

# **NORTON PUBLIC SCHOOLS**

## **L.G. Nourse Elementary School School Improvement Plan 2015 - 2018**



Catherine Luke, Principal

## L.G. Nourse Elementary School Council 2014-2015

<b>Position</b>	<b>Name</b>	<b>Affiliation</b>	<b>Time Served</b>	<b>Dates of Service</b>
Chair	Catherine Luke	Principal	4 Years	July 2011 - Present
Co-Chair	Jennifer Branco	Kindergarten Teacher	2 Years	January 2014 - Present
Secretary	Judy Jensen-LaConte	Grade 2 Teacher	9 Years	September 2006 – Present
Member	Colleen Dufresne	Parent	1 Year	September 2014 - Present
Member	Jamie Tatro	Parent	3 Years	November 2012 - Present
Member	Annie Givens	Parent	3 Years	November 2012 - Present
Member	Danielle Carriere	Special Needs Teacher	5 Years	September 2010 - Present
Member	Carol Bratt	Parent	First Year	September 2015- Present

## **L.G. Nourse Elementary School**

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### **District Mission Statement**

Guided by our Core Values, the Norton Public Schools, in active partnership with parents and the community, will provide each student with a quality education, one which fosters personal development and intellectual growth and prepares each to contribute and succeed as a productive and responsible global citizen in the 21st century.

### **School Mission Statement**

The mission of the L. G. Nourse Elementary School is to provide a safe, secure and nurturing learning environment which supports all students. We maintain high expectations for all learners to ensure that students reach their maximum potential while developing 21<sup>st</sup> century learning skills. We value communication and collaboration with parents and among school staff and understand that we must work as a team to achieve success for all.

***School Goal #1 - Students will demonstrate increased academic achievement in the area of English Language Arts.***

<u><b>Objective</b></u>	<u><b>Person(s) Responsible</b></u>	<u><b>Action Steps</b></u>	<u><b>Timeline</b></u>	<u><b>E v al :</b></u>
<p>Improve the average percentage by 2 % or more on District Determined reading fluency measures and state mandated assessments (MCAS/PARCC - 3<sup>rd</sup> Grade ELA)</p> <p><b><u>ELA Spring 2015</u></b>            Advanced- 19%            Proficient- 63%            Needs Improvement- 15%            Warning- 3%</p>	<p>Curriculum Director            Principal            Teachers            Team Meetings            Specialists            Title 1 Teachers</p>	<ul style="list-style-type: none"> <li>● align instruction with student learning needs that have been identified through formative assessments (tiered instruction)</li> <li>● progress monitoring will drive all instructional decisions (formative data), specifically for “at risk” students               <ul style="list-style-type: none"> <li>● provide targeted instruction and support for foundational skills</li> <li>● increase use of informational text and emphasize text features</li> </ul> </li> <li>● create student assignments that are rigorous with embedded learning objectives that reflect high expectations</li> <li>● post standards in each classroom and ensure that students understand the objectives (through paraphrasing – “I Can...” Statements)</li> <li>● increase practice of responding to comprehension short response/open-ended questions at each grade level (oral and written)</li> <li>● school-wide adoption of common language related to comprehension of fiction and informational text (i.e. Question-Answer-Response)</li> <li>● time will be built into the school schedule for common instructional time and staff collaboration through PLC meetings               <ul style="list-style-type: none"> <li>● incorporate monthly reading logs (home-school connection)</li> </ul> </li> </ul>	<p>2015-2016</p> <p>2016-2017</p> <p>2017-2018</p>	<p>P/O</p>
<p>Improve their overall writing skills through implementation of a consistent writing program (i.e. Collins, Caulkins).</p> <p>Improve the average percent correct by 2 % or more on open response and short answer questions on state</p>	<p>Curriculum Director            Principal            Teachers            Specialists            Title 1 Teachers</p>	<ul style="list-style-type: none"> <li>● targeted small group instruction</li> <li>● focus on the writing process in order to support students’ ability to successfully publish a piece of work (i.e. focus correction areas)</li> <li>● writing samples will be used as models for focus editing and “next steps”</li> <li>● increase practice of responding to short response/open-ended questions at each grade level (oral and written)</li> <li>● emphasize grade-appropriate conventions of writing through modeling, graphic organizers, and focused practice               <ul style="list-style-type: none"> <li>● provide consistent grade-level writing prompts per term</li> </ul> </li> </ul>	<p>2015-2016</p> <p>2016-2017</p>	<p>P/O</p>

mandated tests (MCAS/PARCC - 3 <sup>rd</sup> – ELA  <b>OPEN RESPONSE ELA</b> 55% Correct <b>Short Answer ELA</b> 73% Correct		<ul style="list-style-type: none"> <li>create &amp; implement common grade-level scoring rubrics</li> </ul>	2017-2018	
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Evaluation: \*\*C=Completed

