

**Johnny Appleseed School
School Improvement Plan
Spring 2009**



Submitted to:
Dr. Nadine Binkley, Superintendent of Schools
Leominster School Committee

Submitted by:
Johnny Appleseed School Council
Spring 2009

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School Improvement Plan

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JOHNNY APPLESEED SCHOOL COUNCIL MEMBERS 2008/2009

Margaret O'Hearn-Curran
Principal, Co-Chairperson
margaret.curran@leominster.mec.edu

Jennifer Livingstone
Teacher (term ends 6/09)
jennifer.livingstone@leominster.mec.edu

Michelle Riley
Teacher, (term ends 6/10)
michelle.riley@leominster.mec.edu

Becky Gallo
34 Wilder Lane
Leominster, MA 01453
978-343-7124
Term ends 6/09
arob906@hotmail.com

Donna Jordan
56 River Street
Leominster, MA 01453
Term ends 6/10
Dmj5397@yahoo.com

Classroom Teachers and Staff

Mr. James Burns,
Vice Principal, Observer
james.burns@leominster.mec.edu

Christine Lelli
Teacher, (term ends 6/10)
christine.elli@leominster.mec.edu

Kelly Barnaby
Teacher (term ends 6/09)
kelly.barnaby@leominster.mec.edu

Mariann Rosa
Teacher, (term ends 6/10)
mariann.rosa@leominster.mec.edu

Parents

Sarah Balthazar
602 North Main Street
Leominster, MA 01453
978-424-1716 or
978-857-0911
Term ends 6/09
sarblthz@yahoo.com

Ms. Melissa Hughes
857 Main Street
Leominster, MA 01453
978-537-0607
Term ends 6/10

Michael Stassen
893 Main Street
Leominster, MA 01453
978-466-6253
Term ends 6/09
michael.stassen@verizon.net

John Stamas
8 Woodside Avenue
Leominster, Ma. 01453
978-466-6818

Community Members

Marie Nogueira-Stamas
8 Woodside Avenue
Leominster, Ma. 01453
978-466-6818

Performance Improvement Targets

Target Group	Improvement Target
Aggregate	Johnny Appleseed Elementary School's Proficiency Index in <i>English Language Arts</i> of <u>75.1</u> will increase to meet the 2009 CPI goal of <u>79.3</u> .
English Language Learners	Johnny Appleseed Elementary School's Proficiency Index in <i>English Language Arts</i> of <u>58.7</u> will increase to meet the 2009 CPI goal of <u>65.6</u> .
Special Education	Johnny Appleseed Elementary School's Proficiency Index in <i>English Language Arts</i> of <u>60.9</u> will increase to meet the 2009 CPI goal of <u>67.4</u> .
Fr. /Reduced Lunch	Johnny Appleseed Elementary School's Proficiency Index in <i>English Language Arts</i> of <u>68.1</u> will increase to meet the 2009 CPI goal of <u>73.4</u> .
Hispanic	Johnny Appleseed Elementary School's Proficiency Index in <i>English Language Arts</i> of <u>63.2</u> will increase to meet the 2009 CPI goal of <u>69.3</u> .
White	Johnny Appleseed Elementary School's Proficiency Index in <i>English Language Arts</i> of <u>79.7</u> will increase to meet the 2009 CPI goal of <u>83.1</u> .
Aggregate	Johnny Appleseed Elementary School's Proficiency Index in <i>Mathematics</i> of <u>71.1</u> will increase to meet the 2009 CPI goal of <u>75.9</u> .
English Language Learners	Johnny Appleseed Elementary School's Proficiency Index in <i>Mathematics</i> of <u>52.7</u> will increase to meet the 2009 CPI goal of <u>60.6</u> .
Special Education	Johnny Appleseed Elementary School's Proficiency Index in <i>Mathematics</i> of <u>57.9</u> will increase to meet the 2009 CPI goal of <u>64.9</u> .
Fr. /Reduced Lunch	Johnny Appleseed Elementary School's Proficiency Index in <i>Mathematics</i> of <u>64.1</u> will increase to meet the 2009 CPI goal of <u>70.1</u> .
Hispanic	Johnny Appleseed Elementary School's Proficiency Index in <i>Mathematics</i> of <u>58.6</u> will increase to meet the 2009 CPI goal of <u>65.5</u> .
White	Johnny Appleseed Elementary School's Proficiency Index in <i>Mathematics</i> of <u>77.1</u> will increase to meet the 2009 CPI goal of <u>80.9</u> .

