

**The Center School**

**403 Great Road**



# **School Improvement Plan**

**2013-2018**

**4/3/2013**

**Kevin LaCoste**

**Principal**

**Kelly Rogers**

**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 21<sup>st</sup> 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**

The first day of 2012-2013 school year was especially exciting for the Town of Stow and the Nashoba Regional School District. Thanks to the work of many people including the Elementary School Building Committee, the citizens of Stow, Superintendent Michael Wood, the school committee, and staff, our students were able to begin the year in a brand new school. The Center School, which now serves students in grades PK-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. We are proud of our new school and are grateful for the work of many. To this end, we also want to acknowledge the wonderful experiences that were had at Pompositticut School. Pompositticut provided the children of Stow with a unique environment that fostered a sense of community. We hope to continue that tradition in the new Center School.

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 641 students. There are 37 classrooms and 77 staff members. Our class size varies from 18 to 24 depending upon the grade. 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 2014-2015**

Kevin LaCoste, Co-Chairperson, Principal

Tara Roselli, Grades 3-5 Parent Rep, Center School, 2014-2016

Jennifer Edgerton, Parent at Large, 2014-2016

Colleen Grady, Grades K-2 Teacher 2014-2016

Robin Brissette, Teacher at Large, 2014-2016

Louise Peacock, Community Representative, 2014-2016

Vacant Seat, Grades 3-5 Teacher Rep,

June Kivi, 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 January 2015

**Enrollment by Grade, 2010-2015**

**Budgetary Expenditure per School approved by School Committee**

	PK	K	1	2	3	4	5	Total
<b>2010-2011</b>	0	77	111	84	85	88	112	557
<b>2011-2012</b>	0	93	82	109	84	88	86	542
<b>2012-2013</b>	0	88	110	85	114	90	90	577
<b>2013-2014</b>	22	81	96	114	81	113	90	597
<b>2014-2015</b>	43	102	86	100	111	86	113	641

	Pompositicut	Center	Total
<b>2011-2012</b>	43,369	37,877	81,246
<b>2012-2013</b>	62,890	35,608	98,498
<b>2013-2014</b>		85,755	85,755
<b>2014-2015</b>		106,000	106,000

**MCAS Results 2011-2015 (total number)**

	Grade 3: Reading					Grade 3: Math					Grade 4: ELA					Grade 4: Math				
YR	11	12	13	14	15	11	12	13	14	15	11	12	13	14	15	11	12	13	14	15
AD	13	10	23			17	8	46			12	8	12			21	8	23		
PR	59	50	66			52	27	43			49	48	52			37	48	35		
NI	11	20	20			14	14	17			26	25	19			28	25	26		
WA	2	3	2			1	4	5			1	4	5			2	4	4		

	Grade 5: ELA					Grade 5: Math					Grade 5: Sci/Tech				
YR	11	12	13	14	15	11	12	13	14	15	11	12	13	14	15
AD	26	20	16	27		38	39	18	40		34	39	20	29	
PR	72	48	51	46		51	34	40	28		56	31	38	30	
NI	13	16	16	12		19	11	23	15		22	14	27	28	
WA	1	3	3	5		4	3	5	7		0	2	1	3	

