

# Page School Council

## 2007-2010 School Improvement Plan

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## **Preamble**

*This school improvement plan is being submitted to the Pentucket Regional School Committee under the requirements of Section 59C of the Massachusetts Education Reform Act of 1993. The preparation of the School Improvement Plan represents the work of the Dr. John C. Page School Council. This annual review of our programming provides an opportunity for us to reflect upon our achievements and adjust our focus in order to provide the best education possible for our learners.*

*This plan is an evolving document intended to guide the day-to-day and annual decision making process for the school, and as such, will be reviewed and updated on a yearly basis. It is the result of meetings held throughout the year by the Page School Council, along with the results of a parent/teacher survey conducted last year, the Page School's Cycle V Accountability Report Card and an examination of the District's Long Range Strategic Plan. The Page School Council was convened in October, 1993 and is comprised of three faculty members, three parents, one community member (non-parent) and the Page School Principal.*

*The School Improvement Plan is organized to address the following strategic goals:*

- ***Improve Student Achievement***
- ***Develop a Culture of Social and Emotional Support for All***
- ***Broaden the Performing Arts Opportunities for Students***
- ***Continue Improvements to and Maintenance of the Physical Plant***

*One of the key concerns for meeting all of these objectives is the availability of sufficient funds. It is the hope of this Council that cooperative efforts among the town of West Newbury, the Pentucket School Committee, and the Page School can help us all effectively utilize these funds to realize the maximum possible benefit for our learning community.*

*The continuing goals for the Council are to seek community/parent input, establish student participation, support curriculum changes and encourage best practices. The primary goal is to maintain a positive learning environment where responsibility and reflection are emphasized.*

## **I. Demographic Information**

*The Dr. John C. Page School is located in the town of West Newbury. It is a preK-6 elementary school which is part of the Pentucket Regional School District. The current enrollment (for October 1, 2007) is 542 students. This is comprised of West Newbury students, as well as 14 intra-district placements, 34 school choice students, and 51 preschool students, all of whom are residents of West Newbury.*

## **II. Core Values and Beliefs of the District**

Respect

Accountability

Integrity

Opportunity

- **Educational Excellence:** *Master of content is critical but cannot be devoid of skills development in the area of communication, collaboration, presentation.*
- **Resources:** *Quality education is worth the investment and requires solid fiscal management.*
- **School Culture:** *All students have abilities and talents worthy of recognition. Students learn best in an environment that is nurturing, structured and supportive, yet at the same time stimulating and sufficiently challenging where learning is fun.*
- **Shared Responsibility:** *Education is the shared responsibility of the school, students, families, and the community.*
- **Leadership:** *Leadership articulates the vision and moves the organization forward with accountability.*
- **Safe Schools:** *All schools must be a safe and healthy learning environment where every student and adult is valued and respected.*
- **All Students Can Learn:** *All students can learn – every child is important and unique and should be given the necessary tools to succeed.*

### **III. Mission Statement for the District**

*As the leader in an educational partnership with the community, it is the purpose of the Pentucket Regional School District to ensure that all students discover and develop their talents and abilities to their highest potential, strive for academic excellence, acquire respect for self and others and obtain the knowledge and skills to succeed and contribute as ethical, responsible citizens.*

### **IV. School Highlights**

- *Student/Teacher Ratio, 22:1*
- *Curriculum Integration of Technology*
- *Instructional Space for Art, Music and Physical Education*
- *Before and After School Care*
- *Full Day Kindergarten*
- *Integrated Preschool*
- *Cultural Arts Programming*
- *Intramural Sports Programming*
- *Performing Arts Programming*
- *School Yearbook*
- *Parent Education Program*
- *Regular collaboration among staff to train, research, and implement “best” teaching practices in the classroom*
- *100% of the core academic classes are taught by highly qualified teachers per the NCLB initiative*
- *3 year Mentor/Mentee program*  
*Teacher Induction Program*
- *State of the Art Playground Equipment*
- *Instrumental Music and Choral Music programming*
- *Intradistrict Pen Pals*
- *Strong Parent Volunteer Program (65%)*
- *Committed PTO*
- *Networking System and Internet Capability*
- *Automated Library*
- *School Council*
- *Imagination Destination Program*
- *Steps to Respect and Second Step Violence Prevention Curriculum*
- *Cross-age Book Buddies*
- *Monthly Newsletters*
- *Emergency Response Plan*
- *Emphasis on the Social, Emotional, and Academic Wellness of Students pre K-6*
- *Student Council*
- *Homework Club*
- *MCAS Support*
- *Grade 6 Science Fair*
- *After School Arts Programming*
- *Outdoor Education Programming*

