

PLACENTINO ELEMENTARY SCHOOL 2011-2012 SCHOOL IMPROVEMENT PLAN

Action Plan

Mission: The Holliston Public Schools are committed to providing the resources and opportunities that will enable each student to develop and maximize individual potential in a positive and collaborative environment that encourages and affirms academic achievement and personal excellence.

GOAL: Curriculum and Instruction

CRITICAL ISSUES	STRATEGIES/ INITIATIVES	RESPONSIBILITY	TIMELINE	UPDATE
<p><u>LITERACY</u> Fully implement the Reading Street Program for Reading and Language Arts instruction in all K-2 Traditional and Montessori classrooms.</p>	<p>1. Provide ongoing staff training for the implementation of the Reading Street Program during the school year through building based meetings, workshops, classroom visits, modeling, and coaching.</p>	<p>Principal Assistant Principal Literacy Coordinator Classroom Teachers Student Services Administrator ELL Facilitator Grade Leaders</p>	<p>School Year</p>	
<p>***The Reading Street Program will be utilized to implement initiatives 2, 3, and 4.</p>	<p>2. Students will increase their ability to use contextual clues to strengthen vocabulary skills.</p>	<p>Principal Assistant Principal Literacy Coordinator Classroom Teachers Student Services Administrator ELL Facilitator</p>	<p>School Year</p>	
	<p>3. Students will develop and apply comprehension strategies in various genres.</p>	<p>Principal Assistant Principal Literacy Coordinator Classroom Teachers Student Services Administrator ELL Facilitator</p>	<p>School Year</p>	
	<p>4. Teachers will model fluent reading across all disciplines and will engage their classes in oral and silent reading of stories, plays, songs, poetry, and nonfiction to improve fluency and to increase their students' vocabularies.</p>	<p>Principal Assistant Principal Literacy Coordinator Classroom Teachers Student Services Administrator ELL Facilitator</p>	<p>School Year</p>	

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<p><u>WRITING</u> Implement a comprehensive writing program through the Reading Street Program.</p>	<p>1. Add rigor to the Reading Street Writing Program by aligning our current “Lucy Calkins” units of study with the Reading Street units.</p>	<p>Principal Assistant Principal Literacy Coordinator Classroom Teachers Student Services Administrator ELL Facilitator</p>	<p>School Year</p>	
	<p>2. Teachers will provide opportunities for students to demonstrate progress through student directed writing center activities.</p>	<p>Principal Assistant Principal Literacy Coordinator Classroom Teachers Student Services Administrator ELL Facilitator</p>	<p>School Year</p>	
<p><u>CURRICULUM DESIGN</u> Incorporate UbD concepts into current curriculum areas.</p>	<p>1. Science teachers will review existing Science units through the lens of UbD and begin to input data into Atlas Rubicon.</p>	<p>Principal Assistant Principal STEM Coordinator Classroom Teachers Student Services Administrator ELL Facilitator</p>	<p>School Year</p>	
	<p>2. All Math teachers will review the enVision program topics with a focus on the UbD design embedded in the enVision program.</p>	<p>Principal Assistant Principal STEM Coordinator Classroom Teachers Student Services Administrator ELL Facilitator</p>	<p>School Year</p>	

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<u>ASSESSMENTS</u> Refine common assessments to guide instruction and interventions within the RTI model.	1. Review current assessments at each grade level to ensure alignment with the Reading Street and enVision programs.	Principal Assistant Principal Literacy Coordinator STEM Coordinator Classroom Teachers Student Services Administrator ELL Facilitator	School Year	
	2. Evaluate assessment results with the lens of addressing instruction needs with a focus on Tier I interventions.	Principal Assistant Principal Literacy Coordinator STEM Coordinator Classroom Teachers Student Services Administrator ELL Facilitator	School Year	
	3. Use available data to identify and incorporate strategies that support Differentiated Instruction for all students.	Principal Assistant Principal Literacy Coordinator STEM Coordinator Classroom Teachers Student Services Administrator ELL Facilitator	School Year	
<u>TECHNOLOGY</u> Increase the use of technology across each grade level.	1. Increase student utilization of available 21 st Century technology within the enVision Mathematics and Reading Street Programs.	Principal Assistant Principal Literacy Coordinator STEM Coordinator Integrated Technology Teacher Classroom Teachers Student Services Administrator ELL Facilitator	School Year	

