

Lincoln Public Schools 2009-2010 School Improvement Plan
Hanscom Primary School
Ent Road, Hanscom AFB, MA 01731

Introduction

The 2009-2010 School Improvement Plan has been developed by the Hanscom Primary Advisory Council and presents goals and planned activities for the continual growth of our school. The goals and activity plans presented in this document are aligned with the goals of the Lincoln Public Schools.

Advisory Council Members

Randy S. Davis, Principal
Justin Hill, Parent
Julie Jeszensky, Parent
Rick Underhill, Parent
Renee Koschnick, Teacher
Beth Yurkewecz, Teacher
Robyn MacLeod, Community Representative

General School Statement

The Hanscom Primary School is a part of the Lincoln Public Schools and educates Military dependents who reside on Hanscom Air Force Base. As a school that services a military community we turn over one third of our population every year. We work hard at communicating our vision and curriculum to new families and have been gratified by the positive statements our new families have heard, at bases throughout the United States, about our school. That being said, we are always looking at ways to better support our families, better communicate our mission and improve our teaching and learning.

We currently have 15 classes in grades K-3 and have budgeted for the same number of sections for the '09-'10 school year. Our current enrollment is 220 students, made up of a diverse student body. We are a full inclusion school where all our special education students are a part of our regular education classrooms. Small class size, special education tutors, teacher assistants and, most importantly, highly qualified teachers provide our students with an educational program that fosters learning for all students and challenges them to achieve.

The Hanscom Primary School aims to keep student learning as the core of our vision, supported by creating a caring and respectful school community with a strong home-school partnership. We use the Responsive Classroom materials and training as the basis for our social-emotional learning. Our recently developed Citizenship Agreement seeks to build a safe, caring, respectful, and hard working school community for all students and adults. We share with all the need to follow our school rules: "Be safe, Be kind, and Be a hard worker." Special offerings include Junior Great Books reading enrichment, mathematics enrichment, an after school math club, reading and math intervention, and a monthly Community Meeting focusing on civics education. Our Reader's Workshop curriculum and instruction offers high-level comprehension enrichment for all students. This year we will be in year 2 of implementation of our District-wide mathematics program, Everyday Mathematics published by the Wright Group. Third grade state testing (MCAS) in reading is administered in March and in mathematics in May. Providing an educational program that challenges all students to learn is always our highest priority.

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*Our school focuses our yearly goals with a school wide theme, which carries over into an annual Curriculum Night for students and parents, as well as professional development for staff and special events for students. As an outgrowth of last year's work on student engagement, our continued efforts to close achievement gaps that exist between sub groups of students, along with our mission to have each student achieve at high levels, our school theme for '09-'10 will be **"Growing Smarter!"**. The theme will focus on efficacy and engagement for students in grades K-3, and will highlight that "Smart is not something that you are. Smart is something that you get." We hope to also include some activities for students to become more involved in creating a "greener" school environment.*

As a good school seeking to improve, we use our yearly goal setting to guide the way to achieve measurable results to impact our program and, most importantly, improve student learning. The three goals in this plan are only a part of the work we do to improve. Next year we will continue our work towards NAEYC reaccreditation, continued Science and Social Studies instruction, Community outreach and communication through an updated web site and more.

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Goals

Goal: Improving Mathematics Instruction to improve student learning (year 2)

Prepared by: Randy Davis

Date: May 2009

Results to be Anticipated:

*Effective implementation of Everyday Math (year 2)
Increased differentiation to meet student needs*

**Relationship
to
District Goals**

*Curriculum, Assessment & Instruction
Teacher Excellence & Professional Development*

**Benchmark Events
and Timeline**

Para professional training in mathematics instruction

Parent surveyed to measure effectiveness of Summer Skills book project

Faculty will be involved in the second year of implementation for Everyday Mathematics-focus on units, lessons, assessment and math content.

Work on differentiation of instruction for 2 units of Everyday Mathematics

Differentiation of instruction for high achieving students with special emphasis on projects that incorporate technology

Response to intervention- a closer look at mathematics differentiation for struggling students...closing the gaps...what does our current problem do?...what more can we do?

