

# Douglas School Improvement Plan Spring 2008



School Council Members: Christopher Whitbeck, Scott Howe, Lisa Racie, Kathleen McDonagh, Kalyani Krishnan, Anne Sullivan-Soydan, Tamara Ricciardone, Stephanie Ingraham, Elizabeth Fitzpatrick, Tina Bloom

The Douglas School Council generally meets every six weeks. This past year, we met on the following dates:

October 18th  
January 14th  
February 4th  
March 10th  
May 12th

### **Part One: Progress with Goals for 2007-2008**

The Douglas staff and School Council have had one overarching goal scheduled for completion over two school years. This two-year goal has been to **Improve student reading performance across all grade levels**. The school year '07-'08 saw the initiation of work on this goal.

Based on identified student needs, the school improvement goal has been subdivided in to four specific goals; identification of skills and concepts, guaranteed and viable curriculum, effective assessment and feedback, use of data to identify and teaching to a range of learners. In year one, teachers focused on the identification of skills and concepts, identification of curriculum resources.

Our reading goals have always been tied to the established system-wide goals of continued enhancement of curriculum, instruction and assessment for all students, as well as effectively meeting the teaching and learning needs of an increasingly diverse school community.

#### **Goal Statement #1: Identification of reading skills & concepts:**

**Rationale:** To provide quality instructional approaches, practices, materials, and resources in all grades it is important to identify the essential skills and concepts that students master to become effective readers. The goal links with the system-wide goal of maintaining a high-quality curriculum

#### **Responsible Parties**

Principal, all Grade level teachers and special educators will work as members of teams working to identify age appropriate, skills and concepts.

#### **Strategies**

1. Review grade level Massachusetts State Frameworks appropriate to reading
2. Review Acton Public School Curriculum Objectives
3. Identify skills and concepts considered essential for all students exiting sixth grade
4. Collaborative, cross grade teams develop scope and sequence of skills and concepts
5. Build grade level, task specific reading rubrics to guide and assess student work

6. Consensus on student work that demonstrates states skills and concepts
7. Staff will work with a consultant who will facilitate this work

**Outcomes**

1. A Douglas reading guide that lists essential skills and concepts for all students exiting sixth grade. This section of the guide includes:
  - a. Scope and sequence of skills and concepts (see attached)

During the second year of this goal the teachers will be using this scope and sequence to guide the use of teaching materials, student assessment and reading instruction. In these two years, skill maps, rubrics, and instructional materials will be created or purchased to guide teaching. Samples of student work will be collected as living documents and as assessments of student skills

**Costs to date**

1. Consultant - \$800.00

**Source of Revenue**

Consultant 50% from PTO and 50% from Allocated budget

## **Goal Statement #2: Guaranteed and viable reading curriculum:**

**Rationale:** Once a viable amount of essential skills and concepts have been established, they must be organized into categories that form a realistic and logical sequence using high quality curriculum grades K-6.

### **Responsible Parties**

Principal, all Grade level teachers and special educators will work as members of teams that work to organize and categorize content and identify high-quality curriculum.

### **Strategies**

1. Collaborative, cross grade teams review commercial and teacher designed reading curriculum and resources. Teams will then develop/select for purchase a reading program that specifically addresses identified skills and concepts.

### **Outcomes**

1. A Douglas reading curriculum for each grade K-6 including:
  - a. Grade level curriculum to address each skill and concept listed in previous section.
  - b. Assessments
  - c. Extensions

Grades 4 – 6 have identified the curriculum materials from Scott Foresman Reading Street as the commercial curriculum to use. It is a fully articulated reading program including instruction for Guided reading, leveled reading materials, assessments, extensions, and intervention material. Grades K – 3 will decide upon curriculum materials at either the end of the 2008 school year or the beginning of the 2008-2009 school year.

### **Target Completion Date**

This is a two-year part of the goal and should be completed in June of 2009.

### **Anticipated Costs**

Current cost grades 4-6 is \$10,000/grade level

### **Source of Revenue**

Allocated Budget.

