

**MEDFORD PUBLIC SCHOOLS  
MEDFORD, MASSACHUSETTS**

**columbus  
Elementary  
School**

**SCHOOL IMPROVEMENT PLAN  
SY 2010-2011**

**Joan Yaeger  
Principal  
2009-2010**

# TABLE OF CONTENTS

School Council Membership and Meeting Dates.....	1
Mission Statements.....	2
Narrative.....	3
Demographics.....	6
MCAS / AYP Status.....	7
MCAS scores / 2006 – 2009 / Grade 3.....	8
MCAS scores / 2006 – 2009 / Grade 4.....	9
MCAS scores / 2006 – 2009 / Grade 5.....	10
Student Growth Percentiles.....	11
Average Class Size Data.....	14
School Improvement Council Needs Assessment Survey.....	15
School Improvement Council Needs Assessment Survey Results .....	18
Action Plan Goal #1.....	22
Action Plan Goal #2.....	25
Action Plan Goal #3.....	30
Action Plan Goal #4.....	32
Action Plan Goal #5.....	33
Action Plan Goal #6.....	35
Action Plan Goal #7.....	36
Action Plan Goal #8.....	37
Action Plan Goal #9.....	39
Non-Budgetary Items.....	40
Budgetary Requests.....	40
Closing Statement.....	41

# SCHOOL COUNCIL MEMBERSHIP AND MEETING DATES

Principal/Chairperson:	Mrs. Joan M. Yaeger
Community Representative:	Ms. Astrid Baehrecke
Teachers:	Mrs. Kerrie Donnelly Ms. Christina Howard Mrs. Patricia Kilbride Mr. Joseph Plati Ms. Amanda Roberto
Parents:	Mrs. Kathy Dakermanji Mr. Hugh Gallagher Ms. Sharon Guzik Mrs. Jen Intoppa (PTO rep) Ms. Sonia Jorge Ms. Bonnie Wargo
Meeting Dates:	October 15, 2009 November 12, 2009 January 13, 2010 March 3, 2010 March 13, 2010 May 5, 2010 (scheduled)

All meetings were held at the Columbus Elementary School. Meetings were advertised as being open to other interested members of the school community.

## **MISSION STATEMENTS**

### **MEDFORD PUBLIC SCHOOLS MISSION STATEMENT**

The Medford Public Schools is a caring educational partnership of school, family and community designed to ensure that all students are afforded a safe and healthy learning environment in which they develop the knowledge, skills and attitudes to reach their full academic and personal potential. This partnership is dedicated to providing all students with a 21<sup>st</sup> century education that will enable them to be life-long learners and contributors to a diverse and rapidly changing world.

### **COLUMBUS SCHOOL MISSION STATEMENT**

The mission of the Columbus Elementary School is to provide every child with an education based on respect for self and others. The Columbus is a diverse school community that includes an English language support program and a K-5 Therapeutic Learning Program. The instructional focus of the Columbus promotes the ability to think clearly and creatively, to communicate effectively, and to develop a lifelong curiosity and love of learning. It is our hope that with the development of these skills our children will become happy, productive, responsible citizens of the 21<sup>st</sup> century.

## NARRATIVE

### MORE ABOUT US

The Columbus School is also home to many after school activities. A very active PTO organizes and facilitates many exciting after school clubs. Tuition for the classes is structured to keep the programs affordable and self-sustaining. Financial assistance offered to families to make the programs available to all. This financial assistance is made available from funds from a very generous donation from a family who chooses to remain anonymous.

An after school day care program provides a valuable service to working families. This program is under the direction of the Medford Early Childhood Program. During the summers 2007-2009 hundreds of children participated in a wonderful summer program held at the school sponsored by Medford Community Schools. This very successful program will be offered again in the summer of 2010.

The **ELL** Program services approximately 55 students whose first language is not English. This program helps students acquire listening, speaking, reading, and writing skills as well as provide academic support. Over 25 different languages are spoken in the homes of Columbus School students.

The **Therapeutic Learning Program (Formally called Adaptive Learning Program)** is a curriculum based behavior management program that services children in grades K-5. This program addresses the needs of students both socially and academically in a small, structured classroom setting. A licensed special education teacher teaches each class. An extensive support staff including one Para-professional for each classroom, adjustment counselor, occupational therapist, physical therapist, school nurse, school psychologist and speech and language therapist helps maintain and build capacity within the program. This small structured setting allows students to learn how to self regulate and monitor their behavior. Students are mainstreamed with adult support for all non-academic subjects. Many of the students are mainstreamed for academic subjects depending on their ability to sustain behavior in a larger classroom environment. The special education staff, classroom teachers, and all support staff have worked diligently during the 2009-10 school year to bring the program toward a more inclusive model of instruction. This has proved to be very successful and has greatly increased the program's capacity provide instruction in the least restrictive environment for all children as defined by NCLB.

**School Psychologist** – During the 2009-10 school year one full time school psychologist was invaluable to many facets of the school community. In addition to testing children as part of the special education referral process, he worked closely with individual children and small groups. He provided extensive family support to children with and without disabilities. His supportive presence in the schoolyard and lunchroom provided an extra level of comfort for many children.

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**NARRATIVE (continued)**

**School Adjustment Counselor** –Our full time school adjustment counselor wears many hats. She is in many ways the backbone of the Therapeutic Learning Program, providing in class support, individual and small group counseling, family outreach and behavioral consultation. For the past two school years she has facilitated a family-'giving' project for the winter holidays. Through this project she has worked with other staff to collect donations from volunteer families and local agencies to provide holiday meals and gifts for as many as 25 families. This is done so discreetly and has brought such a sense of community to our school. The school adjustment counselor also serves as a liaison to various community agencies such as Department of Children and Families and Eliot Community Human Services.

School year 2009-2010 brought a reduction in our school nurses from 2 full time nurses to one full time nurse and one part time (.6 FTE) nurse. The **School Nurses** contribute actively to the positive atmosphere of the Columbus School by being involved with both the education and physical well being of the students. In any given month the nurses provide care for as many as 1397 student visits (November, 2009) and 9 staff visits (November, 2009). These visits are for a variety of reasons: medication, sick call, procedures, and mental health support. Additionally the nurses provide significant family and teacher outreach, consultation with primary care doctors and other professionals, and health education services (diabetes care, nutrition etc.)

**Occupational therapy (OT)** is provided for 40-45 students at the Columbus Elementary School five days per week. Occupational therapy in the Medford Public Schools is provided to help students more fully participate in and benefit from the educational program.

**Speech and Language Therapy** is currently provided for over 40 students at the Columbus to assist children in accessing the curriculum and to treat a variety of disorders. Therapy is provided in and out of class, individually and in small groups according to student need.

The Columbus Elementary School offers services for children with learning disabilities within a small group setting. Two full time special education teachers provide instruction for approximately 50 children according to each child's IEP in the areas of reading and mathematics.

**Title I** services are federally funded and are designed to help children who are experiencing difficulty in reading and writing. Children work in small groups for about forty minutes four days per week with a reading specialist. Three Title I teachers are key to the ongoing success of the Columbus School. One English Language Arts Support teacher works three days per week to assist children with reading and writing skills.

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**NARRATIVE (continued)**

**MATH COACHES**-We have been fortunate during the 2009-10 school year to have the services of two math coaches (.40 FTE each) funded by a grant from the AMERICAN RECOVERY AND REINVESTMENT ACT. Each coach works two days a week with small groups of children identified as needing extra help in mathematics.

