

2016-2017
Norman E. Day School
School Improvement Plan



75 East Prescott Street
Westford, MA 01886
978-692-5591
<http://day.westfordk12.us/Pages/index>

**Norman E. Day School
School Improvement Plan 2016-2017**

School Advisory Council Members:

- | | | |
|---------------------|--------------------------|------------------|
| 1) Kevin Regan | Principal/Co-chair | Signature: _____ |
| 2) Lisa Smith | Parent/Co-chair | Signature: _____ |
| 3) Peter Berson | Parent | Signature: _____ |
| 4) Barbara Cope | Teacher | Signature: _____ |
| 5) Canan Harvell | Parent | Signature: _____ |
| 6) Amanda Lapham | Teacher | Signature: _____ |
| 7) Cheryl Longtin | Parent | Signature: _____ |
| 8) Carol Shestok | Community Representative | Signature: _____ |
| 9) Roger Whittlesey | Teacher | Signature: _____ |

School Improvement Plan Purpose

School Improvement Plans, as described by the legislation, are created to contain some or all of the following elements:

1. An assessment of:
 - The impact of class size on student performance
 - Student-to-teacher ratios
 - Ratios of students to other supportive adult resources
2. A scheduled plan for reducing class size, if deemed necessary
3. Professional development for the school's staff and allocation of any professional development funds in the school budget
4. Enhance of parental involvement in the life of the school
5. School safety and discipline
6. Establishment of a school environment characterized by tolerance and respect for all groups
7. Extra-curricular activities
8. Means for meeting, within the regular education programs at the school, the diverse learning needs of as many children as possible, including children with special needs currently assigned to separate programs
9. Any further subjects the principal, in consultation with the school council, shall consider appropriate

School Data

A) Class size average- As of 10/1/16: Grade three- $104/6= 17.3$; Grade four- $124/6= 20.7$; Grade five- $129/6= 21.5$

B) Teacher-student ratio- 18 grade level teachers/357 students= 19.8/class

C) Level I school (2015 & 2016 PARCC results)

D) 2015 and 2016 End of Year Reading Data- Percentage of students at benchmark; *=At Risk students only

Grade Level	DRA		DORF WC		DORF Accuracy		DAZE	
	2015	2016	2015	2016	2015	2016	2015	2016
Three	82	77	89	86	91	86	79	88
Four	85	80	NA*	NA*	NA*	NA*	NA*	NA*
Five	91	93	NA*	NA*	NA*	NA*	NA*	NA*

E) 2015 and 2016 End of Year Writing Scores- average number of points on rubric (4= max. pts., 3=benchmark)

Grade	Conventions		Development of ideas		Organization		Style	
	2015	2016	2015	2016	2015	2016	2015	2016
Three	2.6	2.5	2.6	2.6	2.5	2.5	2.3	2.7
Four	2.7	2.8	2.7	2.8	2.6	2.7	2.4	2.5
Five	2.8	2.9	3.0	2.9	2.9	2.9	2.8	2.9

F) 2016 Science/Engineering Technology MCAS Results

Grade Level	% Advanced	% Proficient	% Needs Improvement	% Warning
Five	58 (43%)	56 (41%)	19 (14%)	2 (1%)

Goal #1: Professional development plan to meet the school’s goals.

Strategy	Time Line	Responsible	Resources	Success Measures
A) Train select staff in Safety Care approach	Summer 2016, fall 2016; 10/13/16; on-going	Principal Kevin Regan & Site trainer Amy Millett	Time for orientation, two day training sessions, practice sessions	1) Cadre of staff trained in approach 2) Safety Care Team meets periodically to practice skills 3) Safety Care responds to episodes of escalated student behavior
B) Provide training to implement EveryDay Math Four (EDM4) program	1/17/17; on-going	Grades 3-5 Math Curriculum Coordinator Mary O’Gorman	Time allocated for 1/17/17 professional development; presenter Nicki Newton	1) Grades 3-5 teachers and Student Support Services teachers attend 1/17/17 workshop 2) Day Curriculum Meetings and Faculty Meetings time allocated for grade level team discussions
C) Orient staff to Guided Math practices	11/15/16; 12/15/16	Principal Kevin Regan & Grades 3-5 Math Curriculum Coordinator Mary O’Gorman	Registration and substitute teacher costs for 11/15/16 Guided Math Workshop	1) Six grade level teachers attend 11/15/16 workshop 2) 11/15/16 workshop attendees share best practice with colleagues at 12/15/16 Faculty Meeting 3) Teachers attend Guided Math Study Group starting on 1/24/17
D) Create and distribute Substitute Teacher expectations	15-16 school year; 10/24/16	Principal Kevin Regan	15-16 School Council input, staff feedback	1) Substitute Expectations include Instructional and Non-instructional sections, ALICE overview and school diagram 2) Substitutes review packet and sign-off
E) Student-Centered Collaboration	10/13/16	Grades 3-5 Language Arts Curriculum Coordinator Maria Brahim, Literacy Specialist Alison Bates, teachers	Time for collaboration between Alison Bates and collaborating grade level teacher	1) Presentation by Alison Bates at Faculty Meeting on 10/13/16 2) Teachers self-select participation 3) Two staff collaborate to determine specific learning targets 4) Collaboration determined by student learning 5) Continuous and relevant support for teachers

SIP Element/s Addressed (1-9): #3

Goal #2: Health, safety and discipline.