Goal	Baseline	SY15	SY16	SY17	SY18	Vision
<b>Goal 1</b>	<b>Using various forms of formative and summative assessment data, instruction and intervention will be planned based upon student need</b>					
1A	PLUS Groups being implemented in grades 1-5 3x20 minutes/cycle. Various formats currently exist (classroom, grade level, skill)	Target two specific areas that each grade level needs to emphasize: math and ELA open response	Review SY15 data to determine effectiveness. Build grade level models for PLUS groups (mixed grouping)	Review SY16 data to determine effectiveness. Consistent grade level models for PLUS. Enrichment grouping and interest based grouping implemented	Review SY17 data to determine effectiveness. Consistent grade level models for PLUS. Enrichment grouping and interest based grouping implemented	Center School will implement PLUS groups consistently (3x20 min/wk) in grades K-5 with an emphasis on providing remediation, support, and enrichment to all students
1B	One STAT meeting a week for students in grades K-5	Review of SY14 data (dist. & state). Identify and target interventions via STAT for At Risk Learners	Review of SY15 data (dist. & state). Identify and target interventions via STAT for At Risk Learners. Reduce total number of AR students from Fall to Spring	Review of SY16 data (dist. & state). Identify and target interventions via STAT for At Risk Learners. Reduce total number of AR students from Fall to Spring	Review of SY17 data (dist. & state). Identify and target interventions via STAT for At Risk Learners. Reduce total number of AR students from Fall to Spring	Student interventions will be planned and evaluated during STAT meetings. Appropriate adjustments will be made when necessary. Special Education referrals can also result from STAT meetings once interventions have been exhausted.
1C	MCAS analysis done at the school level during CPT and Staff meetings. Action Plans developed to address grade level and student weaknesses	Staff provided with MCAS data regarding the performance of current and past students. Students scoring NI or W will be referred to STAT	Staff provided with MCAS data regarding the performance of current and past students. Effectiveness of interventions will be assessed. Students scoring NI or W will be referred to STAT. Admin will summarize school and grade level	Staff provided with MCAS data regarding the performance of current and past students. Effectiveness of interventions will be assessed. Students scoring NI or W will be referred to STAT. Admin will summarize school and grade level	Staff provided with MCAS data regarding the performance of current and past students. Effectiveness of interventions will be assessed. Students scoring NI or W will be referred to STAT. Admin will summarize school and grade level	MCAS results will be analyzed at the district, school, grade, and student levels to identify which instructional strategies are necessary to reach Level 1 status

			data. Action Plan items will be discussed during CPTs	data. Action Plan items will be discussed during CPTs	data. Action Plan items will be discussed during CPTs	
1D	Rubrics currently being used in Kindergarten through grade five in writing during benchmark assessments	Full implementation of all writing rubrics for all forms of writing.	Full implementation of all writing rubrics for all forms of writing. Teachers will calibrate (formally) the use of rubrics with each other 2x yr	Full implementation of all writing rubrics for all forms of writing. Teachers will calibrate (formally) the use of rubrics with each other 2x yr. # of students scoring below the grade level standard will be reduced from the Fall-Spring	Full implementation of all writing rubrics for all forms of writing. Teachers will calibrate (formally) the use of rubrics with each other 2x yr. # of students scoring below the grade level standard will be reduced from the Fall-Spring	Rubrics will be used to provide feedback to students for the purposes of growth and reinforcement of skills as well as providing students with clear expectations for meeting the standard.

Goal	Baseline	SY15	SY16	SY17	SY18	Vision
<b>Goal 2</b>	<b>Enhance the quality of instruction for the purpose of raising student achievement across the curriculum for students of all learning styles and social/emotional background</b>					
2A	Technology Tuesdays is a focused time for PD. Focus is on the implementation of new software and educational programming to engage student learning.	Tech Tuesdays to provide teachers with training on iPad software, google docs collaboration, website design, evaluation software, and troubleshooting	Tech Tuesdays will continue to provide support as needed. Several long term PD offerings will be provided based upon targeted areas for improvement (i.e. further engage students, project-based learning, collaboration).	Tech Tuesdays will continue to provide support as needed. Several long term PD offerings will be provided based upon targeted areas for improvement (i.e. further engage students, project-based learning, collaboration).	Tech Tuesdays will continue to provide support as needed. Several long term PD offerings will be provided based upon targeted areas for improvement (i.e. further engage students, project-based learning, collaboration).	Implement high quality professional development in the area of technology. Effectiveness will be measured via educator evaluation process as well as survey data from staff beginning in SY17
2B	Classroom teachers have been implementing guided reading practices and Daily Five as a means to teach reading	Lab teachers @ each grade level to receive additional focused training from TLA. Jan-June, all teachers asked to implement 1-2 focus lessons per wk.	Emphasis on full development of focus lessons K-5 (curr. & implementation). Training provided by TLA on conferring and dev. of and implementation of skills-based groups	Full implementation of Reader's Workshop school-wide. Prof. Dev provided to all staff via lab teachers and TLA.	Full implementation of Reader's Workshop school-wide. Prof. Dev provided to all staff via lab teachers and TLA.	All classroom teachers as well as special educators will implement Reader's Workshop in grades K-5. Student performance as measured on benchmark assessments and MCAS will demonstrate the effectiveness of the model.
2C	Classroom and special education teachers use various forms of workshop models to deliver writing instruction. The use of 6-Traits is currently being used	Continued use of 6-Traits and workshop models.	All teachers receive overview of Writier's Workshop Model via TLA. Lab teachers identified in Jan. Specific training to lab teachers in the dev and	TLA to provide training on focus lesson dev and implementation school-wide. Supported by TLA and lab teachers. Lab teachers to receive specific training regarding	TLA to provide training on conferring school-wide. Supported lab teachers. School-wide support throughout the year for all components of	All classroom teachers as well as special educators will implement Writer's Workshop in grades K-5. Student performance as measured on benchmark assessments and MCAS will demonstrate the effectiveness of the model.



