

Greenlodge Elementary School



School Improvement Plan 2009-2011



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Greenlodge School Council

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Acknowledgements

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The line drawing of the Greenlodge School on the cover was printed from an original watercolor painted of our school by Filomena Cook, one of our original Lunchtime Learners.

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IMPLEMENTATION AND ACCOMPLISHMENTS

2006-2008 IMPROVEMENT PLAN

The Greenlodge Elementary School successfully accomplished the following in working toward the goals set in the 2006-2008 School Improvement Plan:

To improve student performance and achievement in the areas of English Language Arts, Math, Science, and Social Studies

- Continue to develop reading comprehension strategies to be used in Guided Reading groups and book clubs.
- Continue improving vocabulary and spelling through direct instruction.
- Continue to focus on mechanics and grammar in the reading/writing process through the use of daily language review.
- Continue to improve computational skills through an increased emphasis on math facts at school using FASST math.
- Update summer math packet.
- Expand and explore the effective use of technology into the science curriculum.
- Continue to provide MCAS review at each grade level.
- Continue to analyze MCAS data and questions with the purpose of strengthening the existing program.
- Continue to focus on a hands-on learning approach incorporating project-based learning.

To continue to integrate the use of technology throughout the curriculum

- Continue to train students, teachers, and parents in internet safety through the use of the Isafe program.
- Continue to provide opportunities for students to use the computer as an additional information tool.
- Continue to provide instruction and support of integration of technology into the existing curriculum.
- Continue to increase the use of the Blackboard Intranet system by teachers, students, and parents.

To continue to foster a safer and more peaceful school environment

- Continued to use the Tribes philosophy for social competency.
- Continue to use student council to oversee the “Peaceful Playground” area.
- Continue to provide staff development regarding school safety and Lockdown procedures.
- Continue to provide anti-bullying programs and lessons through the Michigan Model health program, Quit It!, the Dedham Police Department, and the District Attorney’s Office.

To continue to develop programs to understand and value diversity

- Continued to use a variety of programs, activities, and events to enhance respect of individual differences.
- Continued sharing assemblies that celebrate monthly themes and diverse accomplishments of students.
- Continued to provide opportunities for students to investigate and understand the school’s and town’s diversities through student council, recycling, and Lunchtime Learners.

To continue to improve the aesthetics and efficiency of the interior and exterior facility

- Exterior trim and doors were painted.
- Make improvements to the Peaceful Playground area.

To continue to increase communication between the school and the local community

- Continue reaching out to senior citizens in our community through the Dedham Council on Aging for volunteer programs Lunchtime Learners and Dedham Community Greenhouses at Endicott.
- Continue the school newsletter, Happenings.
- Continue increased use of Blackboard.

District Core Values

Academic Excellence

The educators, parents and citizens of Dedham are partners in a commitment to academic excellence to prepare students to succeed in a global society.

Positive Learning Environment

Our schools provide a safe environment that fosters curiosity, creativity and positive attitudes.

Students develop best when they are encouraged and feel supported in an open, collaborative environment.

Respect

By enriching learning and developing responsible citizens, we respect the dignity and diversity of all individuals and all cultures.

Support and Open Communication

The schools create opportunities to share ideas, resources, and responsibility among students, parents, school personnel, town officials and residents.

Mission Statement

The mission of the Dedham Public Schools, in partnership with the community, is to promote excellence in learning, self-discipline, and motivation.

Vision

Each graduate of the Dedham Public Schools will confidently pursue personal excellence through continued independent inquiry and learning and exhibit socially responsible decision-making within a dynamic and diverse global community.

Dedham Public Schools Strategic Plan 2008-2013 District Goals

1. Academic Excellence: Expand standards based learning.
2. Positive Learning Environment: Ensure that students have the social and emotional competencies that enable them to form positive relationships, make responsible decisions, manage themselves appropriately, demonstrate empathy for others, and feel supported by caring adults.
3. Respect: Develop the social and emotional skills of all students.
4. Support and Open Communication: To increase public awareness of school needs and accomplishments.

INTRODUCTION TO 2009-2011 PLAN

After carefully reviewing the 2006-2008 School Improvement plan, formal and informal student assessment data, and the Dedham Public Schools 2008-2013 Strategic Plan, four major areas of focus have been identified: Academic Excellence, Positive Learning Environment, Respect, and Support and Open Communication.