Math Specialist will meet with special education team to discuss Everyday Mathematics and ideas for differentiation and closing achievement gap

Integration of technology for differentiation of Everyday Mathematics

- *September 2009 and ongoing-*
- *Feedback form sent home with summer Skills Book*
- *Math specialist will meet with teams during team planning, faculty meetings and Wednesday time, as available*
- *Implement as part of after school enrichment for Grade 3 students beginning in the fall*
- *Math specialists will meet, get faculty input and present findings and recommendations for RTI*
- *Math specialist will meet with special education team 1x per trimester*
- *Technology Integration specialist will meet with teachers and teams at team meetings throughout the year*

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Individual's Involved	<i>Randy Davis, Principal</i> <i>Claire Groden, Mathematics Specialist</i> <i>Denise Richardson, Mathematics Specialist</i> <i>Lisah Rhodes, Technology Integration Specialist</i> <i>HPS Team Leaders/HPS Teachers/HPS Paraprofessionals</i> <i>Mary Sterling, Assistant Superintendent</i> <i>Ellen Metzger, Math Content Specialist</i>	Resources Needed	<i>District & School Wednesdays</i> <i>Team Planning Times</i> <i>Professional Development</i>
Assessment Criteria	<i>Increased effectiveness of program implementation</i> <i>Increased engagement of students in math program due to more differentiation</i> <i>Technology projects in place</i> <i>Observe paraprofessionals working with math curriculum</i> <i>Create Response to Intervention Plan</i>		
Looking ahead:	<i>This goal will continue into year 3.</i>		

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End of Year Report:	<ul style="list-style-type: none"> ◦ <i>Para professional training in mathematics instruction- Math Specialist met with paraprofessionals in the fall to give them an overview of Everyday Mathematics, in particular, the on line resources and web site planner. Planning continued with individual paras throughout the year to guide them with their intervention work. Three paraprofessionals did afternoon intervention work in mathematics with individual students recommended through Instructional Support Team. Workshop for after school staff held to assist with carryover to Clubhouse after school program.</i> ◦ <i>Parents surveyed to measure effectiveness of Summer Skills book project- Very small number of survey responses returned -Too little data to be informative-generally parent feedback, in conversation with PTO, found books useful. We decided that EM Skills Link books would be made available for purchase by parents for this summer. To date 42 books have been ordered, plus one by an incoming family that read about it on web site. That is approximately 35%of our Grade 1-3 students.</i> ◦ <i>Faculty will be involved in the second year of implementation for Everyday Mathematics-focus on units, lessons, assessment and math content.-Math specialist met monthly with all teams during their common planning time. They have worked on looking at unit assessment data to determine curricular and student needs-in particular determining need for intervention services, including extra challenge. Some meeting time has been focused on Open Response questions, evaluating and editing rubrics, scoring together, discussing student work.</i> ◦ <i>Work on differentiation of instruction for 2 units of Everyday Mathematics-various Wednesday afternoons were focused on differentiation at Grades 1-3. Teachers followed a procedure of reviewing the end of unit assessment and the critical mathematics concepts in the Unit to determine priorities. They reviewed Everyday Math readiness and enrichment activities to determine whether additional materials were needed and differentiated various components of the lessons: Math boxes, Games, Materials. Some technology components used for differentiation include: Everyday Math Online Games, FasttMath, National Library of Virtual Manipulatives and a collection of relevant sites.</i> <p><i>In addition to differentiated instruction during daily math instruction, for each grade, one day a week is set aside as a "differentiation day." At this time teachers use data collected during the week through RSA's and observation to provide differentiated instruction to their students.</i></p> <p><i>Differentiated instruction is also provided through the following: After School Math Club for Grades 2&3 (approx 30 students at each grade participate throughout the year) Parent run before school FasttMath session for grade 3 students who need more practice with math facts (approx 6-8 students attend. Regular attendance has been problematic). After School Grade 3 Title I Skills Group established this year for the first time for students in need of more support in mathematics (Currently 10 students are attending).</i></p> <ul style="list-style-type: none"> ◦ <i>Differentiation of instruction for high achieving third grade students with special emphasis on projects that incorporate technology-Flip cameras used this year with third grade math enrichment students. IMovie documented their learning. Used Comic Life software with students to document their learning about Kaleidoscopes.</i> <p><i>Project Based After School Enrichment Program: Kaleidoscopes (6 students participated)/Optical Illusions (6 students participated)/Bridges (9 students participated in first session) All Girls' Bridges (7 girls participated in second session)</i></p>
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- *Response to intervention- a closer look at mathematics differentiation for struggling students...closing the gaps...what does our current program do?...what more can we do? Grade 2 AGART project focusing on how to plan strategy to solve Open Response questions...Smart Goal: the number of second graders scoring proficient or higher on the Math Open Response questions will increase from 0% to 50%. Grade 3 After School Title 1 Skills group began for the first time this trimester. We'll be looking at MCAS mathematics data when it comes back in the fall to analyze. Our previewing program for intervention students has continued.*
- *Math Specialist will meet with special education team to discuss Everyday Mathematics and ideas for differentiation and closing achievement gap-Special education staff participated in all grade level team meetings as well as Wednesday differentiation workshops throughout the year. Math specialist met with special education staff to review and pilot some of the Pinpoint Math Materials. These materials were previewed after seeing them at the NCTM fall conference.*
- *Integration of technology for differentiation of Everyday Mathematics- all student students taught how to access Everyday Math site with modeled instruction by technology integration specialist. Parent evenings, afternoons held to explain EM website and access and use of games. Unfortunately attendance was very low. See above for technology and differentiation. Web sites used include:
<https://www.everydaymathonline.com/>
<http://nlvm.usu.edu/en/nav/vlibrary.html>
<http://delicious.com/LPSGR1>
<http://delicious.com/Denise01>
<http://delicious.com/EDCO.Math.K.6>*

