

**Estabrook Elementary School
Lexington Public Schools
2008-2009 School Improvement Plan**

The Lexington Public School Elementary Principals, in keeping with a system-wide focus on improving school achievement, have collaborated in developing common goals and expectations that support the 2007-2009 system goals to:

1. Ensure that the academic, social and emotional needs of students are identified and matched with appropriate and effective curriculum and instructional experiences.
2. Ensure that faculty and staff are of high quality and are enabled and supported to perform at the highest possible professional level.

This plan is linked to our system-wide goals, and in addition articulates our individual school efforts.

Goal	Strategies	Timeline	Evidence/Data	Performance Targets	Level of Achievement	Person Responsible
<p>Goal 1: Literacy</p> <p>Increase student achievement on both formal and informal assessments of literacy skills and knowledge.</p>	<ul style="list-style-type: none"> • Build database reflecting students' performance level • Analyze student performance data • Investigate the use of a literacy block schedule that supports the coordination of literacy services • Utilize PLC groups to determine strategies to improve student achievement • Set and evaluate performance improvement targets • Identify and implement Tier I, Tier II, and Tier III interventions • Develop grade level common assessments • Articulate the explicit reading comprehension strategies and emphasize these strategies in classroom reading instruction, K-5 • Embed executive function strategy instruction into everyday classroom instruction • Refine instruction based on the Units of Study (writing) piloted in 2007-2008 • Increase the number of teachers completing ELL Category 2 training. 	<p>2007-2009</p>	<ul style="list-style-type: none"> • MCAS Scores • District Wide Literacy Assessments • Grade level common assessments 	<p>All students will meet or exceed the benchmarks outlined on the Literacy Assessment grid: Scott Foresman unit assessments, DRA scores, fluency goals, and/or proficiency on the MCAS and/or meet IEP Goals</p>	<p>Refining</p> <p>Developing</p> <p>Established</p> <p>Established</p> <p>Developing</p> <p>Developing</p> <p>Developing</p> <p>Initiated</p> <p>Developing</p> <p>Established</p>	<p>Administration Faculty (all teachers) Curriculum Coordinator Specialist Teachers Support Staff METCO tutor Literacy Coach Lexington Educ. Foundation.</p>

2008-2009 Update

- Teachers met in Professional Learning Communities to dialogue about student literacy performance and implement best practice instructional strategies.
- Literacy assessments were conducted according to district expectations. These benchmark assessments, along with MCAS results, were analyzed for the purpose of improving student achievement.
- The literacy block time and tiered intervention system were utilized by all teachers in order to strategically meet student needs. Regular and special educators collaborated together regularly to provide support to students.
- Estabrook studied the research on comprehension strategies and began K-5 implementation of the Comprehension Tool Kit (S. Harvey), which offers a common language and approach to comprehension instruction.
- Teachers began studying the concept of executive functioning and integrated organizational strategies into student learning.
- Teachers continued K-5 implementation efforts with the Units of Study (L. Caulkins), which offers students a common language and approach to writer's workshop.
- Several Estabrook teachers participated in the ELL Category 2 training in 2008-2009.

<p>Goal 2: Math</p> <p>Increase student achievement on both formal and informal assessments of math skills and knowledge.</p>	<ul style="list-style-type: none"> • Build database reflecting students' performance level • Analyze student performance data • Create block schedule that supports the coordination of math services • Utilize PLC groups to determine strategies to improve student achievement • Develop grade level common assessments • Implement recommendations from the Mathematics Curriculum Review, including new standards and materials. 	<p>2007-2009</p>	<ul style="list-style-type: none"> • MCAS Scores • District Wide Math Assessments • Grade level common assessments 	<p>-All students in grades k-2 will demonstrate proficiency on the Oral Assessments outlined in the Mathematics Core Assessment Grid and/or meet IEP goals.</p> <p>- All students in grades 3-5 will score proficient or higher on the MCAS assessment and end of year EDM assessment and/or meet IEP goals</p>	<p>Developing</p> <p>Established</p> <p>Established</p> <p>Established</p> <p>Developing</p> <p>Established</p>	<p>Administration Faculty (all teachers) Curriculum Coordinator Specialist Teachers Support Staff METCO tutor Math Intervention Specialist</p>
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2008-2009 Update

- Teachers met in Professional Learning Communities to dialogue about student mathematics performance and implement best practice instructional strategies.
- Mathematics assessment was conducted according to district expectations. These assessment results, along with MCAS results, were analyzed for the purpose of improving student achievement.
- A block schedule was implemented for mathematics, which allowed regular and special education teachers to collaborate and support students.
- Common assessments were developed and this area will continue into next year's Professional Learning Community work.
- All teachers implemented the recommendations of the Mathematics Curriculum Review, which enhanced our K-5 instruction for all students.