Analysis of the 2009 MCAS scores revealed a need to focus on teaching students necessary strategies to answer open response questions more effectively. These strategies include learning what makes a good open response answer, using information from the text and combining it with their background knowledge so they can infer the answer, and then supporting every part of that answer with details from the text. In the area of English Language Arts, we will target comprehension strategies for reading nonfiction text, an area of weakness in grades 3 through 5. These comprehension strategies include identifying and using text features, understanding a variety of text structures, determining importance, skimming and scanning, note taking, reading to build background knowledge, inferring to answer questions, determining fact vs. opinion, identifying author's message or intent, and defending your opinion. Analyzing the math results showed an overall weakness in geometry and measurement. Teachers will increase instructional time in those areas and increase the use of manipulatives to assist the students in their understanding of the math concepts.

The Council focused on three areas in creating a positive learning environment at the Greenlodge School. The targeted areas will be to increase extra-curricular opportunities through the development of an after-school enrichment program, to expand the use of Responsive Classroom throughout the building, and to form a Positive Behavior Support Committee to develop consistent rules and procedures throughout the building.

The Council spent time discussing how to meet the district goal of Respect: To increase student awareness of the diversity and needs of all individuals and cultures. It was decided that the focus would be to continue to create opportunities for our students to provide service to others.

The Council also spent much time discussing the Communication goal of increasing home/school communication. We will focus on updating and expanding the school website, providing regular classroom to home

communication, and continued use of school and new parent newsletters. We will also target increasing parent involvement and participation by increasing the number of opportunities for parents to become involved in the school and PTO, and offering informational meetings about curriculum or other school or district initiatives.

2009-2011 SCHOOL IMPROVEMENT GOALS

Academic Excellence:

To Improve Student Achievement

Target Areas:

- Test Taking Skills
 - Answering Open Response Questions
- English Language Arts
 - Comprehension Strategies for Nonfiction Text
- Mathematics
 - Geometry
 - Measurement

Positive Learning Environment:

To ensure that the school culture promotes the necessary social and emotional competencies students need to be successful

Target Areas:

- Increase extra-curricular opportunities through the development and expansion of an after-school enrichment program
- Expand Responsive Classroom throughout the building
- Form Positive Behavior Support Team

Respect:

To increase student awareness of the diversity and needs of all individuals and cultures

Target Area:

- Continue to create opportunities for students to provide service to the school community, the town community, and the world community

Communication:

To increase school/home communication and parent involvement

Targets Areas:

- Increase home/school communication
 - Update and expand school website with news, school calendar, school newsletters, and photographs
 - Continue to provide class to home communication on a regular basis
 - Continue to provide whole school to home communication through use of newsletter and use of new parent newsletter
- Increase parent involvement
 - Increase the number of opportunities for parents to be involved in the school and PTO
 - Continue to offer informational meetings about curriculum or other school or district initiatives

1. Academic Excellence:
Improve Student Achievement

Target – Test Taking Skills –
Answering Open Response Questions

Root Causes	Targeted Students	Resources
More time and practice needed.	Grades 1-5	Reading Specialist, Library/Media Teacher, Exemplars, MCAS Prep Unit, Acuity
Strategies	Student Learning Objectives	Instructional Change Objective
Provide direct instruction on answering open response questions using modeling, rubric, guided practice, independent practice, exemplars, partners, conferring 1:1, share, and reinforce	Students will be able to effectively answer Open Response questions and add details to their writing.	Teachers will increase instruction regarding answering open response questions.
Methods of Collecting Information	Persons Responsible	Assessment Tools
Classroom observation Teacher plans Student work Rubric	Principal Classroom teachers Special Education teachers Reading teacher Support staff	Lucy Calkins writing 6 Traits rubric Rubrics Student work Past MCAS Acuity
Measures of Implementation	Assessment Schedule	Desired Level of Performance
Lesson Plans Student Work	September 2009-June 2011	To score 5% higher by MCAS 2011
		Specific Timeline
MCAS 2009 Grade 3 Greenlodge State ELA 46% 38% Math 74% 63% Grade 4 ELA 47% 48% Math 73% 70%	MCAS 2009 Grade 5 Greenlodge State ELA 50% 52% Math 74% 67% Science 58% 50%	September 2009 – June 2011