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Goal: School theme, "Growing Smarter" to support efficacy, student engagement and academic achievement			
Prepared by: Randy Davis		Date: May 2009	
Results to be Anticipated:		<i>Students believe that their effort = achievement and give evidence of a growth mindset</i>	
Relationship to District Goals		<i>Curriculum, Assessment & Instruction Teacher Excellence & Professional Development Leadership & School Culture</i>	
Benchmark Events and Timeline	<ul style="list-style-type: none"> o Responsive Classroom Training for 10 Hanscom teachers o Professional Staff Summer Reading – Mindset by Carol Dweck o Introduce theme to parents during Principals Coffees and Curriculum Night o Pre and post test developed and administered to students to ascertain fixed or growth mindset o Introduce Efficacy quotes and concepts-staff workshop by Grade 2 teachers o Small group involved in District research opportunity as part of achievement gap initiative o Continue to build work of Professional Learning Communities and clarity of objectives with understanding and implementing "Smart Goals" : Teachers work in collaborative teams to design meaningful, effort based goals for their classrooms o Circus Smirkus – LSF GRANT o Principals Choice books purchased and distributed to classroom libraries o Curriculum Night on "Growing Smarter" theme o Staff develops and implements opportunities to connect "Get Smarter" theme to "green" school initiatives 	<ul style="list-style-type: none"> o July 2009 o Purchased and distributed June 30, 2009 o September 1,2 2009 and ongoing o September 10, 2009 o Fall and spring o Date to be scheduled o Spring 2010 o On going team times and school based meetings throughout the year o Date TBD o ongoing o April, 2010 o Ongoing 	

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Individual's Involved	<i>Randy Davis, Principal HPS Faculty & Staff Stacey Clarkin-PE & Health Teacher</i>	Resources Needed	<i>Summer Reading books Principal's choice books related to theme LSF Grant for Circus Smirkus Pre & Post test developed Team times, faculty meetings, School Wednesdays</i>
Assessment Criteria	<i>Pre & Post test administered and analyzed Qualitative data captured through teacher and student feedback –trial of student responses using Flip video recorders Books read and discussed Efficacy quotes introduced and used Responsive Classroom training held and attended-implement responsive classroom routines, language into all morning meetings-increased use of logical consequences Activities and events held</i>		
Looking ahead:	<i>Next year's school theme will be based on district goals, school needs, teacher and student input. Efficacy and achievement gap initiatives will continue.</i>		

