

Morris Elementary School



2011-2012

SITE-BASED SCHOOL IMPROVEMENT PLAN

I. INTRODUCTION

The purpose of the Site-Based School Improvement Plan is to allow our school staff to identify needs and recommend solutions based upon our day-to-day professional interactions within the school. This site-based plan will become part of the district comprehensive education plan.

II. SCHOOL MISSION STATEMENT

The Morris School is committed to providing a wide continuum of opportunities which value individuals, maximize both skills and knowledge, enhance self-esteem, and produce responsible and life-long learners.

III. SCHOOL PHILOSOPHY

Morris Elementary is a comprehensive public elementary school enrolling about 330 children in grades PreK-5. Our philosophy is constructed around the premise that each child is unique and approaches the task of learning with a special set of skills and challenges. In addition, we believe that learning is prefaced by developmental readiness and that children mature at different rates. We believe that addressing individual student needs and moving students ahead at an appropriate developmental rate best serves to build mastery of skills and confidence as learners.

IV. SHARED DECISION-MAKING COMMITTEES

- a. Faculty and Staff Teams
- b. Positive School Culture Committee
- c. Curriculum Selection Committees
- d. District Professional Development Committee
- e. School Council

V. Demographic Data for School: (PK-5)

<u>Ethnicity</u>	<u>Number</u>	<u>Percent</u>
White	_300_	_89%_
Hispanic	_11_	_5%_
African Amer.	_4_	_2%_
Asian	_12_	_4%_
Am.Indian/Alk	_2_	_1%_
Free & Reduced	_75_	_23%_

VI. STUDENT ACHIEVEMENT

A. Annual Test Score Analysis:

On the 2011 ELA MCAS Morris School dipped in performance by .8 CPI points. Falling short of the state target and not making improvement means that the school did not make AYP in the area of ELA. In math, the school nudged up in performance. This was enough to make adequate yearly progress in math and as a result the school remains in “improvement year one” for mathematics.

B. Longitudinal Test Score Analysis:

Previous years' MCAS scores generally show a stable level of performance in ELA and math but both can be easily impacted by changes in the composition of the grade or cohort. Each year between 2007 and 2010, 70 to 85 percent of fifth grade test-takers taking the MCAS ELA consistently scored in the advanced and proficient range. Mathematics performance seems less consistent at 50% to 70% in the advanced and proficient range. Readers of this report are reminded that as years pass, the expected performance target goes up. Therefore, even though the school remains ranked by the state as “high” in terms of its performance, it can be identified as needing improvement because it does not meet the state's increasing growth targets.

C. Student Achievement / Program Analysis

Item analysis of 2011 MCAS highlights several areas for increased focus in the year to come:

- Performance on ELA long composition of grade 4 continues shows inconsistent performance. While the area of writing mechanics shows some improvement, students did less well at organizing their thoughts and expressing voice. This indicates that we examine students' abilities to respond to prompts with **structured and organized writing**.
- Performance in **Math** does not show any one area that students consistently struggle with. The data may suggest that basic skills with number sense and numeracy could be further developed so that students would gain better conceptual understanding of the more complex math topics taught in the upper elementary such as geometry and probability. 2012 MCAS will differ some from past years in that only content common to both state frameworks and the Common Core Standards will be tested. A new math program being initiated grades K-6 in Lenox was chosen because it is closely aligned with the Common Core skills.
- It may be indicated that our fourth grade needs more practice with **test taking skills**. There is a persistent dip in performance on the fourth grade MCAS for many schools in the state-including Morris. Internal data from AIMSweb and other assessments doesn't support that students become less capable in fourth grade, nor does a review of our instructional sequence indicate that we are missing any essential instruction. Fourth graders have to write more than any other grade with both short answer open response and long composition. In fourth grade students have to transfer their answers for the first time into a separate answer booklet. As an educational activity test prep lacks value but the reality of standardized tests in K-12 schooling will require that they know how to do it.