<p>Goal 3: Strengthen Overall School Effectiveness</p> <ul style="list-style-type: none"> • Increase focus on Student Learning through Professional Learning Communities and the implementation of Formative Assessments. • Build community through an increased focus on the understanding of, and respect for, individual differences. • Strengthen overall school effectiveness in the areas of maintaining a safe and orderly environment, increasing parent and community involvement, and supporting staff collegiality and professionalism 	<ul style="list-style-type: none"> • Support Professional Learning Communities <ul style="list-style-type: none"> - Develop Teams - Develop SMART Goals Focused on Student Achievement in Math or Language Arts • Provide professional development for all classroom staff in Formative Assessments • Pilot our new diversity curriculum: Windows & Mirrors • Continue anti-bias committee focus on understanding differences and disabilities • Train school guidance counselor to be an open circle trainer to support teachers implementing the program • Improve communication with Metco families • Refine the new arrival and pick up procedures developed after rotary and driveway construction is completed • Create a booklet, in conjunction with the site council for parent volunteers with protocols, expectations, and opportunities 	<p>2007-2009</p>	<ul style="list-style-type: none"> • Evidence of Team Smart Goals • Evidence of implementation of Formative Assessments • Evidence of Pilot implementation (feedback sheets) • Diversity book bags; enrichment programs. • Create a specific Google or Yahoo communication group • Discuss with faculty leadership team, PTA board and members, site council on a regular basis. Solicit input. 	<p>All Grade Level Teachers & Specialists will develop collaborative teams which will focus on student learning. Teams will utilize Team Meeting Feedback Forms to detail progress on:</p> <ul style="list-style-type: none"> • Developing and implementing Formative Assessments <ul style="list-style-type: none"> • Analyzing data • Sharing and creating lessons and strategies to improve student learning 	<p>Established</p> <p>Established</p> <p>Established</p> <p>Established</p> <p>Developing</p> <p>Established</p> <p>Not Yet</p>	<p>Faculty, Administration, Central Office Administration</p> <p>Staff, PTO, Parents & Administration</p>
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2008-2009 Update

- All teachers participated in Professional Learning Communities, created SMART goals, analyzed student data and implemented strategies to improve student achievement.
- All teachers received professional development in use of formative assessments.
- The new diversity curriculum was successfully piloted and the Anti-Bias Committee met regularly to foster diversity initiatives in the school.
- The guidance counselor was trained as an Open Circle Trainer, which will support our continued implementation of the Open Circle Curriculum.
- Proactive and consistent parent / home communication continues as an important area of focus. Estabrook will continue this area of focus in the 2009-2010 goals.
- The arrival and pick-up process was successfully refined for consistency and safety.

Goal 1: Literacy

System-Wide Links

- 1C. Continue to expand the district's capacity to use data to assess programs and student work.
- 2A. Support teacher professional development
 - Focus on development of professional learning communities
 - Provide embedded professional development
- 2C. Expand the capacity of the school system to deliver services
 - Increase collaboration among all educators in order to provide coordinated delivery of instruction and learning opportunities
 - Continue to review and expand service delivery models

Goal 2: Math

System-Wide Links

- 1A. Conduct Year 2 of the K-12 curriculum review of Mathematics
 - Plan sustained professional development
 - Provide lesson-modeling, coaching and mentoring opportunities for teachers
 - Identify ways that teachers and students can effectively use new technology
 - Meet with grade-level teams and curriculum specialists to share best practices
- 1C. Continue to expand the district's capacity to use data to assess programs and student work
- 2A. Support teacher professional development
 - Focus on development of professional learning communities
 - Provide embedded professional development
- 2C. Expand the capacity of the school system to deliver services
 - Increase collaboration among all educators in order to provide coordinated delivery of instruction and learning opportunities
 - Continue to review and expand service delivery models

Goal 3: Professional Learning Communities/Technology

System-Wide Links

- 1B. Technology Review: Make recommendations for undated curriculum
- 1C. Expand the use of Professional Learning Communities
- 2A. Support teacher professional development
 - Focus on development of professional learning communities
 - Provide embedded professional development

CODE	DESCRIPTOR
NOT YET	Strategies in this category are not yet initiated.
INITIATED	Strategies in this category are in the beginning stages of implementation. Beginning stage implementation may include: some completed professional development, pilot initiatives planned, products in beginning stages, plan for next steps in process (e.g. understanding of the uses of a database, and preliminary collection of data are accomplished, but systematic data collection, warehousing and analysis is not complete).
DEVELOPING	Strategies in this category are in the developing stages. Developing stage implementation may include: basic professional development, continuing professional development planned, initial data from target areas collected, pilot projects initiated, teams/systems functioning effectively in some areas (e.g. grade level PLC's have set and evaluated improvement targets <i>in some areas</i> and are working with data around targets).
ESTABLISHED	Strategies in this category have been established. Established stage implementation may include: on-going professional development plan, completed initial professional development, completed at least one cycle of data collection and revision (if appropriate), established school based teams, documented formal or informal growth in areas toward academic achievement goal.
REFINING	Strategies in this category are in the refining stage. Refining stage implementation may include: completed original SIP goals in the revisit and extension stage. Work at this level includes expansion of successful practices to other grade levels or subjects, advanced professional development work in related areas, or enhanced capacity building in finely targeted areas (e.g. extended PD to deepen teachers understanding of a strategy or concept; advanced team work to deepen instructional power of interventions).

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Submitted by the Estabrook School Site Council

Martha Batten	Principal	Kim Coburn	Parent
Michelle Zottoli	Assistant Principal/Classroom teacher	Lisa Nordman	Parent
Nancy J. Wilson	Classroom Teacher	Pamela Tames	Parent
Carey St. Onge	Classroom Teacher	Karen Myers	Parent
Ellen Silberman	Classroom Teacher		