Objectives to Meet Performance Improvement Targets

<i>English Language Arts and Mathematics</i>	
Code	Objectives
ELAM01	To increase student proficiency in English language arts and mathematics by targeting the improvement of vocabulary skills across all domains of knowledge.
ELAM02	To increase student proficiency in English language arts and mathematics by targeting the ability to demonstrate understanding of key concepts through writing.
ELAM03	To increase academic achievement through the use of improved data-based decision making and targeted instruction for all students.
<i>English Language Arts</i>	
Code	Objectives
ELA01	To increase student achievement in English language arts by providing targeted instruction in phonemic awareness, phonics, fluency, comprehension, vocabulary, and writing based on individual student data.
ELA02	To increase student achievement in English language arts by refining the 3-Tier Model and providing supplementary support services to students falling below established benchmarks.
ELA03	To increase student achievement in English language arts by providing on-going professional development in key elements of reading acquisition, writing instruction, and data analysis.

<i>Mathematics</i>	
Code	Objectives
MA01	To increase student proficiency in mathematics through full implementation of a core mathematics program (Investigations II) linked to the use of formative assessments and reteach/enrich periods.
MA02	To increase student achievement in mathematics through developing a 3-Tier model of support services and utilizing supplementary curriculum aimed at accelerating the learning of students falling below 80% proficiency on established benchmarks.
MA03	To develop the mathematical proficiency of students in all key areas identified by the National Research Council (conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition) through on-going professional development for teachers and enhanced communication with parents.
<i>Health and Safety</i>	
Code	Objectives
HS01	To develop the social and emotional competence of students necessary for learning, active citizenship, and leadership.
HS02	To continue to monitor and improve the physical safety of students, staff and parents in the Johnny Appleseed Community.

English Language Arts and Mathematics Objectives

Code ELAM01			
Objective To increase student proficiency in English language arts and mathematics by targeting the improvement of vocabulary skills across all domains of knowledge.			
Measurement/Evidence The number of students performing below expected levels on measures of vocabulary - GRADE (below 5 th stanine), MCAS (needs improvement and warning), and Galileo (below 80% mastery) will decrease by 5%.			
Strategy 1 Increase focus on vocabulary development through direct classroom instruction, differentiated instructional practices, supplemental materials, and school-wide activities.			
Tasks	Resources	Assigned Responsibility	Timeline
1. Utilize supplemental curriculum Elements of Reading (Vocabulary) to strengthen vocabulary instruction.	JA	Classroom Teachers	Spring 2009
2. Target vocabulary during a six week block delivered during teacher's common planning time.	JA	Specialist and Interventionists ELA Coach	Fall 2008
3. Foster student motivation for building robust vocabularies through activities such as <i>Word of the Day</i> , word jars, school-wide read alouds, and charting word use by students.	JA	Classroom Teachers ELA Coach	Fall 2009
4. Increase use of FCRR (Florida Center for Reading Research) vocabulary resources to target word analysis, contextual clues, cognates, and multiple meanings.	JA	Classroom Teachers ELA Coach	Fall 2008
5. Conduct in depth discussions with students that focus on mathematical concepts and technical terminology.	JA	Classroom Teachers Math Coach	Fall 2008

