

L.H. Coffin and Elbridge Gerry School Improvement Plan, 2009-2010

Introduction

The Coffin and Gerry Schools' Site-Based Management Team is composed of parents, teachers and the principal of the Coffin and Gerry Schools. Its purpose is to propose and develop long-term goals for the general improvement of the schools. The members of the Coffin and Gerry SBMT are:

Sean Satterfield, Principal
Kate Bostley, Parent Representative
Amy Tully, Parent Representative
Heidi Janock, Teacher Representative
Joan Kavanagh, Teacher Representative
Diane Babbitt, Teacher Representative

This Improvement Plan is a result of the 2009 Parent Survey, and input by the Coffin and Gerry community over the course of the year. As in previous years, you will note that the School Improvement Plan is a balance of academic and facility issues.

This plan for the improvement of the Coffin and Gerry Schools continues to include a focus upon long-term and short-term goals. Much of the impetus for specific goals outlined below was a result of the parent survey and perceived needs of the schools from the principal and staff members. Our hope is to identify and develop goals that will result in a better educational environment for our staff and students.

The 2009-2010 School Improvement Plan incorporates much of the academic and collaborative piece of the school-wide Instructional Focus, whereas the other items contain items needed but peripheral to education itself. This plan is mainly a continuation of the 2008-2009 plan, reflecting the need to continue the work done in these areas and to continue to refine the effort.

The 2009-2010 Coffin/Gerry School Improvement Plan:

- 1) Increase Standardized Test Scores*
- 2) Parent-School Communication*
- 3) Coffin and Gerry Focus*
- 4) Technology*
- 5) Coffin/Gerry Pride*
- 6) Arrival/Dismissal Procedures*
- 7) Professional Learning Communities*
- 8) Ongoing Maintenance/Safety Issues*

Coffin and Gerry Schools School Improvement Plan 2009-2010

<i>Goal</i>	<i>Rationale</i>	<i>Measure of Success</i>	<i>Responsibility</i>
1. Increase Standardized Test Scores	<i>Increase Student Achievement</i>	~MCAS Scores ~Fewer referrals	~Principals ~Curriculum Directors ~Teachers
2. Parent School Communication	<i>Present to parents a clearer picture of day to day issues at Coffin and Gerry</i>	~SBMT Survey ~Updated websites	~Principal ~Teachers
3. Coffin and Gerry Goals	<i>Academic goals for Coffin and Gerry meshing with the Superintendent's District Focus</i>	~Completed Document	~Principal ~Teachers ~Curriculum Directors
4. Technology—Student Access	<i>Improve and increase use of technology tools in the classroom</i>	~Smartboard Installation ~Expanded Use of Document Cameras/Projectors	~Principal ~Teachers ~Staff
5. Coffin/Gerry Pride Development	<i>Continue work in developing school pride, interschool cooperation, and sense of community, tied to the Responsive Classroom model.</i>	~Completion of activity binder, ~Increased sense of community ~Decrease in Social Issues	~Principal ~Teachers ~School Counselor ~Students
6. Arrival and Dismissal Procedures	<i>Safety Issue</i>	~Smoother arrival/dismissal times ~SBMT Survey	~Principal ~PTO ~Staff ~Parents
7. Professional Learning Communities	<i>Teachers working as a team, sharing ideas and improving instruction.</i>	~Better lesson presentation ~Better Class assessment ~Increased student achievement	~Principal ~Teachers
8. Ongoing Maintenance Issues	<i>Oversight into maintenance issues from a safety, school resources impact</i>	~Safety ~Quality of student/staff use ~Survey	~Maintenance Staff ~Principal ~Custodians ~Teachers

Itemized Narratives on Coffin-Gerry School Improvement Plan

Increase of Standardized Test Scores: Though the focus in K-3 should necessarily be on language arts and mathematics, it is important to have some yardstick for measurement of achievement. MCAS scores, DRA scores, and other assessments will enable us to see needed improvement and growth over time.