			implementation of focus lessons	conferring in the WW model.	WW. Full implementation in fall 2019	
2D	Classroom and special education teachers utilize a wide-range of instructional strategies to teach students how to respond to open response questions in math and ELA	Teach and implement math open response protocol school-wide. Staff have grade level protocols for answering ELA open response.	Review SY15 data to determine effectiveness of math open response protocol implementation. Continue implementation. Vertically align and develop consistent use of ELA open response protocol	Review SY16 data to determine effectiveness of math and ELA open response protocol implementation. Continue implementation and make necessary adjustments based on data.	Review SY17 data to determine effectiveness of math and ELA open response protocol implementation. Continue implementation and make necessary adjustments based on data.	Develop and implement school-wide protocols for responding to math and ELA open response questions. Consistent structure for all students (aligned vertically), an emphasis on explicitly teaching the skill of responding and revising their work will result in positive growth on benchmark and MCAS data.

Goal	Baseline	SY15	SY16	SY17	SY18	Vision
<b>Goal 3</b>	<b>Expand the use of technological resources as vehicles for improving home/school communication as well as offering opportunities to extend learning</b>					
3A	A volunteer handbook exists and needs to be updated and shared at the appropriate venue. Staff currently utilize parent volunteers in a number of ways	Parents help to implement sunshine math, math and reading fluency practice, typing practice, etc.	Parents continue to support remediation and enrichment activities. Development among all grade levels of a consistent model for implementing support (i.e. enrichment model). Survey parents regarding their interests and unique skill set.	Consistent model for utilizing parents in specific areas (remediation and enrichment) during school hours. Further development of parent-run enrichment activities after school (lego clubs, reading clubs, math competitions).	Consistent model for utilizing parents in specific areas (remediation and enrichment) during school hours. Further development of parent-run enrichment activities after school (lego clubs, reading clubs, math competitions).	Develop and implement parent volunteer training to increase parent involvement and effectiveness in the classroom.
3B	In 2013 specialist teachers developed monthly newsletters to send home to families. The newsletters contained curriculum highlights from the month in each domain.	Teachers and specialists will send home a newsletter at least once a month with the expectation being 2x by the end of SY16.	25% of teachers will have developed websites to accompany newsletters which will be published 2x month.	50% of teachers will have developed websites to accompany newsletters which will be published 2x month.	75% of teachers will have developed websites to accompany newsletters which will be published 2x month.	100% of classroom teachers and specialists will communicate regularly with parents via newsletter and will have developed a website which contains important information, student work samples, resources, etc.
3C	School administration sends a newsletter once a month via school messenger, an update once a month via school messenger, and updates the website monthly and as needed	Regular communication occurs via school messenger. Updates on important events are also communicated via twitter and the website.	Regular communication occurs via school messenger. Updates on important events are also communicated via twitter and the website.	Regular communication occurs via school messenger. Updates on important events are also communicated via twitter and the website.	Regular communication occurs via school messenger. Updates on important events are also communicated via twitter and the website.	Administration will use the school –based websites and school messenger as the main tools of communication between school and home

