

PROPOSED SCHOOL IMPROVEMENT PLAN 2011-2012

Focus Area I:	Curriculum, Instruction and Assessment
Improvement Objective:	Curriculum and assessment are aligned, consistently delivered and continuously improved.
Target Population:	All students
Data Documentation:	Curriculum Guides, Assessment tools and schedules, meeting agendas, direct observation.
Primary Owners:	School Council members, Instructional Staff, Administration

Expectations

1. The following curriculum components are aligned, consistently delivered and continuously-improving elements are in place:
 - a. The curricula are horizontally (across grade levels) aligned to state curriculum frameworks
 - b. The curricula are vertically (between grade levels) aligned to state curriculum frameworks
 - c. Content-area curriculum leadership implements a system to regularly monitor the effective use of curriculum documents in all grade levels.
 - d. Curriculum guides in all content areas include: objectives, resources, instructional strategies, timelines, articulation maps and measureable outcomes or assessments
 - e. The curricula review and revision process is documented, regular, and covers each subject within 5 years
 - f. The curricula revision process includes a review of valid research, student assessment results and teacher input.
 - g. Level 4 and 5 schools on developing the mathematics and English language arts curricula.

2. Strong instructional leadership and practice:
 - a. Classroom practice is strong, marked by the use of data to inform, diagnose and assess students. Lesson plans are consistently rigorous, effectively use instructional time, are aligned with curriculum frameworks, and rely on multiple learning tools and modalities. The district and school have clearly identified instructional leaders.
 - b. These leaders are explicitly responsible for actively monitoring instruction, assessing instructional needs and strengths, and analyzing formative and summative student assessment data.
 - c. District and school leaders communicate clear expectations for instruction expectations include; a focus on clear objectives, use of a range of strategies, technologies, and supplemental materials aligned with student's developmental levels and learning needs, a respectful climate, building student ability to assume increasing for their own learning, use of class time is maximized for student learning.
 - d. The district provides guidance, technology and educational materials to support high quality instruction.

3. Sufficient Instructional time
 - a. The district allocates sufficient instructional time for all students in core content areas.
 - b. District and school leadership carefully align school schedules and instructional time to best meet the differentiated needs of students (e.g. if data shows the need to support math skills the schedule provides for extra math support).

4. Data Collection and dissemination; The district and school have:
 - a. A purposeful range and ways to assess growth for each grade level, content area, subgroup, and initiative.
 - b. System-wide and school based policies for regularly collecting and using the data
 - c. Procedures to ensure that data are organized and used to measure progress toward achieving district, school and student goals
 - d. Procedures to ensure that internal reports and external review findings are communicated to all appropriate staff and community members.

5. Data-Based Decision Making; the following elements of data based decision-making are in place:
 - a. All professional staff members are trained and required to use aggregated and disaggregated student achievement data to regularly improve performance.
 - b. District and school leadership annually review student assessment results, external and internal reviews and other pertinent data regularly to make decisions.
Decisions using data include making policies, prioritizing goals, allocating staff, supervising staff, allocating financial resources, and changing programs and services.

6. Student Assessment; the following elements of assessment and tiered instruction are in place:
 - a. The district and school provides support and oversight for a tiered instruction system
 - b. Staff use frequent and informal formative assessments in ELA and math
 - c. Staff use periodic and standards-based benchmark assessments in ELA and math and instructional changes are made on a daily and weekly basis because of formative assessment
 - d. Remedial and enrichment requirements for individual students are made as a result of benchmark assessments at 4 or more times per year.

Activities	Persons Responsible	Completion Date	Resources or Professional Development
1. Systematic review and reinforcement of curriculum, pedagogy and assessment of student progress to assure that individual student achievement is progressing through universal screening and progress monitoring	Grade level faculty, Administration, Support Personnel, and Guidance.	On-going	Training in: a) scientifically based, data driven instructional materials and practice; specifically RTI, Differentiated Inst. and DIBELS b) interpretation of assessment data, c) MCAS performance expectations, d) technology to support these efforts and training to use it; Study Island
2. Coordination of curriculum from grade to grade with an emphasis on MCAS outcome expectations, systematic compilation of data, training in RTI, Differentiated Inst. DIBELS, focusing on tier 1 and tier 2 scheduling and practices with review of student performance data to evaluate and improve instructional practices	Grade level faculty, Administration, Support Personnel, and Guidance.	On-going	Identification of specific assessment instruments and schedules with training in administration and interpretation of assessment data, b) MCAS performance expectations, and technology to support these efforts and training to use it; Study Island, report card upgrade to an online system.
3. Update of Core Subject Curriculum Guides which include: supplies, enrichment, thematic units, benchmarks, rubrics, links to standards, assessment tools, basals, trade books, teacher made supplemental and resource materials, field trips, etc.	Common Core Standards – We'll be doing it again.	On-going	Professional Development Time Standardized Format