Coffin/Gerry Goals: Document that provides an overview of major academic goals for the upcoming school year; tied to the District Instructional Focus. The SY2009 Goals are included; SY10 Goals are currently in draft form.

Parent School Communication: Increased use of a email system (AlertNow) and updated webpage has enabled the school community to better communicate with the parents. Though improved over the course of the past year, expanding of communication in the form of newsletters, emails, and teacher websites would enable better communication to the home.

Technology: See attached Technology Plan. Gerry teachers have requested more hardware available in their rooms, especially presentation hardware that would enable them to access the web and use web tools in whole class presentation. Plan is also to include more Smartboards at the Coffin School.

Coffin/Gerry Pride Development: Teachers plan on continuing the Pride initiative to increase student pride in the school, focusing upon a greater emphasis on respect and responsibility. This initiative started in 2005, and continued this year, with a focus upon tying the initiative to the Responsive Classroom model.

Arrival/Dismissal Procedure: This continues to be an object of concern between the SBMT and the Coffin/Gerry community at large. Increased staff presence outside of both buildings, and clear statements of procedures at the beginning of the year, should result in improved procedures.

Professional Learning Communities: The past four years, Coffin and Gerry classroom teachers have had shared planning periods—time where they could collaborate as a grade level to improve instruction. As in previous years, teachers use this time to develop *concrete and attainable progress* in student achievement.

Maintenance Issues: Coffin and Gerry Schools are both older buildings. The SBMT feels that the ongoing general maintenance issues need to be part of the School Improvement Plan, to safeguard the staff and students who occupy the buildings on a daily basis. Due to the age of the buildings, especially Gerry, such issues have become more prominent and more frequent.

Results of the Coffin/Gerry Parent Survey

The Coffin/Gerry Parent Survey was completed in April 2009. An online tool, Survey Monkey, was used to collect data. This enabled us to present more questions and therefore received better, and more accurate data. Overall response was 153 families, for a response rate of 60%, 10% higher than the results in April, 2008. The responses below are a sample of the responses. The full report is available online at the Coffin-Gerry Principal website.

Percentages Based Upon Strongly Agree/Agree Responses

<i>Question</i>	<i>April 2007</i>	<i>April 2008</i>	<i>April 2009</i>
<i>High standards for Academic Achievement</i>	93%	88.9%	89.5%
<i>Safe Climate</i>	89	89	93.4
<i>Positive Climate</i>	89	90.6	94.2
<i>Students Are Challenged to do their best</i>	87	83.4	89.5
<i>Adequate Supplies</i>	62	63.8	72.4
<i>Student Creative Encouraged</i>	82	79.4	82.2
<i>Appropriate Homework</i>	82	82.3	74.7
<i>Parent Concerns Dealt with Appropriately</i>	77	75.4	82.9
<i>Parents given opportunity to Become Involved</i>	-	89.6	92.1
<i>School Facilities Adequate for needs</i>	42	47.6	58.3
<i>Report Card</i>	89%	64%	70.2

<i>Academics</i>	<i>April 2007</i>	<i>April 2008</i>	<i>April 2009</i>
<i>Reading</i>	87%	83.2%	90.8%
<i>Writing</i>	87	87.2	90.2
<i>Mathematics</i>	94	81.6	88.8
<i>Science</i>	91	83.2	84.8
<i>Social Studies</i>	93	80.8	82.9
<i>Library/Media</i>	89	68.8	72.1
<i>Music</i>	89	89.6	88.8
<i>Visual Arts</i>	89	75.9	73.7
<i>Physical Education</i>	93	82.3	85.3
<i>Technology</i>	63.7	67.8	39.8%



Coffin and Gerry Schools Technology Plan

With PTO funding and support, the Coffin and Gerry Schools have embarked on a plan to reinvest in and better incorporate technology into our classrooms. Starting with giving the teachers the tools that they need, training in technology, and making collaboration available, the plan is to introduce and integrate new technology into the classrooms where it will be used to augment instruction.