D. Other indicators:

Morris School is starting to see benefits from the addition of formative assessments to the instructional program. Started during the 2009-2010 school year, we have used AimsWEB assessments in reading-moving towards a model of Response to Intervention or RTI. RTI is a construct of teaching which

assumes that if students are not making progress in the core curriculum, different instruction (interventions) are required. Now; after two years of assessment training, one year of implementation and one year of the core phonics program, Morris is enjoying the benefits of a solid reading program across the grade K-5 continuum. At any given moment we know how any student is fairing in their learning to read, what causes them to struggle, and how our efforts to help are working. AimsWEB and other data shows us that more children are mastering the concepts we need them to master. Fewer students are requiring instructional interventions and we are able to identify children for instructional support earlier when their struggles are best remedied with intensive instruction.

THE 8 STATE REQUIRED SCHOOL IMPROVEMENT CATEGORIES:

VII. SITE-BASED PROFESSIONAL DEVELOPMENT OFFERED THIS YEAR:

- **GoMath!**
- **The CAFÉ Model of Reading Instruction**
- **Executive Functioning**
- **Positive School Culture + Olweus:**
- **New Curricula: Words their Way and Narrative Writing**
- **Technology: IMG, “Glass Overlay” with Slate Interface**

VIII. ANNUAL NEEDS ASSESSMENT PLAN:

- **Staffing, Class Size, & Student/Teacher ratios:** Optimal enrollment in the school indicates maintaining at three sections per grade. Morris may use school choice to round out optimal class sizes in grades where appropriate. We may also elect to close certain grades to choice as a class size control measure. The administration and the school council shall work together to enroll the school at optimum class sizes. (K-2: 16-18, 3-5: 16-20) Currently all grades but grade 5 are closed to choice enrollment due to enrollment at or beyond optimal class sizes.
- **Facilities:** Short of adding instructional or work space to the school, Morris needs to plan carefully so that space usage reflects school priorities. Needed is space for tutorials, small group instruction, support, and teacher teams. Last year the location of the teacher planning room was moved to create a new space for Title I tutors who provide reading interventions. In terms of equipment: the school aims to equip all classrooms serving grades 2-5 with media projectors. Current phase in of that effort has us at all classrooms down to grade 3. Additionally, classrooms in the lower elementary have been equipped with large touch screen monitors. Plant improvements include a new boiler in the past year and a replacement of worn floor surfaces at (tile for carpet) at one grade per year. Currently only two grades have had flooring replacements.
- **Curriculum / Program:** Progress has been good on the reading instruction initiatives. Since 2008 we have moved from a learning phase, to a roll-out phase, to an “operational” phase using RTI as a structure for reading instruction. Reading achievement appears to be growing and a common program and shared data now exists so that teachers can participate in productive collegial discussions about students. A current focus in reading language arts is to encourage students to choose reading as a pastime. This is being attempted through the inclusion of more reading choice, primarily in the upper elementary.

A new math program was purchased at the end of last year and is being rolled out in grades K-6. A math specialist was hired to support teachers in their math instruction and to assist with small groups of students and individuals. Integration of content into reading and math instruction is a ongoing effort.

IX. PARENT INVOLVEMENT IN THE SCHOOL:

Parent participation in the school is generally positive. Anecdotal evidence and casual observations suggest that the school's PTO continues to enjoy a status of high membership and participation. Parent volunteers plan events, support academic and non-academic work of children and staff, and raise money to support cultural and other activities that directly benefit students. Parents and school staff agree that the school would do well to engage parents more as instructional partners. Curriculum-related parent education activities have been sparsely attended in past years but last year saw a marked upswing in parent participation at Family Math Night.

X. SAFETY AND DISCIPLINE IN THE SCHOOL:

- **Crisis Plans:** Two types of crisis plans exist for school staff. One deals with the tragic loss of a student or community member the other relates specifically to immediate crises and emergency responses. An identified need for the current school year is to consolidate both plans into one document that can be easily accessed by the staff and understood by the parents and students.
- **Discipline Statistics:** A 4-year review of the school's discipline statistics suggest that Morris is a safe and ordered learning environment where behavioral issues are addressed proactively.