Goals for 2011-2012

I. Curriculum Instruction and Assessment

- A. Align Curriculum to the Common Core Standards (RTTT)
 1. Train all faculty in the requirements and expectations of the new standards
 2. Rewrite the recently updated Math, ELA and Science Guides
 3. Update the Health Curriculum

PROPOSED SCHOOL IMPROVEMENT PLAN 2011-2012

Focus Area II:	Community Involvement
Improvement Objective:	Improve student achievement through involvement and interaction between the school and community resources.
Target Population:	All students
Data Documentation:	Field trip requests, Parent notices, Weekly Reminders, Memos, Facility Use Requests, Press Clippings, Participant sign in sheets, Circulation Data from School Media Center and supporting Documents from the Public Library
Primary Owners:	School Council members, Instructional Staff

Activities	Persons Responsible	Completion Date	Resources or Professional Development
Continued involvement with the community such as Library, (monthly all school field trips) National Seashore (in school programs as well as fourth grade overnight), Center for Coastal Studies (Whale Watch, and in school programs), Truro Conservation Trust (sketch books and related field trip), COA (Art Shows, Senior Tax Program, Holiday sing, Thanksgiving Feast, Safe routes to School (sidewalks fund approved from School to Public Safety Bld), Barnstable County Cooperative Extension/Amera-corps (Whale in the Classroom, Water Festival), Police Dept (DARE), Fire Dept (Fire Safety). Dexter-Keezer Foundation. Audubon (After School and in school programs), Truro Group Program, Castle Hill, Willy's Gym (Jump Up and Go), Community Hearing Screenings, Geography Game show, American Legion Flag Day, String Jamboree, Student Art Shows, WHAT program, Forsyth Kids Dental Program, Truro Quest.	Faculty	On-going	Transportation, Curriculum Coordination

2. Provide input to the School Committee, Selectman and Town at large concerning all matters which directly or indirectly impact the academic achievement of our students to include but not be limited to: the continuation of School Choice, regionalization school district consolidation, increasing enrollments in pre-school and related child-care needs, facility use, as well as any/all matters related to the school and school district.	School Council members	On-going	Time for visits to other programs
3. Increased communication through activities such as: press coverage, parent education programs, linkages with other school and community groups, boards and committees, to further their understanding of the impact of state and federal requirements as related to improved student achievement.	School Council, Administration, Faculty	On-going	Volunteers to liaison with press, presenters for parent education programs and time to provide informational updates at School Council, CPC, TEEA and Faculty meetings.
4. Provide training to community groups who serve students and/or use the school facility (e.g. Recreation, After School Activities, Bus Drivers, Scout Leaders, etc. in relevant areas such as; Teasing/Bullying, Developmentally Appropriate Practices, Wellness, etc.	Faculty, Administration, Guest Speakers, School Committee	On-going	Time to plan and present, attendance at relevant conferences to “train the trainers.”

Goals for 2011-2012

II. Community Involvement

- A. Empty Bowls Empty Nests – Service learning in conjunction with Recreation, COA and other Community groups.
- B. Conservation Committee – Dune Restoration

PROPOSED SCHOOL IMPROVEMENT PLAN 2011-2012

Focus Area III:	School Environment
Improvement Objective:	Improve student achievement through assessment, access, equity, educational continuity, student participation, services and partnerships to support learning, safety
Target Population:	All students, families and staff
Data Documentation:	Assessments, data, policies, procedures, family communication
Primary Owners:	School Council members, Instructional Staff, Administration

