

SCHOOL IMPROVEMENT PLAN



Pentucket Regional School District

DR. FREDERICK N. SWEETSIR SCHOOL

2008-2010

SCHOOL COUNCIL MEMBERS
2008-2009

PRINCIPAL	Patricia Messina
TEACHERS	Melanie McCormack Kelly Escobar
PARENTS	Maureen Moran TBD
COMMUNITY MEMBER	TBD

EDUCATION IS A TEAM EFFORT

Pentucket Regional School District

Mission Statement

Dr. Frederick N. Sweetsir School

As leaders in an educational partnership with the community, it is the purpose of the Helen R. Donaghue and Dr. Frederick N. Sweetsir Schools, to ensure that all students, within a safe environment, 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 healthy, productive and responsible citizens.

School Committee Strategic Planning Goals

Curriculum

Implement a PreK-12 curriculum that insures all students build the capacity to use their minds well by balancing powerful content, appropriate academic skills and universal habits of mind in a participatory student-centered environment that differentiates to guarantee all students learn at high levels.

Staff

Recruit and retain effective school personnel who continually improve their practice through professional development which is aligned to district, school and individual needs, in an environment that supports best practice, collegiality, and collaboration.

Assessment

Develop Professional Learning Communities in each district school that support standards based curriculum, instruction and assessment through a data driven research cycle that identifies academic content, teaching strategies and formative/summative assessment that leads to high academic achievement for all students

Finances

The Pentucket Regional School District shall maintain transparent accounting of all appropriated, grant, and revolving fund revenues and expenses, never again to have unknown deficits in any areas, budgets which are easily understood by the public and presented at the level of detail necessary to make well informed decisions for our schools and subject to commendable results by local, state, federal, and private auditing processes.

Community/Communication

Build community support for the schools through effective communication and community participation that will develop trust and lead to a common understanding of the educational needs of the district.

INTRODUCTION

The Education Reform Act that was passed in June 1993 is based on the belief that there must be active involvement by teachers, school administrators, parents, and community members in the establishment of goals and standards for the local schools and the school district. These stakeholders in educational improvement are viewed as vital partners in educational reform who must work together to identify and achieve the school community's educational goals for its children.

The School Council meets regularly with the principal of the school to “assist in the identification of the educational needs of the students attending the school, in the review of the annual budget, and in the formation of the school improvement plan.”

In April 2006, the school council conducted a parent/staff and community survey (Attachments A&B) to assist us in formulating new goals for a two-year period. The council will conduct the survey again in April 2009. Progress on goals is assessed throughout the year.

ABOUT OUR SCHOOL AND TOWN

Our school is named for Dr. Frederick N. Sweetsir who was born in Merrimac on March 4, 1911. Dr. Sweetsir was a 1934 graduate of Bowdoin College and a 1938 graduate of Tufts University Medical School. Shortly after entering general practice in Merrimac, Dr. Sweetsir volunteered for the Army Air Force and served from September to 1942 to May 1946. Later that year Dr. Sweetsir returned to Merrimac where he engaged in general practice of medicine until December 1977, when he retired. Dr. Sweetsir was active in community affairs. He was a member of the Merrimac School Building Committee for the Donaghue School and for many years he was school physician in Merrimac.

The Dr. Frederick N. Sweetsir School houses 330 students in preschool through grade 2 in the picturesque rural town of Merrimac, thirty miles north of Boston. The town continues to grow due to its small town appeal and its strategic location to Routes 495 and 95. The school was built in 1968; a new addition was completed in 1994.

The school has five sessions of kindergarten, five classrooms at the first grade, four at the second grade level, a fully automated library, a computer lab, an art room, a music room, a gymnasium, a cafeteria and motor room. We also house two district substantially separate special needs programs that meets the needs of children who are diagnosed with PDD/Autism and developmental delays. The school operates a tuition-based Before and After School Program, a full day kindergarten and an integrated preschool. All classrooms have computer workstations and Internet access.

The school has active School Council, a strong and enthusiastic PTO, and a large parent volunteer program; these organizations all promote family involvement, cultural arts and educational partnerships in our school.