<u>Year</u>	<u>Behavior Referrals</u>	<u>ISS (total days)</u>	<u>OSS (total days)</u>
2007-2008	212	2 and 2/3	0
2008-2009	200	1	1
2009-2010	149	1/2	0
2010-2011	71	6	1

A steady decline in behavior referrals may be some indication that individual approaches to managing behavior, increased supervision, and pro-social training are continuing to have a positive effect. Relative to 2010-2011 readers should note that one individual accounts for all the ISS and OSS occurrences in 2010-2011 and two individuals account for 27 of the 71 discipline referrals. Of course a targeted goal in this area would be minimal referrals and none leading to any sort of exclusionary consequence.

- **Positive School Culture/Olweus:** As an off-shoot of last year's work on bullying prevention and intervention, Morris staff will be training staff and familiarizing students with the bullying prevention schema from Olweus but also promoting positive school climate with the three r's: respectful, responsible, and ready to learn.

XI. SCHOOL ENVIRONMENT, CULTURE AND DIVERSITY:

- **Programs, Assemblies, Curriculum etc:** Morris School strives to celebrate diversity. As a fairly homogeneous school, we must make deliberate efforts to bring the diversity of our wider community into our school. Primary instructional materials focus on diverse groups. All Morris students receive instruction in world languages. Students are introduced to music and dance from around the world. Musical and theatrical assemblies featuring artists from widely varied cultural backgrounds enrich the instructional program. A goal related to all these activities is simply to maintain diversity programming at its current level. Time and increasing instructional demands present the largest obstacles to increasing (or even maintaining) culturally diverse programming at Morris.
- **Student Activities, etc:** Student activities supporting a positive school climate are limited due to the age of our students and the tight schedule of the school day. A Service Club engages students in grades 3,4, and 5 in meaningful service activities around the school and in the community. Students, School

Council, and Staff are currently discussing the development of a “Green Club” a learning and service club focused on environmental and sustainability matters.

XII. EXTRACURRICULAR ACTIVITIES FOR STUDENTS: Several clubs and groups operate at Morris before and after the school day to serve the diverse interests and talents of our students. These programs include: Junior and Senior Chorus, Art Club, Enrichment, Yoga, Service Club, Intramural Sports, and special activities such as Destination Imagination and Robotics.

XIII. SCHOOL SITE EDUCATIONAL *SMART* GOALS & IMPROVEMENT OF STUDENT PERFORMANCE:

Considering the preceding assessment of the school's strengths and challenges, this *Site-Based School Improvement* is submitted for School Council review and shall be presented to the School Committee in October. It shall be reviewed with the superintendent in February for mid-year progress, and evaluated each June with the School Committee.

The following is a summary of SMART goals supported with specific action steps on the following pages:

1. Improve Student Achievement in Mathematics (Continued)
2. Ensure that Morris is a Safe and Welcoming School Community to All (Continued, renamed as Positive School Culture)
3. Student Wellness (Continued)
4. Improve Student Abilities in the Area of Writing (New)

Through all these SMART goals, an action step of parent involvement shall be included enable parent partnership in the improvement of the school.

1.1 School:

Year:

SMART GOAL:

Strategic Goal Correlate:

Action Step: # 1

A. Begin Date: Anticipated Completion Date: Actual Completion Date:

B. Measurement Method(s) and Specific Assessments Used.

C. Monitoring Dates/Timelines

1.

2.

D. Person/persons responsible for monitoring:

E. Education Results – (data)

F. Linked Professional Development

1.

2.

3.

1.2 School: Morris

Year:

SMART GOAL:

Strategic Goal Correlate:

Action Step: # 2

A. Begin Date: Anticipated Completion Date: Actual Completion Date:

B. Measurement Method(s) and Specific Assessments Used.

C. Monitoring Dates/Timelines

1.

2.

3.