Expectations

1. Academic Support; the following elements of academic support are in place:
 - a. All students not performing at grade level are identified
 - b. Students not achieving at grade level have at least 90 minutes/day of instruction, individualized support in ELA and math, and assistance beyond the school day
 - c. The school works to promote student performance in their coursework to reduce grade retention, and to encourage on-time graduation.
2. Access and Equity; the following elements of access and equity are in place:
 - a. District and school disaggregated data on student participation and achievement are used to identify achievement gaps.
 - b. The district and school adjust policies, practices, programs or supports to reduce achievement gaps
 - c. The district and schools use and integrated services model
 - d. The district identifies and reduces gaps in subgroup representation in advanced and accelerated programs
3. Educational Continuity and Student Participation; the following elements of continuity and participation are in place:
 - a. Student attendance is reported and acted upon daily, weekly and at other regular intervals
 - b. Staff attendance and participation is reported and acted upon regularly.
 - c. Appropriate provisions are made to ensure continuity for student when students or teachers are absent.
 - d. Students are systematically supported in making transitions from one school, grade level, or program to another.
 - e. Entering and mobile students are promptly assessed and placed.
 - f. Transient and homeless students are promptly admitted and have timely and equitable access to quality programs
 - g. Fair and equitable policies, procedures, and practices are implemented to reduce suspensions, exclusions, and other discipline referrals
 - h. District and school practices are used to reduce/minimize dropping out
 - i. The district has practices to recover dropouts and return them to educationally appropriate placement.
4. Services and Partnerships to Support Learning; the following elements of learning support services are in place:
 - a. Schools have regular, two-way communication with families about students' academic and social emotional development
 - b. Families actively participate in school events and activities
 - c. Schools have safe environments, coordinated support services, universal breakfast, positive behavior interventions, attendance and discipline practices and effective classroom management.
 - d. The district and schools make good use of external partnerships to provide students and families with greater access to health, social, recreational, and supplemental educational services.

5. Safety; the following elements of safety are in place:
 - a. The district supports the school in maintaining safe environments
 - b. The district has a comprehensive safety plan aligned with the school plan
 - c. The district provides ongoing staff training for dealing with crises and emergencies and provides opportunities to practice safety procedures.

Activities	Persons Responsible	Completion Date	Resources or Professional Development
1. Expand the variety of enrichment activities during and beyond the regular school day/year to include; After School Activities, Adult Education, Audubon, Before/After school tutorials, Academy of Performing Arts Instrumental Music, Field Trips, Truro Group, Jump Up and Go, WHAT, Cape Cod Sea Camp Scholarships.	Faculty, School Council, Jump Up and Go and After School Activities Coordinator, School Council.	Ongoing	Time to meet, School Committee review and approval, professional development to be determined.
2. Comprehensive School Safety & Security procedures and technology	School Council, Administration, Crisis Team members	Ongoing	Input and coordination with Public Safety Personnel
3. Report on district wellness policy, maintain the school breakfast program and implement before school Brain Gym activities for targeted students	Administration, School Council, School Committee	Ongoing	Coordinate individualized before school recess activities and coverage communication of policy and expectations, Training in the relationship of physical activity to student achievement. (<i>Brain Gym, Willy's Gym staff activities, etc</i>)
4. NAEYC	Administration & Staff		
5. Improvement of Student Attendance	Administration, School Council, School Committee	On-going	Meeting time

6. Improve and maintain the school building and grounds	Administration, Head of Maintenance, School Council, School Committee	Ongoing	Capital Improvement Plan approval, time for meetings, development of work specifications, Town meeting approval, funding
7. Completion of a school wide Positive Behavioral Support System	All Staff/Administration	Ongoing	Responsive Classroom training follow-up Professional Development, Meeting Time
8. Implement cleaning and maintenance to increase and promote “green practices	Administration and Maintenance staff.	On-going	Review of current practices, materials, Cost analysis, Equipment needs.