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GOAL:	The aggregate CPI in the MCAS Mathematics will increase from 90.4 to 93.6 with the special education CPI increasing from 75.4 to 83.6.		
DATA SOURCES:	73.25% grade 3-6 students were proficient or advanced on the spring 2007 MCAS 39.25% special education students in grades 3-6 were proficient or advanced on the spring 2007 MCAS		
MEASURE(S):	Math fact pre/post assessments Unit assessments Woodcock Johnson III	Key Math Assessments MCAS 2008-2010 Student Performance Based Assessments (projects, open response)	

GOAL:	The aggregate CPI in the MCAS ELA will increase from 95.5 to 97.0 with the special education CPI increasing from 87.0 to 91.0		
DATA SOURCES:	82.5% grade 3-6 students were proficient or advanced on the spring 2007 MCAS 50.5% special education students in grade 3-6 were proficient or advanced on the spring 2007 MCAS		
MEASURE(S):	DIBELS K-2 Gates McGinite gr. 3-6 Woodcock Johnson III Fountas and Pinnell Benchmark Assessments	Running Records Jerry Johns DRA	End of Book Assessments Student Performance Based Assessments Spring 2008-2010 MCAS

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<u>Strategy</u>  In what general ways can you move key elements of the problem in order to achieve the target goal?	<u>Activity (Action Plan)</u>  What will occur in order to accomplish the strategy and reach the target goal(s)?	<u>Timeline Start Date/ End Date</u>  What is the approximate time frame for implementation of the key action?	<u>Person Responsible</u>  Who is primarily responsible for coordinating the key action?	<u>Professional Development</u>  What do staff or families need to know and be able to do to ensure to implement this strategy and achieve this goal?	<u>Cost/Resources</u>  What existing resources can be redirected toward the key actions? What “new” resources are needed to implement the key actions? How will they be acquired?	<u>Progress/Status</u>  Use this area to write notes and keep track of progress on the strategies and actions. Note modifications and adjustments.
<b>Build the capacity of staff to improve student achievement</b>	Weekly collaboration of PLC teams to discuss student progress toward achieving goals	July, 2007- July, 2010	Central Services, Principal, Team Leaders Curriculum Coordinators	Solid understanding of the research behind the PLC movement in improving student achievement, the philosophical underpinnings and implementation strategies	- Dufour National Conference – Boston, MA - Indistrict sessions with paid consultant for all staff or team leaders - Monthly staff meetings - Monthly Team Leader meetings	
	Teams will: - establish operating norms - analyze student assessment data - articulate SMART goals based on data - track student achievement by continuously progress monitoring using common assessments and looking at student work	Fall, 2007 and ongoing through June, 2010	Principal/Team Leaders  Curriculum Coordinators	Protocols to move the work forward  Making Data – Driven Decisions  Job embedded professional development	Assistant Superintendent, Principals and paid consultant to facilitate process of training- Critical Friends  Anne Delahunt workshop	