**Goal Statement #3: Effective assessment and feedback:**

**Rationale:** Implement an assessment system that provides timely feedback on specific skills and concepts for specific students.

**Responsible Parties**

Principal, all Grade level teachers and special educators will work as members of teams that work to establish an assessment system that provides feedback on a regular basis.

**Strategies**

1. Redesign report cards so that they reflect student competence in specific skills and concepts.
2. Design and purchase assessments that provide formative and summative information on student progress for specific skills and concepts. These assessments directly reflect skills and concepts in report card.
3. Collect initial assessment data to evaluate effectiveness of curriculum, report card, and to begin discussion of needed differentiated instruction in reading.

**Define Outcomes**

1. Douglas Reading curriculum that includes assessment documents including:
  - a. Report cards
  - b. Formative and summative assessments
  - c. Tools for analyzing and discussing assessment data

**Target Completion Date**

This is a two-year part of the goal and should be completed in June of 2009.

**Anticipated Costs**

No Additional Costs

**Source of Revenue**

NA.

#### **Goal Statement #4: Teaching to a range of learners:**

**Rationale:** A curriculum guide does not always start where children are. Douglas teachers accept the premise that learners differ in important ways. They also accept and wish to be better prepared to engage students in instruction through different learning modalities.

#### **Responsible Parties**

Principal, all Grade level teachers and special educators will work as members of teams that work to explore and establish a series of differentiated teaching routines for reading based on assessment of student needs.

#### **Strategies**

1. Teachers work together to analyze assessment data and identify different levels of student learning
2. Teachers work together to modify content, process, and product based on student needs
3. Teachers study differentiated instruction models and multiple intelligence models

#### **Define Outcomes**

A Douglas reading guide that includes a variety of models for differentiated reading instruction

#### **Target Completion Date**

This is a two-year part of the goal and should be completed in June of 2009.

#### **Assessment of Progress**

As assessment data is analyzed, teachers will identify patterns of student strength and weakness.

Teachers will work collaboratively and with outside consultants to identify effective methods for addressing the variety of student strength and weakness.

#### **Anticipated Costs**

No Additional Costs

#### **Source of Revenue**

NA

## **Part Three: Plans for Next Year**

### **SCHOOL IMPROVEMENT PLAN FOR 2008-2009**

The following list includes this year's Rationale, Responsible Parties, Strategies, Defined Outcomes, Target Completion Dates, Assessment of Progress, Assessment Instruments, Anticipated Costs, and Source of Revenues for each of our stated goals.

The Douglas staff and School Council will be working on the second year of one overarching goal to be completed over two school years. This two-year goal is to **Improve student reading performance across all grade levels.**

Based on identified student needs, the school improvement goal is subdivided into four specific goals; identification of skills and concepts, guaranteed and viable curriculum, effective assessment and feedback, use of data to identify and teaching to a range of learners. In year one, teachers focused on the identification of skills and concepts, effective assessment, and began to collect data.

Our goals have been tied to the already established system-wide goals of continued enhancement of curriculum, instruction and assessment for all students, as well as effectively meeting the teaching and learning needs of an increasingly diverse school community.

#### **Goal Statement #1: Identification of reading skills & concepts:**

**Rationale:** To provide quality instructional approaches, practices, materials, and resources in all grades it is important to identify the essential skills and concepts that students master to become effective readers. The goal links with the system-wide goal of maintaining a high-quality curriculum

#### **Responsible Parties**

Principal, all Grade level teachers and special educators will work as members of teams working to identify age appropriate, skills and concepts.

#### **Strategies**

1. Use grade level skill and concept charts as a guide for teaching and assessing purchased reading materials.
2. Consensus on student work samples that demonstrates stated skills and concepts
3. Staff will work with a consultant who will facilitate this work

#### **Define Outcomes**

2. A Douglas curriculum that lists essential skills and concepts for all students exiting sixth grade. This section of the guide will include:

- b. Scope and sequence of skills and concepts
- c. Lists of grade level rubrics/assessments
- d. Samples of student work that demonstrate mastery of listed skills and concepts

### **Target Completion Date**

During the second year of this goal the teachers will be using the products completed in year one to guide student assessment and reading instruction. In these two years, skill maps, rubrics, and samples of student work will be living documents to be refined and improved so that final products will be as useful as possible.