Goals for 2011-2012

III. School Environment

- A. Align the District’s improvement goal to strengthen teacher effectiveness and to maintain and develop respectful learning environments (RTTT).
- B. Experienced teachers to participate in on line training to become mentors (RTTT).
- C. Annual Bullying Training
- D. Annual Ethics Training

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Focus Area IV:	Technology
Improvement Objective:	Maintain and develop technology instruction and support as an integrated component of a total school program.
Target Population:	All students and staff
Data Documentation:	Gather baseline for the use of the school website, Media Specialist's report
Primary Owners:	Instructional Staff, Administrative Support Staff, Media Specialist

Activities	Persons Responsible	Completion Date	Resources or Professional Development
1. Update School Website	Grade level faculty, Administration, Support Personnel	June 2012	Staff training and demonstration.
2. Implement the recommendations outlined in the technology plan (See attached)	Media Specialist, Administration, Administrative support personnel	June 2012	a)Funding approval b) installation and configuration c) staff training.
3. Continue an electronic, online system of daily notice distribution and online report card access for teachers	Media Specialist, Administration, Administrative support personnel	Ongoing	a) Software installation and configuration, b) staff training

Goals for 2011-2012**IV. Technology**

A. Create real-time access to data by implementing SIF (RTTT).

Focus Area : V	Financial and Asset Management
Improvement Objective:	To insure a comprehensive and transparent budget process, and adequate budget, financial tracking, forecasting controls and audits, cost effective resource management, and capital planning and facility maintenance.
Target Population:	Faculty, students, community
Data Documentation:	Audits, budget, inspections
Primary Owners:	School Council, School Committee, Administration

Expectations

1. Comprehensive and Transparent budget process:
 - a. The district’s budget is developed through an open, participatory process
 - b. The budget document is clear, comprehensive, and current
 - c. The budget provides information on fund resources, history and trends
 - d. The district and community have a written agreement on indirect costs
 - e. Regular, timely, accurate, and complete financial reports are made to the school committee, administrators, staff and to the public
 - f. Required, local, state, and federal financial reports and statements are accurate and filed on time.
2. Adequate Budget
 - a. The district meets or exceeds net school spending
 - b. Local spending for education is adequate to maintain and improve educational programs and facilities
 - c. The district’s budget and supplemental funding provides for resources supporting effective instructional practices and district operations
3. Financial Tracking, forecasting controls and Audits:
 - a. District administrators are able to regularly and accurately track spending and other financial transactions
 - b. The district uses forecast mechanisms and control procedures to ensure that spending is within budget limits.
 - c. Accounting technology facilitates tracking, forecasting, and control procedures and integrates the district level financial information of each school and program.
 - d. Procurement, tracking, and monitoring systems and external audits are accurate, current, and timely and state procurement laws are followed.
 - e. Staff are qualified to manage their fiscal responsibilities
 - f. Assets and expenditures are monitored and tracked
 - g. The district has independent financial audits every 5 years, shares the results and consistently implements the recommendations.
4. Cost Effective Resource Management
 - a. The district annually reviews the cost-effectiveness of programs, initiatives, and activities using data on student performance and needs.
 - b. The district and school plan is coordinated to maximize the use of human, financial, and community resources.
 - c. The district has a grants management system to pursue, acquire, monitor, and coordinate all grants and to monitor special reserve funds, revolving accounts and related fees.
 - d. Grants are used effectively, efficiently, for the intended purpose and to support the DIP
 - e. The district actively collaborates with partners to expand capacity.
 - f. Level 4 and 5 schools have a weighted per-pupil budget for staffing and instruction, and the principal(s) make effective school budget decisions.
5. Capital Planning and Facility Management
 - a. The district has a formal preventative maintenance program to maximize and prolong the district’s capital and major facility assets.
 - b. Buildings are clean, safe, well lit, maintained, and conducive to learning
 - c. The district has a long-term capital plan that reflects future needs
 - d. The plan is reviewed and revised with stakeholder input.

Goals for 2011-2012

V. Financial and Asset Management

- A. Contract Negotiations with three collective bargaining units.
- B. Assess the financial impact of and options for our district which are related to the change in the start and dismissal time of the NRMS and NRHS.

Focus Area: VI	Human Resource Management
Improvement Objective:	Improve staff recruitment, selection, and assignment, supervision and evaluation, professional development.
Target Population:	All students, and staff
Data Documentation:	Evaluations, Pd records, EPIMS, School Dist. Report Card
Primary Owners:	School Council members, Instructional Staff, Administration

Expectations:

1. Staff Recruitment, Selection and Assignment
 - a. The district identifies, recruits and selects staff who are committed, qualified, and contribute to a professional learning community
 - b. Teachers are all qualified to provide high quality instruction in their content area
 - c. All professional staff have appropriate Massachusetts licensure
 - d. Individuals are hired on waivers only in the event of unfilled professional positions for which other qualified candidates could not be identified.
 - e. Individuals on waivers are provided mentoring and support to attain the standard of substantial annual progress toward appropriate licensure
 - f. Roles and career opportunities are available for exemplary teachers to have responsibility for instructional leadership and to enhance learning
 - g. Principals have the authority, guidance and assistance to make staffing decisions based on the school’s improvement plan and student needs.
 - h. Level 4 and 5 principals are supported to select, hire, transfer, evaluate, retain, and assign staff to positions in the school based on evidence of teacher performance and commitment.