**Tufts University** provides a variety of support programs. The **Tufts Literacy Corps (TLC)** tutors under the direction of Dr. Cindy Krug, provides extra reading, writing, and math assistance after school for students in grades 2-5. During the school year 2009-2010 the Columbus School was again privileged to have a **BookMatch** program facilitated by University students. Three teams of Columbus School students participated in the annual Bookmatch Competition at Tufts University on April 24, 2010. I am proud to say that these students earned first place for the second consecutive year!

**Medford Family Network (MFN)** adds a new dimension to the Columbus Elementary School. Playgroups for children ages 0-4 years and their caregivers meet at the school. The MFN also offers a variety of support groups and parenting classes several of which meet at the Columbus Elementary School.

**Hallmark Health 'Team Medford'**: For the second consecutive year the Columbus School was the very grateful recipient of school supplies donated by the generous Team Medford collection sponsored by Hallmark Health. We look forward to their continued spirit of generosity. Thank you!

The Columbus continues to use **Second Step**, a violence prevention curriculum.

The Columbus School welcomes and encourages former students as well as other middle and high school age student to participate in community service opportunities by helping at various events.

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

## DEMOGRAPHICS

<b>Enrollment by Race/Ethnicity (2009-10)</b>			
Race	% of School	% of District	% of State
African American	15.5	15.2	8.2
Asian	7.9	7.3	5.3
Hispanic	14.9	10.3	14.8
Native American	0.0	0.1	0.3
White	55.8	64.6	69.1
Native Hawaiian, Pacific Islander	0.0	0.1	0.1
Multi-Race, Non-Hispanic	5.9	2.4	2.2

<b>Enrollment by Gender (2009-10)</b>			
	School	District	State
Male	254	2,504	491,377
Female	237	2,350	465,676
Total	491	4,854	957,053

<b>Teacher Data (2009-10)</b>			
	School	District	State
Total # of Teachers	34.4	339.9	69,908.9
% of Teachers Licensed in Teaching Assignment	100.0	97.6	97.1
Total # of Classes in Core Academic Areas	165	1,532	280,489
% of Core Academic Classes Taught by Teachers Who are Highly Qualified	100.0	97.0	97.3
Student/Teacher Ratio	14.3 to 1	14.3 to 1	13.7 to 1

## **MCAS/AYP STATUS**

All children in Grades 3, 4 and 5 at the Columbus School participated in MCAS in spring, 2009. Adequate Yearly Progress is a measure of the extent to which a student group demonstrates proficiency in English Language Arts and Mathematics. AYP Reports are issued each year and show the progress schools and districts are making toward the goal of having all students reach proficiency by the year 2014. All schools in the Commonwealth are rated based on the scores from the Massachusetts Comprehensive Assessment System (MCAS) tests in English Language Arts and Mathematics.

The challenge to meeting Adequate Yearly Progress is that each year the 'target' score is raised significantly. In the past the Columbus School has done well in meeting the requirements for Adequate Yearly Progress.

I proudly tell you that the Columbus School did meet the Adequate Yearly Progress goal for English Language Arts with significantly improved scores from 2008 for the aggregate as well as all subgroups. We have been assigned a performance rating of "HIGH" for English Language Arts.

Mathematics scores also showed significant improvement compared to 2008. However, even with these improved scores we fell just short of the state assigned performance target of 84.3 % proficiency. We were assigned a performance rating of "Moderate" and a NCLB Accountability Status of "Improvement Year 1-Subgroups".

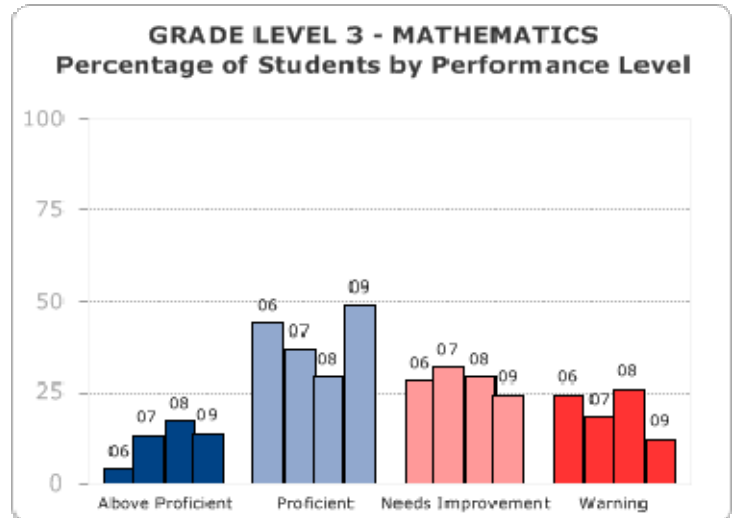
For this reason the State Department of Elementary and Secondary Education (DESE) has identified the Columbus School as a school that did not make Adequate Yearly Progress during the 2008-2009 school year in the area of Mathematics.

The Columbus School staff has worked diligently with the school administration in analyzing student performance data. This school improvement plan addresses academic areas identified as weaknesses based on the current data. The plan will continue to focus on major efforts and goals in order to improve student learning of important content.

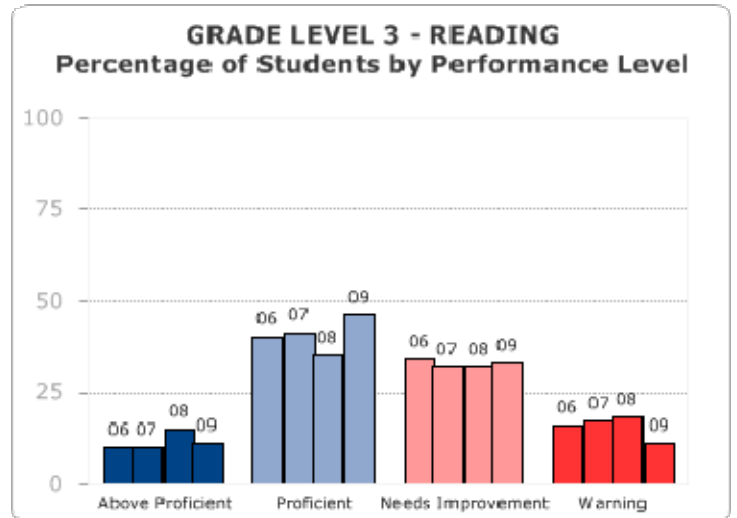
COLUMBUS ELEMENTARY SCHOOL  
 SCHOOL IMPROVEMENT PLAN  
 SCHOOL YEAR 2010-2011

**MCAS SCORES 2006-2009 ~ Grade 3**

GRADE 03 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ABOVE PROFICIENT	4	13	17	14
PROFICIENT	44	37	29	49
NEEDS IMPROVEMENT	28	32	29	24
WARNING	24	18	26	12



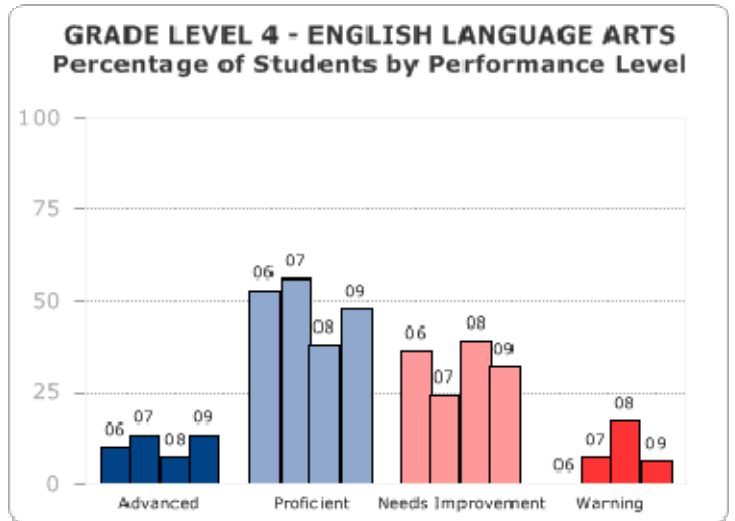
GRADE 03 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ABOVE PROFICIENT	10	10	15	11
PROFICIENT	40	41	35	46
NEEDS IMPROVEMENT	34	32	32	33
WARNING	16	17	18	11