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<p>End of Year Report:</p>	<ul style="list-style-type: none"> o <i>Responsive Classroom Training for 10 Hanscom teachers-training held July 2009 with follow up day held March 2, 2010. Staff has spent faculty meeting time working on the issue of logical consequences. Teams have worked on draft to align social development items on report cards with Responsive Classroom.</i> o <i>Professional Staff Summer Reading – Mindset by Carol Dweck-purchased and distributed June, 2009. Staff book discussion held November 9, 2009.</i> o <i>Introduce theme to parents during Principals Coffees and Curriculum Night-Parent Coffee held on Opening Day. Parent Workshop on Responsive Classroom held March 2, 2010. Curriculum Night on Growing Smarter theme held April 7, 2010.</i> o <i>Pre and post test developed and administered to students to ascertain fixed or growth mindset-Grade 2 students given pre tests. Results indicated that many children articulated belief of growth but did not have behaviors associated with. Project ongoing as part of Achievement Gap Research Team Project.</i> o <i>Introduce Efficacy quotes and concepts-staff workshop by Grade 2 teachers-workshop held November 18, 2009. Work ongoing.</i> o <i>Small group involved in District research opportunity as part of achievement gap initiative-Phone conferences throughout spring with consultant Alan Allison. Team researched and created project. Project ongoing. Presentation on June 2, 2010.</i> o <i>Continue to build work of Professional Learning Communities and clarity of objectives with understanding and implementing "Smart Goals" : Teachers work in collaborative teams to design meaningful, effort based goals for their classrooms-Institute Day work on smart goals/ site based workshop on Professional Learning Communities; teachers traced the journey towards becoming a PLC and did some reflection and goal setting for next year's SIP; teams beginning to use smart goals as part of team planning; administrator participated in Data Wise course to help lead the district wide goals on use of data; grade 2 team teaching specific behaviors to meet smart goal related to achievement in mathematics-part of AGART</i> o <i>Circus Smirkus – LSF GRANT-Circus Smirkus week held March 8-12; connected to school theme; parents participated, during Curriculum Night, in special Circus Smirkus evening event.</i> o <i>Principals Choice books purchased and distributed to classroom libraries-One book distributed; biography project in process.</i> o <i>Curriculum Night on " Growing Smarter" theme-Curriculum Night held April 7, 2010</i> o <i>Staff develops and implements opportunities to connect "Get Smarter" theme to "green" school initiatives-Out of cycle LSF grant funded Green Schools assembly, workshop for Grade 3 teachers, and yoga for students-April 2010. Classrooms working on projects related to green initiatives. Some of this will become more a part of Grade 3 Science Units.</i>

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Goal: Improving Language Arts instruction to improve student learning		
Prepared by: Randy S. Davis		Date: May 2005
Results to be Anticipated:	<i>Improved learning in language arts</i>	
Relationship to District Goals	<i>Curriculum, Instruction & Assessment Teacher Excellence and Professional Development Leadership & School Culture</i>	
Benchmark Events and Timeline	<ul style="list-style-type: none"> o <i>Writing/Research:</i> o <i>Teachers will be involved in district effort to develop writing curriculum K-8</i> o <i>Grade 3 students learn keyboarding skills using Type to Learn Software</i> o <i>Reading:</i> o <i>Continue to implement district ELA standards and find additional ways to manage language arts block effectively and efficiently- (i.e. .integrate Readers Workshop responses into daily work board rotations, insure 15 minutes per day of independent reading of leveled text, etc.)</i> o <i>Speaking/Listening:</i> o <i>Reading Coach will work with teams of teachers to improve their ability to provide effective feedback to students.</i> o <i>Students will listen to teacher feedback and incorporate feedback into improving their work (with multiple opportunities).</i> o <i>Media:</i> o <i>Students in grades 1-3 will demonstrate their learning through creation of at least one multimedia presentation (Power point, video, etc.)</i> o <i>Explore establishment of an after school Technology Café for enrichment.</i> 	<ul style="list-style-type: none"> o <i>District Wednesday afternoons</i> o <i>Instruction scheduled in lab</i> o <i>Team times with Reading Coach and ongoing</i> o <i>Team times, faculty meetings</i> o <i>Ongoing</i> o <i>Ongoing as integrated with curriculum</i> o <i>Fall 09</i>