I=Implemented

P=Partially Implemented

O=Ongoing

*School Goal #2 - Students will demonstrate increased academic achievement in the area of Mathematics.*

<u>Objective</u>	<u>Person(s) Responsible</u>	<u>Action Steps</u>	<u>Timeline</u>	<u>E v a l u a t i o n</u>
<p>Improve the average percent correct by 2 % or more in Mathematics on District Determined Measures (DDMs)</p> <p>Improve the average percent by 2 % or more on state mandated assessments through a focus on constructed responses to short answer and open response questions (MCAS/PARCC - 3<sup>rd</sup> Grade MATH</p>	Curriculum Director Principal Teachers	<ul style="list-style-type: none"> <li>use formative assessments based on students’ instructional level</li> <li>incorporate flexible grouping to address students’ conceptual understanding</li> <li>provide use of manipulatives as models to support mathematical concepts               <ul style="list-style-type: none"> <li>increase usage of teacher-directed math centers</li> </ul> </li> <li>increase opportunities to answer open response math questions through Math Talk and options to “show what you know” (oral and written)</li> <li>increase the use of math journals to show and explain mathematical problem-solving and steps to solutions</li> <li>incorporate the use of math written response prompts and scoring rubrics               <ul style="list-style-type: none"> <li>incorporate math fact fluency regularly</li> </ul> </li> <li>reinstate “math coach” Title 1 support personnel for grades 1-2-3</li> </ul>	<p>2015-2016</p> <p>2016-2017</p> <p>2017-2018</p>	P/O

<p><b><u>Math Spring 2015</u></b>  Advanced- 34%  Proficient- 48%  Needs Improvement- 16%  Warning- 1%  <b>Open Response Math</b>  70% Correct  <b>Short Answer Math</b>  78% Correct</p>				
<p>Effectively implement of the McGraw-Hill <i>My Math Program</i></p>	<p>Principal Teachers</p>	<ul style="list-style-type: none"> <li>• usage of consistent mathematical language</li> <li>• incorporate the CCSS eight Mathematical Practices in daily lessons and activities</li> <li>• utilize the technology components of <i>My Math Program</i></li> </ul>	<p>2015-2016  2016-2017  2017-2018</p>	<p>P/O</p>

**Evaluation:    \*\*C=Completed            I=Implemented            P=Partially Implemented            O=Ongoing**

***School Goal #3 – Increase Opportunities for Students to Learn in a Variety of Ways Aside From Traditional Classroom Learning.***

<b><u>Objective</u></b>	<b><u>Person(s) Responsible</u></b>	<b><u>Action Steps</u></b>	<b><u>Timeline</u></b>	<b><u>E v a l u a t i o n</u></b>
Integrate technology in all areas of curriculum	Director of Technology Principal Teachers Specialists	<ul style="list-style-type: none"> <li>● incorporate the use of interactive white boards, document cameras, websites, digital media into core curricula lessons and activities</li> </ul>	2015-2016 2016-2017 2017-2018	I/O
Connect core curriculum content to the arts (music, art, movement)	Principal Teachers Specialists	<ul style="list-style-type: none"> <li>● collaborate with special subject educators to “connect” core content with the arts (through integrated lessons and activities that encourage expression through the arts)</li> </ul>	2015-2016 2016-2017 2017-2018	P/O
Include multi-modality, cross grade/school learning opportunities	Principal Teachers Specialists	<ul style="list-style-type: none"> <li>● continue “in school field trips/studies” (i.e. R. I. Biomes, Southwick Zoo)               <ul style="list-style-type: none"> <li>● promote cross-grade Buddies (i.e. Reading, Science, Math)</li> <li>● High School involvement with science fair and research</li> </ul> </li> </ul>	2015-2016 2016-2017 2017-2018	I/O
Provide opportunities for parent and community involvement in student learning	Principal Teachers Specialists Parents Community Members	<ul style="list-style-type: none"> <li>● encourage parent volunteers within the classroom setting</li> <li>● provide opportunities for parent to be “guest readers/presenters” (Read Across America/Seuss Celebrations)</li> <li>● collaborate with other schools in the District as well as Wheaton College (and other venues) for extended learning options (i.e. Skype, campus visits) that align with MA/CCSS (i.e. Norton history, habitat studies)               <ul style="list-style-type: none"> <li>● invite community members into the school and classrooms as guests</li> </ul> </li> </ul>	2015-2016  2016-2017  2017-2018	I/O

