



**Mary K. Goode School
2010-2011**

Council Members

Mrs. Patricia Delaney, *Parent*
Mrs. Sara Cederholm, *School Committee Liaison*
Mrs. Elizabeth Gwozdz, *Parent and Co-Chair*
Mrs. Rosemary Mastropietro, *First Grade Teacher*
Mrs. Lynn McManus, *Community Representative*
Mrs. Ellen Roberts, *Parent and Secretary*
Mrs. Anita Rodriguez, *Principal and Co-Chair*
Mrs. Jean Skelly, *Special Education Teacher*
Mrs. Patricia Tanes, *Parent*
Mrs. Kerry White, *First Grade Teacher*

**Henry B. Burkland School
2010-2011**

Council Members

Mrs. Laura Dziewit, *Special Education Teacher and Co-Chair*
Mrs. Sharon Ellis, *Parent*
Ms. Julie Kennedy, *Community Representative*
Mrs. Louise Snyder, *Principal and Co-Chair*
Mr. Gregory Thomas, *School Committee Liaison*
Mr. Graham Whitelaw, *Physical Education Teacher*

Middleborough Public Schools

The mission of the Middleborough Public Schools is to prepare all students to excel as educated, responsible, global citizens.

School Improvement Plan

District Goal:

Teaching, Learning and Assessment

Ensure that instruction and assessment reflects effective practices, sets high expectations for all students and promotes 21st century learning.

Student Performance Target: At least 80 percent of the student population who have been in district for one year will meet or exceed all MA Frameworks standards.

Key Initiative/Strategy/Professional Development	Key Action Steps	Key Measures	Person(s) Responsible	Resource(s) and/or Funding Source
Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the Massachusetts Framework 2011 standards	<p>An inquiry based approach to instruction with accountable talk by students will be a daily occurrence.</p> <p>All students will be taught at their zone of proximal development in the gradual release of responsibility model.</p>	Mary K. Goode School and the Henry B. Burkland School utilize a mission-oriented assessment system, which is focused on student learning. The staff will analyze assorted test results in order to develop instructional strategies that meet the needs of all our	All staff, administration, students, parents, and community	District commitment to providing necessary resources and professional development to reach this goal as described in detail in subsequent goals

<p>Learning Walkthrough Team</p>	<p>A focus on 21st century learning standards-based classroom will occur for all students across the curriculum.</p> <p>Staff development opportunities will be available at both the district level and at the school site for continued professional development in standards-based classrooms.</p> <p>Special area teachers will work in collaboration with classroom teachers to connect and enhance learning.</p> <p>The principals will develop a team of grade level representatives who will gain an understanding of</p>	<p>students. The schools will utilize a research-based/standards-driven curriculum that will be evaluated by administration.</p> <p>Exemplars, rubrics and anchor charts in all curriculum areas will be consistently used in all classrooms.</p> <p>Opportunities for cross-curricular instruction will be provided in special subject areas.</p> <p>Principal and team of teachers will review a common understanding of learning walks as a means of collaboration</p>	<p>Principal and team of teachers along with support from DSAC</p>	<p>District commitment to provide the necessary time and materials that may be needed to fulfill the goals of the Learning Walk Team</p>
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	Learning Walkthroughs. This will be a study team for the 2011-2012 school year. Implementation of the Learning Walkthrough process will be implemented in the 2012-2013 school year.	and communication among faculty for the purpose of moving toward a school of excellence.		
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District’s Strategic Goals:

Teaching, Learning and Assessment

Ensure that instruction and assessment reflects effective practices, sets high expectations for all students and promotes 21st century learning.

Data Management

Develop/implement a comprehensive data-based management system that is aligned with state and federal reporting systems and provides real time access to fiscal, programmatic and student data.

Student Performance Target: At least 80 percent of the student population in grades one to five will meet or exceed the grade level end of year benchmark in reading.

