

# Watertown Public Schools

## Cunniff School Improvement Plan 2006 - 2009

<b>Goal 1: Work with all professional staff in the areas of English Language Arts and in mathematics to improve MCAS scores in grades 3-5.</b>				
<b>CEF Goals: 1, 2</b>				
<b>Supporting Objectives</b>	<b>Strategies/Actions (Resources/Funding)</b>	<b>Responsibility</b>	<b>Measures &amp; Milestones</b>	<b>Status/Timeline</b>
Provide teachers with professional development that supports the analysis of currently collected performance data.	Use professional development day to explore spring 2006 test data	Principal Staff	Identification of areas of strengths, needs improvement and weaknesses	Completed: November 2006
Utilize technology to analyze data	Install, run and explore data using Test Wiz that will show areas of relative weakness at each grade level	Principal, Director of Language Arts	New understanding of this computer program and how it can help analyze data	Began: October 2006
Provide data to staff on individual student achievement from 3 <sup>rd</sup> through 5 <sup>th</sup> grade	Examine test results of individual students as they move from 3 <sup>rd</sup> -4 <sup>th</sup> and from 3 <sup>rd</sup> to 4 <sup>th</sup> to 5 <sup>th</sup> . Determine gains achieved and areas that need to be improved	Entire teaching staff	Individualization of skills for all students	Completed: Fall 2006
Interpret data to better enhance individualized instruction	Examine, analyze and use test data to inform instruction for all teaching staff	Entire teaching staff	Reallocate time in the day to support areas of relative weakness	Ongoing: Monthly grade level team meeting began once the MCAS scores and data were released
Utilize test data to identify trends	Explore three year averages in ELA (reading, writing, language and literacy) and math for grades 3-5	Entire teaching staff	Identification of three year trends for the Cunniff School in grades 3-5	Began: Fall 2006 and ongoing into spring 2007
Have grade level teams analyze test data to determine areas of curriculum that need to be targeted	Use the professional development day in November to work in grade level teams as well as in upper and lower elementary levels (K-2, 3-5) to determine areas of the curriculum that need to be enriched and modified to ensure all content standards are being taught	All teaching staff	Teachers and student support services staff communicate and work together to interpret important data which will help tailor and drive their curriculum delivery	Completed: November 2006  Reinforced in late January 2007

Have grade level teams determine that the appropriate math content is being provided to students	Examine the math assessments and math pacing guide by grade levels and make necessary modifications and changes to ensure that the appropriate content is being taught	Assistant Superintendent  Math teachers Math Task Force	Second year of implementation of the math pacing guide which means there will be more time to be more critical of specific assessments and create stronger tools	Began in Fall 2006 and ongoing into winter 2007 and early spring
Determine more effective test taking strategies	Continue exploring ways to embed effective test taking strategies in the classroom (as described in Chapter 27 of Fountas and Pinnel)	All teaching staff Sheila Assad Assistant Superintendent	Reading teachers and all classroom teachers will embed these practices into their everyday instruction	Late January 2007 (ELA) and continuing through late April (math and science)

**Goal 2: To strengthen parent understanding of the School Evaluation/IEP process, 504 and Student Success Plans and initial evaluations. This will include facilitating understanding of the components of the IEP (timelines, process, testing, how it is written and the service delivery grid).**

