



MEMORIAL SCHOOL 2007-2008 School Improvement Plan

*A student needs to know that
a teacher cares before
a student learns.*

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**November 2007
Marguerite Myers-Killeen, Principal**

HWRSD School Improvement Plan

School: Memorial School

Year: 2007-2008

GOAL #1 :	To improve number of students achieving a score of Proficient or Advanced by 5% at each grade level in MCAS scores in Mathematics
Action Step #1:	Analyze MCAS Results
Time Frame:	October 2007 to October 2008
Action Step #2:	Develop action plans to improve instruction in identified weak areas
Time Frame:	October and November 2007
Action Step #3:	Increase students' knowledge of math vocabulary using a variety of terms to solve problems and equations. Math Word Walls implemented in every classroom where math instruction occurs.
Time Frame:	October 2007 to October 2008
Action Step #4:	Bring students to a mastery level with math facts in addition, subtraction, multiplication and division as appropriate for each grade level
Time Frame:	October 2007 to October 2008
Action Step #5:	Expose students to a wide variety of solving word problems through exposure to a variety of formats, multi-step problems, and MCAS exemplar problems
Time Frame:	October 2007 to October 2008
Action Step #6:	Bring more students to a mastery level in working with place value, fractions, decimals, especially changing numbers from one domain to another
Time Frame:	October 2007 to October 2008
Action Step #7:	Review learned concepts throughout the year by including a variety of review problems on assessments
Time Frame:	October 2007 to October 2008

Evaluation Process

Measurement:	<ul style="list-style-type: none"> • Improvement in MCAS scores by 5% • Math instruction observed in all classrooms on a regular basis • Note Math Word Walls in all classes • Collect evidence of Math exemplars used by teachers • Collect evidence from teachers/classrooms of lessons and student work done with place value/fractions/decimals
Monitoring Dates/timelines:	<ul style="list-style-type: none"> • 2007-2008 School Year
Person/persons responsible for monitoring:	<ul style="list-style-type: none"> • Memorial School Teachers • Memorial School Principal
Education Results:	<ul style="list-style-type: none"> • Improvement in math instruction in classrooms • Improvement in knowledge of math vocabulary • Improvement in ongoing math assessments • Improvement in MCAS scores

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GOAL #2 :	To increase students' knowledge base in working with a variety of genres in English Language Arts
Action Step #1:	Expose students to four different types of literature genres – fiction, non-fiction, poetry and drama
Time Frame:	October 2007 to October 2008
Action Step #2:	Use Accelerated Reader charts to make sure students move into different genres
Time Frame:	October 2007 to October 2008
Action Step #3:	Use library time to have librarian read aloud and discuss with students stories/books of different genres
Time Frame:	October 2007 to October 2008
Action Step #4:	Use MCAS exemplars and other work pages from MCAS prep materials to reinforce various genres
Time Frame:	October 2007 to October 2008
Action Step #5:	Students will write and/or perform aspects of the different genres
Time Frame:	October 2007 to October 2008
Action Step #6:	Students will be immersed in the particular vocabulary which exemplifies each type of genre
Time Frame:	October 2007 to October 2008

Evaluation Process

Measurement:	<ul style="list-style-type: none"> • Improvement in ELA MCAS questions relating to genres • Observation of children being exposed to various genres • ELA lesson plans that demonstrate instruction using various genres • Teacher assessments that include questions from various genres • Word Walls that include vocabulary specific to certain genres
Monitoring Dates/timelines:	<ul style="list-style-type: none"> • 2007-2008 School Year
Person/persons responsible for monitoring:	<ul style="list-style-type: none"> • Memorial School Teachers • Memorial School Principal
Education Results:	<ul style="list-style-type: none"> • Improvement in students' knowledge of fiction, non-fiction, poetry and drama forms of literature • More success with questions involving various genres on MCAS tests and regular classroom assessments

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GOAL #3 :	To continue to increase the ability of teachers to meet the academic and social needs of all learners through increased knowledge of Differentiated Instruction strategies and Responsive Classroom strategies/concepts
Action Step #1:	Review strategies at staff meetings from the book <u>Integrating Differentiated Instruction and Understanding by Design</u> which was the focus for staff development in our school last year
Time Frame:	October 2007 to October 2008
Action Step #2:	Teachers to present lesson plans at staff meetings demonstrating use of Differentiated Instruction techniques.
Time Frame:	October 2007 to October 2008
Action Step #3:	Work with staff through the book <u>Learning through Academic Choice</u> to provide staff with strategies to teach students how to make good choices and to offer choices/options when developing activities for lessons/assessments to demonstrate student understanding.
Time Frame:	October 2007 to October 2008
Action Step #4:	Provide staff development at staff meetings and on in-service days in both Differentiated Instruction strategies and Responsive Classroom components
Time Frame:	October 2007 to October 2008
Action Step #5:	Teachers to discuss differences in learners and learning styles as part of Morning Meeting.
Time Frame:	October 2007 to October 2008
Action Step #6:	All staff reading and/or reviewing the following books: <u>Integrating Differentiated Instruction and Understanding by Design</u> , <u>Learning through Academic Choice</u> , <u>Rules in School</u> , and <u>The Morning Meeting Book</u>
Time Frame:	October 2007 to October 2008

Evaluation Process

Measurement:	<ul style="list-style-type: none"> • All teachers participating in training/staff development in Differentiated Instruction and Responsive Classroom • All teachers sharing examples of Differentiated Instruction and Responsive Classroom at staff meetings/in-service sessions • Observations formal/informal of teachers implementing Differentiated Instruction and Responsive Classroom strategies by Principal • Teachers collaborating to develop successful inclusion lessons
Monitoring Dates/timelines:	<ul style="list-style-type: none"> • Grade level meetings • Monthly faculty meetings • Principal observations • Teacher feedback
Person/persons responsible for monitoring:	<ul style="list-style-type: none"> • Memorial School Principal • Memorial School Teachers
Education Results:	<ul style="list-style-type: none"> • Improved instruction in all classrooms • Improved ability of students to make good choices • Improved acceptance of all types of learners in regular education classrooms • Improved learning for all children documented through MCAS results, district tests and teacher testing data