C. Person/persons responsible for monitoring:

D. Education Results – (data)

F. Linked Professional Development

1.

2.

3.

1.3 School: Morris

Year:

SMART GOAL:

Strategic Goal Correlate:

Action Step: # 3

A. Begin Date: Anticipated Completion Date: Actual Completion Date:

B. Measurement Method(s) and Specific Assessments Used.

C. Monitoring Dates/Timelines

1.

2.

3.

Person/persons responsible for monitoring:

E. Education Results – (data)

1.

2.

F. Linked Professional Development

2.1 School: **Morris**
Year:

SMART GOAL:

Strategic Goal Correlate:

Action Step: # 1

A. Begin Date: Anticipated Completion Date: Actual Completion Date:

B. Measurement Method(s) and Specific Assessments Used. C. Monitoring Dates/Timelines

- | | | |
|----|---|--|
| 1. | <input type="text" value="Students identify components of PSC"/> | <input type="text" value="School Year 2011-2012"/> |
| 2. | <input type="text" value="Teachers/Staff/Parents report improved PSC"/> | <input type="text" value="School Year 2011-2012"/> |
| 3. | <input type="text"/> | <input type="text"/> |

C. Person/persons responsible for monitoring:

D. Education Results – (data)

-
-
-

F. Linked Professional Development

2.2

School: Morris

Year:

2011-2012

SMART GOAL:

Positive School Climate

Strategic Goal Correlate:

[Empty box for Strategic Goal Correlate]

Action Step: # 2

Teacher Training Olweus

A. Begin Date:

6/2011

Anticipated Completion Date:

4/2012

Actual Completion Date:

[Empty box for Actual Completion Date]

B. Measurement Method(s) and Specific Assessments Used.

C. Monitoring Dates/Timelines

1.

Teachers and staff participation

Ongoing 2011-2012

2.

Inservice participation: Paras October 28

Ongoing

3.

A/S staff meeting topics/discussions

Monthly

D. Person/persons responsible for monitoring:

Principal, Intervetion Specialist, Guidance Counselor

E. Education Results – (data)

F. Linked Professional Development

1.

[Empty box for Education Results 1]

2.

[Empty box for Education Results 2]

3.

[Empty box for Education Results 3]

[Empty box for Linked Professional Development]

2.3

School: Morris

Year:

2011-2012

SMART GOAL:

Positive School Climate

Strategic Goal Correlate:

Action Step: # 3

Second Step Training in Classes

A. Begin Date: 10/2011 Anticipated Completion Date: ongoing Actual Completion Date:

B. Measurement Method(s) and Specific Assessments Used.

C. Monitoring Dates/Timelines

1. Trainers present in classes

monthly

2. Additional materials selected

3. Connection with all school MM content

Bi-monthly

C. Person/persons responsible for monitoring: Intervention Assistant and Guidance Counselor

D. Education Results – (data)

F. Linked Professional Development

1.

2.

3.

3.1

School: Morris

Year:

2011-2012

SMART GOAL:

Student Wellness

Strategic Goal Correlate:

Action Step: # 1

Wellness and Nutrition Focus in Teaching

A. Begin Date:

10/2011

Anticipated Completion Date:

Ongoing 2011-2012

Actual Completion Date:

B. Measurement Method(s) and Specific Assessments Used.

C. Monitoring Dates/Timelines

1.

Wellness Weeks

3 during the school year

2.

PE fitness goals

Ongoing

3.

Develop sequence of wellness topics

Teacher teams surveyed, January 2012

C. Person/persons responsible for monitoring:

Principal/Physical Education Teacher/Nurse/Faculty/Staff

D. Education Results – (data)

F. Linked Professional Development

1.

2.

3.

3.2

School: Morris

Year:

2010-2011

SMART GOAL:

Student Wellness

Strategic Goal Correlate:

[Empty box]

Action Step: # 2

School Food Review

A. Begin Date:

Dec 2011

Anticipated Completion Date:

March 2012

Actual Completion Date:

[Empty box]

B. Measurement Method(s) and Specific Assessments Used.

C. Monitoring Dates/Timelines

1.

