

Medfield Public Schools

Memorial School Improvement Plan 2010-2011

The Memorial School is a community that thrives on the input and involvement of children, teachers, administration and parents. We have an active CSA that provides volunteer support and fundraising in multiple areas. Our dedicated CSA members provide manpower and funding for events such as Read Across America, our visiting author, and performing arts events. The Memorial Site Council is comprised of parents, educators and community representatives. Our building staff diligently provides the most current curriculum and utilizes best practices to provide a warm and expansive curriculum to our young students. Our students range in age from three to seven years old. Their daily presence and eagerness to grow and learn contribute to the positive feel of the school.

The following represents a summary of achievements against the 2009-10 goals as well as our newly developed 2010-11 goals.

Theme 1: Facilities, Equipment and Technology

Recap 2009-10

- Mary Salamone and Teri Obrien trained special education staff members on the use of Classroom Suite. This is a software tool that can be tailored to meet the needs of students and align their assignments with benchmarks set forth in the IEP.
- Four small computer tables and benches were purchased for the building through the Liz Buscone Grant. These early childhood sized tables are appropriate for any child to use, but for children with posture and mobility issues, they are truly valuable.
- The technology staff has worked closely with our Literacy Coordinator, grade level leaders and myself to improve the data sheets that are used to collect scores from universal screenings. The data sheets are helpful in providing us direction for intervention and programmatic changes.
- Kid Pix has always been an educational and popular tool in our classrooms and computer labs. This year the newer version, Pixies, was installed. Teachers have been trained and children are utilizing the software for Big Six projects.

- Our Literacy Lab comprised of four computers in the Reading Resource Room is a valuable intervention tool for our students. The lab has been available for the past two years. Now in its third year of implementation, we have designed methods for improving volunteer allocation and incorporating this intervention tool into our Response to Intervention programs. Much of the credit for the improvement in scheduling is to be given to Nancy Sampson, our incredible volunteer coordinator. Her tireless efforts have made a significant impact on student learning.

Goals 2010 – 11

- Continue to improve data collection methods for intervention purposes and informed instruction.
- Readdress how technology can be used in the classroom to support math practice, intervention and extension.

Theme 2: Curriculum, Instruction and Assessment

Recap 2009-10

- Kindergarten and First grade students were assessed throughout the year using universal assessment tools. Results are recorded and reviewed to determine reading support needs and programmatic changes.
- Common intervention time was built into the first grade schedule. Following training in theory and practice of RTI, first grade classroom teachers, reading support personnel, and content specialists utilized this time to address literacy instruction. Three models for intervention were tried by teams of teachers. Year end data will be looked at to support further decisions on most appropriate methodology for intervention.

It is to be noted that our content area teachers, PE, Health and Library, played a vital part in this plan. During planning time, Herb Grace, Karen Graham and I taught Open Circle lessons. While children requiring reading support met with classroom teachers, Randie Groden, our Library Specialist, pulled groups of students for enrichment classes.

- Grade level leaders utilized meeting times to look at student data and compare student work. These meetings have lead to excellent discussion around student learning, expected progress and intervention strategies.
- First grade teachers piloted unit assessments designed by the Boston Public Schools. The use of these assessments is in line with the tools used

by the second grade teachers. Further discussion is needed to formulate data collection and identification of children in need.

Goals 2010-11

- Redefine the role of the Teacher Support Team utilizing RTI models and data now available.
- Determine the use of math unit assessments to inform instruction and identify children in need of support. The determination of the tool will drive the design for intervention.
- Kindergarten staff will improve the pacing chart for English Language Arts instruction. The pacing will align with universal assessment times and more fully include all aspects of Early Literacy.
- First grade will design a hybrid model for RTI comprised of a pull-in reading support model and targeted skill development within the classroom.

Theme 3: Student Life

- With the financial support of the three elementary CSAs, we held three presentations to address student social/emotional development. The series addressed resiliency, dealing with frustration and coping with worry. These topics were decided upon based on observations by staff and parents. These topics also help children who deal with teasing, insecurities or other feelings that leave them open to bullying. The sessions were well attended and positively received.
- Principal's coffees were held three times this year, but not well attended. Topics were: "The Whole Child," "Early Literacy", and "What is Response to Intervention?"
- Monthly assemblies continued to address good character. Our approach is designed to encourage inclusive and respectful behavior to peers, staff and building.

Goals 2010 -11

- Provide clarity in reporting and remediation of teasing/bullying behavior.
- Hold training sessions for parents and teachers on the topic of bullying.
- Identify and mandate particular Open Circle lessons that must be taught to all students.

- Hold a literacy night for parents in the Fall to build understanding of developmentally appropriate skill development, and clarify what early reading instruction and expectations are.

Theme 4: Personnel and Professional Development

- A team of teachers attended a two day RTI conference which increased our collective understanding of RTI and stimulated ideas for intervention programs at Memorial.
- Kindergarten teachers utilized professional days to look at grade wide results and determine where programmatic changes are needed to fully teach early literacy skills. They have begun to shift the pacing chart to address needed changes.
- The Kindergarten staff attended the Kindergarten Conference with the gracious and generous funding from the MCPE. This is an annual event that they have not participated in for several years. Their attendance provided opportunities to compare curriculum objectives, hear about teaching strategies for early literacy skills and validate their approach to instruction.
- Our nurse, physical education teachers and school psychologists have been working with an outside consultant, Susie Masters, to learn how to teach basic yoga poses and assist children in self calming strategies.
- The Memorial Secretarial staff attended a district sponsored seminar on dealing with difficult people.
- Teachers attended a district sponsored professional development day designed to inspire writing and begin to introduce the six traits of writing for primary grades.

Goals 2010 – 11

- Staff development will continue in the area of RTI. TST, Special Education staff and classroom teachers will work on building consistency in reporting progress, delivering intervention strategies and communicating changes to receiving grades and parents.
- More information is becoming available in the area of executive functioning as brain research improves. The Memorial Staff is interested in gaining more information on this topic.
- Continue to look at best practices in teaching comprehension strategies to early readers.

- Broaden the knowledge of teachers and support staff in the areas of Autism Spectrum Disorders and Sensory Integration.
- Provide training to staff on recognizing, reporting and mandating behavior that may grow to be termed as bullying.

Theme 5: School Managements and Leadership

- The preplanned master schedule allowed us flexibility in providing intervention and extension lessons for students in grade one.

Goal 2010 – 11

- Continue to develop master schedule based on teacher common planning time and RTI blocks.

Theme 6: Community Outreach

- The Memorial students completed a coin drive in October for UNICEF.
- A school supply and book drive is being held for a school in Boston. Children brought gently used books to the annual book fair to be donated to the Jackson Mann school. The children were encouraged to make space for the new book they would buy at the fair and share an old book with someone in need.
- A food drive for the Medfield Food Cupboard will be held in June.

Goals 2010 – 11

- Continue to involve staff, parents and students in making a difference in the community beyond our school.
- Investigate ways in which students who cannot afford, but would benefit from full day K can receive scholarship.

I appreciate your time and consideration in reviewing the summary and goals of the Memorial School. As principal, I want to state that the above accomplishments could not have taken place without the full cooperation of the dedicated Memorial staff, and the direction and support of the Medfield Leadership Team.