Key Initiative/Strategy/ Professional Development	Key Action Steps	Key Measures	Person(s) Responsible	Resource(s) and/or Funding Source
Literacy Instruction -	Teachers will provide all students with	Plan books will	All teaching staff	School budget line

Units of Study	instruction in Reader’s Workshop using the six Units of Study per grade level. Guided reading, strategy groups and conferring will all be instructional practices used within Reader’s Workshop.	document lessons, conferring notes will document progress, and benchmark testing will show growth.	and administration	items specifically targeting instructional materials
Fluency and Comprehension	Teachers will provide all students the opportunity to read independently at the appropriately determined level. Teachers and students will also work in pairs and in small groups, using best practices such as echo reading, Readers’ Theater and repeated readings. This will be done through small group instruction, teacher conferring, strategy groups, and literacy circles.	Teachers will assess fluency using DIBELS and/or timed readings at least 3 times per year and will document progress.	All teaching staff and administration	School budget line items specifically targeting assessment, instructional materials and professional development
Literacy Coach	Staff development for building administrators and teachers to develop an understanding of what the role of a literacy coach is as well as to develop a further awareness of student success based on best practices for instructional strategies. A data-driven, on-site literacy coaching model that includes mentoring of site-based literacy coaches will be	Students will meet or exceed established K-5 benchmarks in reading. The gradual release of responsibility model of instruction will be observed by administration.	Administration and literacy coach, and teachers	Funding for the position and for professional development will be supported by the school department budget.

<p>Literacy Safety Nets</p>	<p>implemented. All teachers will work in partnership with the literacy coach throughout the school year.</p> <p>The literacy coach will also oversee the Foundations Program at the first, second and third grade levels.</p> <p>All curriculum work in reading will be aligned to the Massachusetts Frameworks 2011.</p> <p>Students will receive strategic or intensive intervention if their performance is below the benchmark on the DIBELS, DRA2, and anecdotal notes from teachers.</p> <p>Tier 3 Instruction will be provided by special educators using the RAVE-O Program. Teachers were trained in the program.</p> <p>Summer Slump Summer School will be provided for students who are in need of assistance during the summer.</p> <p>Title One Services will be provided for students in Grades 2-4.</p>	<p>Students will be assigned to strategic or intensive intervention groups as needed throughout the year during the RtI band of time.</p> <p>Four week program will provide additional instruction.</p> <p>Students will receive services based on their eligibility two or three times per week.</p>	<p>All teaching staff and administration</p> <p>Title One teachers</p>	<p>Title 1 funds will partially support intervention from reading specialists as well as supply funding for tier 2 and tier 3 materials. (RAVE-O program.)</p> <p>Title One funds will provide a program.</p>
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District’s Strategic Goals:

Teaching, Learning and Assessment

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Professional Development

Provide ongoing, systemic and sustained professional development that supports the goals of the district and promotes the best practices of Middleborough Public School educators and support staff, in order to enhance student learning.

Student Performance Target: Students will increase their writing stamina and writing about reading.

Key Initiative/Strategy/Professional Development	Key Action Steps	Key Measures	Person(s) Responsible	Resource(s) and/or Funding Source
Writing Proficiency	Grade level teachers will analyze student work to re-teach, practice and/or extend the ELA standards by: 1. Revising the term writing prompts to grade with a rubric for content and topic development 2. Assessing bi-	Plan books indicating the standard(s) addressed in the MA Frameworks 2011 Student writing samples and portfolios including graded benchmark writing tasks	All teaching staff and administration Grade level teachers	Curriculum resources will be provided by the district as well as opportunities for professional development targeted toward the teaching of writing. Principals strongly recommend finding the funds to continue the K-5