Code ELAM02			
Objective To increase student proficiency in English language arts and mathematics by targeting the ability to demonstrate understanding of key concepts through writing.			
Measurement/Evidence The number of students performing at expected levels (MCAS – <i>proficient and above</i> and Galileo- <i>meets standard</i>) on measures of open response writing will increase by 5%.			
Strategy 1 Increase guided practice in writing across curriculum areas at all grade levels.			
Tasks	Resources	Assigned Responsibility	Timeline
1. Vertical and grade level teams will meet to develop a curriculum map for writing instruction and will target areas of focus such as mechanics, topic development, organization, voice, etc. in order to deliver comprehensive writing instruction.	JA District	ELA Coach Classroom Teachers Interventionists	Fall 2009
2. Make use of exemplars during writing instruction to increase student understanding of expectations.	JA	ELA Coach Classroom Teachers Interventionists	Spring 2009
3. Present a systematic writing process within a designated writing block to explicitly teach students how to produce a written response to a writing prompt (e.g., narrative, descriptive, expository, and persuasive).	JA	ELA Coach Classroom Teachers Interventionists	Fall 2009
4. Students will maintain math journals and/or written reflections taken from questions within the Investigations II curriculum.	JA	Math Coach Classroom Teachers Math Specialist	Fall 2008

Code ELAM03			
Objective To increase academic achievement through the use of improved data-based decision making.			
Measurement/Evidence Eighty percent of students will meet expected growth rates and reach grade level benchmarks on DIBELS and Galileo.			
Strategy 1 Teachers will develop data notebooks outlining individual student rate of learning and level of performance from a variety of assessments (GRADE, Galileo, DIBELS, and MCAS) to set goals for individual students.			
Tasks	Resources	Assigned Responsibility	Timeline
1. Develop and update data notebooks at four designated points within the academic year.	JA	ELA Coach Math Coach	Fall 2009
2. Conduct debriefings at assessment team meetings to set realistic goals for growth for individual students.	JA	ELA Coach Math Coach Classroom Teachers	Fall 2008
3. Review data notebooks to identify areas of need (e.g. additional instructional support and/or instructional focus) in order to meet desired goals.	JA	Administrators Classroom teachers Interventionists	Fall 2008
Strategy 2 Individual student files will be developed with the teacher and student to be shared with parents.			
Tasks	Resources	Assigned Responsibility	Timeline
1. Share individual data with students in student friendly terms and set goals for improvement.	JA	Classroom Teachers ELA and Math Coaches Interventionists	Fall 2009
2. Set individual goals with students and will develop a visual display of progress.	JA	Administration Classroom Teachers ELA and Math Coaches Interventionists	Fall 2009
3. Provide parents with information regarding goals and progress monitoring.	JA	Administration Classroom Teachers ELA and Math Coaches Interventionists	Fall 2009

Code ELAM03			
Objective To increase academic achievement through the use of improved data-based decision making and targeted instruction for all students.			
Measurement/Evidence Eighty percent of students will meet expected growth rates and reach grade level benchmarks on Galileo and MCAS.			
Strategy 3 Rates of growth and levels of performance will be analyzed by the assessment team to determine appropriate decision guidelines for student movement within the 3 tiers of support, to continuously reassess the need for targeted instructional support from interventionists, and to determine the effectiveness of current curriculum and service delivery models.			
Tasks	Resources	Assigned Responsibility	Timeline
1. Collect and analyze assessment data (with demographic data) to target the need for resources.	District JA	Administration ELA and Math Coaches Interventionists	Winter 2009
2. Rates of growth will be calculated for DIBELS and compared to normative data for expected growth rates.	District JA	Assessment Team	Benchmark periods beginning Winter 2009
3. Teachers and interventionists will analyze individual and class wide data through on-going data meetings.	District JA	All Professional Staff	Fall 2008
4. Train staff on the use of the Data Warehouse System to facilitate data analysis.	District JA	Assessment Team ELA and Math Coaches	Spring 2009

