

School Improvement Plan 2009 – 2011 Peirce School

Category A: To ensure academic excellence and innovation for ALL students.

Goals:

- A1. To raise the academic achievement of ALL students by increasing the number of students scoring at the Proficient and Advanced level both in the subjects of ELA and Math & to Open Response Questions.
- A2. To expand the work of differentiation of math instruction for all students
- A3. To continue to develop the collaborative work within PLCs (Collaborative Teams) to support academic achievement.
- A4. To have students be responsible citizens of the world, train teachers in the understanding & use of 21st century skills

Goal	Improvement Strategies/Activities	Person(s) Responsible for Implementation	Outcomes and Measurements
A1. 1 80 % of all students K-5 will meet proficiency standards or score a 3 or 4 on open response questions in ELA. Those identified as scoring below the target will demonstrate 15% improvement on a selected summative assessment.	1. Collaborative teams will determine current levels of performance and monitor to improve students' progress 2. A data team will develop a formative assessment tracking protocol/tool using MCAS data and growth model percentile data. 3. Utilize prompts & design lessons at each grade level to teach writing skills to Open Response questions. Will share K-5.	Administration Faculty (all teachers) Literacy Specialist Library Teacher Special Education Staff Principal	Evidence found within: 1. Grade level assessments 2. System-wide assessments 3. MCAS scores

<p>A1. 2. 80 % of all students will meet proficiency or advanced in grades 3, 4, and 5 in ELA and Math. <u>15%</u> of students identified as below will demonstrate improvement in at least one category through selected assessments.</p>	<ol style="list-style-type: none"> 1. Determine current levels of student performance in ELA and Math and offer enrichment & intervention. 2. Develop common formative assessments to monitor consistently student progress across each grade level. 3. Design before and/or after school support programs for struggling students in grades 3 – 5. 4. Identify appropriate pre/post assessment tools. 	<p>Administration Faculty (all teachers) Literacy Specialist Special Education Staff Trained assistants</p>	<p>Evidence found within:</p> <ol style="list-style-type: none"> 1. MCAS scores 2. Grade Level Common Assessments 3. System-wide Assessments 4. EDM unit assessments
<p>A2. 30% of Peirce faculty meetings or grade level meetings will be devoted to professional development about math differentiation.</p>	<ol style="list-style-type: none"> 1. Design lesson plans to reflect differentiated planning in Every Day Math lessons 2. Expect teachers will communicate to families regarding structure & content of math lessons through newsletters, curriculum night, and/or math night. 3. Have teachers complete item analyses of assessments to identify areas of strengths and needs. 4. Devote some grade level intervention and enrichment times to math differentiation. 5. Offer teachers the opportunity at least two times per year to observe peers in math instruction. 	<p>Classroom teachers Special Education Staff Data Team Principal Parents Math Coaches</p>	<p>Evidence found with:</p> <ol style="list-style-type: none"> 1. Scores on formative and summative assessments 2. Written feedback from principal 3. Teacher newsletters 4. Faculty meeting agendas

	<p>6. Ask parents to help develop their child's knowledge of math facts and computation skills</p> <p>7. Set aside staff meeting time to discuss teaching strategies.</p>		
<p>A3</p> <p>To continue scheduled weekly K-5 Collaborative Planning work to support academic achievement.</p>	<p>1. Support PLCs by developing team norms and measurable goals focused on student learning.</p> <p>2. Provide at least one faculty meeting to deepen understanding of the intricacies of the PLC model</p> <p>3. Foster peer observation both within Peirce and outside of Peirce School.</p> <p>4. Share grade level curriculum maps across grade levels.</p> <p>5. Create, shape, and share lessons, strategies & assessments during at least 2 staff meetings to address student learning.</p>	<p>Faculty (all teachers)</p> <p>Curriculum Coordinators</p> <p>Principal</p>	<p>Evidence found in:</p> <ol style="list-style-type: none"> 1. Documentation of team norms and weekly collaborative planning team meeting agendas 2. Refinement of curriculum maps on an ongoing basis 3. Staff agendas when share Best Practices.
<p>A4</p> <p>20% of Peirce faculty meetings will be devoted to work around 21st century skills allowing teachers to reflect upon and enrich current lessons with an intentional emphasis on these foundational skills as we</p>	<p>1. Teachers will utilize 21st century skills such as creative & critical thinking & cultural awareness in their work with students and each other.</p> <p>2. Continue to update websites to support home/school communication so as to support a vibrant school environment</p> <p>Implement Smart Boards in grade</p>	<p>All staff</p> <p>ELL Staff</p> <p>Principal</p> <p>IT Specialist</p> <p>Library Teacher</p> <p>PTO</p>	<ol style="list-style-type: none"> 1. Evidence in lesson plans 2. Evidence in technology purchases and implementation 3. Evidence of website development 4. Evidence of use of Smart Boards (ENO) and ELMOs in curriculum work 5. Lessons begun in grades 3-5 of Type to Learn

move forward	five. 3.Expect students to employ technology to research topics for social studies 4.Identify two projects in different curriculum areas which incorporate 21 st century skills and emphasize responsible citizenship 5.Incorporate strategies and essential components of culturally responsive teaching daily practice, i.e. essential higher order thinking vocabulary, Larry Bell, Differentiated instruction		6. PTO newsletter emphasizes communication and 21 st century skills
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Category B: To ensure a respectful, safe, and vibrant school environment in which students are responsible citizens.

Goals:
 B1. Increase awareness of teasing & bullying
 B2. Continue to strive to have a culture of collaboration and inclusion

Goal	Improvement Strategies/Activities	Person(s) Responsible for Implementation	Outcomes and Measurements
B1	Investigate the current anti-bullying curriculum that Newton Schools is piloting, “Steps to Respect	Classroom teachers Mental Health Team Principal	1. Evidence of at least two teachers and a specialist familiar with the pilot program in Newton

	<ol style="list-style-type: none"> 2. Provide professional development for consistent staff response 3. Continue Open Circle and/or Responsive Classroom work 4. Have consistent CST and BEST meetings 5. Review with all children that “Everyone gets to play.” 	<p>All staff Parents</p>	<ol style="list-style-type: none"> 2. Evidence of monthly town meetings which supports “Caught in the Act” program. 3. Show evidence of consistent BEST and CST meetings. 4. Show evidence that Students Take Action through Reading.
B2	<ol style="list-style-type: none"> 1. Review the Inclusion philosophy for all staff members 2, Review the Core Values of Peirce through Town Meetings format 3. Explore the restoration of a Human Differences committee along with a Social Action committee 4. Support the work of UoD in grades 3-5. 5. Include at least one lesson per unit in Social Studies and ELA to address anti-bias/anti-racist behavior. 6. Offer an evening activity for parents/ students/faculty that looks to address respect for human differences 7. Expect teachers will display evidence of cultural awareness in their classrooms and will select appropriate literature 	<p>All Staff Principal School Council PTO Coordinators of UoD Parents</p>	<ol style="list-style-type: none"> 1. Evidence of town meetings and its agenda 2. Written evidence of how inclusion is addressed both in classrooms & school activities. 3. Recruit volunteers for UoD 4. Request PTO have a meeting that speaks to Inclusion and Respect for Human Differences.