

**The Center School
403 Great Road**



School Improvement Plan

2013-2018

11/3/2015

**Ross Mulkerin
Principal**

**Karen Cronin
Assistant Principal**

Welcome to The Center School

Where...

students, teachers, parents and members of the community work together to educate the whole child to his or her fullest potential,

respectful behavior and citizenship are displayed by all members of the school community,

children are encouraged to pursue and express their learning creatively and collaboratively, and

learning is connected to real-world opportunities, positioning children for success in the 21st century.

The Center School

Preparing for tomorrow!

EDUCATIONAL BELIEFS – Nashoba Regional School District

The Nashoba Regional School District will educate all students to their fullest potential in a safe, caring environment to become critical, creative, reflective thinkers and positive contributors to the global community.

Beliefs:

- **Curriculum** will be coordinated across the district; challenging, comprehensive, integrated, standards-based, and have real life applications.
- **Instructional Strategies** will be differentiated, student-centered, encourage both independent and cooperative learning, and integrate technology as a learning tool.
- **Assessment** will be based on multiple indicators such as individual student assessments, standards-based tasks, informal analysis, authentic performance evaluations, MCAS, and other standardized tests.
- **Professional Development** will be designed to support the district focus, school improvement plans, and individual professional development plans.
- **School Climate** will foster respect, responsibility, courtesy, cooperation, accountability, honesty, perseverance and tolerance.

VISION OF CORE VALUES

We will strive to become a community of learners. Everyone in our greater school community will be encouraged and supported in developing his/her maximum potential. Students will be encouraged to work hard and be challenged to grow academically at all levels. Family members, educators and community members will work together to foster a climate in the community that breathes life into our motto, “**Preparing for Tomorrow.**” As parents and educators, we will strive to become positive partners and desirable models who treat children and each other with respect. We will provide challenging academic opportunities and “teach to the range” of all learners. We will hold our students to the highest standards, while we help each child meet with success. Our core values, **Cooperation, Assertion, Responsibility, Empathy, and Self-Control** are practiced by all through the Responsive Classroom education program.

SCHOOL PROFILE 2015-2016

The Center School, which serves students in grades Pre K-5, is a state of the art building which boasts an amazing 100,000 square feet. The new building provides students and teachers with learning spaces that promote collaboration, independence, and academic excellence. Furthermore, The Center School has implemented technologies such as iPads, Google Chromebooks, and Smartboards to further engage students in learning, enhance instruction, and provide our teachers with efficiencies to complete their jobs. Our community is proud of our new school and are grateful for the work of many.

The Center School is located at the center of town at 403 Great Rd. in Stow, Massachusetts. The total enrollment during the 2014-2015 school-year reached 643 students. Currently, there are 29 classrooms and 66 staff members. Our class size varies from 18 to 23 in grades K-5. We provide a strong academic program featuring high expectations and current educational practices which enable students to maximize their individual potential and become valuable citizens in our community.

The Center School offers a diverse learning opportunity to each child varying from regular and special education to after school assistance, and band/music opportunities. Our core and related arts curricula are aligned with the Massachusetts Curriculum Frameworks and the Common Core Standards, offering instruction for all students. The programs are based on the most current research, data, and current thinking in the field of education. We are continuously developing and refining a wide repertoire of skills for teaching and assessing our learners. Data is analyzed and informs instructional decisions for all students, allowing us to maximize their learning potential.

We are proud to have parents who are actively involved in the education of their children and who assist the school in many ways. We have a committed PTO and School Council. We believe that successful schools have strong partnerships with parents and the community.

School Council Members 2015-2016

Ross Mulkerin, Co-Chairperson, Principal
Jennifer Edgerton, Parent at Large, 2014-2016
Robin Brissette, Teacher at Large, 2014-2016
Vacant Seat, Grades 3-5 Teacher Rep,

Tara Roselli, Grades 3-5 Parent Rep, Center School, 2014-2016
Linda Hass, Grades K-2 Teacher 2015-2017
Louise Peacock, Community Representative, 2014-2015
Ilana Brown, Co-chair Grades K-2 Parent, 2013-2015

The Center School Council voted on and approved this School Improvement Plan at its April, 2013 meeting.