<p>Literacy Coach</p>	<p>monthly students' responses to reading through reading response journals. 3. Designing Units of Study for writing.</p> <p>Teachers will be provided instruction in Writer's Workshop through the literacy coach at all grade levels. Units of study in writing will be developed with the support of the literacy coach. All curriculum work will be aligned to the Massachusetts Frameworks 2011. The literacy coach will lead professional learning communities</p>	<p>Open Response (OR) scores on MCAS ELA Comprehension Testing will increase to the state average.</p> <p>Students will be able to write using the correct form, stay on topic, with a specific purpose, and to the appropriate audience when given a writing task.</p> <p>Students will meet or exceed established benchmarks in reading. The gradual release of responsibility model of instruction will be observed by administration.</p>	<p>during grade level meetings will share their results with colleagues and use flexible grouping during RtI time to monitor students' progress</p> <p>Literacy coach under the supervision of the Elementary Coordinator, building principals, all staff</p>	<p>Literacy relationship with Teaching and Learning Alliance to provide this professional development.</p> <p>The district's commitment to support the position of a literacy coach for both schools within the budget</p>
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<p>Literacy Leadership Team</p>	<p>with a focus on peer review of student writing samples to form benchmarks in writing.</p> <p>The Literacy Leadership Team will continue to work on the ELA Map as well as begin to serve in the role of a building based data team in the area of reading and written language.</p>	<p>Student data will be shared with staff by the Literacy Team in a timely fashion and used by grade level teams as well as by vertical teams to inform instruction and make curriculum revisions.</p>	<p>The school administration and teacher representatives from all grade levels as well as from the Special Education Department and Title 1 Department</p>	<p>District support for the funding of required curriculum materials as identified through the work of the Literacy Team</p>
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District’s Strategic Goals:

Teaching, Learning and Assessment

Ensure that instruction and assessment reflects effective practices, sets high expectations for all students and promotes 21st century learning.

Data Management

Develop/implement a comprehensive data based management system that is aligned with state and federal reporting systems and provides real time access to fiscal, programmatic and student data.

Student Performance Target: Students will increase their understanding of mathematical skills, concepts and problem solving as aligned to the grade level standards of the MA Curriculum Frameworks 2011.

Key Initiative/Strategy/ Professional Development	Key Action Steps	Key Measures	Person(s) Responsible	Resource(s) and/or Funding Source
Math Coach	<p>Math Coach Teachers will align the EDM pacing guide as they are developed to focus on those standards as outlined. Teachers will use grade level interventions to increase student proficiency.</p> <p>Teachers will work in grade levels to create and use benchmark assessments within units to measure students' progress.</p> <p>Teachers will use <i>Everyday Mathematics</i> unit Open Response(OR) questions and other assessments in grades 4-5 to group students for RtI intervention.</p> <p>Math Leadership Team will research and create supplemental materials for all grade levels to include OR practice questions.</p>	<p>OR scores on MCAS Math Testing will increase to the state average.</p> <p>Students will have an understanding of mathematical concepts and apply a variety of strategies to solve problems.</p> <p>Formative and summative assessment measures will be reported out and discussed at grade level meetings. Teachers will use small group opportunities to confer with students to examine the effectiveness of instruction and student growth in applying the taught strategies.</p> <p>The gradual release of responsibility model will</p>	Administration, math Coach, and teachers	Funding for the position and for professional development will be supported by the school department budget

<p>Mathematics Leadership Team</p>	<p>Staff development will be provided for building administrators and teachers to deepen their understanding of mathematical concepts, to further extend best practices, and increase instructional strategies.</p> <p>Data-driven, on-site math coaching model will include mentoring of teachers.</p> <p>Administration and the math coach will lead all curriculum work in mathematics.</p> <p>Teachers and students will spend one fifth of their total mathematics time using games focused on targeted instruction of the week.</p> <p>A minimum of 300 minutes per week, focused on large and small group instruction, aligned to the Massachusetts Frameworks 2011 will occur.</p> <p>Manipulatives will consistently be used to support explicit instruction in order for students to gain a conceptual and practical understanding of the standards.</p>	<p>be measured by principal observation.</p> <p>Students will meet or exceed state average on Math MCAS, Spring 2012.</p>		
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<p>Math Safety Nets</p>	<p>The <i>Everyday Mathematics</i> program will be aligned to the Massachusetts Frameworks 2011 and a mathematics core map will be developed based on the new frameworks.</p> <p>School administration, math coach, grade level representation and special education representation will form a math leadership team to be used as a data team for the school in the content area of mathematics.</p> <p>Along with this team, the math coach will lead the development of formative and summative assessments for the grade levels.</p> <p>Students in grade three will be given a diagnostic test and then grouped for Title One services in math as appropriate.</p>	<p>Student data will be shared with staff by Math Literacy Team in a timely fashion and used by grade level teams as well as by vertical teams to inform instruction and make curriculum revisions.</p>	<p>Administration, math coach and grade level representation as well as representation from special education department</p> <p>Math coach and teachers</p>	<p>District support for the funding of required curriculum materials as identified through the work of the Literacy Team</p>
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District’s Strategic Goal:

Teaching, Learning and Assessment

Ensure that instruction and assessment reflects effective practices, sets high expectations for all students and promotes 21st century learning.

Belief statement: **We believe mutual respect and civility are essential to a quality educational environment.**

Student Performance Target: Students will feel pride and exhibit appropriate behaviors as measured by the Code of Conduct, *Second Step* program (1-2) and *Steps to Respect* program (3-5) expectations.

Key Initiative/Strategy/Professional Development	Key Action Steps	Key Measures	Person(s) Responsible	Resource(s) and/or Funding Source
School-wide progressive discipline plan	<p>Teach and reinforce all expected student behaviors within all areas of the building.</p> <p>Conduct meetings to address building-wide issues and problem solve solutions through data analysis.</p> <p>Functional behavioral assessments and behavioral intervention plans developed for students with frequent discipline referrals. (Grades 3-5)</p>	<p>Documented weekly and monthly discipline data will be logged in each administrator’s office.</p> <p>Students will be provided supports in order to access curriculum by diminishing infractions.</p>	Administration, School Adjustment Counselor and School Psychologist	Supportive data management system

District’s Strategic Goal:

Data Management

Provide and maintain physical facilities that meet or exceed federal and state guidelines and support instruction that meets 21st century demands.

Teaching, Learning and Assessment

Ensure that instruction and assessment reflects effective practices, sets high expectations for all students and promotes 21st century learning.

Student Performance Target: At least 80 percent of the student learning will be targeted toward a 21 st century learning environment.				
Key Initiative/Strategy/Professional Development	Key Action Steps	Key Measures	Person(s) Responsible	Resource(s) and/or Funding Source
Monitor Class Size – All grades	To build in the addition of classroom teachers in the budget	Building based budget reports will reflect the need for staffing increases and/or decreases	Superintendent and Director of Business and Finance and principals	FY2013
Computer lab – Using technology to support and enhance the standards across the curriculum areas	Students will access and build upon 21 st century learning skills including but not limited to computer technology Typing Pals-typing program for all	Computer lab schedules and activities will reflect the percentage of daily access to technology through the lab	School administration	Support for position of technology proctor

Library – Literacy Support	<p>students to use in and out of school to increase keyboarding skills.</p> <p>Students will access the media center/library to support their literacy skills and experiences.</p>	Media center/library schedules and activities will reflect the percentage of daily access to this form of literacy support	School administration	Support for position of library proctor
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District’s Strategic Goal:

Partnership Development and Community Involvement

To advance the community’s educational goals and objectives by fostering reciprocal partnerships among students, families, staff and the community.

Student Performance Target : The new Henry B. Burkland School and the new Mary K. Goode School will provide nurturing and safe environments for students.

Key Initiative/Strategy/Professional Development	Key Action Steps	Key Measures	Person(s) Responsible	Resource(s) and/or Funding Source
To create a family environment for the new schools	Schedule community events such as: Walk	Participation rate of family and staff	School administration and PTA	Student activities account will be the

	through with picnic	involvement		funding source along with PTA funds from each school's line item
	Create a student council	The planning, development and implementation of a student council representative of intermediate grade level students	School administration, teacher representation and students	Student activity account will support plans and activities for school-wide events and activities as planned by student council
	Create a leadership team consisting of faculty	Active engagement of leadership team to assist administration in developing a school of excellence	School administration, teacher and support staff representation	Support from school administration
	Culture building activities	Administration, staff and parents/guardians will design culture building activities applicable to the needs of the school	Administration, staff and parents/guardians	Support from school administration and funding from student activities account as well as from PTA funds from each school's line item