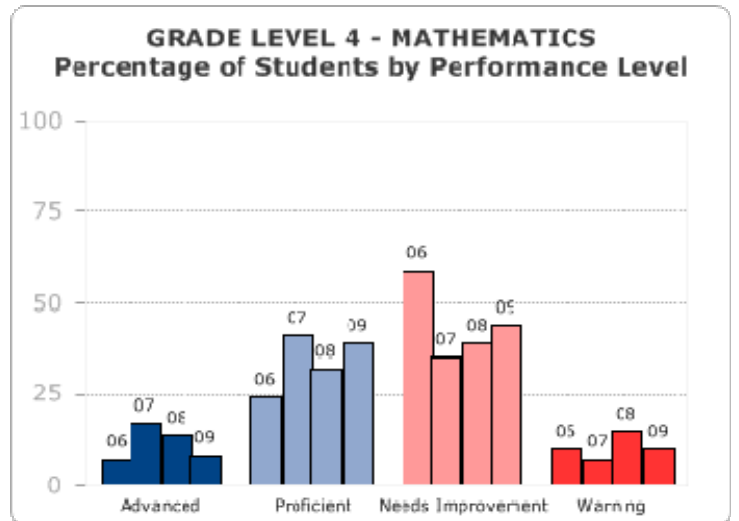
COLUMBUS ELEMENTARY SCHOOL  
 SCHOOL IMPROVEMENT PLAN  
 SCHOOL YEAR 2010-2011

**MCAS SCORES 2006-2009 ~ Grade 4**

<b>GRADE 04 - ENGLISH LANGUAGE ARTS</b>				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	10	13	7	13
PROFICIENT	53	56	38	48
NEEDS IMPROVEMENT	36	24	39	32
WARNING	0	7	17	6



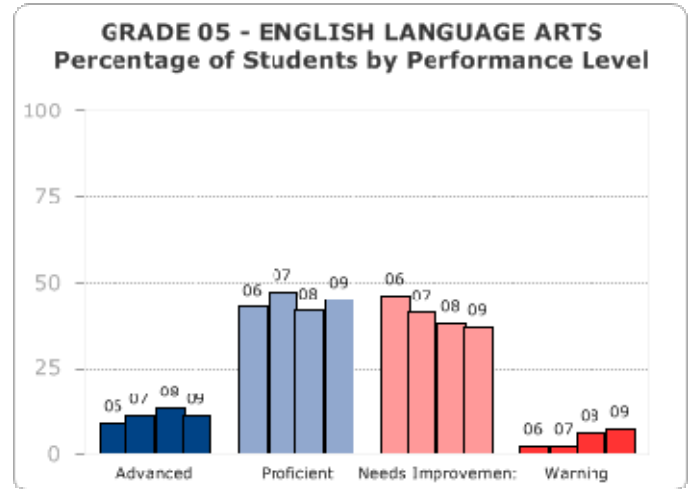
<b>GRADE 04 - MATHEMATICS</b>				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	7	17	14	8
PROFICIENT	24	41	32	39
NEEDS IMPROVEMENT	59	35	39	44
WARNING	10	7	15	10



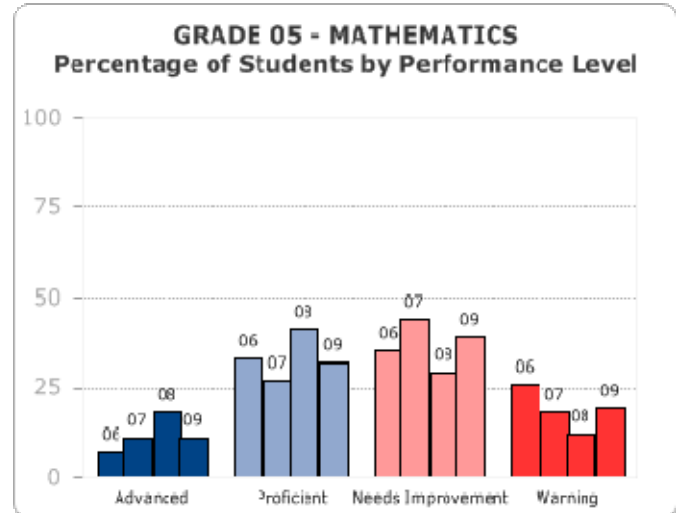
COLUMBUS ELEMENTARY SCHOOL  
 SCHOOL IMPROVEMENT PLAN  
 SCHOOL YEAR 2010-2011

**MCAS SCORES 2006-2009 ~ Grade 5**

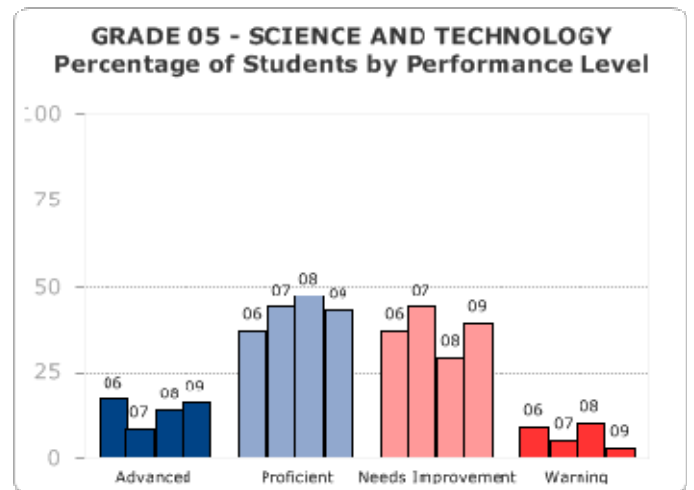
GRADE 05 - ENGLISH LANGUAGE ARTS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	9	11	13	11
PROFICIENT	43	47	42	45
NEEDS IMPROVEMENT	46	41	38	37
WARNING	2	2	6	7



GRADE 05 - MATHEMATICS				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	7	11	18	11
PROFICIENT	33	27	41	32
NEEDS IMPROVEMENT	35	44	29	39
WARNING	26	18	12	19



GRADE 05 - SCIENCE AND TECHNOLOGY				
PERFORMANCE LEVEL	2006	2007	2008	2009
ADVANCED	17	8	14	16
PROFICIENT	37	44	47	43
NEEDS IMPROVEMENT	37	44	29	39
WARNING	9	5	10	3



## STUDENT GROWTH PERCENTILES

### WHAT DOES THIS MEAN FOR COLUMBUS STUDENTS?

I am pleased to have another option for reporting MCAS progress. Student Growth Percentile at the Columbus can be summarized as follows:

- ❖ English/Language Arts-63% of Columbus School children (aggregate-all student populations included) earned a student growth percentile of moderate, high or very high.
- ❖ Math-63% of Columbus School children (aggregate-all student populations included) earned a student growth percentile of moderate, high or very high.