1. Academic Excellence:
Improve Student Achievement:

Target – ELA Nonfiction Reading

Root Causes	Targeted Students	Resources
More time and practice needed.	Grades 1-5	Reading Specialist, Library/Media Teacher, Multiple copies of leveled nonfiction text, content area text, mentor text
Strategies	Student Learning Objectives	Instructional Change Objective
Provide direct instruction in comprehension strategies for reading nonfiction text, provide students with independent practice on using those skills.	Students will be able to identify, analyze, and apply knowledge of the purpose, structure, and elements of nonfiction text and provide evidence from the text to support their understanding.	Teachers will increase instruction of comprehension strategies needed when reading nonfiction text.
Methods of Collecting Information	Persons Responsible	Assessment Tools
Classroom observation Teacher plans Student work	Principal Classroom teachers Support Staff Special Education teachers Reading Specialist	DRA tests Teacher made assessments Past MCAS assessments Student work i.e. book reports, etc.
Measures of Implementation	Assessment Schedule	Desired Level of Performance
Lesson Plans Book list of multiple copy nonfiction text and mentor texts	September 2009-June 2011	To score 5% higher for school percentage in nonfiction ELA MCAS by 2011
		Specific Timeline
MCAS 2009 ELA Nonfiction Greenlodge State Grade 3 70% 61% Grade 4 66% 67% Grade 5 66% 66%		September 2009 – June 2011

1. Academic Excellence:
Improve Student Achievement

Target: Math - Measurement

Root Causes	Targeted Students	Resources
More time and practice on measurement skills.	Grades 1 – 5	Math Coach EDM program Manipulatives Measurement tools Acuity
Strategies	Student Learning Objectives	Instructional Change Objective
Provide direct instruction of measurement skills and more opportunities for review and practice.	Students will be able to understand units of measure and how to use them.	Teachers will increase instruction of measurement skills within the math curriculum and will increase the use of measurement tools and manipulatives.
Methods of Collecting information	Persons Responsible	Assessment Tools
Classroom observations Teacher plans Student work	Principal Teachers Special Education teachers Support staff District Math Coach	MCAS Acuity Math assessments Math journals Student work
Measures of Implementation	Assessment Schedule	Desired Level of Performance
Lesson plans Student work	2009-2011	To score 5% higher in the measurement strand of the MCAS test by 2011
		Specific Timeline
MCAS 2009 Math Measurement Greenlodge State Grade 3 81% 72% Grade 4 62% 65% Grade 5 76% 63%		2009-2011

1. Academic Excellence:
Improve Student Achievement:

Target: Math - Geometry

Root Causes	Targeted Students	Resources
Inadequate time and practice being directed on basic skills in geometry.	Grades 1 – 5	Math coach EDM program Manipulatives/games Acuity
Strategies	Student Learning Objectives	Instructional Change Objective
Provide direct instruction for geometry skills. Increase use of hands-on activities and manipulatives to introduce and practice concepts.	Students will be able to understand the concepts in geometry and demonstrate their knowledge of them.	Teachers will increase instruction of geometry skills within the math curriculum. Teachers will increase the use of manipulatives for geometry instruction.
Methods of Collecting Information	Persons Responsible	Assessment Tools
Classroom observations Teacher plans Student work	Principal Teachers Special education teachers Support Staff District Math Coach	MCAS Acuity Math assessments
Measures of Implementation	Assessment Schedule	Desired Level of Performance
Lesson plans Student work	2009-2011	To score 5% higher in the geometry strand of the MCAS by 2011
		Specific Timeline
MCAS 2009 Math Geometry Greenlodge State Grade 3 78% 65% Grade 4 79% 74% Grade 5 59% 58%		2009-2011

1. Positive Learning Environment:

School culture with necessary social and emotional competencies

Action Steps	Persons Responsible	Timeline	Resources Needed	Success Indicators
Increase extra-curricular opportunities for students through the development of an after-school enrichment program.	Principal Teachers PTO	2009-2011	Student fees Staff Instructors Supplies for offerings Space Time	Program offerings Attendance at programs Parent feedback
Expand Responsive Classroom throughout the building	Assistant Superintendent Principal Teachers Staff	2009-2011	Training Teachers Substitutes Time	Attendance at training Morning meetings
Formation of Positive Behavior Support Committee to develop consistent rules and procedures to be used throughout the building	Principal Teachers Parents Students	2009-2011	Positive Behavior Support Materials, research Display materials Time	Rules posted throughout the school and in every classroom Binder of procedures Positive behavior plan

3. Respect:

To increase student awareness of the diversity and needs of all individuals and cultures

Action Steps	Persons Responsible	Timeline	Resources Needed	Success Indicators
Continue to provide opportunities for students to provide service to the school community, the town community, and the world community	Principal Teachers Support staff Students Student Council	2009-2011	Technology Outside Organizations PTO School Staff	Evidence of projects completed