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	<p>Train students in the ICE process to respond to math open response items</p> <p>Implement math fact automaticity program grade 1-4</p> <p>Train students in the TEA process to respond to ELA open response items</p>	<p>Sept., 2007 (program will be evaluated)</p> <p>Sept., 2007 ongoing (program will be evaluated)</p> <p>through June, 2010</p>	<p>Team Leaders and Classroom Teachers</p> <p>Classroom teachers Math Curriculum Coordinator</p> <p>Team Leaders and Classroom Teachers</p>	<p>Teacher representatives trained to train teachers Fall, 2006</p> <p>Develop well scaffolded lessons to employ the process</p>	<p>Team leaders trained to train teachers Spring, 2007</p>	
	<p>Teach explicitly reading comprehension strategies of non-fiction text, grades 1-6</p> <p>Develop a relationship with the Center for Applied Child Development (CACD), Tufts University</p>	<p>Sept., 2007 ongoing through June, 2010</p> <p>Sept., 2008 ongoing</p>	<p>Classroom Teachers</p> <p>ELA Curriculum Coordinator</p> <p>Asst. Superintendent, Administration, Staff, ELA Curriculum Coordinator</p>	<p>-Reading and discussing research related to best practice</p> <p>Workshop and consultation model to improve teaching and learning related to the literacy development of children</p>	<p>Purchase of agreed upon materials to support the work</p> <p>District Professional Development Budget \$30,000./year.</p>	

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	<p>Acquire leveled/non-leveled classroom libraries for all grade levels</p> <p>Observe peers - informal - formal</p>	<p>Spring, 2008-ongoing</p> <p>Jan., 2008 through June, 2010</p>	<p>Teachers, Reading Specialists, Principal Curriculum Coordinators</p> <p>Team Leaders, Principal</p>	<p>CACD training</p> <p>The protocols for successful peer observations and debriefing</p>	<p>PTO and General Fund \$11,000 yr.</p> <p>Train Team Leaders In the "Critical Friends" model</p>	
	<p>Target at risk students to:</p> <p>- generate an Individual Student Success Plan, revise IEP or 504 plan where appropriate</p> <p>- provide MCAS prep tutoring for grades 3-6</p> <p>- include in the prereferral process as early as possible</p>	<p>Fall, 2007 Ongoing June, 2010</p> <p>Jan., 2008-April, 2008 and subsequent years</p> <p>Sept., 2007 ongoing</p>	<p>Principal, Bldg. Coordinator of Special Education, Asst. Principal</p> <p>Highly qualified staff in consultation with building principal</p> <p>Classroom Teacher and principal</p>	<p>Parents and teachers to be included in the process</p> <p>Parents will be notified and strongly encouraged for child's participation</p> <p>Parents are notified. Support staff participate as appropriate</p>	<p>Materials and supplies to be purchased by central services</p> <p>Existing bldg. based prereferral team</p>	

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	Design unit and lesson plans that are standards based and differentiated	Jan., 2008 ongoing through June, 2010	Teaching Teams Curriculum Coordinators	Differentiating Instruction, "Understanding by Design" and effective assessment practices		
	Target highly able students to:  - provide enrichment opportunities inside and outside the classroom (see Appendix C)	Sept., 2007 Ongoing	Classroom Teachers Curriculum and Enrichment Coordinators	Knowledge of various tiered and differentiated approaches to instruction to challenge all students		
	Align the mentoring program by evaluating the current mentor/mentee topic calendar and adjusting it to include PLC training	Sept., 2007- June, 2008	District Mentor Design Team	Peer observation protocols as part of Mentor training		
	Adjust mentor/mentee observation goals to focus on principal feedback through the supervision/evaluation process	Sept., 2008- June, 2010	Principal, Bldg. Mentor Leader, Mentor and Mentees			

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	Communicate regularly with Page School families on the goal and activities in support of the goal	Sept., 2007- June, 2010	Principal, Classroom Teachers	Informed families to forge the home/school partnership	Printing costs associated with monthly newsletters and School Improvement Plan	

**SCHOOL PLAN FOR Dr. John C. Page School**

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GOAL:	We will strive to develop and maintain a school community that values kindness, respect and responsibility.
DATA SOURCES:	Parent, staff, teacher and student observation
MEASURE(S):	Fewer acts of intolerance and disrespect Increased self-advocacy responsibility