The following description is excerpted from:

*MCAS Student Growth Percentiles: Interpretive Guide October 2009 Massachusetts Department of Elementary and Secondary Education 75 Pleasant Street, Malden, MA 02148-4906 [www.doe.mass.edu](http://www.doe.mass.edu)*

For a complete description of the Student Growth Percentile Model the reader is encouraged to visit <http://www.doe.mass.edu/mcas/growth/interpretiveguide.pdf>

### Individual Student Growth

Measuring student performance relative to standards specific to each grade level is useful in determining whether a student has met the standards for that grade. There are, however, several obstacles to using this approach to measure students' academic growth. **This is why we have developed "student growth percentiles," a measure of student progress that compares changes in a student's MCAS scores to changes in MCAS scores of other students with similar performance profiles.** A *student growth percentile* measures student progress by comparing one student's progress to the progress of other students with similar MCAS performance histories. We refer to students with similar score histories as "academic peers."

*Massachusetts Department of Elementary and Secondary Education 2*

Percentiles are commonly understood values that express the percentage of cases that fall below a certain score. For example:

- A student with a growth percentile of 90 in 5<sup>th</sup> grade mathematics grew as much or more than 90 percent of her academic peers (students with similar score histories) from the 4<sup>th</sup> grade math MCAS to the 5<sup>th</sup> grade math MCAS. Only 10% of her academic peers grew more in math than she did.

or

- A student with a growth percentile of 23 in 8<sup>th</sup> grade English language arts grew as well or better than 23 percent of her academic peers (students with similar score histories) from the 7<sup>th</sup> grade ELA MCAS to the 8<sup>th</sup> grade ELA MCAS. This student grew less in ELA than 77% of her academic peers.

### **STUDENT GROWTH PERCENTILES (continued)**

Because growth is measuring change in performance rather than absolute performance, it doesn't matter how a student performed on the MCAS last year. In any given testing year, each student has an equal opportunity to grow at the 99<sup>th</sup> percentile. In other words, even though a student may not *achieve* a score of 278 out of 280 this year, it is possible for a student to have *grown* at the 99<sup>th</sup> percentile from last year to this year. Although a student may perform well below the proficiency mark, that student could potentially have a high growth percentile. Such an occurrence could indicate that a program, a new approach, or something else is working for this student. It is helpful to think of growth as a statistic that puts MCAS achievement into greater context. MCAS achievement scores answer one thing: how did a student fare relative to grade level standards in a given year. MCAS student growth percentiles add another layer of understanding, providing a measure of how a student changed from one year to the next relative to other students with similar MCAS test score histories.

Massachusetts will initially report growth for English language arts/reading and mathematics for grades 4 through 8, and grade 10. The state's growth model uses students' historical MCAS results to calculate growth percentiles and currently requires results from at least two grades. Therefore, no results will be available for grade 3 (the first grade of MCAS testing) or for science (because science is tested only in grades 5, 8, and high school). Although there is no 9<sup>th</sup> grade MCAS test in ELA or mathematics, the Department has developed a way of calculating grade 10 growth percentiles and will release them starting in 2009. Interpreting 10<sup>th</sup> grade growth percentiles is complicated by the extra time between MCAS administrations. Please refer to the "Growth Model Frequently Asked Questions" at the end of this guide (specifically, question 13) for a more detailed discussion of the 10<sup>th</sup> grade growth measure. While student growth percentiles enable educators to chart the growth of an individual student compared to that of academic peers, student growth percentiles can also be aggregated to understand growth at the subgroup, school, or district level.

*Massachusetts Department of Elementary and Secondary Education 3*

### **Student Growth Percentiles in the Aggregate**

To summarize student growth rates by subgroup, grade, school, or district level, individual student growth percentiles can be aggregated. The most appropriate measure for reporting growth for a group is the median student growth percentile (the middle score if one ranks the individual student growth percentiles from highest to lowest). The average or mean is not an appropriate measure when comparing percentiles. A typical school or district in the Commonwealth would have a median student growth percentile of 50. No matter how student growth percentiles are aggregated, whether at the subgroup, school, or district level, the statistic and its interpretation remain the same. For example, if the students with disabilities in your district have a median student growth percentile of 53, that particular group of students, on average, achieved higher than their academic peers—a group of students who may or may not be students with disabilities. It does not indicate that your students with disabilities improved more than 53 percent of other students with disabilities. It does not indicate that your

**STUDENT GROWTH PERCENTILES (continued)**

students with disabilities improved more than 53 percent of students without disabilities. The comparison group is always the students' academic peers: students with similar MCAS test score histories.

**Interpreting Growth Reports**

Traditional student assessment reports tell you about a student's performance, whereas growth reports tell you how much change or "growth" there has been in performance from year to year. In interpreting these data, it is important to note that differences in growth scores from year to year less than 10 points should not be considered meaningful or significant. Sample reports 1-6, which appear on the following pages, show the range of information that can be provided by the various growth reports the Department produces. Each report describes a different aspect of student growth. In each case, there are certain ways to use the data, and certain ways in which the data should not be used. It is important to keep in mind that the student growth percentile is useful to the extent that it is simply another piece of data that educators may use to better understand their students' performance. There is a story behind every student growth percentile, and educators are encouraged to seek out these stories. The Department hopes that this new measure of student performance provokes high-quality conversations about students, programs, schools, curriculum, and the teaching and learning that take place in every classroom across the Commonwealth. Set aside time to explore the causes for high and low levels of growth and learn to recognize the characteristics of students performing at the poles of the growth spectrum.

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**AVERAGE CLASS SIZE DATA**  
April 15, 2010

K	1	2	3	4	5	
24.25	20.75	22	18	20	17.33	452 children in regular education classrooms
+5	+5	+8	+7	+7	+4	36 children is special ed. Classrooms who are mainstreamed at this grade level.
4	4	3	4	4	3	Number of regular classroom teachers at this grade level.
1	.5	.5	1	1	1	Number of Special Ed. Classroom Teachers at this grade level

*Note: As you can see from this table class size at grades 2 and 5 will be significant for the school year 2010-2011 without additional staff. Kindergarten class size is also expected to be quite large.*

### **Class Size Statement**

The School Improvement Council is painfully aware of expected budgetary shortfalls in the district and the state. With that in mind it is critical to consider strategies that will minimize the impact of possible larger class sizes.

Students in the self-contained classes that make up the Therapeutic Learning Program mainstream into grade appropriate classrooms. All students are together for art, computer, phys. ed., Italian, music, and lunch. A number of students also mainstream for academic subjects. It takes a great deal of effort and self control on the part of these children to go from a group of 8 - 10 to a class of 22 or even 26 as is the case in a couple of situations. Even with some assistance from a paraprofessional, it is difficult for the teacher to make sure that all of the children receive the attention they need to meet with success.

Approximately 135 limited English-speaking children and/or children whose first language is not English are currently enrolled at the Columbus School. All of these students, with the support of the staff and the encouragement of their peers, are doing well. Low class numbers promote opportunities for individual attention and a greater chance of success for all students.

## ACTION PLAN

In order to obtain input from Columbus school Families regarding the needs of the school the School Improvement Council developed a survey (please see below). The survey was sent home to all families. It was provided to most families in their primary language (English, Portuguese, Spanish, Chinese, Creole)

### SCHOOL IMPROVEMENT COUNCIL NEEDS ASSESSMENT SURVEY

In order to provide the highest quality of education possible, the School Improvement Council (SIC) conducts a Needs Assessment Survey every 2 years and we need your input. The Survey is an important tool used by the SIC to collect data needed to formulate a School Improvement Plan. Please complete this voluntary anonymous survey and return it to your child's classroom teacher in the report card envelope or to the Main Office.

**My child is in Grade:**    **K   1   2   3   4   5**

#### ACADEMIC:

- I feel that the Columbus School adequately addresses my child's academic needs.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
- My child's homework is meaningful, requires an appropriate amount of time, and can be completed independently.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
- The school program provides variety and interest and my child is challenged to do his/her best.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
- The faculty is knowledgeable and I am satisfied with the quality of instruction my child receives.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
- I have a child with an IEP (Individual Education Plan) or 504 Plan. I feel my child's needs are being met.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**

#### AFTERSCHOOL CLUBS

The Columbus School runs after school clubs coordinated by the Enrichment Committee.