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	2. Enhance the home-school connection through the use of available online information and educational programs.	Principal Assistant Principal STEM Coordinator Integrated Technology Teacher Classroom Teachers Student Services Administrator ELL Facilitator	School Year	
	3. Promote a greater integration of technology into the classroom environment.	Principal Assistant Principal STEM Coordinator Integrated Technology Teacher Classroom Teachers Student Services Administrator ELL Facilitator	School Year	
	4. Train staff members around integration of technology in classrooms that include students with disabilities using iPads and apps within the classroom setting.	Principal Assistant Principal Placentino System Administrator Integrated Technology Teacher Student Services Administrator Classroom Teachers	School Year	

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GOAL: Communication

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<u>1. COMMUNITY OUTREACH</u> Investigate and implement opportunities for involving children in community based activities.	1. Continue to plan and implement a series of special days that include donations to the Holliston Food Pantry, ie. at Halloween, 100 th Day, Math Night, Reading Night, Fitness Night, and March Mail	Principal Assistant Principal Literacy Coordinator STEM Coordinator Classroom Teachers Guidance Counselors Grade Leaders	School Year	
	2. Develop a plan that creates opportunities for Senior Citizens to interact with the children at Placentino, ie. library readers, classroom readers and Senior Citizen lunch guests. Establish "Pen Pals" contact with servicemen and servicewomen.	Principal Assistant Principal Grade Leaders Guidance Counselors	School Year	
	3. Provide "talking points" for parents to use at home with their children to explain the purpose of our community outreach activities. Post the "Word of the Week" on Mrs. Weene's BLOG.	Principal Assistant Principal Grade Leaders Guidance Counselors	School Year	
	4. Continue to translate items related to school communication for all members of our ELL parent/student population.	Principal Assistant Principal ESL Coordinator Grade Leaders	School Year	

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	5. Explore opportunities to educate children about Earth Day and foster the importance of recycling across the community and school.	Principal Assistant Principal STEM Coordinator Science Teachers Classroom Teachers	School Year	
<u>2. IMPROVE RESOURCES TO PROVIDE INCREASED OPPORTUNITIES FOR PARENTS TO ACCESS INFORMATION</u> Provide new opportunities for parents to access information at Placentino	1. Continue to provide an end of the year calendar that provides Literacy and Math/Science ideas for summertime use by families.	Principal Assistant Principal Literacy Coordinator STEM Coordinator	School Year	

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GOAL: Health, Safety and Well Being

CRITICAL ISSUES	STRATEGIES/ INITIATIVES	RESPONSIBILITY	TIMELINE	UPDATE
<p>1. RESPECTFUL SCHOOL CULTURE To promote a school community that works together to create and maintain a safe, supportive and accepting environment that reflects our commitment to teaching and learning.</p>	<p>1. A school-based committee began work with PBIS consultant, Diane Meyers in Spring, 2011.</p> <p>This work will continue with a full staff introduction to PBIS on the 9/2/11 Professional Development Day.</p> <p>PBIS work (development of matrices and implementation) will continue throughout the 2011-2012 school year.</p>	<p>Principal Assistant Principal Guidance Counselors School Psychologist Student Services Administrator Grade Leaders PBIS Committee Full Placentino Staff</p>	<p>School Year</p>	
	<p>2. The approved Holliston Schools Bullying Intervention Plan will be introduced through the format of a fall forum for parents.</p>	<p>Principal Assistant Principal Guidance Counselors School Psychologist Student Services Administrator School Resource Officer</p>	<p>October- November</p>	
	<p>3. Develop with staff an instrument/s to survey the students to secure data on teasing and bullying at each grade level.</p>	<p>Principal Assistant Principal Guidance Counselors School Psychologist Student Services Administrator Grade Leaders PBIS Committee Full Placentino Staff</p>	<p>School Year</p>	