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In what general ways can you move key elements of the problem in order to achieve the target goal?	What will occur in order to accomplish the strategy and reach the target goal(s)?	What is the approximate time frame for implementation of the key action?	Who is primarily responsible for coordinating the key action?	What do staff or families need to know and be able to do to ensure to implement this strategy and achieve this goal?	What existing resources can be redirected toward the key actions? What "new" resources are needed to implement the key actions? How will they be acquired?	Use this area to write notes and keep track of progress on the strategies and actions. Note modifications and adjustments.
<b>Highlight the importance of school community by involving all members in activities that support articulated values</b>	<p>Conduct all-school assemblies to introduce campaign of pro-social theme and to encourage commitment to theme</p> <p>Conduct follow-up activities include student projects, poster campaigns to: -practice and apply <i>Second Step</i> and <i>Steps to Respect</i> curriculum -continue inspirational Announcements</p> <p>Communicate with families</p> <p>School Leadership to model pro-social community building when appropriate</p>	2007-2010 On-going, daily/yearly program integrated and connected throughout school year and from year to year, with one year building on the next	<p>Adjustment Counselor</p> <p>Follow through support of teachers and administration</p> <p>School Administration, Adjustment Counselor, Team Leaders</p>	Staff training in <i>Second Step</i> and <i>Steps to Respect</i>	<p>Parent volunteers</p> <p><i>Second Step</i></p> <p><i>Steps to Respect</i></p> <p>Project supplies with PTO or General fund support</p>	

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GOAL:	We will offer a variety of developmentally appropriate performing arts experiences for PreK-6 students
DATA SOURCES:	Inventory of Current Experiences; artistic area, grade level, staff support
MEASURE(S):	Revised Inventory Reflective of Goal Attainment

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<b>Empower staff to collaborate among themselves and with the PTO to design age appropriate experiences</b>	Grade Level teams will collaborate with music and p.e. teachers to:  - identify possible classroom curriculum connections with a music/dance/movement component - expand the recorder experience grades 3-6 -expand the choral experience into primary grades	Sept., 2008- June, 2008	Teachers, special subject teachers in consultation with principal	Monthly newsletters to families describing the experiences offered to students	Printing of newsletter	

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	<p>Collaboration and consultation with PTO Cultural Arts Liaison to:</p> <ul style="list-style-type: none"> <li>- identify workshop-based experiences with performing artists brought to the school</li> <li>- target different grade level for workshop participation</li> </ul>	<p>Sept., 2008- June, 2010</p>	<p>Assistant Principal</p>	<p>Monthly Newsletters to families describing the programs</p>	<p>Printing of newsletter</p>	
	<p>Evaluate the current grade span and scope of the Page School play in light of financial resources Adjust, if necessary</p>	<p>Fall, 2008</p>	<p>School Council</p>	<p>None</p>		

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GOAL:	We will maintain and repair the facility in a systematic manner.
DATA SOURCES:	Needs Assessment of the facility by structural engineer, school, and town officials.
MEASURE(S):	Five Year Capital Plan

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In what general ways can you move key elements of the problem in order to achieve the target goal?	What will occur in order to accomplish the strategy and reach the target goal(s)?	What is the approximate time frame for implementation of the key action?	Who is primarily responsible for coordinating the key action?	What do staff or families need to know and be able to do to ensure to implement this strategy and achieve this goal?	What existing resources can be redirected toward the key actions? What “new” resources are needed to implement the key actions? How will they be acquired?	Use this area to write notes and keep track of progress on the strategies and actions. Note modifications and adjustments.
<b>Coordinate the efforts of the PRSD and the Town of West Newbury to address the facility’s needs and successful passage of school improvement budgetary requests.</b>	Systematically prioritize and address projects to be completed (Appendix B)  Communicate to stakeholders the importance of their support at town meeting to appropriate the funds to move forward	Summer, 2007 ongoing through June, 2010	PRSD Business Manager, PRSD Facilities Manager, Town of West Newbury officials	None	The personnel are in place with roles/responsibilities defined	