- I am aware of the After School Enrichment Clubs offered at the Columbus School?  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
- Has your child participated in the After School Clubs?    **YES                      NO**
- If your child has not participated, please tell us why (circle all the apply)  
**Not interested in offerings      Days/times of clubs inconvenient**  
**Been interested, but clubs are filled      Too expensive      Other**

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**SIC NEEDS ASSESSMENT SURVEY (continued)**

**HEALTH & SAFETY**

1. School discipline at our school is handled in a fair manner.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
2. Our school fosters a safe environment.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
3. My child feels comfortable talking to and interacting with his/her teacher(s).  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
4. If you have a question about Columbus School policies (i.e., drop-off, tardiness, discipline, etc.), do you refer to the school handbook?  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
5. I feel the Columbus School offers enough opportunity for physical activity on a daily basis.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**

**DIVERSITY & MULTICULTURALISM**

1. The Columbus School demonstrates respect for my child's traditions, family composition, special needs.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**

**PARENTAL INVOLVEMENT**

1. Communication between home and school is regular, two-way and meaningful.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
2. Parenting skills are promoted and help families to support children as students.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
3. Parents at our school play an integral role in assisting student learning.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
4. Parents are welcome at our school and their assistance and support are sought.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
5. Parents are full partners in the school decisions that affect children and families.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**
6. The school administrators help me with problems I bring to their attention.  
**Almost always      Frequently      Occasionally      Seldom      No opinion**

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**SIC NEEDS ASSESSMENT SURVEY (continued)**

**ENRICHMENT**

1. Overall enrichment program, including presentations and field trips are satisfactory. Variety of programs is curriculum relevant.  

<b>Almost always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>No opinion</b>
----------------------	-------------------	---------------------	---------------	-------------------
  
2. PTO funding is going to worthwhile programs.  

<b>Almost always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>No opinion</b>
----------------------	-------------------	---------------------	---------------	-------------------
  
3. Students are able to utilize school resources (library, gym, computer labs) efficiently and conveniently.  

<b>Almost always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>No opinion</b>
----------------------	-------------------	---------------------	---------------	-------------------

**COMMUNICATION/ACCOUNTABILITY**

1. I am provided with timely, accurate information about services and programs offered at our school.  

<b>Almost always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>No opinion</b>
----------------------	-------------------	---------------------	---------------	-------------------
  
2. Our principal is an effective leader.  

<b>Almost always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>No opinion</b>
----------------------	-------------------	---------------------	---------------	-------------------
  
3. Bus arrivals and departures are well supervised and general bus safety is appropriate and problems are dealt with effectively and in a timely manner.  

<b>Almost always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>No opinion</b>
----------------------	-------------------	---------------------	---------------	-------------------
  
4. In order to cut down on paper, would you be willing to receive all notices and communication via email?  

		<b>YES</b>		<b>NO</b>
--	--	------------	--	-----------

**GENERAL COMMENTS:** *Please share all general comments and thoughts.*

---

---

---

## COLUMBUS ELEMENTARY SCHOOL SIC NEEDS ASSESSMENT SURVEY 2010 RESULTS

Total Number of Completed Surveys: 269

K – 41      1<sup>st</sup> – 43      2<sup>nd</sup> – 26      3<sup>rd</sup> – 44      4<sup>th</sup> – 53      5<sup>th</sup> – 17  
 No Grade – 41      Multi – 4      Haitian-Creole – 7      Chinese – 1  
 Portuguese – 12      Spanish - 4

\*Where no answer was given, “No Opinion” was used as the default.

### ACADEMIC

1. I feel that the Columbus School adequately addresses my child’s academic needs.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
44%	38%	6%	3%	9%

2. My child’s homework is meaningful, requires an appropriate amount of time, and can be completed independently.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
39%	34%	13%	5%	8%

3. The school program provides variety and interest and my child is challenged to do his/her best.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
43%	38%	7%	3%	8%

4. The faculty is knowledgeable and I am satisfied with the quality of instruction my child receives.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
54%	30%	6%	2%	7%

5. I have a child with an IEP (Individual Education Plan) or 504 Plan. I feel my child’s needs are being met.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
16%	12%	5%	1%	65%

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**SIC NEEDS ASSESSMENT SURVEY RESULTS (continued)**

**AFTERSCHOOL CLUBS**

The Columbus School runs after school clubs coordinated by the Enrichment Committee.

1. I am aware of the After School Enrichment Clubs offered at the Columbus School?

Almost Always	Frequently	Occasionally	Seldom	No Opinion
46%	21%	7%	0%	26%

2. Has your child participated in the After School Clubs?

YES	NO	No Answer
46%	48%	7%

3. If your child has not participated, please tell us why (circle all the apply)

Not Interested	Day/Time	Club Filled	Too Expensive	Other	No Answer
7%	11%	5%	15%	17%	49%

**HEALTH & SAFETY**

1. School discipline at our school is handled in a fair manner.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
44%	33%	7%	2%	14%

2. Our school fosters a safe environment.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
55%	30%	6%	1%	8%

3. My child feels comfortable talking to and interacting with his/her teacher(s).

Almost Always	Frequently	Occasionally	Seldom	No Opinion
50%	35%	7%	3%	5%

4. If you have a question about Columbus School policies (i.e., drop-off, tardiness, discipline, etc.), do you refer to the school handbook?

Almost Always	Frequently	Occasionally	Seldom	No Opinion
15%	18%	22%	26%	19%

5. I feel the Columbus School offers enough opportunity for physical activity on a daily basis.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
33%	36%	13%	10%	8%

**DIVERSITY & MULTICULTURALISM**

1. The Columbus School demonstrates respect for my child's traditions, family composition, and special needs.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
43%	34%	6%	1%	16%

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**SIC NEEDS ASSESSMENT SURVEY RESULTS (continued)**

**PARENTAL INVOLVEMENT**

1. Communication between home and school is regular, two-way and meaningful.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
40%	41%	9%	3%	7%

2. Parenting skills are promoted and help families to support children as students.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
32%	35%	9%	4%	20%

3. Parents at our school play an integral role in assisting student learning.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
29%	36%	14%	2%	19%

4. Parents are welcome at our school and their assistance and support are sought.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
47%	32%	7%	3%	11%

5. Parents are full partners in the school decisions that affect children and families.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
29%	33%	12%	6%	21%

6. The school administrators help me with problems I bring to their attention.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
45%	27%	6%	4%	17%

**ENRICHMENT**

1. Overall enrichment program, including presentations and field trips are satisfactory. Variety of programs is curriculum relevant.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
31%	31%	10%	6%	22%

2. PTO funding is going to worthwhile programs.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
36%	28%	5%	1%	30%

3. Students are able to utilize school resources (library, gym, computer labs) efficiently and conveniently.

Almost Always	Frequently	Occasionally	Seldom	No Opinion
44%	31%	8%	3%	14%

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**SIC NEEDS ASSESSMENT SURVEY RESULTS (continued)**

**COMMUNICATION/ACCOUNTABILITY**

1. I am provided with timely, accurate information about services and programs offered at our school.

<b>Almost Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>No Opinion</b>
<b>46%</b>	<b>35%</b>	<b>8%</b>	<b>3%</b>	<b>7%</b>

2. Our principal is an effective leader.

<b>Almost Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>No Opinion</b>
<b>56%</b>	<b>28%</b>	<b>4%</b>	<b>4%</b>	<b>7%</b>

3. Bus arrivals and departures are well supervised and general bus safety is appropriate and problems are dealt with effectively and in a timely manner.