Goal	Baseline	SY15	SY16	SY17	SY18	Vision
<b>Goal 4</b>	<b>Provide a safe, healthy, and caring learning environment for students, faculty, and staff</b>					
4A	Peaceful Playground has been implemented since the 2013-2014 school year. Teachers have received “playground rule manuals,” and have implemented strategies to help resolve issues on the playground	Peaceful Playground is implemented. Teaching will take place at the beginning of the yr. via PE teachers. Reinforcement of rules and expectations throughout the year.	PP will continue to be implemented. PE teachers to spend two weeks teaching rules of games. Classroom teachers regularly monitor rules of games to ensure consistent implementation.	PP will continue to be implemented. PE teachers to spend two weeks teaching rules of games. Classroom teachers regularly monitor rules of games to ensure consistent implementation. Train students in fifth grade to be role models who can assist with younger students at recess	PP will continue to be implemented. PE teachers to spend two weeks teaching rules of games. Classroom teachers regularly monitor rules of games to ensure consistent implementation. Train students in fifth grade to be role models who can assist with younger students at recess	Implement Peaceful Playground during recess time to provide all students with access to structured activities and promote positive interactions.
4B	The program was adopted and implemented at the beginning of the 2013-2014 school-year. Teachers use the language and in-class incentive plans related to this with their students	Program implemented throughout the school. Teachers using program as management in classrooms. Reinforces positive student behaviors via morning announcements.	Program implemented throughout the school. Teachers using program as management in classrooms. Reinforces positive student behaviors via morning announcements. Add more individualized recognition of acts. Support at All School Mtgs	Program implemented throughout the school. Teachers using program as management in classrooms. Reinforces positive student behaviors via morning announcements. Add more individualized recognition of acts. Support at All School Mtgs	Program implemented throughout the school. Teachers using program as management in classrooms. Reinforces positive student behaviors via morning announcements. Add more individualized recognition of acts. Support at All School Mtgs	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
4C	Center School holds approximately 6-8 All School Meetings a year. Various staff host or co-host with another	Administration and teachers implement MM,	MM will be implemented daily in grades PK-	MM will be implemented daily in grades PK-	MM will be implemented daily in grades PK-	Implement school-wide Morning Meetings, All School Meetings,

	class.	ASM, RC practices, and 2 <sup>nd</sup> Step throughout the school year.	5. 2 <sup>nd</sup> Step resources will be utilized weekly. ASM will occur 6-8 times a year. Center School will increase the number of staff trained in RC.	5. 2 <sup>nd</sup> Step resources will be utilized weekly. ASM will occur 6-8 times a year. Center School will increase the number of staff trained in RC.	5. 2 <sup>nd</sup> Step resources will be utilized weekly. ASM will occur 6-8 times a year. Center School will increase the number of staff trained in RC.	Responsive Classroom and 2 <sup>nd</sup> Step practices within the classroom, school, and in administrative disciplinary procedures used with the students to build a sense of school-wide unity.
4D	Students engage in some activities related to community service learning but a program does not yet exist	Community service learning implemented school-wide. Focus on previous projects (warm-hearts, etc.).	Expand CSL to include grade level specific projects as well as school-wide. Develop a CSL group (students) to do research and to discuss potential opportunities. Responsible for giving presentations to grade levels.	Student CSL group formed. Present ideas to grade levels. Each grade level takes on one CSL a year. School-wide CSLs to continue.	Student CSL group formed. Present ideas to grade levels. Each grade level takes on one CSL a year. School-wide CSLs to continue.	Support student initiatives for Community Service learning.
4E	Responsive classroom and 2 <sup>nd</sup> Step are tools that provide students with necessary tools to identify and respond appropriately. School-wide enrichment programs to enhance understanding is being sought.	Teachers to implement RC and 2 <sup>nd</sup> Step Lessons into morning meetings. 2 school-wide assemblies to support vision.	2 school-wide assemblies to support vision. Classroom teachers to teach one Second Step lesson a week during MM.	Development of Peer Models (students) to educate other students how to treat each. The group to identify anti-bullying activities and resources. 2 school-wide assemblies to support vision. Classroom teachers to teach	Implementation of Peer Model group. 2 school-wide assemblies to support vision. Classroom teachers to teach one Second Step lesson a week during MM.	Implement activities and procedures that address anti-bullying in school

				one Second Step lesson a week during MM.		
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