*Updated October 2015

Enrollment by Grade, 2010-2015

Grade		PK	K	1	2	3	4	5	Total
	2010-2011	0	77	111	84	85	88	112	557
	2011-2012	0	93	82	109	84	88	86	542
	2012-2013	0	88	110	85	114	90	90	577
	2013-2014	22	81	96	114	81	113	90	597
	2014-2015	32	103	84	98	104	83	101	605
	2015-2016	36	74	104	86	98	108	85	591

Budgetary Expenditure per School approved by School Committee

	Pompositicut	Center	Total
2011-2012	43,369	37,877	81,246
2012-2013	62,890	35,608	98,498
2013-2014		85,755	85,755
2014-2015		106,000	106,000
2015-2016		111,635	111,635

MCAS Results 2011-2015

YEAR	Grade 3: Reading					Grade 3: Math					Grade 4: ELA					Grade 4: Math				
	11	12	13	14	15	11	12	13	14	15	11	12	13	14	15	11	12	13	14	15
AD%	13	10	23	18	23	17	8	46	51	53	12	8	12	17	17	21	8	23	27	31
PR%	59	50	66	63	72	52	27	43	33	36	49	48	52	55	62	37	48	35	40	35
NI%	11	20	20	18	15	14	14	17	11	9	26	25	19	21	18	28	25	26	29	31
WA%	2	3	2	3	0	1	4	5	5	2	1	4	5	7	4	2	4	4	4	2

YEAR	Grade 5: ELA					Grade 5: Math					Grade 5: Sci/Tech				
	11	12	13	14	15	11	12	13	14	15	11	12	13	14	15
AD%	26	20	16	29	33	38	39	18	44	53	34	39	20	32	34
PR%	72	48	51	51	50	51	34	40	31	27	56	31	38	33	43
NI%	13	16	16	14	14	19	11	23	17	18	22	14	27	31	23
WA%	1	3	3	6	3	4	3	5	8	3	0	2	1	3	0

AD= Advanced

PR=Proficient

NI= Needs Improvement

WA=Warning

Area: STUDENT ASSESSMENT

Goal: Using various forms of formative and summative assessment data, instruction and interventions will be planned based upon student need.

Term of Goal: _____ one year _____ two years _____ three years X on-going

Activities	Responsibility	Measurement	Budget Impact	Evaluation/Progress To Date
Implement Plus Groups across all grade levels to remediate and provide enrichment in target areas	Administration, classroom teachers, specialists	Assessment of students in target areas and measurement of student progress over agreed upon period of time.	Site-based	Each grade level focused their targeted instruction on number sense (1 st half of year) and ELA (2 nd half of year) during the 2012-2013 school year
At STAT meetings, students' interventions are planned based on assessment data.	STAT team, classroom teachers	Assessments paired with interventions and measurement of student progress over agreed upon period of time.	n/a	Administration met with staff to discuss concerns about student performance. Interventions were planned and student's case brought to STAT if interventions were unsuccessful
Analyze the data from district assessments, identify students who do not make benchmarks, and plan appropriate interventions	Classroom teachers, specialists	District assessment data 3x times per year.	n/a	Teachers and administration review data regularly. 3x during the year data is analyzed more thoroughly. Discussions take place during CPT and with administration regarding results
Review MCAS data in October each school year	Administration, classroom teachers	Scores measured against previous information, by grade level, cohort groups, and individual growth models	n/a	Measurement of progress from year to year from a district, school and individual perspective in October. Evaluation of MCAS action plans. Follow up on "NI" and "W" students at the end of each trimester.
Develop Individual Student Success Plans, (ISSP) for all Grade 4-5 students receiving "NI" or "W" on MCAS	Administration, classroom teachers, specialists	Student Progress measured three times per year as specified on the ISSP. Measurement of student progress over a specific period of time	n/a	Administrative mid-year check in's with teachers monitoring plans and other data Plans reviewed with parents/guardians at conferences.
Implement rubrics, which are based on the district rating scale, for all forms of writing	Administration, classroom teachers, specialists	Pre and post assessment data with the use of the rubrics.	n/a	Teacher feedback on how rubrics have benefited students' achievement and how they have been incorporated in lesson development Teacher grading and comment will reflect references to the rubric

				Grades 1-5 are developing rubrics for other genres of writing
Work to achieve inter-rater reliability by the development of exemplars in various forms of assessments	Classroom teachers Specialists	DRA, writing rubrics, open response, rating scale for standards-based reporting	n/a	Development of teacher handbook for standards based reporting Teachers compare work during CPTs

