

# Douglas School Improvement Plan Spring 2009



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

November 19th  
January 12th  
March 18th  
June 8th

### **Part One: Progress with Goals for 2008-2009**

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 and in '08-'09 the school staff completed work on the two year goal.

Based on identified student needs, the school improvement goal was 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 as well as selecting curriculum in grades 4-6. Year two accomplishments are explained below.

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 stated 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 used this scope and sequence to guide the selection of teaching materials, student assessment and reading instruction. In these two years, skill maps, rubrics, and instructional materials were created or purchased to guide teaching. Data from student work was collected in the fall and will be compared to spring assessments as overall assessment 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 reviewed commercial and teacher designed reading curriculum and resources. Teams then selected for purchase reading resources that specifically addressed 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 first identified the curriculum materials from Scott Foresman Reading Street as the commercial curriculum to use for our intermediate students. This is a fully articulated reading program including instruction for Guided Reading, leveled reading materials, assessments, extensions, and intervention material. Grades K – 3 selected a series of instructional resources including Guided Reading, phonics instruction, assessments, extensions, and intervention material.:

- Phonics instruction using Foundations, published by Wilson Language Training
- Comprehension instruction using Making Meaning, published by Developmental Studies Center
- Fluency and Reading Skills using Guided Reading Program materials, published by Scholastic

### **Anticipated Costs**

Current cost grades K-6 is \$7,000/grade level

### **Source of Revenue**

Allocated budget divided over three years – complete purchases July '09.

**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. Design and purchase assessments that provide formative and summative information on student progress for specific skills and concepts. These assessments directly reflect skills identified in goal state #1.
2. Collect initial assessment data to evaluate effectiveness of curriculum, and to begin discussion of implications for reading instruction.

**Define Outcomes**

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

**Target Completion Date**

Completed June '09. Teachers from grades K-6 have identified and implemented or will implement collective assessments. Data collection in the fall identified groups of students needing a variety of reading instruction models and levels. Spring data will be collected at the end of June and compared. Additionally, unit assessments provide opportunity to inform instruction and track student progress.

**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

#### **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. Teachers in grades 4-6 completed a CD with reading strategies. Teachers in grades K-3 will use in-school professional development time to continue this study for next year.

#### **Anticipated Costs**

No Additional Costs

#### **Source of Revenue**

NA

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

#### **SCHOOL IMPROVEMENT PLAN FOR 2009-20010**

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 our stated goals.

The Douglas staff and School Council will be working on year one of an overarching goal to be completed over two school years. This two-year goal is to **Improve student assessment systems**.

Based on identified student needs, each school improvement goal is subdivided into more specific goals. In year one, teachers will focus on the identification of needs, effective solutions, and begin to implement programs. In the second year teachers will fully implement programs and assess effectiveness.

Our goal is 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 1: Improve Student Assessment Systems &**

##### **Goal Statement #1: Assessment to Improve Student Learning & Create a Fair Assessment Systems for All Students:**

**Rationale:** The Douglas school assessment system will be organized around the primary purpose of improving student learning. It should provide useful information about whether students have reached important learning goals and about the progress of each student. The assessments will be consistent with learning goals, curriculum, instruction, and current knowledge of how students learn.

Classroom assessment that is integrated with curriculum such as Everyday Math and Reading Street will be the primary means of assessment. Teachers will also assess student learning through structured and informal observations and interviews, projects, performances and exhibitions, audio and videotapes, experiments, portfolios, and journals.

Assessment systems, including instruments, policies, practices and uses, will also be fair to all students. They will allow for multiple methods to assess student progress and for multiple but equivalent ways for students to express knowledge and understanding. The goal of all assessments will be to reflect a student's actual knowledge. These assessments are created or appropriately adapted and accommodations are made to meet the specific needs of particular populations, such as English language learners and students with disabilities.

**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. Collection of current and possible assessments
2. Analysis to match skills and assessment

**Define Outcomes**

1. A Douglas reference of assessments correlated to specific skills.

**Target Completion Date**

June, 2010

**Assessment of Progress**

The product of this work will be collected and organized in to assessment reference binders. Current collections should be completed by June 2010. Project completion of new assessment materials by June, 2011.

**Anticipated Costs****Source of Revenue**

## **Goal Statement #2: Professional Collaboration and Development Support Assessment:**

**Rationale:** Knowledgeable and fair educators are essential for high quality assessment. Assessment systems depend on educators who understand the full range of assessment purposes, use appropriately a variety of suitable methods, work collaboratively, and engage in ongoing professional development to improve their capability as assessors.

Douglas School teachers will identify and participate in professional development and work together to improve their assessment craft. They may engage in small groups of teachers scoring student work, or other untested practices to develop a school-wide knowledge of skills and assessments.

### **Responsible Parties**

Principal, all grade level teachers and special educators will work as members of teams that work to organize and identify and participate in high quality professional development.

### **Strategies**

1. Collaborative, cross grade teams K – 6 review assessments, study student work, and attend assessment workshops. Teams will then develop/guides that specifically addresses identified skills and effective assessments that lend themselves to collaborative teacher work.

### **Define Outcomes**

1. A Douglas guideline for effective assessments including purposes, collaborative practices and examples.

### **Target Completion Date**

This is a two-year part of the goal and should be completed in June of 2011.

### **Assessment of Progress**

Usefulness of the assessment work will be evaluated based on comparison of assessments to identifying student skills.

### **Anticipated Costs**

Approximately \$2,000 for Professional Development each year.

### **Source of Revenue**

Allocated Budget & PTO funding.

### **Goal Statement #3: Communication about Assessment is Regular and Clear:**

**Rationale:** The teachers at Douglas School will regularly discuss assessment system practices and student progress with students, families, and the community. Such communication will include; the purposes, methods, and results of assessment. They focus reporting on what students know and are able to do, what they need to learn to do, and what will be done to facilitate improvement. They report achievement data in terms of agreed-upon learning goals. Examples of assessments and student work will be made available to parents and the community so they know what high quality performance looks like. Wherever possible, assessment communication will take advantage of school district electronic communication systems such as Powerschool.

#### **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.
4. Improve access to and use of electronic assessment communication tools such as Powerschool.

#### **Define Outcomes**

1. A Douglas curriculum that includes assessment documents:
  - c. Report cards
  - d. Formative and summative assessments
  - e. 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 2011.

#### **Anticipated Costs**

No Additional Costs as of this time

#### **Source of Revenue**

NA.