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Individual's Involved	<i>Randy Davis, Principal Beth Yurkewecz, Reading Coach Liz Paige, Reading Specialist HPS Team Leaders/HPS Teachers Lisah Rhodes, Technology Integration Specialist Judy Mearra, Content Specialist</i>	Resources Needed <i>Software Common Planning Times District and School based opportunities for professional development</i>
Assessment Criteria	<i>Writing Curriculum, aligned with standards and developed and published for all teachers Grade 3 students gain greater skill with keyboarding Multi media presentations presented Effective and efficient use of Language Arts block as observed during walkthroughs Teachers and students improve ability to give and use feedback</i>	
Looking ahead:	<i>Next year we will continue this literacy goal.</i>	

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End of Year Report:	<p><i>Writing/Research:</i></p> <ul style="list-style-type: none"> Teachers will be involved in district effort to develop writing curriculum- K-8-Institute Day work using Smart Goals process for looking at student writing and making goals for improvement, team meetings with Judy Merra, grade 3 professional development on Six Traits, open response writing focus as part of team work and District Math work. Grade 3 students learn keyboarding skills using Type to Learn Software-students have been involved in keyboarding instruction, Type2Learn implemented as of May 3, 2010 <p><i>Reading:</i></p> <ul style="list-style-type: none"> Continue to implement district ELA standards and find additional ways to manage language arts block effectively and efficiently- (i.e.. integrate Readers Workshop responses into daily work board rotations, insure 15 minutes per day of independent reading of leveled text, etc.)-ELA Standards –Fluency-Grade 3 coached in use of software, used Read Naturally software for fluency intervention, FIGS project for fluency at grades 2/3, all teachers participated in fluency workshop at faculty meeting. Vocabulary - One kindergarten teacher doing a focused evaluation on vocabulary development; information shared with staff at faculty meeting, as a result Text Talk Curriculum purchased for use at kindergarten for next year. Comprehension-Reader's Workshop work continues focus on comprehension skills and linking to appropriate book titles, grade 3 orders more non-fiction text. Teachers, particularly at grades K and 1 have used a new work board system to enable better differentiation in the language arts block. First grade teacher Carol Mahn presented this system to a group of teachers from the Northborough schools. All third grade teachers have increased the amount of daily language arts reading and guided instruction. Grade 3 teachers were trained in the Fountas and Pinnell Benchmark Assessment System which will replace their current Diagnostic Reading Assessment (DRA). <p><i>Speaking/Listening:</i></p> <ul style="list-style-type: none"> Reading Coach will work with teams of teachers to improve their ability to provide effective feedback to students- Reading and Content specialist did staff workshop on 9/30/09. All teachers received copies of the Fountas and Pinnell Prompting Guide. AGART project on fluency has presented ways for teachers to do specific instruction and feedback to students via the FIGS method. Students will listen to teacher feedback and incorporate feedback into improving their work (with multiple opportunities)-This work has been impacted by the lack of Reading Coach to fully implement this goal <p><i>Media:</i></p> <ul style="list-style-type: none"> Students in grades 1-3 will demonstrate their learning through creation of at least one multimedia presentation (Power point, video, etc.)-Grade 1 students created power points for their Owl project; Grade 2 currently teaching science unit on Butterflies-PowerPoint will be taught, created and used as final assessment, grade 3 students have been taught and created two power points-parents were invited in to view country research projects Explore establishment of an after school Technology Café for enrichment-given the number of After school workshops and commitments it was decided to integrate technology into each program rather than creating a separate program.