Area: STUDENT ACHIEVEMENT				
Goal : Enhance the quality of instruction for the purpose of raising student achievement across the curriculum for students of all learning styles and social / emotional backgrounds.				
Term of Goal: _____ one year _____ two years _____ three years ___X___ on-going				
Activities	Responsibility	Measurement	Budget Impact	Evaluation/Progress To Date
Implement high quality professional development in the area of technology	Administration, Department of Teaching and Learning, Classroom Teachers	Staff survey data, observations, assessment data	Site-based	Staff completed technology survey in the winter, daily prof. dev. Has been offered by inst. Tech. teacher, Smartboard Training held during summer and extensive 10 hour course offered in spring
Implement the structure and activities of The Daily Five for literacy instruction	Administration, Classroom Teachers, Specialists	Observation, reading groups, feedback	Site-based	Purchased Daily Five books for staff, teachers collaborating and implementing portions of Daily Five into their instruction. Plans to offer Daily 5 PLC during 2013-2014 school year.
Implement new technologies (Smartboard, iPad, Google Chromebooks) to engage student learning and enhance instruction	Administration, Classroom Teachers, Specialists	Lesson observations, student interviews, parent survey data, student work	Site-based	Successfully implemented all technologies into the classrooms, will provide high quality professional development to staff, staff meeting devoted to sharing of tech. skills,
Enhance student understanding by connecting lessons and activities to the new Common Core Standards and NRSB reporting standards	Administration, Classroom, Teachers, Specialists	Portfolios, student work, observations, interviews, student data	Site-based	Implementation of common core standards and standards based report card, discussions with parents and students about standards
Continue to support guided reading strategies and Supported Independent Reading strategies in Grades 1-5	Classroom teachers Special Education Teachers	DRA-2, running records, student conference logs, monitor student progress, Observe teacher practice	n/a	Reading specialists offered workshops in the fall to help teachers with reading strategies. Teachers received PDPs for their participation. Regular consultation with reading specialists throughout year.
Enhance Open Response performance by use of rubrics and exemplars	Classroom Teachers Special Education Teachers	Use of the rubric and comparing student work to the exemplars	n/a	Comparing student work to exemplars during CPTs, further development of rubrics for different genres.

Area: PARENT INVOLVEMENT & COMMUNICATION

Goal: - Expand the use of technological resources, (i.e. school webpage, Internet sites) as vehicles for improving home/school communication as well as offering opportunities to extend learning.

Term of Goal: _____ one year _____ two years _____ three years X on-going

Activities	Responsibility	Measurement	Budget Impact	Evaluation/Progress to Date
Develop and implement parent volunteer training to increase parent involvement and effectiveness in the classroom	Administration, Classroom Teachers	Parent and teacher surveys, Observations, assessment data	n/a	New activity to be implemented for first time during 2013-2014 school year
Classroom teachers and specialists will communicate regularly with parents via newsletter, website, etc.	Classroom teachers Specialist teachers	Parent surveys, collection of newsletters	n/a	Specialists have collaborated on and successfully published monthly newsletters during the 2012-2013 school year
Administration will use the school-based web sites and School Messenger as the main tools of communication between school and home	Administration, School council, PTO, teachers	Expanded use of the web site by all grade levels and departments School based Parent Survey questions based on the use of technology.	n/a	Administration uses school messenger for monthly newsletters and bi-monthly updates, and other important messages, new website implemented in the Winter of 2013. More updates are needed and will be implemented during 2013-14 school year
Assist and support specialist teachers as they outreach about their course and expectations to the students and homes to share class information	Specialists Classroom teachers Administration	Examples of home-school information shared by the specialists and the school. Measurement of how often information is shared	n/a	Looking at examples of outreach to the parents. School based Parent survey

Area: School Culture**Goal: Provide a safe, healthy, and caring learning environment for students, faculty and staff****Term of Goal: _____ one year _____ two years X three years X on-going**

Activities	Responsibility	Measurement	Budget Impact	Evaluation
Implement Peaceful Playground during recess time to provide students with access to structured activities and promote positive interactions	Administration, Classroom Teachers, Specialists	Recess Incidents-Data	Site-based	P.E. teachers explicitly taught and practice rules of games for recess, binder of rules were provided to teachers, staff assignments during recess, lining up procedures developed and practiced
Expand the implementation of the "Have You Filled a Bucket Today" program to recognize the good choices students make and encourage positive interactions among students and staff	Administration, Teachers, paraprofessionals	Parent and staff survey Student survey	Site-based	Teachers received the book and buckets, announcements with examples of bucket filling moments, use of language in daily activities
Continue Responsive Classroom and Second Step practices in the classroom, the whole school and in administrative disciplinary procedures used with the students.	Administration/Teachers	Frequency of morning meetings, all school meetings, and Core Value focus. Teacher, parent and student feedback.	n/a	Staff attending trainings, handbook outlining the consequences of poor choices, etc.
Continue to implement school wide Morning Meetings and All School Meetings to build a sense of school wide unity	Administration	Student participation Student survey Teacher survey	n/a	All School Meetings, regular morning meetings, holiday sing a long, end of year celebration assembly
Continue to support student initiatives for Community Service learning.	Classroom teachers Specialists	Student survey	n/a	Fifth graders playing scrabble with COA, COA breakfast, implementation of Bridges Program,
Implement activities and procedures that address anti-bullying in school.	Administration Classroom teachers Support staff	Analysis of data collected on each situation and school response to each.	Site-based	Responsive Classroom activities in the classroom, Second Step activities in the classroom, DARE program at the 5 th grade level, Peaceful Playground, Have You Filled a Bucket Today? program