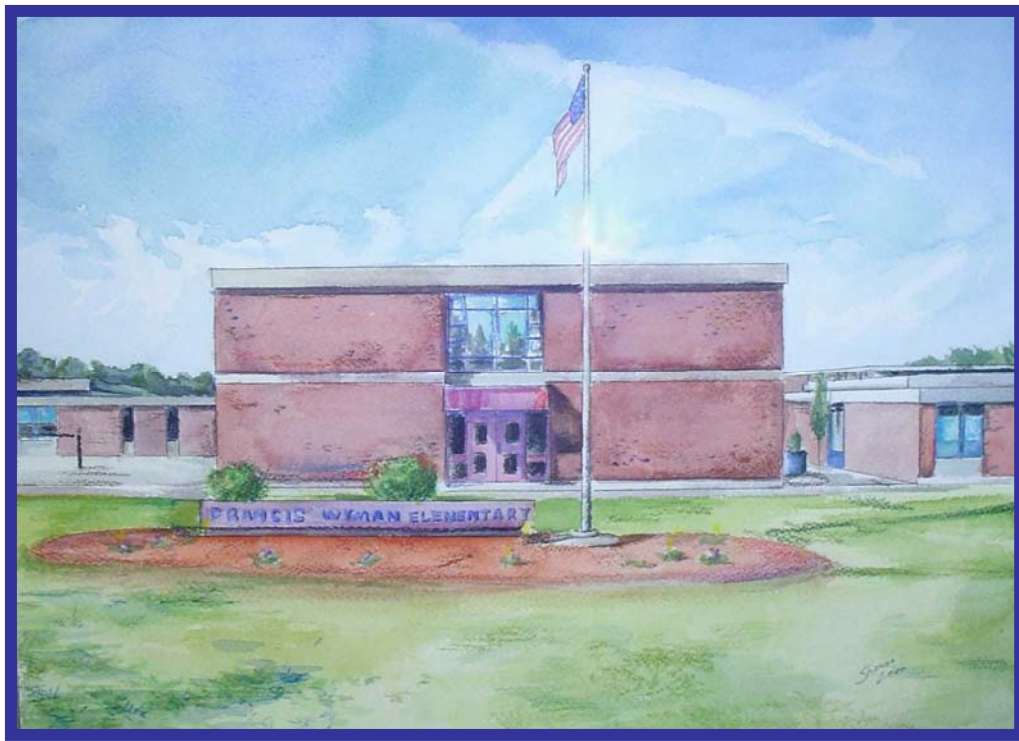


Francis Wyman School Improvement Plan 2008-2009



*The artist, Shauna Leva, attended Francis Wyman School
from 1st to 5th Grade.*

FWS School Improvement Plan **2008-2009**

The Francis Wyman School Improvement Plan (SIP) directly supports three key goals of the Burlington District Improvement Plan (DIP). Spring MCAS 2008 student performance results were analyzed for all subgroups of students in grades 3-5. AYP was not met in the special education subgroup, or in the aggregate for the areas of English Language and Mathematics.

DIP Goal 1: Improve student achievement through a strong program of curriculum, instruction, and assessment.

Goal 1a:

To create and support a Professional Learning Community by establishing the systemic structures, effective procedures, and professional skills necessary to nurture and enhance professional inquiry, collaboration, problem solving and decision making with success measured by surveys, artifacts and improved student performance on summative assessments.

Strategies:

Instructional Leadership Team –

- meets twice a month
- review data
- provide direction
- two members attending the PLC Institute in Boston
- utilizing materials from PLC Institute

Grade Level Teams

- scheduled team meeting times in weekly schedule
- meet weekly to collaborate on curriculum and instruction
- utilize staff meetings for team meeting time
- team complete assignments from ILT
- develop group process skills (norms, roles, etc.)
- resource book Ribas: Instructional Strategies That Work

Vision and Values

- expand definition of Values
- implement motto with school community

School Goal Development

- reviewed MCAS data both school results and individual student results
- established grade level goals

Goal 1b:

To support student learning in all curricular areas by differentiating instruction and providing effective interventions so that all students will demonstrate high levels of academic achievement.

2/2/2009

Strategies:

English Language Arts

- Kindergarten will implement the Foundations program. This includes on-site professional development with the consultant and Reading Specialist.
- Established an uninterrupted Literacy Block for all grades to improve academic learning time.
- Reading Support instruction for grade one focuses on Foundations instruction with guided reading occurring in classrooms.
- Grade 1 to implement a Reading Fluency program in all classrooms.
- Open Response strategies will be taught, specifically those presented by Bill Atwood.
- Six Traits writing will continue to be implemented with more consistency and focus.
- Bette Murray, the ELA Coordinator will meet with grade level teams to review MCAS results and curriculum focus areas.
- Implement Thinking Maps.
- Grade 5 to develop a binder of released MCAS test item samples for students' practice.