**CEF Goals: 1, 2, 3, 4**

<b>Supporting Objectives</b>	<b>Strategies/Actions (Resources/Funding)</b>	<b>Responsibility</b>	<b>Measures &amp; Milestones</b>	<b>Status/Timeline</b>
Provide school staff with information needed to provide students with the appropriate special education services	School staff will meet with Team Chair and liaisons during the first 10 days of school to review IEPs, 504 plans, student service plans, and disseminate IEP goals and objectives and IEP at a Glance	Team Chair Special education teachers Guidance Counselor Principal	All teachers will have met with their grade specific special education teacher	Completed: Middle of September
Communicate effectively with parents regarding special education services	Special education liaisons will contact parents/guardians during the first four weeks of school and inform them of tentative meeting dates and schedule for the year	Student Support Services liaisons Guidance Counselor	Parents will have been communicated with regarding their child's specific plan. Monitoring document for parent contact	Completed: End of September
Provide forums to communicate broader special education goals to parents	A fall parent Coffee will be held for all parents with a focus for parents that have students on an IEP or 504 plan. Discussion will center around this goal and solicit parent thoughts regarding the process	Team Chair, Principal  All teachers and related service providers	Parent participation and feedback.	Winter 2006
Determine ways to encourage more parental participation	Work with Watertown's SEPAC to encourage more participation from our parent body in that organization	Principal, Team Chair and Guidance Counselor	Greater Cunniff representation at monthly meetings	Academic school year Monthly announcements have been included in the Cunniff Connection
Provide opportunities for inter-disciplinary coordination and communication	Hold two Student Support Services "Summits" to bring together all the professionals for clarifying recent mandates and special education initiatives	Director of Student Support Services, Principal, Team Chair, Barbara Gortych	Team meetings run efficiently and effectively as all professionals have the pertinent information	First one completed in November 2006 Second one held on January 29, 2007
Determine if current IEPs are in compliance with the IEP service grid	Review IEPs to ensure that the current service delivery of services is in alignment with the IEP service grid	Special Education Teachers	IEPs are being implemented according to their service delivery grid	Ongoing throughout the year contingent upon when an IEP comes "due"

Facilitate proper communication to parents regarding actions taken on their child's educational plan	Work with the various district wide psychologists to ensure that proper communication takes place before testing begins on a child AND prior to the team meeting to review the test results	Director of Student Support Services, Principal, Team Chair, Barbara Gortych	Team meetings run efficiently and effectively as all professionals have the pertinent information	Spoken with Barbara Gortych and ongoing with each new evaluation
Hire a half or full time school based psychologist	Explore the possibilities of funding a school based psychologist (half or full time)	Principal, Director of Business Services, Director of Special Education	Decision package will show consideration of this idea	Interviewing now (May 2007) and will hopefully hire in the next week
Explain GLOs and Summary Reports and their relation to IEP goals to parents	Review the Grade Level Outcomes and Summary Reports with parents of students on IEPs to facilitate understanding that IEP goals often represent entry points to the continuum of Grade Level Outcomes Skills and that student achievement may not always be consistent with the grade placement	Student Support Services teachers and classroom teachers	Parents will work with their child's team to determine what academic gain and progress is realistic for their child	Conversations took place with administrators in late summer/fall of 2006; Examination of how to legally incorporate into new reporting system
Provide staff with information on IDEA 04	Establish a meeting with Cat Lyons, the district's special education lawyer, so she may review IDEA 04 with all staff	Team Chair	All staff will become more aware of the required special education laws	Barbara Gordtch presented to faculty in April 2007
Determine specific guidelines for testing	Create clearer guidelines for when testing should take place and whether an IEP/504/School Service Plan is required or necessary	OT, Team Chair, Student Support Teachers	Provide support to students that need access to the curriculum with equal and consistent distribution	Second summit for student support teacher – January 2007

**Goal 3: To strengthen the professional partnership between the Cunniff School staff, parents and greater community.**

**CEF Goals: 3, 4**

<b>Supporting Objectives</b>	<b>Strategies/Actions (Resources/Funding)</b>	<b>Responsibility</b>	<b>Measures &amp; Milestones</b>	<b>Status/Timeline</b>
Enhance school-home communication	Host 4 Principal/Parent Coffees during the school year to address various issues and concerns	Principal, School Council	Principal will evaluate feedback from coffees and communicate information in newsletter	Back to School Coffee in 9/2006 and MCAS Coffee in 11/2006
Enhance the school's web page to improve school-home communication	Explore ways to expand links on the school's web page which can help communicate what is happening in our classrooms and at our school  Teachers generate their own web page	Web Master, Principal, secretary, teachers	Frequent communication with staff to ensure that school events are included on the web page	Overhauled and updated in fall 2006; includes photos and new links  <b>TEN</b> teachers on line with their own web page
Expand and enhance our after school programs, create mentoring programs and provide financial assistance when needed	Explore school-business partnerships in the Watertown community that may be able help expand our after school programs, create some mentoring programs, and/or provide financial assistance	Principal, PTO chairs, After-school program directors	Meetings are held to gauge potential interest by local businesses	School Council topic in 12/2006; letter written to parents seeking contacts in winter of 2007; one contact made so far (5/07)
Provide information to parents on additional support services	Inform parents of the various local agencies that are in Watertown that parents may call upon for support and help	Principal, Guidance Counselor, Social Worker	Information is updated and communicated to parents via web page and newsletter	Fall workshops through Watertown Education Foundation by Guidance Counselor and Social Worker
Clarify expectations for the school newsletter	Work with the new Cunniff Connection editor to publicize newsletter deadlines for publication	Principal	Parents, staff and community members are aware of when they need to have to submit information	New format and bi-weekly schedule initiated in September 2006
Facilitate school-home communication via an event calendar	Develop a monthly calendar of events to be sent home at the start of each month	Principal, Secretary, Teachers	Parents are better informed in advance of school events	Began in October 2006; published on line too
Clarify Cunniff School policy for students and parents	Create and distribute an updated Cunniff School handbook to parents, students, and staff	Principal	Students and parents are better informed about Cunniff School policy	Existing handbook updated; complete overhaul set for summer 2007