English Language Arts Objectives

Code ELA01			
Objective To increase student achievement in English language arts by providing targeted classroom instruction in phonemic awareness, phonics, fluency, comprehension, vocabulary, and writing based on individual student data.			
Measurement/Evidence The number of students at or above benchmark goal on Letter Naming Fluency (LNF), Phoneme Segmentation Fluency (PSF), Nonsense Word Fluency (NWF), and Oral Reading Fluency (ORF) will increase by 5 % from fall to spring benchmarks. The number of students reaching the 5 th stanine on the composite score of the GRADE will increase by 5% from the fall to the spring administration.			
Strategy Teachers will utilize data at the individual and classroom level to differentiate instruction and to develop targeted learning centers.			
Task	Resources	Assigned Responsibility	Timeline
1. Provide 90 minutes of uninterrupted reading instruction using the core ELA curriculum, with a minimum of 30 minutes allotted for intensive, small group phonemic awareness, phonics and fluency for students falling into the Some/At Risk categories.	JA	Administration Classroom Teachers Interventionists	Fall 2008
2. Differentiate all elements of ELA instruction (phonemic awareness, phonics, fluency, comprehension, vocabulary, and writing) to meet the needs of all students.	JA	Reading Specialist Administration Classroom Teachers Interventionists	Fall 2008
3. Utilize the scope and sequence of Foundations in Grades K – 3 and provide direct instruction at the Tier-1 level	JA	Reading Specialist Classroom Teachers Interventionists	Fall 2008

4. Incorporate the elements of Project Read Story Form, QAR (Question and Response) and Reciprocal Reading in weekly instruction within their differentiated flexible reading groups.	JA	Reading Specialist Classroom Teachers Interventionists	Fall 2008
5. Provide direct instruction in the narrative elements of text using district power standards and curriculum guides.	JA	Classroom Teachers ELA Coach	Fall 2008
6. Provide direct instruction within the genre of poetry (i.e. imagery, structure, figurative language, etc.).	JA	Classroom Teachers ELA Coach	Fall 2008
7. Provide direct instruction on test-taking strategies, with focus on features of text (e.g., titles, subtitles, bold terms, captions).	JA	Classroom Teachers ELA Coach	Fall 2008
8. Administer and analyze story prompts on a weekly basis to check for comprehension of reading with emphasis on higher order thinking, character development, sequence of story, drawing conclusions and compare/contrast strategies.	JA	Classroom Teachers ELA Coach	Fall 2008
9. Use content areas to provide instruction using comprehension strategies.	JA	Reading Specialist Classroom Teachers	Fall 2008
10. Analyze Galileo benchmark comprehension assessments to determine individual student needs and to target instruction.	JA	Administration Reading Specialist Classroom Teachers	Fall 2008
11. Use Visualization and Verbalization techniques in the upper grades to develop comprehension skills.	JA	Reading Specialist Classroom Teachers	Fall 2009

Code ELA02			
Objective To increase student achievement in English language arts by refining the 3-Tier Model and providing supplementary support services to students falling below established benchmarks.			
Measurement/Evidence The number of students in the at or some risk range on LNF, PSF, NWF and ORF will decrease by 5 % from fall to spring benchmarks. The number of students falling below the 5 th stanine on the composite score of the GRADE will decrease by 5% from the fall to spring benchmarks.			
Strategy Teachers will utilize specific strategies with the purpose of improving oral reading fluency and reading comprehension.			
Task	Resources	Assigned Responsibility	Timeline
1. Provide small group instruction using the Early Reading Intervention (ERI) program to kindergarten students falling in At/Some risk categories. First grade students falling in the At Risk range will receive targeted ERI instruction in the fall.	JA District	ELA Coach Classroom Teachers Interventionists	Fall 2008
2. Provide small group instruction using the Sidewalks intervention program to students in grades 1-3 who fall in the At/Some Risk categories.	JA	Interventionists	Spring 2009
3. Provide targeted instruction to students with limited English proficiency using Sidewalks and Elements of Reading (Vocabulary and Comprehension modules).	JA District	Interventionists	Spring 2009
4. Students in grades 3-5 who fall well below benchmarks on district wide assessments and demonstrate a low rate of learning will be assessed and appropriately placed in an alternative reading program designed to accelerate their growth (Language!). Students in grades 1-5 may receive targeted instruction in fluency (Read Naturally) or explicit phonics instruction (Wilson).	JA	Interventionists	Fall 2008