At the Dr. Sweetsir School, we have a strong commitment to early literacy; we believe that “every child can learn.” The professional teaching staff is dedicated and committed to providing a quality program that enhances reading, writing, and critical thinking skills in order to enable each child to achieve success. We intend that our children leave our school not only with a good foundation in basic skills and knowledge but also attitudes and values that together become the tools for ongoing learning.

SCHOOL HIGHLIGHTS

- Student-Teacher Ratio is 22:1
- Motor Room (OT/PT)
- Excellent Support Staff
- Varied Instructional Strategies Used
- Cultural Arts Program
- Before and After School Day Care Program
- Full Day Kindergarten
- Positive School Climate
- Professional Development Opportunities
- Active Parent Volunteer Program
- Inclusion Model for Special Education
- Preschool Program
- Enthusiastic PTO
- After School Exploration Program
- Community Involvement
- Parenting Workshops
- Monthly Newsletters

Goal:	ELA – All students will make continuous improvement throughout the year in reading comprehension and fluency as measured by pre and post assessments.
Data Sources:	
Measures:	DRA, DIBELS, pre/post assessments

Strategy: Explicit instruction in decoding words.

Activity	Timeline	Person Responsible	Professional Development	Cost/ Resources	Progress/ Status
Explicit instruction in phonemic awareness	2008-2011	Classroom/ Special Ed teachers	Balanced Literacy Training	District Professional Development Fund	
Explicit instruction in word structure (i.e. prefix, suffix, root, etc.)	2008-2011	Classroom/ Special Ed teachers	Balanced Literacy Training	District Professional Development Fund	
Develop pre and post assessments	2008-2009	Classroom/ Special Ed teachers	Assessment training for 42 teachers	District Professional Development Fund	

Goal:	ELA – All students will make continuous improvement throughout the year in reading comprehension and fluency as measured by pre and post assessments.
Data Sources:	
Measures:	DRA, DIBELS, pre/post assessments

Strategy: Explicit instruction of reading comprehension strategies.

Activity	Timeline	Person Responsible	Professional Development	Cost/ Resources	Progress/ Status
Apply reading comprehension strategies in other content areas	2008-2010	Classroom / Special Ed. Teachers	Balanced Literacy Training	District Professional Development Funds	
Apply reading comprehension strategies to multiple genres	2008-2010	Classroom / Special Ed. Teachers	Balanced Literacy Training	District Professional Development Funds	
Create guided reading libraries in classrooms and libraries	2008-2011	Librarian and Classroom Teachers	Balanced Literacy Training	\$500 per class \$1500 per library Total \$20,000	
Teach students to select reading materials at independent reading levels	2008-2009	Librarian and Classroom Teachers	Balanced Literacy Training	District Professional Development Funds	
Teach syntax and vocabulary	2008-2010	Classroom / Special Ed. Teachers	Balanced Literacy Training	District Professional Development Funds	
Develop Assessments	2008-2009	Classroom / Special Ed. Teachers	Assessment training for 42 teachers	District Professional Development Funds	
Develop a continuum of comprehension strategies to be taught at appropriate grade level	2008-2009	Assistant Superintendent	N/A	District Professional Development Funds	

Goal:	ELA – All students will make continuous improvement throughout the year in reading comprehension and fluency as measured by pre and post assessments.
Data Sources:	
Measures:	DRA, DIBELS, pre/post assessments

Strategy: Immerse students in literacy rich environment.

Activity	Timeline	Person Responsible	Professional Development	Cost/ Resources	Progress/ Status
Promote home school connection	2008-2009	Classroom/ Special Ed. Teachers	N/A	N/A	
Build classroom libraries up to 500 titles including leveled books	2008-2011	Classroom/ Special Ed. Teachers	N/A	\$1500 / class over 3 years Total \$51,000	
Align school library collection to classroom instruction	2008-2011	Librarian and Classroom/ Special Ed. Teachers	N/A	\$4,000 / year Total \$12,000	

Goal:	ELA – All students will make continuous improvement in writing as measured by grade level rubrics.
Data Sources:	
Measures:	Grade level rubrics in content and mechanics

Strategy: Explicit instruction of the five step writing process across the curriculum.