Engage nutrition wellness consultant

October 2011

2.

Consultant and food service staff meetings

December - February

3.

[Empty box]

[Empty box]

A. Person/persons responsible for monitoring:

Food Service staff, Principal, Consultant

B. Education Results – (data)

F. Linked Professional Development

1.

[Empty box]

2.

[Empty box]

3.

[Empty box]

[Large empty box]

3.3

School: Morris

Year:

2011-2012

SMART GOAL:

Student Wellness

Strategic Goal Correlate:

[Empty box for Strategic Goal Correlate]

Action Step: # 3

Parent Education

A. Begin Date:

12//201

Anticipated Completion Date:

6/2012

Actual Completion Date:

[Empty box for Actual Completion Date]

B. Measurement Method(s) and Specific Assessments Used.

C. Monitoring Dates/Timelines

1.

Host Parent Ed night on Wellness Topic

Winter 2012

2.

[Empty box for Measurement Method(s) and Specific Assessments Used]

[Empty box for Monitoring Dates/Timelines]

3.

[Empty box for Measurement Method(s) and Specific Assessments Used]

[Empty box for Monitoring Dates/Timelines]

C. Person/persons responsible for monitoring:

Principal

D. Education Results – (data)

F. Linked Professional Development

1.

[Empty box for Education Results]

[Empty box for Linked Professional Development]

2.

[Empty box for Education Results]

3.

[Empty box for Education Results]

4.1

School: Morris

Year: 2011-2012

SMART GOAL:

Writing Instruction (3,4,5)

Strategic Goal Correlate:

Action Step: # 1

Review of data – identify priorities

A. Begin Date: 11/2011 Anticipated Completion Date: N/A Actual Completion Date:

B. Measurement Method(s) and Specific Assessments Used.

C. Monitoring Dates/Timelines

1. Data disaggregation

November/ December 2011

2. Practice with Open Response and narrative Prompts

January Feb

3. Data Teams w/facilitation

D. Person/persons responsible for monitoring: Principal, Reading Specialist, Grade level Teams

E. Education Results – (data)

F. Linked Professional Development

1.

2.

3.

4.2

School: Morris

Year:

2011-2012

SMART GOAL:

Writing Instruction

Strategic Goal Correlate:

[Empty box]

Action Step: # 2

Review of Best Practices

A. Begin Date:

9/2011

Anticipated Completion Date:

N/A

Actual Completion Date:

[Empty box]

B. Measurement Method(s) and Specific Assessments Used.

C. Monitoring Dates/Timelines

1.

Book Study

Ongoing 2011-2012

2.

Team Discussions

Ongoing 2011-2012

3.

[Empty box]

[Empty box]

D. Person/persons responsible for monitoring:

Principal, Reading Specialist, Grade Level Teams

E. Education Results – (data)

F. Linked Professional Development

[Empty box]

[Empty box]

4.3

School: Morris

Year:

2011-2012

SMART GOAL:

Writing Instruction

Strategic Goal Correlate:

[Empty box for Strategic Goal Correlate]

Action Step: # 3

Selection Process of Writing Models/Programs

A. Begin Date:

2/2012

Anticipated Completion Date:

6/2012

Actual Completion Date:

[Empty box for Actual Completion Date]

B. Measurement Method(s) and Specific Assessments Used.

C. Monitoring Dates/Timelines

1.

[Empty box for Measurement Method(s) 1]

[Empty box for Monitoring Dates/Timelines 1]

2.

[Empty box for Measurement Method(s) 2]

[Empty box for Monitoring Dates/Timelines 2]

3.

[Empty box for Measurement Method(s) 3]

[Empty box for Monitoring Dates/Timelines 3]

D. Person/persons responsible for monitoring:

Principal, Reading Specialist, Grade Level Teams

E. Education Results – (data)

F. Linked Professional Development

[Empty box]