Code ELA03			
Objective To increase student achievement in English language arts by providing on-going professional development in key elements of reading acquisition, writing instruction, and data analysis.			
Measurement/Evidence Evidence The number of students at or above benchmark goal on LNF, PSF, NWF and ORF will increase by 5 % from fall to spring benchmarks. The number of students reaching the 5 th stanine on the composite score of the GRADE will increase by 5% from the fall to the spring administration. The percentage of students performing at a 2 or better on the Harcourt Open Response rubrics will increase by 5 % over the course of the school year.			
Strategy To deliver basic training to all new staff and instructional aides and provide updated training to all staff as needed.			
Task	Resources	Assigned Responsibility	Timeline
1. Provide professional development in Foundations to new teachers and instructional aides.	JA	Administration ELA Coach Classroom Teachers	Fall 2008
2. Conduct on-going validity check points for DIBELS administrators (teachers and DIBELS Sweep Team).	District JA	Administration ELA Coach Classroom Teachers	Fall 2008
3. Provide professional development in DIBELS for new teachers and DIBELS Sweep Team and have mandatory progress monitoring.	JA	Administration ELA Coach Classroom Teachers	Fall 2008
4. Use grade level and staff/curriculum meetings to standardize writing instruction and to create curriculum maps that will target areas of focus such as mechanics, topic development, organization, voice, etc., in order to deliver comprehensive writing instruction.	JA District	Administration ELA Coach Classroom Teachers	Fall 2009
5. Provide with professional development in the use of district-wide rubrics and in presenting student friendly rubrics during instruction.	JA	Administration ELA Coach Classroom Teachers	Fall 2009
6. Provide training to classroom teachers in Visualization and Verbalization techniques.	JA	Administration ELA Coach Classroom Teachers	Fall 2009

Mathematics Objectives

Code MA01			
Objective To increase student proficiency in mathematics through full implementation of a core mathematics program (Investigations II) linked to the use of formative assessments and reteach/enrich periods.			
Measurement/Evidence Eighty percent of students in grades 3-5 will approach or meet standards as measured by the Galileo math benchmark test.			
Strategy Teachers will instruct students in conceptual understanding, problem solving, and procedural fluency.			
Task	Resources	Assigned Responsibility	Timeline
1. Utilize all materials for full implementation of Investigations II program and provide supplemental instruction to cover Massachusetts standards not addressed through the program.	JA District	Administration Classroom Teachers Interventionists Math Coach	Fall 2008
2. Integrate technology into general mathematics instruction using Logopaths and Successmaker.	JA	Administration Classroom Teachers Math Coach	Fall 2008
3. Utilize the reteach and enrich block to instruct students in strategies to be successful in approaching or meeting standards.	JA	Administration Classroom Teachers Interventionists Math Coach	Fall 2008
4. Conduct on-going analysis from posttests following each reteach period to determine the effectiveness of reteach sessions and to identify students who are not meeting proficiency on formative assessments.	JA	Administration Classroom Teachers Interventionists Math Coach	Fall 2009

Code MA02			
Objective To increase student achievement in mathematics through developing a 3-Tier model of support services and utilizing supplementary curriculum aimed at accelerating the learning of students falling below 80% proficiency on established benchmarks.			
Measurement/Evidence The percentage of students performing in the <i>falls below standard</i> category, as measured by the Galileo math benchmark test, will decrease by 5% by the spring benchmark period.			
Strategy Teachers will provide targeted interventions for the purpose of improving student's mathematical proficiency.			
Task	Resources	Assigned Responsibility	Timeline
1. Assess students at risk in math (based upon performance on MCAS, district wide benchmark assessments and/or teacher referral) to identify gaps in learning and misconceptions.	JA District	Administration Classroom Teachers Interventionists Math Coach	Fall 2009
2. Provide targeted interventions to students identified as having gaps in mathematics to develop conceptual understanding, procedural fluency, and problem solving abilities.	JA	Administration Classroom Teachers Interventionists Math Coach	Fall 2009
3. Provide drill and practice in facts will using <i>Fast Math</i> and <i>Successmaker</i> software to develop efficiency.	JA	Administration Classroom Teachers Interventionists Math Coach	Fall 2008

