.
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. Practice and review WSS Emergency Plan and adjust as necessary. Conduct student and staff drills for bus evacuation, fire drill and intruder alert.	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	Ongoing	Principal, Staff, Office Staff	

door.			
EVIDENCE: Increased security in building.			