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<u>2. PLACENTINO SCHOOL SECURITY AND SAFETY</u> Involve the School Resource Officer in ongoing safety at the Placentino School.	1. Continue on-going work with the School Resource Officer to review parking Protocols around the parking lots and sidewalk areas at Placentino.	Principal Assistant Principal Resource Officer	School Year	
	2. Provide Fall and Spring presentations for students that focus on Safety Issues related to bus safety, bicycle safety, and bullying.	Principal Assistant Principal Resource Officer	School Year	
<u>3. HEALTH</u> Provide parents and staff with more specific information and practical applications regarding nutrition and educating children about making good choices for snack and lunch.	1. Develop a Fall presentation (Parent Education) for parents that will focus on good nutrition choices for children and strategies for preparing nutritious meals that children will enjoy.	Principal Assistant Principal School Nurse School Food Services Coordinator	School Year	
	2. Celebrate "Schoolwide Dental Health." Provide in-class presentations for students and reminders re: importance of oral hygiene.	Principal Assistant Principal Classroom Teachers School Nurse Community Dentists	School Year	
<u>4. FITNESS AWARENESS</u> To increase the fitness levels of children at Placentino and provide a higher level of awareness of "life long fitness skills."	1. Provide after-school wellness opportunities for children and families in both the fall and spring by implementing a Family Walking Club and a Family Running Club.	Principal Safety Officer Staff Students Families	School Year	

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	2. Celebrate family fitness with "Family Fitness Night."	Principal Assistant Principal Placentino Staff Students Families		Principal Assistant Principal Students Families
	3. Continue to sponsor a "Lights Off" – no TV week that corresponds with Family Fitness Night and Placentino Family Reading Night, and encourages exercise and reading as a replacement for videos and TV.	Principal Assistant Principal Students Families	School Year	

GLOSSARY OF TERMS

1. **RTI – Response To Intervention** - is a multi-tiered (3 tiers) approach to providing supports to struggling learners at increasing levels of intensity.
 - Tier 1 – provides strategies and interventions directly in the classroom
 - Tier 2 – provides interventions and services outside the classroom
 - Tier 3 - identifies children who are in need of an Individual Education Plan
2. **Targeted instruction/assessments** - Instruction/assessments that are based on results of prior assessments to directly address any areas of concern for individual students.
3. **Understanding by Design – UbD** - a three stage process to assist teachers in centering their units of study and assessments on Big Ideas, and Essential Questions. This method begins by:
 - Identifying the Big Ideas and Essential Questions that are the focus of a specific unit of study
 - Developing assessments that are directed to the Big Ideas/Essential Questions
 - Developing the differentiated activities that support that learning.
4. **PBIS** - **Positive Behavior Interventions and Supports** - This framework is founded on the assumption and belief that all children can exhibit appropriate behavior. It is best practice to intervene before targeted behaviors occur. If we intervene before problematic behaviors escalate, the interventions are much more manageable. **PBIS** uses an efficient, needs-driven resource deployment system to match behavioral resources with student need. This framework is often also identified as **PBS** (Positive Behavior Supports) or **SWPBIS** (School-wide PBIS).

5. DRA/DRA2 – **D**evelopmental **R**eading **A**ssessment - This assessment is administered to children beginning in the spring of Kindergarten through Grade 5. It provides information about each child’s ability to “sound out” words, their ability to read fluently, and in Grades 2-5 their comprehension skills. The DRA2 is the newer version of this assessment.

6. DIBELS – **D**ynamic **I**ndicator of **B**asic **E**arly **L**iteracy **S**kills –The DIBELS test assesses the 5 Big Ideas in early Literacy: Phonemic Awareness, Big Ideas in early literacy: Phonemic Awareness, Alphabetic Principle, Accuracy and Fluency, Vocabulary, and Comprehension. This assessment is administered three times a year, and the scoring is based on National norms.