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Introduction

The 2010-2011 School Improvement Plan has been developed by the Hanscom Primary Advisory Council and presents goals and planned activities for the continual growth of our school. The goals and activity plans presented in this document are aligned with the goals of the Lincoln Public Schools.

Advisory Council Members

Randy Davis, Principal
Robyn MacLeod, Hanscom Community Rep
Larissa Cattles, Parent
Michael Dolberry, Parent
Juana Lance, Parent
Rachel Glasser, Teacher
Nancy Rote, Teacher
Terri Russell, Teacher

General School Statement

The Hanscom Primary School is a part of the Lincoln Public Schools and educates Military dependents that reside on Hanscom Air Force Base. As a school that services a military community we turn over one third of our population every year. We work hard at communicating our vision and curriculum to new families and have been gratified by the positive statements our new families have heard, at bases throughout the United States, about our school. That being said, we are always looking at ways to better support our families, better communicate our mission and improve our teaching and learning. One step in meeting this goal is the development of our yearly School Improvement Plan, developed with input from our staff and our School Advisory Council, and aligned with the goals of the District.

We currently have 13 classes in grades K-3 and, based on best estimates for enrollment, have budgeted for 12 sections for the '10-'11 school year. Until all base housing is completed this number is difficult to predict. We are proud of the recent reaccreditation of our kindergarten program by the National Association for the Education of Young Children (NAEYC). We are excited at the prospect of including, within our school, two preschool classes for the upcoming school year. Throughout the nation the call for preschool public education for all has been sounded. We are excited to be a part of this new district program, taking a first step towards this important educational opportunity. We are a full inclusion school where our special education students are a part of our regular education classrooms. Small class size, special education tutors, teacher assistants and, most importantly, highly qualified teachers provide all of our students with an educational program that fosters learning for all students and challenges them to achieve.

The Hanscom Primary School aims to keep student learning as the core of our vision, supported by creating a caring and respectful school community with a strong home-school partnership. We use the Responsive Classroom materials and training as the basis for our social-emotional learning. Our school Citizenship Agreement seeks to build a safe, caring, respectful, and hard working school community for all students and adults. We share with all the need to follow our school rules: "Be safe, be kind, and be a hard worker. As a Primary School learning to read is at the core of our mission. Our Reader's Workshop curriculum and instruction offers high-level comprehension enrichment for all students. This year we will be in year 3 of implementation of our District-wide mathematics program, Everyday Mathematics published by the Wright Group. We work to differentiate instruction to best meet the needs of all students. Third grade state testing (MCAS) in reading is administered in March and in mathematics in May. Special offerings next year will include science enrichment for students in grades 1-3,

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an after school math club for students in grades 2 & 3, reading and math intervention, Spanish language learning for grade 3 students, a rich arts program featuring weekly art and music classes, bi weekly wellness classes, library times for books and skill building and a monthly Community Meeting focusing on civics education. Providing an educational program that challenges all students to learn is always our highest priority.

Our school focuses our yearly goals with a school wide theme, which carries over into an annual Curriculum Night for students and parents, as well as professional development for staff and special events for students. To compliment our District focus on writing instruction our school theme next year will be Write Away! We'll focus on improving teaching and learning in the area of writing. At the same time we'll be writing poetry and letters and helping our young learners to see the power of the written word. We'll continue to work on our community connections writing to deployed soldiers and learning about far away places by re energizing our travel bears program.

As a good school seeking to improve, we use our yearly goal setting to guide the way to achieve measurable results to impact our program and, most importantly, improve student learning. The goals in this plan will guide much of our work, however they are only a part of the work we do to improve. Moving forward we'll be working to insure that our social-emotional and wellness curriculum addresses the new state of Massachusetts anti-bullying legislation. A sustained focus on communication with parents and community through our district web site and teacher developed web pages, continued infusion of effort and efficacy behaviors to increase achievement and close achievement gaps, professional development in Responsive Classroom, continued work on revised standard based report cards, and more are all part of our ambitious agenda for the 2010-2011 school year.