4. Communication:

To increase Parent Involvement/Participation

Action Steps	Persons Responsible	Timeline	Resources Needed	Success Indicators
Increase numbers of opportunities for parents to become involved in the school- PTO	Principal Teachers PTO	2009-2011	Parent Volunteers Connect-ed Teachers Time Principal	Attendance at PTO meetings, volunteer meetings, etc.
Continue to offer informational meetings about curriculum or other school or system initiatives	Principal Teachers PTO	2009-2011	Parent Volunteers Connect-ed Teachers PTO Time Principal	Parent feedback Participation and attendance at PTO meetings Volunteering

4. Communication:

To increase Home/School Communication

Action Steps	Persons Responsible	Timeline	Resources Needed	Success Indicators
Continue to update and expand school website with news, school calendar, school newsletters, and photographs	Principal Teachers DPS Web PTO	2009-2011	Principal Teachers Technology Dept. Time	Updated web site Parental input
Continue to provide classroom-to-home communication on a regular basis	Principal Teachers	2009-2011	Principal Teachers Technology	Class newsletters Beginning of year letters Parent letters and flyers
Continue to provide whole school /home communication through use of newsletter and use of new parent newsletter	Principal Teachers	2009-2011	Principal Teachers Technology	Actual documents i.e. Happenings and new parent newsletter

APPENDICES

School Profile Information

(Source: Department of Secondary and Elementary Education)

Greenlodge – Enrollment/Indicators

Enrollment Data

Enrollment by Race/Ethnicity (2009-10)			
Race	% of School	% of District	% of State
African American	2.1	6.7	8.2
Asian	1.5	2.8	5.3
Hispanic	7.1	9.1	14.8
Native American	0.0	0.3	0.3
White	88.3	79.1	69.1
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	0.9	2.0	2.2

Enrollment by Gender (2009-10)			
	School	District	State
Male	176	1,534	491,377
Female	150	1,376	465,676
Total	326	2,910	957,053

Enrollment by Grade (2009-10)																	
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT	Total
District	131	199	231	233	228	204	235	217	204	242	206	218	201	161	0	-	2,910
Greenlodge	0	0	69	81	59	53	64	0	0	0	0	0	0	0	0	-	326

	School	District	State
Total # of Teachers	22.6	219.6	69,908.9
% of Teachers Licensed in Teaching Assignment	100.0	98.6	97.1
Total # of Classes in Core Academic Areas	110	987	280,489
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	99.0	97.3
Student/Teacher Ratio	14.5 to 1	13.3 to 1	13.7 to 1

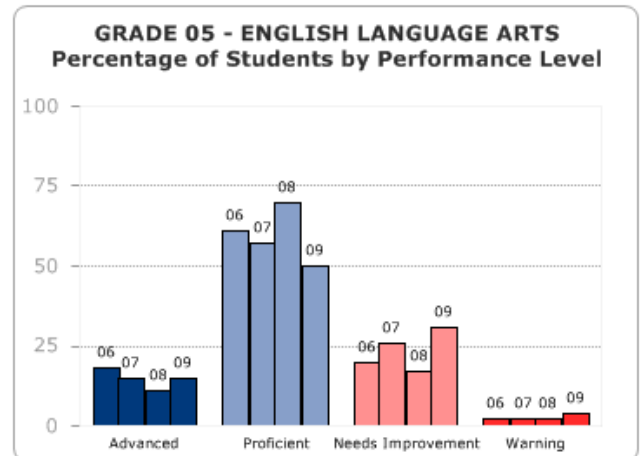
	School	District	State
Grade 9-12 Dropout Rate	0.0	1.2	2.9
Attendance Rate	95.9	94.9	94.6
Average # of days absent	7.3	8.8	9.3
In-School Suspension Rate	0.0	1.6	3.3
Out-of-School Suspension Rate	0.0	3.5	5.3
Graduation Rate	-	90.6	81.5
Truancy Rate	0.0	0.2	2.1