Enhance school-home communication via email	Create email distribution list, so parents and guardians may receive bi-weekly newsletter directly to their preferred email address	Principal and Secretary	Parents and guardians will have quicker and more reliable ways of receiving important school news	Completed September 2006; new members regularly added
Provide better communication for families that speak other languages	Translate more of our communication tools into various languages	ELL Director, ELL Teacher, Principal	Parents of English Language Learners will be better informed with information about their children and about the school	Limited work done thus far

**Goal 4: To strengthen the professional development of the Cunniff School staff by offering quality staff development at multiple entry points.**

**CEF Goals: 3, 4**

<b>Supporting Objectives</b>	<b>Strategies/Actions (Resources/Funding)</b>	<b>Responsibility</b>	<b>Measures &amp; Milestones</b>	<b>Status/Timeline</b>
Provide a framework for teachers to develop an independent professional development plan.	<p>Host workshop for teachers to learn more about Individual Professional Development Plans (IPDiPs) and Professional Development Points (PDPs)</p> <p>Introduce "My Learning Plan" so all teachers can manage their own PDPs.</p> <p>Offer reimbursement and professional development time credit for courses/seminars taken outside of Watertown Public Schools, such as National Education organization.</p>	Professional Development Council (PDC), teachers and principal	<p>Teachers will be active participants in the development of their IPDiPs.</p> <p>Teachers will keep an on-line record of their earned PDPs.</p>	Summer and fall 2007
Provide teachers with professional resources and opportunities through various on-line courses, workshops, collaboratives, in house seminars, etc.	<p>Develop a professional library for the staff with subscriptions to professional magazines/journals. Possibly have teachers "share" materials they currently subscribe to.</p> <p>Provide a menu of opportunities that teachers can select from to earn their recertification points over a five year period.</p>	Principal, teachers and PDC.	<p>Provide a sign-out sheet for publications.</p> <p>Provide a staff recommendation sheet for publications.</p> <p>Provide a monthly forum at staff meeting for teachers to share/recommend information from magazines/journals.</p>	Fall and Winter 2007
Work with Harcourt Brace to provide professional development days for the implementation of Think Math	<p>Provide a forum for teachers of all grade levels to meet with Think Math representatives.</p> <p>Provide teachers with opportunities to share strategies they've implemented with Think Math</p>	Math Task Force	<p>Continue to utilize evaluation sheets for teachers to complete in order to provide feedback for Think Math lessons.</p> <p>Provide teachers with time during grade level team meetings to discuss Think Math curriculum</p>	<p>One day in September 2007 prior to students first day of school</p> <p>One day in fall 2007 TBD</p> <p>Ongoing</p>