<b>Almost Always</b>	<b>Frequently</b>	<b>Occasionally</b>	<b>Seldom</b>	<b>No Opinion</b>
<b>25%</b>	<b>23%</b>	<b>2%</b>	<b>3%</b>	<b>47%</b>

4. In order to cut down on paper, would you be willing to receive all notices and communication via email?

<b>YES</b>	<b>NO</b>
<b>60%</b>	<b>40%</b>

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

## GOAL #1: COMMUNITY BUILDING-FAMILIES

Continue to work on fostering an environment that is a community of students, teachers, parents, and administrators who work together to achieve the school's mission. Continue to improve communication and promote family involvement within the Columbus School Community. Continue to develop a sense of community. Continue to foster a school environment where students and teachers are engaged and excited about learning and experiencing school. All students and staff will continue to become more accepting of themselves and the varied cultures of an increasingly diverse student population. This will be accomplished by participating in enrichment and other special event programs during the school day and by attending family events held beyond of the school day. The number of families participating in certain events has declined while new ventures for evening activities (Family Art Night for example) has welcomed excellent family participation.

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
1. Personal invitations to school events via phone calls and face to face invitation; Connect-Ed. Phone calls prior to each event.	Principal, staff, parents, children  Parent liaisons to non-English speaking families will volunteer to extend personal invitations.	School Community	ONGOING	Increase of number of families that attend school events
2. Evening event featuring art exhibits and ice cream social	Principal/Staff/Art Teachers/Students and Families	PTO/minimal fee for ice cream	Forth Annual Event, Spring 2010	Number of families that attend
3. July/August new family play groups	First and second grade parent Welcoming Committee members	PTO	Summer 2010	Number of families in attendance
4. Welcome Open House	Principal and PTO	PTO volunteers & supply of stickers/snacks	August 2010	Number of families in attendance

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**GOAL #1: COMMUNITY BUILDING-FAMILIES (CONTINUED)**

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
5. Multi Cultural Presentations	Principal and PTO	PTO funds; Cultural Council Grants	2010-2011	Teacher assessment of class appreciation of performance and carry over to social studies. A feedback tool will be developed for teachers to complete at the end of each performance.
6. Family Ice Cream Social	PTO, Staff, and Principal	PTO funds	Fall 2010	All above
7. Classroom lessons that extend the cultural enrichment begun at performances.	Classroom teachers and support staff.	MPS Curriculum	ONGOING	All above
8. Evening Family Socials that will help families become acquainted	Teachers/Children/Families	Parent fundraising activities	ONGOING through SY 2010-2011	All above Student/Family Participation
9. <i>Second Step</i> , violence prevention program, to continue in all classrooms	Staff and students	School Resources	SY 2010-11	Improved student interaction

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**GOAL #1: COMMUNITY BUILDING-FAMILIES (CONTINUED)**

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
10. Columbus Community Pride Day (Clean grounds)	Parents/Families /Students	"Sweat Equity"/Donated supplies	Fall 2010 / Spring 2011	More student and family 'ownership' of school grounds
11. Monthly theme days that promote school spirit and family support.	Principal /Teachers /Students	Self sustaining for ice cream	Monthly	Increased School Pride
12. Enrichment programs	Principal / Teachers / Parents	Research to learn more about free and low cost/Grant writing	Ongoing	Participation and awarding of grants
13. Parent Student Directory/ Parent Resource Directory	Parents to research and publish	PTO fundraising	Distributed Fall, 2010	Number of families who express interest and give permission to have information published in directory that will be given to all families.  Family response and participation
14. Enhanced use of school web page as an ongoing source of information for families.	Principal / parent designated to work on web page to add PTO and family information Teachers will be asked to provide more inclusive and updated classroom information to be posted and updated.	Principal / Teachers / Parents	ONGOING 2010/2011	Increased use of web page / Decreased need for paper communication.

## **GOAL #2: COMMUNITY BUILDING-CHILDREN AND ACADEMICS**

School Council members used several tools to measure the climate of learning at the Columbus School including but not limited to:

- Dialogue with teachers, parents, and children
- Teacher participation in Responsive Classroom workshop
- Results of Survey administered to staff (see Responsive Classroom Survey)

### **Questions for staff who are *NOT* currently participating in the Responsive Classroom Study Group.**

*NOTE: In order to assess the interest and need for further support in the implementation of the Responsive Classroom approach, the School Improvement Council is conducting a brief survey of the Columbus School Staff, both those currently involved in the Study Group, as well as those who did not participate this time.*

1. Have you had opportunities to talk to colleagues about Responsive Classroom? If so, what aspects of Responsive Classroom seem interesting to you as a teacher?
2. Would you be interested in participating in a professional development training on Responsive Classroom?
3. What do you feel is your biggest obstacle in being able to join the next offering of Responsive Classroom?
4. Any other comments, impressions?

### **Questions for staff who are currently participating in the Responsive Classroom Study Group.**

*NOTE: In order to assess the interest and need for further support in the implementation of the Responsive Classroom approach, the School Improvement Council is conducting a brief survey of the Columbus School Staff, both those currently involved in the Study Group, as well as those who did not participate this time.*

1. What do you like best about the Responsive Classroom approach?
2. What components of the Responsive Classroom approach have you already implemented?
3. What components are you planning to implement next year?

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**GOAL #2: COMMUNITY BUILDING-CHILDREN AND ACADEMICS (CONTINUED)**

4. Would you consider participating in another professional development training on Responsive Classroom?
5. If you answered "Yes" to #4 what aspect(s) of Responsive Classroom would you like to focus on next?
6. Do you have any suggestions on how to improve the implementation of the Responsive Classroom approach in our school?
7. Any other comments, impressions? (Please use reverse side.)

**Survey results for staff who are NOT currently participating in the Responsive Classroom Study Group (16 Surveys Collected)**

1. What aspects of Responsive Classroom seem interesting to you as a teacher?
  - Guided discovery 31%
  - Academic choice 13%
  - Morning Message 13%
  - Logical consequences
  - Quiet Time
  - Work Sharing
  - Routines
  - Problem Solving
  - Signals for transitions
  - Recess for community building
  - Students have a say in what should be taught socially and academically
  - Collaboration b/w colleagues
2. Interested in participating in a professional development training?
  - Yes 68%
  - No 19%
  - Possibly 13%
3. What do you feel is your biggest obstacle in being able to join in the next offering for Responsive Classroom
  - Time 56%
  - Involved in other workshops
  - Depends on scheduling

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**GOAL #2: COMMUNITY BUILDING-CHILDREN AND ACADEMICS (CONTINUED)**

4. Any other comments

- How can we realistically do this (time/schedule with so many academic demands) 25%
- Want a school wide homework and bullying policy
- The responsive classroom needs to be totally developed in our classrooms.