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Goal: Improving Mathematics Instruction to Improve Student Learning By Using Data and Differentiated Instruction (year 3)			
Prepared by: Randy Davis		Date: May 2010	
Results to be Anticipated:		<i>Continued improvement of our implementation of Everyday Mathematics (year 3), resulting in higher student achievement. More extensive use of assessment data to inform differentiated instruction.</i>	
Relationship to District Goals		<i>Curriculum, Assessment & Instruction Teacher Excellence & Professional Development</i>	
Benchmark Events and Timeline		<p><i>Faculty will be involved in our third year of implementation of Everyday Mathematics. Focus will be on delving deeper into math content and using data for improving, and differentiating, instruction.</i></p> <ul style="list-style-type: none"> o <i>Teams will use assessments to set smart goals for improving teaching and learning.</i> o <i>Teachers will receive coaching from math specialist to assist with building content knowledge, using data to inform instruction and differentiation.</i> o <i>Teachers will use assessment data to differentiate instruction for students in need of intervention and enrichment.</i> o <i>Pilot Kathy Richardson web based assessment system at Grade 2. Teachers will work with Claire Groden, retired Mathematics Specialist through an LSF grant funded project. Half day training on Kathy Richardson Assessments for grade 2 teachers.</i> o <i>Grade 1 teachers will develop and pilot a tiered set of composite assessments of Everyday Math skills as an efficient way to assess entering students on skills needed for success in Everyday Mathematics.</i> 	<ul style="list-style-type: none"> o <i>Beginning in October, teams will use one common planning time per month to focus on mathematics improvement</i> o <i>On going-scheduled by need and request</i> o <i>Begin with fall assessments and ongoing /incorporate into all Instructional Support Team meetings</i> o <i>Assessment periods planned in early fall, winter, spring and end of year-focus will be on assessments recommended for Grade 2</i> o <i>Summer 2010</i> o <i>Composite assessments developed and available to be administered in the fall, winter and early spring.</i> <p><i>Late fall -Begin development of some differentiated lessons to support needs as indicated by assessments</i></p>

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	<ul style="list-style-type: none"> Develop short term introduction, and support materials to Everyday Mathematics for new students that are unfamiliar with the Everyday Mathematics program. 	<ul style="list-style-type: none"> Interventionist and Mathematics Specialist will begin development in consultation with teams
Individual's Involved	Randy Davis, Principal HPS Team Leaders/HPS Teachers/HPS Paraprofessionals Mathematics Specialist, TBH Interventionist, TBH Ellen Metzger, Mathematics Content Specialist	Resources Needed Team Planning Time, Faculty Meetings Math Coach/Specialist LSF Grants Awarded to Grade 1/Grade 2 Teams Mathematics materials as needed Assessment database
Assessment Criteria	Increased effectiveness of curriculum and instruction as evidenced by mid and end of year assessments, MCAS data, observations Increased opportunities for differentiated instruction, and student engagement, will be observed by principal as part of supervision and evaluation process Kathy Richardson web based assessments piloted at grade 2 Everyday Mathematics Assessments for entering students developed and piloted at grade 1	
Looking ahead:	As we complete Year 3 of implementation of Everyday Math, I anticipate that this goal will be transitioned. Math goals will be based on need as we assess through the year or incorporated into a focus on data, differentiation and response to intervention.	