# **Appendix A**

## **Glossary of Terms**

<b>504 Plan</b>	- Students who are handicapped within the definition of Section 504 of the Rehabilitation Act of 1973 are entitled to a written 504 plan articulating the child's rights of access to a free and appropriate education.
<b>Best Practices</b>	- Instructional approaches and strategies for teaching and learning in the classroom based on current educational research.
<b>CPI</b>	- Composite Performance Index to determine the school's Adequate Yearly Progress in student achievement in moving toward NCLB's goal attainment
<b>Differentiated Instruction</b>	-A theory based on the premise that instructional approaches should vary and be adapted in relation to individual and diverse students in classrooms to maximize each student's growth and success.
<b>ELA</b>	- English Language Arts
<b>ICE</b>	- Illustrate, Calculate, Explain
<b>IEP</b>	- An Individual Education Plan is written when a child is found eligible for special education.
<b>ISSP</b>	- An Individual Student Success Plan is generated for a student in the Pentucket Regional School District who scores Warning or Low Needs Improvement on a subject MCAS who does not qualify for an IEP or 504 plan.
<b>MCAS</b>	- Massachusetts Comprehensive Assessment System
<b>Mentor/Mentee</b>	- The titles given a skilled, veteran teacher (mentor) who assists a teacher new to the District or the profession (mentee) through a carefully structured program.
<b>Mentoring Program</b>	-A program to improve teaching and student learning by providing support, encouragement and guidance to beginning teachers.
<b>Peer Observation</b>	- The opportunity for teachers to learn from each other through classroom visits focused on observing instructional practice.
<b>PLC</b>	- Professional Learning Community
<b>Prereferral Process</b>	- A process by which an instructional support team (IST) assists teachers in expanding the repertoire of response strategies to students having difficulties in the school setting.
<b>Scaffolding</b>	- Based on the work of Vygotsky, it is a process in which students are given more teacher assistance as they are learning new or difficult tasks. As students begin to demonstrate task mastery, the assistance or support is decreased gradually in order to shift the responsibility for learning from the teacher to the students.

**SMART goals** - Specific, Measurable, Attainable, Realistic, Time Bound

**Standard Based** - Having clear and high content and performance standards for students upon which curriculum and assessments are based.

**Supervision/Evaluation** - The process that teachers engage in with their supervisors to monitor the quality of instruction and the fulfillment of all roles and responsibilities related to the profession as outlined in the teachers' contract.

**TEA** - Topic Sentence, Evidence, Analysis

**Understanding by Design**— A framework for designing curriculum units, performance assessments, and instruction to lead students to a deep understanding of content.

# **Appendix B**

**Pentucket Regional School District**

**5 Year Capital Plan**

**School: Dr. John C. Page School**

**Updated: 1/24/07**

<b>Category</b>	<b>2008</b>	<b>2009</b>	<b>2010</b>	<b>2011</b>	<b>2012</b>
<b>Flooring/Carpet</b>	Replace hall surfaces \$100,000	Replace bathroom flrs. In 8 gang bathrms. \$35,000  Replace class flrs. surface \$300,000	Replace class flrs. surface \$300,000	Replace class flrs. surface \$300,000	Replace class flrs. surface \$300,000
<b>Electrical/Lighting</b>	Replace Fire Alarm Box \$5,000  Replace master clock/PA system \$50,000	Replace Emergency Generator add elevators too \$300,000			
<b>Building Equipment</b>		Replace Fire Suppression Pump & Engine \$250,000			
<b>Grounds/Fields</b>		Playground Safety Upgrade \$10,000			
<b>Grounds Vehicles/Equipment</b>					
<b>District Vehicles</b>					
<b>Copiers/Duplicating</b>	Copier \$5,000	Laminators \$5,000			
<b>Comments</b> Many service calls for copier in mailroom					
<b>Building/Roof</b> <b>Roof improved</b>	Window covering \$20,000 (blinds)		Cafeteria tables replaced \$12,000		
<b>Comments</b>	Replace windows/walls/ Stalls in bathrooms \$25,000				

<b>HVAC</b>	<b>Needs update &amp; repair for proper air exchange \$25,000</b>				
<b>Boilers/Heating Plant</b>	<b>Red boiler needs replacement \$60,000</b>				
<b>Painting</b>	<b>\$10,000</b>	<b>\$10,000</b>	<b>\$10,000</b>		
<b>Comments</b> <b>Badly needed throughout school</b>					

# **Appendix C**