**Survey Results for staff currently participating in Responsive Classroom Workshop  
(19 surveys collected)**

1. What do you like best about the Responsive Classroom Approach?

- Building Community 42%
- Incorporates Social Aspects 26%
- Setting a tone of warmth and safety 16%
- Increases student responsibility 16%
- Leads to a more productive and enjoyable school experience
- Increase in learning and less negative disruptions
- Common Language
- Team Building Activities
- Hopes and Dreams
- Parents Involved with School
- Work Sharing

2. Responsive Approach already implemented?

- Community Building Games 69%
- Logical Consequences 52%
- Work Sharing 47%
- Morning Meeting 42%
- Guided Discoveries 42%
- Academic Choice 36%
- Classroom Rules 36%
- Signals 36%
- Morning Message 31%
- Role/Playing 26%
- Quiet Time 26%
- Modeling 21%
- Collaborative Problem Solving
- Followed First Six Weeks Schedule
- Group Initiatives/ with Discussions
- Closing Circle
- Class Meetings
- I-Statements
- Surveys

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**GOAL #2: COMMUNITY BUILDING-CHILDREN AND ACADEMICS (CONTINUED)**

3. What components are you planning to implement next year?
  - Guided Discoveries 47%
  - Games 36%
  - Quiet Time 31%
  - Sharing 31%
  - Morning Meeting 26%
  - Closing Circle 21%
  - Logical Consequences 16%
  - Modeling 16%
  - Daily Morning Message 11%
  - Reconstruct Class Rules 11%
  - Transition Procedures
  - Academic Choice
  - Transitions
  - Role Playing
  - Apology By Actions
  - Hopes and Dream Chart
  
4. Participate in another professional development?
  - Yes 68%
  - No Answer 16%
  - No 11%
  - Maybe
  
5. Professional Development should focus on?
  - Logical Consequence 36%
  - Time Management 26%
  - How to incorporate beginning of the year assessments into approach 11%
  - Morning Meeting
  - Classroom Management
  - Observe it being used
  
6. Suggestions on how to improve and implement Responsive Classroom Approach
  - School Wide Implementation so that every child moves on to the next grade with the same expectations 36%
  - Block scheduling will help for organization 11%
  - Allowing 2 outside breaks for free play and one for structured games
  - Teach all students in the Columbus School how to work in groups
  - Provide additional support in classroom- Full time Help!
  - Visiting a school with RC Approach/Observing Classrooms using RC approach

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**GOAL #2: COMMUNITY BUILDING-CHILDREN AND ACADEMICS (CONTINUED)**

Staff at the Columbus school will increase adherence to pedagogy such as the Responsive Classroom Approach. Data indicates that the large majority of staff members at the Columbus school are committed to “the following seven beliefs, based on developmental and social learning theory and informed by years of experience in the classroom” that underlie *The Responsive Classroom* approach (Wood 1999, 293):

1. *The social curriculum is as important as the academic curriculum.* Social and academic learning are inextricably connected, and each is equally important. The balanced integration of the two is essential to children’s growth.
2. *How children learn is as important as what children learn.* Children learn best when they have the opportunity to make choices about what they’re learning and to make their own discoveries through trial and error. Ideally there should be a balance between teacher-directed and child-initiated experiences.
3. *The greatest cognitive growth occurs through social interaction.* While children certainly do learn when they are working alone—reading a book, taking a test, completing a worksheet—children learn the most when they are engaged in meaningful ways with others.
4. *There is a set of social skills that children need in order to be successful academically and socially.* These skills form the simple acronym CARES—cooperation, assertion, responsibility, empathy, and self-control—and should be taught in an integrated fashion throughout the school day.
5. *Knowing the children we teach is as important as knowing the content we teach.* The more known children feel at school, the more likely it is that they will succeed. Teachers come to know children individually, culturally, and developmentally by taking time to observe and interact with the students and by understanding the stages of child development. The science of child development is the most important academic discipline for teachers.
6. *Knowing the parents of the children we teach is as important as knowing the children.* Parent involvement is essential to children’s education. The greatest gains are made when educators work with parents as partners.
7. *Teachers and administrators must model the social and academic skills which they wish to teach their students.* These skills must be lived daily in educators’ interactions with each other, with children, and with parents. Meaningful and lasting change for the better in our schools requires good working relationships among the adult community. Children are always watching.

## **GOAL #3: ALL STUDENTS IN GRADES K-5 WILL IMPROVE WRITING SKILLS.**

**Assessments:** MCAS Open Response average scores will improve.

**Specific Objectives:** The students' editing and writing skills will improve based on teacher evaluation and Open Response scores on MCAS Results at all tested grades. Children in K-2 will demonstrate increased enthusiasm about writing and continue to share their writing with peers and other members of the school community.

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
1. Purchase stationary supplies (folders, highlighters, etc.) to implement plan.	Principal / Teachers/ Parents	Fundraising and "Team Medford"	ONGOING	Student Work Samples
2. Teachers work individually and in grade level teams to reorganize and refine materials for students.	Classroom teachers and support staff	Teacher and Student time	ONGOING	Student application of skills
3. Independent computer use by students to develop assignments	All staff	Teacher and Student time	ONGOING	Staff discussions and samples of students' improved writing.
4. Teach and reinforce skills to/with students.	Principal, ELA Director, Teachers	Teacher and Student time	ONGOING	Evaluation of test data
5. Ongoing professional development to keep staff skills current.	Principal/Teachers	District based Professional Development	ONGOING	Staff discussions and samples of students' improved writing.

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**GOAL #3: ALL STUDENTS IN GRADES K-5 WILL IMPROVE WRITING SKILLS. (CONTINUED)**

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
6. ELA Director will attend some grade level meetings to work with teachers to conduct informal assessments	Principal/ELA Director/Teachers	Principal/ELA Director/Teachers	Quarterly 10/11	Same as above. Evaluation of student writing project
7. At grades 3 and 4 all classes will schedule ELA/Writing during the same block to allow for more flexibility in grouping as appropriate. Level teams to reorganize and refine materials for students.	Principal/Teachers	Principal/Teachers	Ongoing	Student Work Samples/Data about improved differentiated instruction.

**GOAL #4: ALL STUDENTS IN GRADES K-5 WILL IMPROVE READING SKILLS.**

**Assessments:** Columbus’s average MCAS Reading/ELA scores will increase. Reading initiatives will show increased number of books being read by students.

**Specific Objectives:** During 10-11 Columbus students will continue to read more books. The frequent practice will lead to more confidence and a clearer understanding of the written word.

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
1. Continue to Align Scholastic <i>Reading Counts</i> program with library inventory.	Teachers/Library Aide	Existing Library resources	Ongoing through 10/11	Records of student progress
2. Continuing using <i>Reading Counts</i> Program at all grade levels	All teachers and staff	Staff time/Parent Support  <i>Reading Counts</i> software	ONGOING	Student participation and improved reading levels
3. Foster a love of reading by encouraging student reading clubs such as the BookMatch program started in 08/09 with the help of Tufts Students	Principal/Teachers/ Parents/Students	Tufts University Students as facilitators		Student Improvement. Feedback from staff. Marked increase in the number of books checked out of library.

## GOAL #5: ALL STUDENTS IN GRADES K-5 WILL IMPROVE MATH SKILLS.

**Assessments:** Columbus school students' average MCAS Math scores will increase.

**Specific Objectives:** In SY 2010-2011, more students and their families will enjoy practicing math skills through use of *Everyday Math* take home game packets. Grades 3-5 will continue MCAS practice packets with emphasis on Open Response questions. The frequent practice will lead to a clearer understanding and application of skills.

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
1. Review games used to reinforce math concepts.	Classroom teachers, and support staff	Every Day Math Teacher Resource Kit	ONGOING	List of games/Data relative to how many games are being used at home and in school.
2. Game packets go home with students for family practice	Parents and classroom teachers	Grade level game packets	ONGOING	Same
3. Ongoing professional development to keep staff skills current.	Classroom teachers/Principal	District curriculum, Math Framework/ School budget	ONGOING	Participation in Professional Development
4. Teachers work individually and in grade level teams to reorganize and refine materials for students.	Teachers, students, and parents	Above and game packets	2010-2011	Staff discussions and samples of students' work, parent feedback

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**GOAL #5: ALL STUDENTS IN GRADES K-5 WILL IMPROVE MATH SKILLS. (CONTINUED)**

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
5. Family Math Night	Teachers, students, and parents	Game packets, teacher modifications, <i>Everyday Math Resource Kit</i>		Staff discussions and samples of students' work, parent comments
6. At grades 3 and 4 all classes will have Math scheduled during the same time block to allow for more flexible grouping.	Principal/Teachers			Data relative to improved differentiated instruction.