Phase I: Bringing Technology Back into the Classroom

School Year 2005, completed

PTO Purchase of up to Date Computers for teachers
Digital Camera Purchase
Network Printer sharing
Email as a Communication Tool

Phase II: Collaboration and Communication

School Year 2006, completed

Technology Training Study Group: Integration of Technology in the Classroom
First Class: Collaboration and Communication—email, calendar, threaded discussions
Presentation Materials: LCD Projectors and Laptops

Phase III: Student Instruction Using the Tools of Technology

School Year 2007, completed

Up to date Student Computer Lab at Coffin
Smart Board for Classroom Presentation
Technology Training Study Group II
Digital Video Camera and software
Dedicated video/desktop publishing workstation

Phase IV: Refining of Instruction Using the Tools of Technology

School Year 2008, completed

LCD Projectors—mobile carts at each grade level
Implementation of Study Group Projects in the Classroom

Phase V: Using the Tools of Technology in Direct Instruction

School Year 2009, completed

Smartboards Installed in Grade 3 Classrooms (4 Systems)

Document Cameras for Grade 3 Smartboard systems

Teacher Training for Smartboard Use

Phase VI: Refining of Instruction Using the Tools of Technology

School Year 2010, proposed

Smartboard Installation in Grade 2-3 Language Based Classroom, Grade 2

Classrooms (5 Systems)

Document Cameras/Projectors Grade K-1

Live First Class Teacher WebPages

This is an evolving plan. With continued PTO support, all of the above is possible. We have dedicated teachers who have expressed a willingness to train in technology and use the tools that they have been given.

Coffin and Gerry Schools: Goals for 2008-2009

1. Increase Student Achievement

- To increase MCAS Scores in ELA and Mathematics through assessment led instruction and direct intervention (i.e. direct instruction, pilot programs).
 - To continue to implement Foundations in Grades K-2, with a focus upon the new implementation in Grade 2.
 - To implement explicit instruction programs into K-3 classrooms, most notably *Daybook* in Grade 3.
 - To increase the frequency of Non Fiction Writing Instruction across all parts of the curriculum.
 - Use of TestWiz in Grade 3 to analyze data to improve instruction.
 - Use of Formative Assessments [Gates, DRA] to align curriculum to adapt to student needs as a skills-based reading instruction.
 - Use 'Understandings' Document as roadmap for continued progress in MCAS assessment.

2. Collaboration

- To collaborate with K-3 administrators to develop best practices in regards to common activities and policies, including MCAS preparation.
- To continue to improve Professional Learning Communities at grade level through charges generated in a collaborative effort by administrators and teachers.
- Charges should be time-limited.
- To expand PLCs to include specialists, especially Special Needs.
- Minutes of each PLC needs to be recorded and submitted to the Principal.
- To expand Coffin/Gerry Pride to include closer PTO support and alignment with Response Classroom techniques.
- To work with teachers and staff to successfully implement the KnowAtom program in the third grade.

3. School Safety

- To implement a dynamic Facility Renovation Plan for Gerry School with Richard Matthews and the business manager, to reflect current and future needs within the confines of budget parameters.
- To continue to work with staff on the School Safety Team to identify and solve issues unique to Coffin and Gerry.
- To utilize the School Safety Team to implement School Committee Subcommittee initiatives.
- To implement procedures for school-wide hazards, especially lock down.

4. Communication

- To increase teacher classroom communication with parents through use of weekly newsletters on student progress.
- To increase the Principal's visible presence at both schools by developing a set schedule for each building.
- To increase and effectively use communication tools to inform parents, including the use of email, listserv and website technologies.
- To inform staff of the expectation of the use of email as a communication device in conjunction with other modes of communication, such as phone calls, letters and conferences.