

**School Improvement Plan  
2011-2012**

**Principal: Amanda Luizzi**

**School: Burke-Memorial School**

**Goal 1: To improve student performance (for all subgroups) in grades three and four on the MCAS English-Language Arts test by increasing “Proficient” and “Advanced” levels by 5 percentage points.**

| <b>Action Steps</b>   | <b>Participants</b>  | <b>Timeline</b>      | <b>Anticipated Outcome</b>  |
|---|--|----------------------|---|
| Analyze 2011 MCAS results to identify strengths and weaknesses.   | Principal, Assistant Principal, Instructional Coach                | September-October    | Focus attention on areas of need in an effort to raise student achievement levels |
| Share and discuss school and grade level results with faculty.  | Principal, Assistant Principal, Instructional Coach                | September-October    | Focus attention on areas of need and adjust instruction                           |
| Individual data conferences with teachers to analyze the MCAS results for current and former classes.                               | Principal, Teachers  | October and November | Focus attention on areas of need and develop an action plan for addressing needs. |
| Develop SMART goals based on MCAS data to increase student learning in English-Language Arts.                                       | Principal, Assistant Principal, Instructional Coach, Teachers      | November             | Focus attention on areas of need for raising student achievement levels           |
| Develop, implement, and assess the effectiveness of teaching practices and activities connected to SMART goals                      | Instructional Coach, Teachers                                      | November-March       | Improved instructional practices to increase student learning                     |
| Plan, organize and implement ongoing professional development opportunities for teachers in grades kindergarten through grade four. | Elementary Principals, Assistant Principals, Instructional Coaches | September-May        | Build teacher capacity leading to improved student achievement.                   |
| Progress monitor at risk students (scale score of 245 and below) every six weeks, adjust instruction.                               | Reading Specialists, Special Educators                             | November -June       | Improve instructional practices based on specific student needs                   |
| Administer MAP Assessment to fourth grade students; analyze the results to target instruction.                                      | Teachers, Computer Education Teachers, Instructional Coach         | October - May        | Improve instructional practices based on specific student needs                   |

| <b>Goal 2: To improve student performance (for all subgroups) in grades three and four on the MCAS Mathematics test by increasing “Proficient” and “Advanced” levels by 5 percentage points.</b> |  |                      |   |
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| <b>Action Steps</b>  | <b>Participants</b>  | <b>Timeline</b>      | <b>Anticipated Outcome</b>  |
| Analyze 2011 MCAS results to identify strengths and weaknesses.  | Principal, Assistant Principal, Instructional Coach                | September-October    | Focus attention on areas of need for raising student achievement levels |
| Share and discuss school and grade level results with faculty.   | Principal, Assistant Principal, Instructional Coach                | September-October    | Focus attention on areas of need for raising student achievement levels |
| Individual data conferences with teachers to analyze the MCAS results for current and former classes.  | Principal, Teachers  | October and November | Improved instructional practices to increase student learning           |
| Develop SMART goals based on MCAS data to increase student learning in Math.   | Principal, Assistant Principal, Instructional Coach, Teachers      | November- January    | Improved capacity to meet the needs of all learners                     |
| Develop, implement, and assess the effectiveness of teaching practices and activities connected to SMART goals.  | Instructional Coach, Teachers                                      | November-March       | Improved capacity to meet the needs of all learners                     |
| Plan, organize and implement ongoing professional development opportunities for teachers in grades kindergarten through grade four.  | Elementary Principals, Assistant Principals, Instructional Coaches | December -May        | Additional instruction to better meet the needs of at-risk learners     |
| Administer MAP Assessment to fourth grade students; analyze the results to target instruction.   | Teachers, Computer Education Teachers, Instructional Coach         | October - May        | Improve instructional practices based on specific student needs         |

| <b>Goal 3: Develop a comprehensive Response To Intervention Program for Medway Elementary Schools</b>   |  |                              |   |
|---|--|------------------------------|---|
| <b>Action Steps</b>   | <b>Participants</b>  | <b>Timeline</b>              | <b>Anticipated Outcome</b>  |
| Develop a committee to create a K - 4 Response to Intervention (RTI) plan.                              | Elementary Principals<br>Director of Student Services            | November - December          | Committee selected, meetings and tasks of the committee defined   |
| Define the key components in RTI plan in reading, mathematics and social/emotional skills in grades K-4 | RTI Committee  | December - January           | List of components of plan in ELA, mathematics and social/emotional skills.   |
| Define and Articulate Tier I interventions  | RTI Committee  | January - February           | List of currently implemented and possible future Tier I interventions in each area.  |
| Define and Articulate Tier II and III interventions   | RTI Committee  | February - March             | List of currently implemented and possible future Tier II and III interventions in each area.   |
| Develop a parent brochure articulating the K-4 RTI plan for students                                    | Principals<br>Director of Student Services                       | March-May                    | A comprehensive guide to interventions for parents  |
| Professional Development for Elementary School Staff on the RTI Model                                   | Principals<br>Director Student Services<br>Instructional Coaches | June, 2012                   | Plan for providing professional development in all aspects of RTI for all elementary faculty.   |
| Completion and Implementation of new RTI Program  | Principals<br>Director of Student Services<br>Elementary Staff   | June - 2012-2013 School Year | Reduction in the number of students referred for special education services and increases the number of students who succeed within general education |

**Goal 4: To develop and implement a new schedule for the 2012-2013 school year in an effort to maximize instructional time and curriculum delivery.**

| <b>Action Steps</b>  | <b>Participants</b>                                     | <b>Timeline</b>         | <b>Anticipated Outcome</b>   |
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| Form a committee to study the effectiveness of current schedule. | Principal, Assistant Principal, Teacher Representatives | December -February      | Improved understanding of the strengths of current schedule and anticipated needs for future scheduling. |
| Gather data and feedback from staff members                      | Principal, Assistant Principal, Teachers                | February- March         | Develop a deeper understanding of scheduling implications on classroom instruction and student learning. |
| Plan adjustments to current schedule                             | Principal, Assistant Principal, Teacher Representatives | March- May              | Increased instructional time and revised curriculum delivery.  |
| Completion and Implementation of new schedule                    | Principal, Assistant Principal                          | June - 2012 school year | Implementation and increased instructional time and revised curriculum delivery.                         |