Massachusetts School and District Profiles – Greenlodge

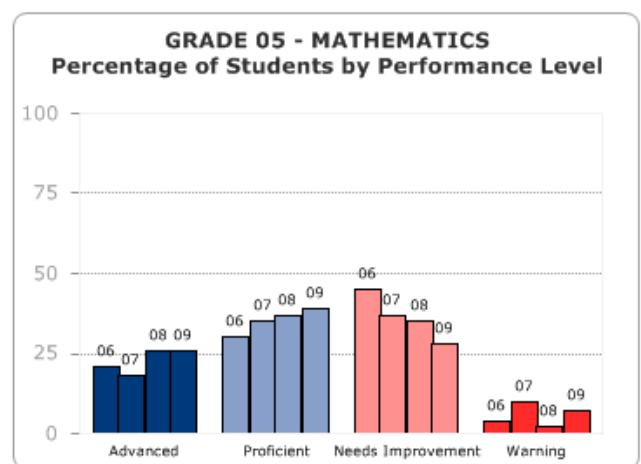
MCAS Annual Comparisons

* NOTE: Performance level percentages are not calculated if student group less than 10. Data Last Updated on September 16, 2009

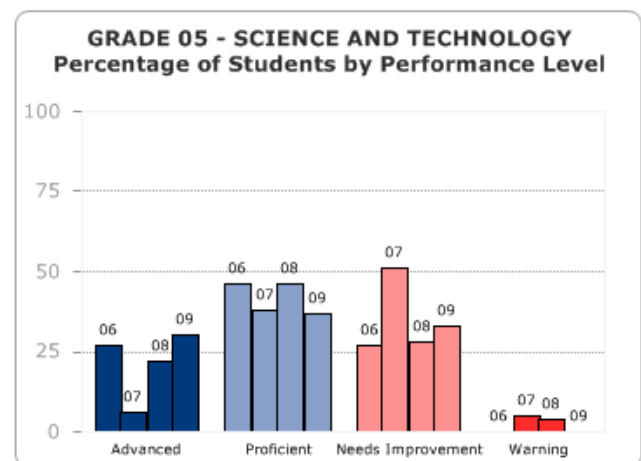
GRADE 05 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	18	15	11	15
PROFICIENT	61	57	70	50
NEEDS IMPROVEMENT	20	26	17	31
WARNING	2	2	2	4



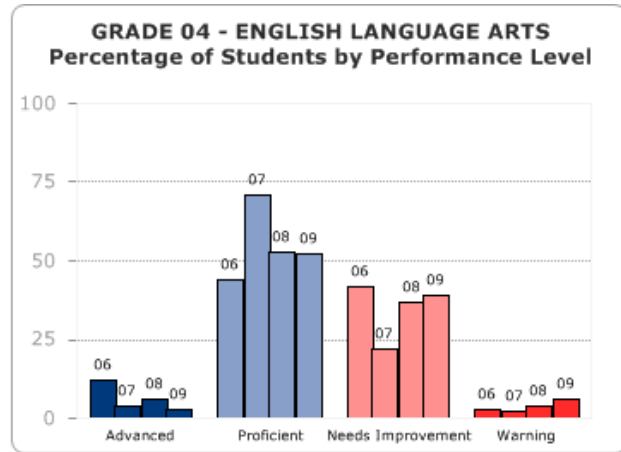
GRADE 05 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	21	18	26	26
PROFICIENT	30	35	37	39
NEEDS IMPROVEMENT	45	37	35	28
WARNING	4	10	2	7



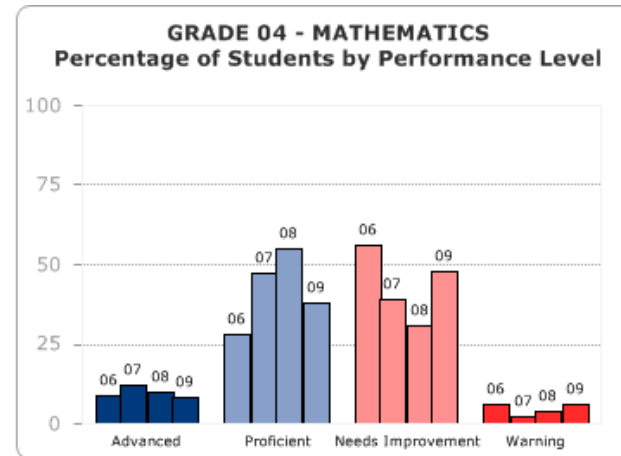
GRADE 05 - SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	27	6	22	30
PROFICIENT	46	38	46	37
NEEDS IMPROVEMENT	27	51	28	33
WARNING	0	5	4	0