## GOAL #6: ALL STUDENTS IN GRADES K-5 WILL STRENGTHEN AND IMPROVE SCIENCE SKILLS.

**Assessments:** Students will develop and demonstrate a love of science.

**Specific Objectives:** Increased participation during class lessons and discussions. Improved open response type answers in grades 3-5. Improved MCAS scores on grade 5 Science/Technology Test. Increase teacher and student participation in school wide science fair. Continue to generate a love and energy for Science.

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
1. Each grade level team will review major science themes to be covered during the school year.	Principal and teachers	State Frameworks and Medford Science Curriculum	ONGOING	Outline of units of study
2. Teach lessons with emphasis on verbalizing how and why.	Classroom teachers and support staff	All of the above	ONGOING	Teacher observation, student participation and quality of written responses
3. Review effectiveness and appropriateness of science activities.	Tufts support, teachers, and principal	Teachers/Community Resources	ONGOING	
4. Plan and implement third annual school wide Science Fair and Family Night	Principal, Teachers, PTO	PTO funds	Spring 2011	Participation

**GOAL #7: ALL STUDENTS IN GRADES K-5 WILL STRENGTHEN AND IMPROVE SOCIAL STUDIES SKILLS.**

**Assessments:** Students will develop and demonstrate a love of social studies.

**Specific Objectives:** Increased participation during class lessons and discussions. Improved open response type answers in grades 3-5.

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
1. Each grade level team will review major social studies themes to be covered during the school year.	Principal and teachers	State Frameworks and Medford Social Studies Curriculum	ONGOING	Outline of units of study
2. Teach lessons with emphasis on verbalizing how and why.	Classroom teachers and support staff	State Frameworks and Medford Social Studies Curriculum	ONGOING	Outline of units of study

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

## GOAL #8: PROMOTE HEALTHY LIVING AND STUDENT SAFETY

**Assessments:** More healthy food and less junk food will be consumed at snack and lunch times. Students will demonstrate increased attention and healthier outlook.

**Specific Objectives:** Promote healthier living habits in students and their families. Provide increased opportunities for physical exercise during the school day.

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
1. Good Sport Fitness Clubs and Dance Club	Enrichment Committee of PTO	Minimal fee	2010-2011	Attendance record
2. Students vs. Teachers athletic events	PE Teachers/ Staff/Students	Columbus Community	2010-2011	Participation
3. Coordinate with <i>Medford Saving Lives</i> program to hold helmet sale at the Columbus.	Principal/ School Nurse	<i>Medford Saving Lives</i> and School Nurse	Spring 2011	Number of helmets sold
4. All children will be offered a 20-minute recess on days when they do not have physical education class. Cooperative games will be encouraged during this time. Brief instructional breaks will be provided when appropriate on 'non phys-ed days'.	Principal/Teachers/ Support Staff		ONGOING	

COLUMBUS ELEMENTARY SCHOOL  
SCHOOL IMPROVEMENT PLAN  
SCHOOL YEAR 2010-2011

**GOAL #8: PROMOTE HEALTHY LIVING AND STUDENT SAFETY (CONTINUED)**

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
5. Improve parents' and children's' awareness of safety concerns in the immediate school area relative to parking, pedestrian safety, and mutual cooperation.	All members of the school community / Medford Police Department	All members of the school community / Medford Police Department	Fall 2010	Observation of improved safety awareness/Parent and Teacher input.  Improved traffic flow around school
6. All members of the school community will demonstrate an increased awareness of environmental responsibility.	All students and staff members.	School budget and PTO funds	Ongoing through 2010-2011	Less waste/ more conservation / potential purchase of non-disposable trays for cafeteria
7. Overtime Athletics**	PTO/Principal	Participation Fee	2010-2011	Enrollment/ Attendance Records

\*\*In the winter of 2010, the Columbus School was contacted by Overtime Athletics, a company based out of Virginia. Overtime Athletics currently operates athletic-based programs in seven different states on the east coast and would like to expand into Massachusetts. As studies continue to show that an additional hour of exercise per week benefits the overall well-being of a child, afterschool clubs that involve physical activity, such as Good Sports, Floor Hockey, Basketball and Creative Dance have all been very popular with a minimal fee for participation. The advantage of pursuing a partnership with Overtime Athletics would help alleviate the burden on the afterschool club coordinators to find the volunteers necessary to run these clubs and allow for more offerings at all grade levels. Overtime Athletics would provide all the equipment and facilitators to run the programs. Programs can be offered in the fall, winter and spring for a minimum of 4 weeks to a maximum of 10 weeks and the number of offerings will be dependent on space availability, as well as reasonable participation cost.

**GOAL #9: HIGHER LEVEL THINKING SKILLS: ENCOURAGE HIGHER LEVEL THINKING SKILLS BY PROMOTING INCREASED OPPORTUNITIES FOR CHILDREN WHO DEMONSTRATE MASTERY OF GRADE LEVEL CURRICULUM AND/OR SIGNIFICANT CURIOSITY ABOUT SPECIFIC SUBJECTS.**

**Assessments:** Observable student behavior and participation in special projects related to while expanding upon the core curriculum.

**Specific Objectives:** As stated in the Columbus School Mission Statement, "...our children will become happy, productive, responsible citizens of the 21<sup>st</sup> century".

ACTIVITY	INDIVIDUAL(S) RESPONSIBLE	RESOURCES	TIMELINE	ASSESSMENT
1. Develop activities that will help students acquire skills that allow them to think more deeply about and expand upon the subject matter.	Principal/ Teachers/ Specialists/ Department Heads	School and community resources / Tufts TLC	Continue through 2010-2011	Observable behavior and student work samples

## **NON-BUDGETARY ITEMS**

- ✓ Whole child initiatives designed to increase student awareness and acceptance of themselves and other cultures represented at the school: day enrichment programs such as evening family events such as Family Ice Cream Social and Math and Computer Nights; September open house; summer play groups; healthy snack days; School Spirit Days, Fitness, and Dance Clubs. Monthly coffees with the Principal have continued through school year 09/10 and are funded with PTO funds.
- ✓ Scholastic Reading Counts Literacy Initiative. Licenses will be purchased using PTO funds to continue to expand this valuable program.
- ✓ Expansion of Library Inventory. Profits from annual Scholastic Book Fair are used to allow teachers to add titles to classroom collections as well as upgrade the library collection.
- ✓ In spring 2010 teachers benefited greatly from professional development for English/Language Arts by Ms. Judy Puckett (thank you Mrs. Diane Caldwell for making this possible!) Ms. Puckett provided teachers with suggested titles and subjects that will help expand on the lessons. PTO funds and 'points' earned from the Scholastic Book Fair will be used to purchase many of these titles.
- ✓ After school enrichment programs/clubs (self-supporting)
- ✓ Family Math Nights
- ✓ Family Computer Night

## **BUDGETARY REQUESTS**

- ✓ Replacement of full time librarian.
- ✓ 3 additional classroom teachers.
- ✓ On-going professional development in all academic areas, and character education.
- ✓ Non disposable trays for cafeteria.

## CLOSING STATEMENT

*All members of the School Improvement Council are keenly aware of the dire budget situation nationally, statewide, and more specifically in our own school district. This plan was developed with sensitivity to that issue.*

*I would like to express sincere appreciation to all who participated in the development of this SCHOOL IMPROVEMENT PLAN as well as to those who read this plan and consider the needs of the Christopher Columbus Elementary School.*



*Mrs. Joan M. Yaeger  
Principal*