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***School Goal #4 - Address the needs of at-risk students.***

<b><u>Objective</u></b>	<b><u>Person(s) Responsible</u></b>	<b><u>Action Steps</u></b>	<b><u>Timeline</u></b>	<b><u>E v a l u a t i o n</u></b>
Provide explicit instruction at students' level of learning	Principal Pupil Services Director Community Leaders Specialists Title 1 Teachers Guidance School Adjustment Counselor ELL Teacher	<ul style="list-style-type: none"> <li>● align instruction with student learning needs that have been identified through formative assessments (tiered instruction) and state mandated measures                             <ul style="list-style-type: none"> <li>● incorporate an effective R.T.I. model</li> </ul> </li> <li>● encourage Special Education and Regular Education co-teaching models                             <ul style="list-style-type: none"> <li>● increase staff support</li> </ul> </li> </ul>	2015-2016  2016-2017  2017-2018	P/O
Provide parent opportunities to access the curriculum	Principal Team Chairperson Teachers Specialists	<ul style="list-style-type: none"> <li>● provide supplemental materials and information to support curriculum at home (newsletters, webpages, Open House, “at home” activities, etc.)</li> </ul>	2015-2016 2016-2017 2017-2018	I/O

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***School Goal #5 - Maintain a safe and respectful learning environment and provide school based activities that offer additional opportunities for learning.***

<b><u>Objective</u></b>	<b><u>Person(s) Responsible</u></b>	<b><u>Action Steps</u></b>	<b><u>Timeline</u></b>	<b><u>E v a l</u></b>
Ensure safety plans are in place with practice drills for effective implementation	Police Department Fire Department Principal Custodian Teachers All Personnel	<ul style="list-style-type: none"> <li>• practice annual Lockdown Drill (A.L.I.C.E.)</li> <li>• familiarize all staff and students with safety protocols</li> <li>• continue open communication and collaboration with the School Safety Officer               <ul style="list-style-type: none"> <li>• regular fire drills</li> </ul> </li> <li>• inform parents/caregivers of safety procedures</li> </ul>	2015-2016  2016-2017  2017-2018	I/O
Provide explicit instruction of expected classroom, hallway, bathroom and cafeteria behaviors	Principal Facilities Director Custodian Teachers	<ul style="list-style-type: none"> <li>• posting of fire evacuation procedures</li> <li>• review of procedures for all behavior rules (L.G.N. Handbook)               <ul style="list-style-type: none"> <li>• modeling of appropriate behavior</li> <li>• acknowledgment of exemplar behaviors</li> </ul> </li> </ul>	2015-2016  2016-2017  2017-2018	I/O
Support and encourage appropriate behavior throughout the day so that these will become embedded in the children	Principal Teachers Community Members Parents	<ul style="list-style-type: none"> <li>• inclusive use of “Social Thinking” concepts               <ul style="list-style-type: none"> <li>• opportunities for cooperative learning</li> </ul> </li> <li>• monthly All School Meetings with teacher and student “shout outs” for model behaviors (socially and academically)</li> <li>• monthly classroom lessons conducted by guidance personnel (i.e. respect; honesty, courtesy, etc.)               <ul style="list-style-type: none"> <li>• reinstate weekly grade-level Lunch Bunch</li> </ul> </li> <li>• incorporation of Brain Gym exercises to improve students’ focus and performance (in class and during All School Meetings)</li> </ul>	2015-2016  2016-2017  2017-2018	P/O

**Evaluation:    \*\*C=Completed            I=Implemented            P=Partially Implemented            O=Ongoing**