Mathematics Objectives

Code MA03			
Objective To develop the mathematical proficiency of students in all key areas identified by the National Research Council (conceptual understanding, procedural fluency, strategic competence, adaptive reasoning, and productive disposition) through on-going professional development for teachers and enhanced communication with parents.			
Measurement/Evidence Eighty percent of students in grades 3-5 will approach or meet standards as measured by the Galileo math benchmark test.			
Strategy All professional staff will receive on-going professional development in mathematics instruction.			
Task	Resources	Assigned Responsibility	Timeline
1. Provide on-going professional development on Investigations II through a coaching model.	JA	Administration Classroom Teachers Interventionists Math Coach	Fall 2008
2. Provide in-depth training in screening and diagnostic assessments to identify specific areas of need.	District JA	Administration Classroom Teachers Interventionists Math Coach	Fall 2009
3. Professional staff will receive updated training in Successmaker, <i>Fastmath</i> , and Logopaths.	JA	Administration Classroom Teachers Interventionists Math Coach	Fall 2009
4. Sponsor parent informational workshops on Investigations II and Family Math Nights.	JA District	Administration Classroom Teachers Interventionists Math Coach	Winter 2009

Health and Safety Objectives

Code HS01			
Objective Students will develop the social and emotional competence necessary for learning.			
Measurement/Evidence Guidance referrals for student conflict will be reduced by 5%.			
Strategy 1 Increase social and emotional competence through direct instruction in social skills and emotional regulation.			
Task	Resources	Assigned Responsibility	Timeline
1. Provide classroom-based instruction in Second Step for all students.	JA	Classroom teachers	Fall 2008
2. Offer targeted instruction in social skills and emotional regulation to students in need of additional services as identified by parents and staff.	JA	Guidance personnel Speech/language pathologists	Fall 2008
3. Collaborate with agencies providing mental health services to meet the needs of students with significant social and emotional difficulties as identified by guidance personnel.	JA	Guidance personnel	Fall 2008
4. Provide professional development for staff on developing classroom strategies that promote self control, social connectedness, initiative, and negotiation skills.	JA	Administration Guidance Personnel	Fall 2009

Code HS01			
Objective To develop the social and emotional competence of students necessary for learning, active citizenship, and leadership.			
Measurement/Evidence The number of negative incidents reported to staff will be reduced by 10%. This will be measured through an analysis of office referrals and incident reports.			
Strategy 2 Increase prosocial behaviors through the implementation of a School Wide Positive Behavior Support System.			
Tasks	Resources	Assigned Responsibility	Timeline
1. Disseminate operationalized behavioral expectations to students and staff and revise these based on data.	JA District	Assessment Team Guidance Administration	Spring 2009
2. Design effective strategies and materials to teach and practice expectations across all settings.	JA District	All Staff	Spring 2009
3. Utilize a purposeful acknowledgement system for reinforcing prosocial behaviors (i.e, Student of the Month, ticket system, and morning announcements).	JA	All Staff	Spring 2009
4. Offer training in active supervision practices to duty aides and teachers.	JA	Administration	Spring 2009
5. Implement active supervision strategies during unstructured times (cafeteria, playground, hallways).	JA	Administration Duty Aides Teachers	Spring 2009
6. Target positive bystander behaviors through class presentations, assemblies, and individual guidance sessions.	JA	Administration Guidance Staff Administration	Fall 2009