Strategy	Time Line	Responsible Parties	Resources Required	Success Measures
A) Facility upgrades to maximize safety	October 2016	Principal Kevin Regan	Complete school facility assessment, consult Coordinator of Facilities Rich Crocker & Head Custodian Jose DeMelo	1) Comprehensive plan completed 2) Plan shared with Superintendent of Schools and Director Finance
B) Repair, replace and expand playground	October 2016; Spring 2017 Summer 2017; on-going	Principal Kevin Regan	Consult experts in field, create Playground Expansion Team, fundraising, study equipment options	1) Handicap accessibility provided 2) Damaged slides are replaced 3) Playground rules posted 4) Volleyball net replaced 5) Existing playground expanded
C) Revise and rename school Aggression Rubric to Consequence Rubric	July & August 2016; 8/29/16	Assistant Principal Chris Louis Sardella	Input from staff, administrative discussions, time to revise existing Rubric	1) Staff suggestions reviewed 2) Aggression Rubric renamed Consequence Rubric 3) Review of new rubric with staff on 8/29/16 4) Consequence Rubric distributed to parents
D) Identify facility enhancements	16-17 school year, summer 2017	Principal Kevin Regan	Form Facility Enhancement Team for input; discussion with Head Custodian Jose DeMelo, consult with Coordinator of Facilities Rich Crocker	A) Lockers exterior painted B) Front lobby & Conference Room wood- stained or painted C) Courtyard- devise plan for plantings, etc.

SIP Element/s Addressed (1-9): #5

Goal #3: Welcoming school environment characterized by tolerance and respect for all groups.

Strategy	Time Line	Responsible Parties	Resources Required	Success Measures
A) Establish meetings with administration to enhance student readiness and transition to middle school <i>(shared goal between Day, Abbot, Crisafulli, Stony Brook & Blanchard Middle Schools)</i>	January 2017 through March 2017	Principal Kevin Regan	Administrators and Guidance Counselors at other intermediate and middle schools	1) Meetings conducted with Blanchard Middle School, Stony Brook Middle School, Abbot School & Crisafulli School administration and other staff (Guidance, etc.) 2) Day School students experience smoother transition to grade six 3) Google doc created and entries (suggestions) entered 4) Middle School Counselors meet with Day grade five students 5) Communicate differences between grades five & six
B) Core Values poster contests	8/31/16- Participation; 9/28/16- Respect; 11/16/16- Responsibility, 12/21/16- Communication	Assistant Principal Chris Louis Sardella	Create information forms, explanation to students at Cobra Council assemblies	1) Explanation to students to submit entries 2) Students and staff vote for winning entry 3) Winning entry for each poster contest posted in visually accessible location in school
C) Enhance print resources promoting diversity	November 2016, on-going	Library Media Specialist Laurie Taylor	Research Identify developmentally print materials, funding	1) Discussion between Principal Kevin Regan and Laurie Taylor 2) Resources reflect cultural, gender, racial, LGBT and socio-economic differences
D) Miller and Day School PTO- two schools PTO participate in common meetings <i>(shared goal between Miller and Day Schools)</i>	Two or three times during 2016-2017 school year	Principal Kevin Regan, Principal Donna Pobuk, PTOs Executive Boards	Set agenda items, distribute agenda, communicate meeting logistics	1) By-laws drafted with input from parents and staff 2) By-laws voted for approval 3) Some common PTO meetings- one night, one site: Miller/both schools/Day or Day/both schools/Miller

SIP Element/s Addressed (1-9): #6

Goal #4: Means for meeting diverse learning needs.

Strategy	Time Line	Responsible Parties	Resources Required	Success Measures
A) Create action plan to implement systematic Math tiered instruction model	June 2016 through June 2017	Principal Kevin Regan & Assistant Principal Chris Louis Sardella	Administrative discussion, plan placed on Oba World	<ol style="list-style-type: none"> 1) Share plan with staff 2) Examine data to determine Rounds #1 and #2 student participants- Tier II and Tier III 3) Schedule Tier II & III meetings with respective teachers and Math Interventionists 4) Communicate type of intervention with parents
B) Create Innovation Team	August 2016 through June 2017	Principal Kevin Regan & Innovation Team participants	Identify interested staff, outline mission, identify innovative practice materials- articles, websites, etc., visit schools with innovative practice	<ol style="list-style-type: none"> 1) Innovation Team formed 2) Identify innovative educational practices 3) Review applicable articles and discuss “take-aways” 4) Visit innovative practice at other schools 5) Examine four C’s: critical thinking, collaboration, communication and creative problem solving 6) Discuss possible pilot program
C) Research/Technology Collaboration	September 2016 through May 2017	Digital Learning Specialist Marianne Butterline & Library Media Specialist	Time to develop model, collaboration between specialists and grade level teachers	<ol style="list-style-type: none"> 1) Digital Learning Specialist & Library Media Specialist establish model 2) Model communicated to teachers 3) Students in all three grades participate in curriculum-based projects in Science or Social Studies 4) Staff co-plan, co-teach and co-assess student learning
D) Hire Math Specialist <i>(shared goal amongst three intermediate schools)</i>	November 2016 through April 2017	Principals Kathy Huntley, Sharon Kennelly & Kevin Regan	Research, review and discussion of models in other districts, develop job responsibilities	<ol style="list-style-type: none"> 1) Continue to research job description 2) Identify implementation in other school districts 3) Discuss approaches for Math WIN block 4) Consider possible pilot approach(es) within school or grades three to five schools

SIP Element/s Addressed (1-9): #8