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Goal: Improving Language Arts Instruction to Improve Student Learning			
Prepared by: Randy Davis		Date: May 2010	
Results to be Anticipated:		<i>Writing curriculum developed and instruction that uses best practices in use</i> <i>Increase in reading proficiency</i>	
Relationship to District Goals		<i>Curriculum, Instruction & Assessment</i> <i>Teacher Excellence and professional Development</i>	
Benchmark Events and Timeline	<ul style="list-style-type: none"> ○ Summer Reading selection focusing on Gradual Release Model of Instruction. ○ Teachers will participate in summer Writing Institutes. ○ Faculty will work with Lincoln Learning Standards and best practice for teaching writing in order to develop and to implement a guaranteed writing curriculum for all students. ○ Continue Professional Learning Communities work through the use of data/smart goals, with a focus on language arts curriculum, instruction and differentiation. ○ Grade 2 will share their work on teaching effort behaviors and how to transfer to writing instruction. ○ Teachers will increase amount of time students spend on "Just Right" reading as part of their language arts block work board time. ○ Technology Workshop on using data and creating graphs to display data in meaningful form. ○ Fluency-continue fluency work by assisting classroom 	<ul style="list-style-type: none"> ○ Purchase books in June/Staff reads selection July/August/Faculty Meeting in early fall ○ June 2010 ○ Wednesdays as scheduled ○ Common planning time once per month/faculty meetings/IST ○ Faculty meeting to be scheduled ○ September-June ○ September 2010, ongoing support as needed ○ Resource booklets created and distributed in 	

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	<p><i>teachers to incorporate into their practice using Fluency Initiating Gestures (FIGS) program. Resource booklets will be developed as part of a LSF grant written by Lisa Falcone and Liz Paige</i></p>		<p><i>September</i></p> <ul style="list-style-type: none"> <i>Fall faculty meeting or Wednesday meeting time to introduce resources and program</i>
Individual's Involved	<p><i>Randy Davis, Principal Elizabeth Paige, Reading Specialist Lisa Falcone, Speech and Language Teacher HPS Team Leaders/HPS Teachers Judy Merra, Language Arts Content Specialist Lisah Rhodes, Technology Integration Specialist</i></p>	Resources Needed	<p><i>District and School based opportunities for professional development Wednesday meeting times/common planning times/faculty meeting times Lincoln School Foundation Grant for Fluency Assessment Database</i></p>
Assessment Criteria	<p><i>Student writing samples, along with principals observations as part of the supervision and evaluation process, will be used to collect data on writing practices and student learning Data will be collected to see improvement in fluency rates through the use of Dibels/Fountas & Pinnell fluency assessments Diagnostic Reading Assessments, Fountas and Pinnell Benchmark Assessments and MCAS data will be used to collect data on reading proficiency Graphs used to display data as part of IST process as evidenced by review of IST paperwork</i></p>		
Looking ahead:	<p><i>As a Primary School I anticipate that this goal will continue next year.</i></p>		

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Goal: Write Away! – School Theme to Promote and Support Engagement in the Writing Process			
Prepared by: Randy Davis		Date: May 2010	
Results to be Anticipated:		<i>Greater engagement of students in writing as an effective means of communication</i> <i>Creative teaching of uses of writing to communicate with others</i>	
Relationship to District Goals		<i>Curriculum, Instruction & Assessment</i> <i>Teacher Excellence & Professional Development</i>	
Benchmark Events and Timeline	<ul style="list-style-type: none"> o <i>Teams develop Write Away activities an curriculum connections</i> o <i>School theme introduced to parents during back to school coffees and Back to School Night for parents</i> o <i>Principal's Choice Books</i> o <i>Travel Bears program reintroduced</i> o <i>Letter Writing activity</i> o <i>Curriculum Night on Write Away theme</i> 		<ul style="list-style-type: none"> o <i>September 2010</i> o <i>September 2010</i> o <i>Ongoing</i> o <i>Fall 2010</i> o <i>February 2011</i> o <i>April 2011</i>
Individual's Involved	<i>Randy Davis, Principal</i> <i>HPS Faculty & Staff</i> <i>HPS Families/HPS PTO</i> <i>Elizabeth Paige, Reading Specialist</i> <i>Judy Merra, language Arts Content Specialist</i>		Resources Needed <i>Faculty, school, team meeting time</i> <i>Principal's choice books related to theme</i> <i>PTO support for special activities</i> <i>Purchase Travel Bears, as needed</i>

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Assessment Criteria	<i>Qualitative data collected through observations and conversations with students, teachers and parents</i> <i>Attendance and feedback of parents at Curriculum Night</i>
Looking ahead:	<i>School theme will be determined by staff in conjunction with school needs and district goals.</i>