Activity	Timeline	Person Responsible	Professional Development	Cost/ Resources	Progress/ Status
Develop grade level rubrics that are consistent and aligned	2008-2009	Classroom / Special Ed. Teachers	N/A	N/A	
Explicit instruction in teaching different writing purposes across the content areas	2008-2010	Classroom / Special Ed. Teachers	Professional Development in Writing	District Professional Development Funds	
Explicit instruction in grammar and mechanics	2008-2010	Classroom / Special Ed. Teachers	Professional Development in Writing	District Professional Development Funds	
Teaching students self-editing strategies	2008-2010	Classroom / Special Ed. Teachers	Professional Development in Writing	District Professional Development Funds	
Daily writing on demand across the curriculum	2008-2009	Classroom / Special Ed. Teachers	Professional Development in Writing	N/A	
Develop a continuum of writing skills to be taught at appropriate grade level	2008-2009	Assistant Superintendent	N/A	District Professional Development Funds	
Select and implement a consistent framework for writing instruction through the grade levels	2008-2011	Assistant Superintendent	Professional Development in Writing	District Professional Development Funds	

Goal	MATH – All students will make progress from the pre test to the post test as measured by Everyday Mathematics assessments. 85% of the students will master grade level secure skills as measured by grade level assessments that reflect Everyday Mathematics Assessments.
Data Sources:	
Measures:	Pre and post assessments, unit assessments, unit secure skills assessments

Strategy: Improve students' comprehension of mathematical concepts, skills, and strategies.

Activity	Timeline	Person Responsible	Professional Development	Cost/ Resources	Progress/ Status
Explicit instruction of problem solving strategies	2009-2011	Classroom / Special Ed. Teachers	Professional Development in Mathematical Instruction	TBD	
Explicit instruction in comprehending vocabulary used in word problems	2009-2011	Classroom / Special Ed. Teachers	Professional Development in Mathematical Instruction	TBD	
Develop formative assessments	2008-2009	Classroom / Special Ed. Teachers	N/A	N/A	
Analyze current math program to determine supplemental material	2009-2011	Assistant Superintendent	N/A	N/A	
Implement long term math projects	2008-2009	Classroom / Special Ed. Teachers	N/A	N/A	
Apply life situations to Everyday Mathematics	2008-2009	Classroom / Special Ed. Teachers	N/A	N/A	

Goal:	MATH – All students will make progress from the pre test to the post test as measured by Everyday Mathematics assessments with 85% of the students mastering grade level secure skills as measured by grade level assessments that reflect Everyday Mathematics Assessments.
Data Sources:	
Measures:	Pre and post assessments, unit assessments, unit secure skills assessments

Strategy: Improve students' computation skills and problem solving strategies.

Activity	Timeline	Person Responsible	Professional Development	Cost/ Resources	Progress/ Status
Provide weekly practice with math facts	2008-2009	Classroom / Special Ed. Teachers	N/A	N/A	
Explicit instruction of problem solving strategies	2008-2009	Classroom / Special Ed. Teachers	N/A	N/A	
Consistently use math games from Everyday Mathematics	2008-2009	Classroom / Special Ed. Teachers	N/A	N/A	
Explicit instruction in critical thinking	2008-2010	Classroom / Special Ed. Teachers	District wide professional development in critical thinking	District Professional Development Funds	

Goal:	TECHNOLOGY- All students will continuously use technology skills and computer-based applications throughout the year.
Data Sources:	
Measures:	

Strategy: Improve students' knowledge and use of technology skills and computer-based applications.

Activity	Timeline	Person Responsible	Professional Development	Cost/ Resources	Progress/ Status
Develop strategies to implement computer literacy regarding grade level instruction	2008-2009	Media Specialist and Classroom Teacher	N/A	N/A	
Develop a continuum of technology skills to be taught at the appropriate grade level	2008-2009	Media Specialist and Classroom Teacher	N/A	N/A	
Schedule computer lab to allow media specialist and classroom teacher to provide technology instruction	2008-2009	Media Specialist and Classroom Teacher	N/A	N/A	