Mathematics

- Grade 1 will implement the new Investigations program under the guidance of the Math Coach. The teachers observe several demonstration lessons and participate in follow-up discussion sessions to clarify misunderstandings and plan programming.
- The Title I Math program includes 1.5 tutors to focus on grades 2-5. Tutors provide support to small groups of students in the classrooms and occasionally outside of the classroom.
- The Math Coach will work closely with grade 1 and all new teachers to support Math Instruction.
- Grade 5 will implement Math Corner completing the implementation for grades 3-5.
- Grades 2-5 will implement the Bill Atwood strategies for Open Response writing presented in the PD last year.
- Mathematic vocabulary will be directly taught in all grade levels.
- Teachers will explore opportunities to flexible group within their grade levels for more targeted instruction.
- Family Math Night will occur in October instead of March so that parents can better support their children at home throughout the year.
- Implement Thinking Maps.
- Grade 5 to develop a binder of released MCAS test item samples for students practice.
- Purchase and implement math software.
- Teacher participation in DMI training.

2/2/2009

Social Studies

- Grade 2 will develop social studies units on the continents; developing binders containing lessons, shared resources, materials and assessments.
- Grade 3 will expand/develop Burlington Unit.
- Grade 5 will participate in curriculum development to determine units of study.
- Grade 5 will share material and develop unit kits.
- All grades will focus on development of key vocabulary.
- Implement Thinking Maps.

Science

- All grades will focus on developing key vocabulary.
- Grade 5 pacing guides will be developed.
- Grade 5 to develop a binder of release MCAS test item samples for students' practice.
- Implement Thinking Maps.

Technology

- Grade 4 will increase opportunities for integration of technology into academic areas.
- Specialists integrate the use of a Smartboard into instruction to enhance students' participation and learning.
- Implement Math software.

Social Skills

- Provide a variety of assemblies that focus on the issue of Bullying.
- Continue to implement the Second Step Program and Responsive Classroom approach.

Extended School Opportunities

- Offer an afterschool Homework Club all year including scholarship opportunities.
- Develop and establish an Academic Support afterschool program.

Goal 1c:

To develop and utilize multiple assessment data to guide decisions about best practice in instruction.

Strategies:

- Kindergarten will utilize the writing rubrics developed in 07/08.
- All grades will implement writing prompts and determine exemplars for proficiency standards.
- Pre and post testing will be implemented for units in math.
- Utilize Thinking Maps for alternative assessment.

2/2/2009

- Implementation of Math assessments (TEMA and Kathy Richardson) to assess and monitor student progress.

Goal 1 Indicators of Success:

Student performance on MCAS will show improvement in all areas.

Surveys completed by teachers, students, and parents will indicate positive results

Artifacts will document evidence of implemented changes.

- Schedules
- Displays in classrooms (Thinking Maps, Number Corner)
- Afterschool Program Records
- Family Math night sign-in sheets
- Assembly Schedule
- Specialists WIKI site
- MCAS binder
- Grade Level Teams completed Norms, Team Goals, MCAS analysis

DIP Goal 3: Maintain a school climate that is inclusive and meets the needs of diverse learners

Goal 3a

To support student learning by organizing support services efficiently so that student programming is cohesive and effective.

Strategies:

- Cluster student groupings of special education students in classrooms to support more effective interventions.
- Continue to improve the system for determining classroom placements.
- Improve communication between classroom teachers and special education teachers by developing communication procedures.
- Reorganized the District Programs (Transitional Classroom, Language Based K-2, Language Based 3-5) so that schedules support Literacy and Math blocks as well as in class support for Science and Social Studies.

Goal 3b:

To develop a Response to Intervention (RtI) model to increase opportunities for specialized instruction for both general education students and special education students.

Strategies:

- Implement the Project Read “Framing Your Thoughts” program in Special Education programs and the Reading Support program.
- Provide specialized, scientifically based curriculum for Reading Comprehension
- Develop individualized support plans through the CHAT process.
- Implement Thinking Maps.

2/2/2009

Goal 3c:

To develop and utilize multiple assessment data to guide decisions about best practice in instruction.

Strategies:

- To create portfolios that contain assessment results and work samples to share with students and parents.
- To explore and determine universal screening measures.

Goal 3 Indicators of Success:

Student performance on MCAS will show improvement in all areas.

Surveys completed by teachers, students, and parents will indicate positive results

Artifacts will document evidence of implemented changes.

Schedules

Portfolios

Classroom displays of Thinking Maps and Project Read

DIP Goal 5: Continue to improve facilities and business management operations

Goal 5a:

To improve facilities to provide a safe environment that supports students' intellectual, social, emotional and physical development.

Strategies:

- Replace the floors and repaint walls in the boys and girls bathroom in the specialist wing.
- Replace roof over specialist and office wings
- Provide rugs for 10 classrooms
- Replace students chairs in four classrooms
- Implement new drop-off and pick-up procedures
- Reorganize and increase signage for traffic safety around building

Goal 5b

To improve the playground to enhance play and learning opportunities.

Strategies:

- Work with the Playground Committee, Central Office and School Committee on the playground project
- Work with outside parties: Natural Playgrounds, Park and Recreation, architects, engineers, vendors.
- Continue to fundraise.
- Look for alternative funding sources.

2/2/2009

- Communicate with staff, parents, and community.
- Implementation of Commemorative Brick Campaign.

Goal 5 Indicators of success:

Building and grounds additions and improvements will be observable.

- Completed boys' bathroom 8/08.
- Rugs installed 8/08.
- Chairs delivered 10/08.
- Drop-off and pick-up process successfully implemented 9/08.
- Paved sidewalks and Special Education drop-off area.10/08.