2. Supervision and Evaluation
 - a. Annual administrator evaluations describe performance on assigned duties, contain feedback for growth, and are used for improvement
 - b. Administration compensation and continued employment are linked to data-based, measureable evidence of effectiveness
 - c. School leaders regularly monitor and support teachers to meet expectations for improving student learning
 - d. Administrators regularly assess the strengths and needs of assigned staff during the supervision process
 - e. Administrators use information gathered from supervision and monitoring supervision to inform the development of programs, goals, professional development, needs for additional support
 - f. The district’s evaluations procedure for teachers’ performance is researched based, occurs at least every two years, and is effectively implemented according to Education Reform Act requirements
 - g. Persistently low-performing staff are removed after due process.

3. Professional Development
 - a. The PD program is shaped by data on student, teacher, program needs.

- b. PD enhances content area expertise and knowledge of research based and content specific instructional practice
- c. The PD program develops educators at all stages of their careers
- d. The district provides systematic support to make the transition from novice to accomplished teacher
- e. New teachers and administrators receive an orientation, coaching or mentoring, and support for at least the first two years.
- f. PD includes job-embedded and individual learning
- g. The district and schools use structures for regular, frequent department and/or grade level collaboration to improve curricula and instruction.
- h. Level 4 and 5 schools have 1 ELA/math coach for every 25 teachers, and at least 1 hour/week and 5 days/year for directed, collaborative work.

Goals for 2011-2012

VI. Human Resource Management

- A. Align the teachers/Principal evaluation system to conform to the new state requirements (RTTT).
- B. Implement Professional Development as outlined in the attached plan.

Focus Area : VII	Leadership, Governance and Communication
Improvement Objective:	Improve student achievement through focused school committee governance, effective district and school leadership, district and school improvement planning, educationally sound budget development, district systems for school support and intervention
Target Population:	All staff
Data Documentation:	Assessments, data, policies, procedures, agendas
Primary Owners:	School Council, School Committee members, Instructional Staff, Administration

Expectations:

1. Focused School Committee governance; School Committee:
 - a. Sets policy
 - b. Discusses Improvement Plan goals and student achievement data to make decisions
 - c. Evaluates superintendent on annually based district goals
 - d. Creates a culture of collaboration
2. Effective district and School Leadership is marked by:
 - a. Superintendent communication builds public confidence in the district’s direction
 - b. Principals, program directors, and administrators exercise educational and operational leadership
 - c. Administrators are evaluated annually based on district goals
 - d. School leadership manages teacher leadership, teacher collaboration, the supervision and evaluation of staff, process, schedules, resources, and data analysis to further the school mission to improve learning
3. District and School Improvement Planning
 - a. The DIP/SIP includes a vision or mission, goals, and priorities, student performance goals and data analysis
 - b. The DIP/SIP is well understood across the district
 - c. The DIP/SIP drives district decision making
 - d. The DIP/SIP is aligned

- e. Development and refinement of the DIP/SIP include multiple stakeholders
- f. Achievement towards the DIP/SIP goals are frequently communicated
- 4. Educationally Sound Budget Development:
 - a. The Superintendent/Principal annually recommends a needs based budget to the School Committee based on the DIP/SIP data
 - b. The Schools and subgroups with greater needs receive greater allocations
 - c. There is a process for all school administrators to provide input in the district's budget and to develop the school's budget
- 5. District Systems for School Support and Intervention
 - a. The central office responds quickly and efficiently to staffing, instructional, and operational needs of students
 - b. The district has a process for identifying struggling schools and providing support
 - c. The support may include needed changes to staffing schedule, governance, SIP and accountability measures

Goals for 2011-2012

VII. Leadership, Governance and Communication

- A. Budget and Policy Development as related to III, IV, V, VI.