### **Assessment of Progress**

The product of this work will be collected and organized in to reading curriculum binders.

Usefulness of the rubrics will be evaluated and revised by staff.

### **Anticipated Costs**

1. Consultant - \$2,000

### **Source of Revenue**

Consultant 50% from PTO and 50% from Allocated budget

## **Goal Statement #2: Guaranteed and viable reading curriculum:**

**Rationale:** Once a viable amount of essential skills and concepts have been established, they must be organized into categories that form a realistic and logical sequence using high quality curriculum grades K-6.

### **Responsible Parties**

Principal, all Grade level teachers and special educators will work as members of teams that work to organize and categorize content and identify high-quality curriculum.

### **Strategies**

1. Collaborative, cross grade teams K – 3 review commercial and teacher designed reading curriculum and resources. Teams will then develop/select for purchase a reading program that specifically addresses identified skills and concepts.

### **Define Outcomes**

1. A Douglas reading curriculum including documents for each grade K-6. This section of the guide will include:
  - a. Grade level curriculum to address each skill and concept listed in previous section.
  - b. Assessments
  - c. Extensions
  - d. Interventions

### **Target Completion Date**

This is a two-year part of the goal and should be completed in June of 2009.

### **Assessment of Progress**

Usefulness of the curriculum will be evaluated based on student reading growth with revisions by staff to follow.

### **Anticipated Costs**

Approximately \$8,000/grade level

### **Source of Revenue**

Allocated Budget.

### **Goal Statement #3: Effective assessment and feedback:**

**Rationale:** Implement an assessment system that provides timely feedback on specific skills and concepts for specific students.

#### **Responsible Parties**

Principal, all Grade level teachers and special educators will work as members of teams that work to establish an assessment system that provides feedback on a regular basis.

#### **Strategies**

1. Redesign report cards so that they reflect student competence in specific skills and concepts.
2. Design or purchase assessments that provide formative and summative information on student progress for specific skills and concepts. These assessments directly reflect skills and concepts in report card.
3. Collect initial assessment data to evaluate effectiveness of curriculum, report card, and to begin discussion of needed differentiated instruction in reading.

#### **Define Outcomes**

2. A Douglas curriculum that includes assessment documents:
  - a. Report cards
  - b. Formative and summative assessments
  - c. Tools for analyzing and discussing assessment data

#### **Target Completion Date**

This is a two-year part of the goal and should be completed in June of 2009.

#### **Anticipated Costs**

No Additional Costs

#### **Source of Revenue**

NA.

#### **Goal Statement #4: Teaching to a range of learners:**

**Rationale:** A curriculum guide does not always start where children are. Douglas teachers accept the premise that learners differ in important ways. They also accept and wish to be better prepared to engage students in instruction through different learning modalities.

#### **Responsible Parties**

Principal, all Grade level teachers and special educators will work as members of teams that work to explore and establish a series of differentiated teaching routines for reading based on assessment of student needs.

#### **Strategies**

1. Teachers work together to analyze assessment data and identify different levels of student learning
2. Teachers work together to modify content, process, and product based on student needs
3. Teachers study differentiated instruction models and multiple intelligence models

#### **Define Outcomes**

A Douglas curriculum that includes a variety of models for differentiated reading instruction

#### **Target Completion Date**

This is a two-year part of the goal and should be completed in June of 2009.

#### **Assessment of Progress**

As assessment data is analyzed, teachers will identify patterns of student strength and weakness.

Teachers will work collaboratively and with outside consultants to identify effective methods for addressing the variety of student strength and weakness.

#### **Anticipated Costs**

No Additional Costs

#### **Source of Revenue**

NA