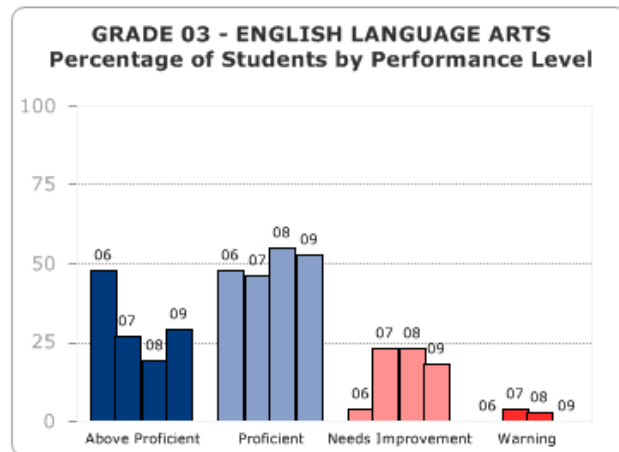
GRADE 04 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	12	4	6	3
PROFICIENT	44	71	53	52
NEEDS IMPROVEMENT	42	22	37	39
WARNING	3	2	4	6



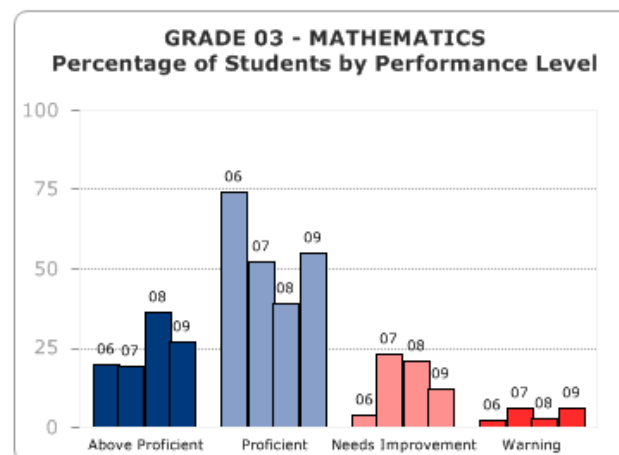
GRADE 04 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	9	12	10	8
PROFICIENT	28	47	55	38
NEEDS IMPROVEMENT	56	39	31	48
WARNING	6	2	4	6



GRADE 03 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ABOVE PROFICIENT	48	27	19	29
PROFICIENT	48	46	55	53
NEEDS IMPROVEMENT	4	23	23	18
WARNING	0	4	3	0



GRADE 03 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ABOVE PROFICIENT	20	19	36	27
PROFICIENT	74	52	39	55
NEEDS IMPROVEMENT	4	23	21	12
WARNING	2	6	3	6



ADEQUATE YEARLY PROGRESS INFORMATION (2009)

2009 AYP Data - Summary

Summary Data | [Detailed Data](#)

	NCLB Accountability Status	Performance Rating	Improvement Rating
ENGLISH LANGUAGE ARTS	No Status	High	Declined
MATHEMATICS	No Status	High	No Change

Student Group	(A) Participation		(B) Performance		(C) Improvement		(D) Attendance		AYP 2009
	Met Target	Actual	Met Target (90.2)	Actual	Met Target	Change from 2008	Met Target	Actual	
ENGLISH LANGUAGE ARTS									
Aggregate	Yes	98	No	87.9	No	-2.7	Yes	95.9	No
Lim. English Prof	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	74.0	Yes/SH	-1.8	Yes	95.7	Yes
Low Income	-	-	-	-	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	98	No	88.5	No	-2.4	Yes	96.0	No
MATHEMATICS									
Aggregate	Yes	99	Yes	85.7	No	-2.4	Yes	95.9	Yes
Lim. English Prof	-	-	-	-	-	-	-	-	-
Special Education	Yes	100	No	71.6	No	0.0	Yes	95.7	No
Low Income	-	-	-	71.3	-	-	-	-	-
Afr. Amer./Black	-	-	-	-	-	-	-	-	-
Asian or Pacif. Isl.	-	-	-	-	-	-	-	-	-
Hispanic	-	-	-	-	-	-	-	-	-
Native American	-	-	-	-	-	-	-	-	-
White	Yes	99	Yes	86.2	No	-3.0	Yes	96.0	Yes

		Adequate Yearly Progress History										NCLB Accountability Status
		2001	2002	2003	2004	2005	2006	2007	2008	2009		
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No	No Status	
	All Subgroups	-	-	Yes	Yes	Yes	Yes	Yes	Yes	No		
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	Yes	No Status	
	All Subgroups	-	-	Yes	Yes	Yes	Yes	No	Yes	No		