Code HS02			
Objective: Increase the physical safety of students and staff in the Johnny Appleseed Community.			
Measurement/Evidence The number of negative incidents reported to staff will be reduced by 10%. This will be measured through an analysis of office referrals and incident reports.			
Strategy 1 Design an effective discipline system that is used consistently across all settings in order to decrease disruptions to learning.			
Tasks	Resources	Assigned Responsibility	Timeline
1. Utilize a coherent office discipline referral procedure that includes a referral form with definitions for behaviors resulting in a delineation of office-managed vs. staff managed referrals.	JA District	Assessment Team Administration	Spring 2009
2. Increase student and staff agreement regarding infractions and consequences by utilizing clearly stated standards for student behavior (as outlined in the Student Handbook) and specifying specific consequences administered by staff.	JA District	Assessment Team Administration Guidance	Spring 2009
3. Use systematic data collection and analysis to determine most common misbehaviors, problem areas, and times of day in order to target specific areas of concern within the building.	JA District	Assessment Team Administration	Spring 2009
4. Use systematic data collection to make decisions regarding need for specific skills instruction, systematic supervision strategies, and on-going refinement of procedures.	JA District	Assessment Team Administration Guidance	Fall 2009
5. Provide parents with information regarding discipline procedures through student handbook, newsletters and postings on the website.	JA District	Administration Guidance	Fall 2008

Code HS02			
Objective Increase the physical safety of students and staff in the Johnny Appleseed Community.			
Measurement/Evidence The safety committee will conduct random observations of dismissal and drop-off procedures and traffic patterns and will communicate with public safety for feedback.			
Strategy 2 Increase school safety through the on-going assessment of potential hazards within the environment and active refinement of policies and procedures.			
Tasks	Resources	Assigned Responsibility	Timeline
1. Review existing policies and procedures, and refine safety plans (e.g., lockdown procedures, evacuation plans, dismissal procedures, etc).	JA	Administration School Nurse Safety Committee	Fall 2009
2. Monitor safety and ensure enforcement of revised traffic patterns during arrival and dismissal.	JA	Administration	Fall 2008
3. Review sign-out procedures and transportation forms to ensure student safety.	JA	Administration Receptionist Safety Committee	Fall 2008
4. Increase monitoring capability of outside areas through increased electronic monitoring cameras.	District	Administration Facilities Man.	Fall 2009

Appendix A
Johnny Appleseed School Assessment Team Members
2008-2009 School Year

Margaret O’Hearn Curran, PhD - Principal
James Burns – Assistant Principal
Jane McDonald – Literacy Coach
Melissa Hopkins – School Psychologist
Patricia King – Special Education Teacher
Paula Barnicle – Grade One Teacher
Jeanne Graffam – Grade Four Teacher
Mariann Rosa – Grade Four Teacher

Appendix B

Assessments Utilized

2008-2009 School Year

Summative Assessments

The following assessments are given one to two times per year. Their purpose is to determine whether students have met intended standards by a specific deadline.

- MCAS Test (Reading and Math) – Grade 3
- MCAS Test (Language Arts and Math) – Grade 4
- MCAS Test (Language Arts, Math, and Science) – Grade 5
- MEPA – Massachusetts English Proficiency Assessment – Grades K-5
- Mela-O – Massachusetts English Language Assessment / Oral – Grades K-5
- GRADE Test – Grades K-5

Formative Assessments

The following assessments are given at least four times per year. Their purpose is to monitor student progress, to analyze the effectiveness of instruction, and to identify standards that need to be revisited.

- DIBELS Test – Grades K-5
- GRADE Test – Grades K-5 (initial GRADE test in Fall is used to develop instructional groupings.)
- District Based Mathematics Assessment (GALILEO) – Grades 2-5
- District Based English Language Arts Assessment (GALILEO) – Grades 3-5

Common Formative Assessments

Assessments developed by collaborative teams of teachers on a bi-monthly basis to analyze student learning in a specific area, to adjust pacing, and to create instructional groupings.

Appendix C

2008 Adequate Yearly Progress Data