**Goal 5: To strengthen the differentiated instruction in the classrooms and on the grade level teams.**

**CEF Goals: 1, 2, 3**

<b>Supporting Objectives</b>	<b>Strategies/Actions (Resources/Funding)</b>	<b>Responsibility</b>	<b>Measures &amp; Milestones</b>	<b>Status/Timeline</b>
Meeting student needs at their specific entry points.	Teaching staff will meet regularly with support staff and grade level colleagues to address specific student needs.	Grade level teams	Identify areas of strength, weakness using benchmark testing, outcome checklists, pretests	Begin fall of 2007
Construct alternative materials and assessment measures.	Teams will construct alternative materials and assessment measures for students in need.	Teaching staff	Check to see if alternative materials meet student needs e.g. performance on each	The academic year
Better identify and meet the needs of exceptional and talented learners	Teams will extend concepts and challenges to meet the needs of exceptional learners.	Teaching staff	Develop projects which expand and modify concept mastery	The academic year
Utilize student grouping in math that are based more student's current performance and are leveled by the entire grade rather than in one classroom.	Flexible grouping will allow students to move in and out of groups within the grade level based upon performance, interests and needs.	Grade Level Teams, principal	Chart student progress to monitor changes over time	First flexible grouping to take place once in the fall for about a three-four week unit.



<b>Goal 6: Explore technology innovative education for all staff to possibly include podcasts, robotics and/or engineering.</b>				
<b>Supporting Objectives</b>	<b>Strategies/Actions (Resources/Funding)</b>	<b>Responsibility</b>	<b>Measures &amp; Milestones</b>	<b>Status/Timeline</b>
<p>Work with all staff in all disciplines to explore robotics &amp; podcasts in the Cunniff School curriculums.</p> <p>Examine ways that the science pacing guide can better include engineering and such things as robotics.</p>	<p>Provide school staff with information and training needed to provide students with a robotics &amp; podcasts experience as part of the curriculums.</p>	<p>Teaching staff, principal, PTO volunteers</p>	<p>Learn about what robots &amp; podcasts can do</p> <p>Learn about the parts of a robot &amp; podcasts</p> <p>Plan what the class's robot &amp; podcasts will do</p>	<p>Teacher training &amp; Parent Involvement – Fall 2007</p> <p>Robot Construction – Feb. – April 2007</p>
<p>Introduce upper grades to include robotics &amp; podcasts in the Cunniff School curriculums.</p>	<p>Inform parents and guardians about this new program. Seek parental, guardian assistance and corporate assistance in working with this program. Seek college/university interns for technical assistance/partnerships.</p> <p>Write Harvard O'Neill Grant</p>	<p>Teaching staff, principal, students, Assistant Superintendent</p>	<p>Learn about what robots &amp; podcasts can do</p> <p>Learn about the parts of a robot &amp; podcasts</p> <p>Use iTunes stores to learn about podcasts and their role in education</p> <p>Put together a robot &amp; podcasts</p> <p>Test the robot &amp; podcasts</p> <p>Redesign the robot &amp; podcasts</p> <p>Demonstrate the robot &amp; podcasts</p>	<p>Robot &amp; podcasts Testing – Fall 2007</p> <p>Robot &amp; podcasts Demonstration – Winter 2007</p> <p>Lessons learned program improvement &amp; planning Spring - 2008</p>
<p>Staff will search for, utilize &amp; share educational websites to provide students with online lessons &amp; resources in order to maximize educational opportunities on the web.</p>	<p>Encourage the use and offer samples of educational websites to provide students with online lessons and resources in order to maximize educational opportunities on the web.</p> <p>Use of Interactive Whiteboard</p> <p>Use of websites for students at home or at the public library</p> <p>Library/media/technology staff to publish newsletter of technological resources.</p>	<p>Teaching staff, library, media, technology staff</p>	<p>Identify core curriculum</p> <p>Expand current Math Hotlist to include other educational areas</p> <p>Test sites for student usability</p> <p>Instructional technology classes scheduled for grades 2-5</p>	<p>Sep 2007 - Oct 2007</p> <p>Ongoing</p> <p>Ongoing</p>
<p>To incorporate technology into everyday learning &amp; instruction so that students can learn through the most modern methods.</p>	<p>Students use internet to complete webquests</p> <p>Ensure that iTunes store is accessible on all laptop computers and eMacs in library</p> <p>Students to use Microsoft applications such as Word, PowerPoint &amp; excel for projects</p>	<p>Teaching staff, library, media, technology staff</p>	<p>Teachers to consult 3x/yr for 30 minutes each with building instructional technology/media specialist.</p> <p>Instruct students how to sequentially complete Webquest</p> <p>Instruct how to use Word, PowerPoint &amp; Excel</p> <p>Download and use Podcasts in classrooms from iTunes Store</p>	<p>Sep 2007 – Jun 2008</p>

