

**Medway Public Schools
Medway, MA**

**School Improvement Plan
2009-2010**

School: Burke-Memorial School

Grades: Pre-K, K, 3, 4

Goal I. To enhance communication and parent involvement with our school through the increased use of technology.

Rationale

During the 2008-2009 school year, the Burke-Memorial School Council conducted a school-wide survey to solicit feedback regarding the communication between home and school. We asked for parents' opinions on how we share information about their children's academic program, general school policies, procedures, and school support services. We learned from the survey that parents wanted more information sent electronically about their child's academic program, school events, and how to support their child at home. Studies show that increased parental involvement is related to improved student achievement.

Action Plan

- I. All school staff email addresses will be posted on the school's website. Email communication will be used to communicate information about classroom events, volunteer opportunities, homework assignments and projects, and upcoming instructional units.
- II. The school's website and listserv email system will be used more fully to advertise upcoming events, share information about the academic program and other areas of school life, send periodic newsletters, and provide information to help parents support their children academic achievement at home.
- III. The administration and technology director will facilitate and support the development and use of individual teacher websites.

Means of Assessment

Teachers and parents will be surveyed to determine the frequency and variety of electronic communications over the course of the year.

Goal II. To develop a resource center that will provide parents with materials, websites, and general information to help them support their children's academic achievement.

Rationale

Results of the parent survey showed that parents want to be more involved in their child's education. They desire more detailed information about the curriculum, standards-based reporting, and how to support their child's education at home. A parent resource center will provide information and materials to accomplish this goal.

Action Plan

- I. An area of the Memorial Library will be set aside for the parent resource center. Hours of operation will be established.
- II. School council members will gather information on educational websites, materials, brochures, and other support materials. Money from donations and other resources will be used to purchase materials.
- III. A group of parent volunteers will be formed to organize and maintain the resource center. Some of their responsibilities will include cataloging the materials available and monitoring a sign out sheet for the materials and information.
- IV. Create a newsletter that will keep parents up to date on what is available in the resource center and how they can access it.

Means of Assessment

The amount of parents that access the resource center will directly reflect the value of the resource center. The parent volunteers who organize the center will provide feedback regarding parent input and comments regarding the usefulness of the center.

Goal III. To increase student achievement in the area of mathematics.

Rationale

Analysis of MCAS scores indicate that, while students at Burke-Memorial fall within the high performing range in mathematics as a whole, there is room for growth. Of major concern is the performance of the “Students with Disabilities” subgroup in both mathematics and reading/language arts. We continue to investigate and implement measures aimed towards closing the gaps in achievement. To this end, a mathematics curriculum review was initiated using outside consultants to examine and evaluate all aspects of mathematics instruction in Medway. A written report will be submitted to the administrators with recommendations for improvement of the Medway mathematics curriculum and instruction.

Action Plan

- I. The report and recommendations made by the Mathematics Curriculum Review Team will be reviewed and shared with the Burke-Memorial faculty.
- II. A plan will be developed based on the report to implement recommended changes and improvements in instruction, resources, and professional development in the area of mathematics.
- III. Teachers will continue to develop common assessments in mathematics, create rubrics, choose exemplars, and analyze student work during monthly curriculum meetings.
- IV. Analyze MCAS data to determine areas of need and implement support programs (in-school support, afterschool tutoring).
- V. Investigate ways to enhance and intensify mathematics instruction for students with special needs.

Means of Assessment

Changes in student achievement in mathematics will be measured by analyzing information from progress reports, report cards, MCAS scores, and common assessments

Means of Assessment

Goal IV. To continue the implementation StoryTown (2008) by Harcourt Houghton-Mifflin, a core literacy program that is researched-based, contains a systematic word study component, and supports and advances our current approach to balance literacy at the elementary level.

Rationale

To continue to improve our elementary literacy instruction by implementing a research based systematic word study program that incorporates phonics, spelling and vocabulary and supports our existing balanced literacy program. Implementing a new core literacy program will also promote continuity across grade levels.

Action Plan

- I. Professional development regarding understanding and use of the program will continue for teachers during the 2009-2010 school year on early release days and curriculum meetings.
- II. Develop lesson plans that incorporate use of new program materials in conjunction with our current balanced literacy materials (i.e. genre studies, reaching wider range of readers)
- III. Determine essential understandings and align units with Massachusetts Curriculum Frameworks.
- IV. Develop common assessments at each grade level to inform instruction and measure individual and group achievement.
- V. Coordinate student intervention needs across tiered services (regular education, reading support program, special education program) for grades three and four.

Means of Assessment

Work products relative to each action item, student achievement data (Degrees of Reading Power, Developmental Reading Assessment, MCAS) will be used to determine goals met.