

**Estabrook School  
Lexington School District**

**Approved School Improvement Plan  
2004-2007 (Year 1 of 3 year plan)**

The Estabrook Site Council is committed to Lexington's core value of Continuous Improvement. To that end, we have consciously decided to continue focusing on a limited number of evolving goals. This ensures the sustained training and dialogue that research indicates is necessary to make changes that last.

**High Achievement for All Students**

- Students at all achievement levels will improve their reading and writing skills.
- All students will read at grade level by the end of third grade.
- Students in at-risk groups will make better than one year's growth in achievement in Language Arts and Math each year.

**Diversity/AntiBias**

- Boston students will improve their student skills, confidence, and adjustment to Estabrook.
- Students and families from all backgrounds and of all configurations will feel welcome at Estabrook.
- We will increase the number of Estabrook faculty who have taken Empowering Multicultural Initiatives.

**Safe & Respectful Environment**

- Students and adults will behave in a responsible and caring way to provide emotionally safe learning environment.
- Students will be as physically safe as possible at Estabrook.

**Parent Communication: Homework**

- Parents will clearly understand homework expectations.

**Members of the 2004-2005 School Site Council  
Faculty: Joni Jay, Heather Kramer, Pauline Lam, Paula Michalosky, Michelle Zottoli  
Nancy Bartlett, Cathy Gill, Pam Hoffman, Assis Martinez-Jerez, Eric Stout**

## School Improvement Plan 2004-2007

### 1. District Goal: Improving Achievement for ALL Students via Differentiated Teaching for Standards-Based Learning, especially in Literacy and Mathematics

Goal Area/ Responsible Group	Context (Why?)	Strategic Work 2004-5	Long Term Plans	Measurable Indicators of Progress
<p><b>1A.</b> Students at all achievement levels will improve their reading and writing skills each year.</p> <p>In reading, students will select appropriate books., read fluently, and apply appropriate word attack and comprehension skills.</p> <p><i>Through faculty, with support from the Reading/Language Arts Department Chair, Reading/Language Arts department, &amp; building Literacy Team.</i></p>	<p>Reading is the foundation for all future learning. Meeting the diverse needs of our student population requires us to continuously monitor the efficacy of our approach and seek ways to improve our instruction.</p>	<ul style="list-style-type: none"> <li>-Year 1 of Implementation of Scott Foresman Reading program</li> <li>-Beginning, mid, and end of year assessments in all grade levels</li> <li>-All students exposed to core literature</li> <li>-All students experience small group reading instruction based on needs, interests, and level of reading</li> <li>-Teachers observe colleagues in areas they have identified as a need</li> </ul>	<ul style="list-style-type: none"> <li>-Development of agreed upon beginning, mid, and end year assessments that provide helpful information over time in reading.</li> <li>-Routine use of assessment data to inform instruction on an ongoing basis.</li> <li>-All teachers given adequate training in all aspects of teaching reading: fluency, word attack, phonics, phonemic awareness (K and 1), and comprehension, as well as management of reading program and strategic teaching.</li> </ul>	<ul style="list-style-type: none"> <li>-Analysis of SF entry and exit testing for individual students, classes, grades, and the school.</li> <li>-Standardized testing, including 2<sup>nd</sup> Iowas, 3<sup>rd</sup> &amp; 4<sup>th</sup> MCAS Reading</li> <li>-Teacher data, such as running records</li> </ul>

Goal Area/ Responsible Group	Context (Why are we doing this?)	Strategic Work during 2004-5	Long Term Plan	Measurable Indicators of Progress
<p>1. B. Students will demonstrate their ability to write Open Response Type 2 written responses in all content areas.</p> <p><i>Through the faculty, with support from the Language Arts department &amp; building Literacy Team.</i></p>	<p>Ongoing MCAS data indicates that students have improved in their ability to write long compositions, but find short answer responses to literature challenging.</p>	<ul style="list-style-type: none"> <li>-Students write in response to literature using prompts provided in Scott Foresman (“owl questions”).</li> <li>-Demonstration lessons offered by administrators in grades 3-5.</li> <li>-Feedback provided to students via specific rubrics &amp; teacher notes.</li> </ul>	<ul style="list-style-type: none"> <li>-All students regularly respond to reading of literature and context texts using challenging prompts (such as “owl questions”).</li> <li>-Common rubric and collegial scoring of all school writes.</li> <li>-All children writing a Type 2 piece approximately once per day in some subject area.</li> </ul>	<ul style="list-style-type: none"> <li>-Comparison of mid-year and end of year all-school writes for individuals, classes, grades, and the school each year and over time.</li> <li>-MCAS Open Response scores for 3<sup>rd</sup>-5<sup>th</sup> grades in all subjects.</li> </ul>
<p>1.C. Students in at-risk groups will reach individual achievement goals in Language Arts and Math, making more than one year’s growth each year.</p> <p><i>Through the faculty, with support from the Site Council.</i></p>	<p>Standardized test data indicates that at-risk populations continue to achieve significantly below other students at Estabrook , mirroring the phenomena across the country.</p> <p>We believe that a rising tide raises all boats. Good practice for struggling students will be good for all students.</p>	<ul style="list-style-type: none"> <li>-Faculty will identify questions for investigations.</li> <li>-Faculty will analyze data over time to determine patterns in data.</li> <li>-Faculty will begin to research sources of best practices to reduce the gap.</li> <li>-Sharing of research/best practices for improving achievement from staff attending Metco conference.</li> <li>-Expansion of mentoring program to include students at-risk due to socioeconomic factors.</li> </ul>	<ul style="list-style-type: none"> <li>-Identification and Implementation of research-based strategies to reduce the achievement gap.</li> </ul>	<ul style="list-style-type: none"> <li>-Tracking of data of each grade level cohort (comparing one group of students over a period of years) using objective data.</li> <li>-Establish a plan for moving forward at the end of 2005 school year.</li> </ul>

Goal Area/ Responsible Group	Context (Why are we doing this?)	Strategic Work during 2004-5	Long Term Plan	Measurable Indicators of Progress
<p>1.D. We will begin collecting mathematical achievement data to determine individual student and curriculum/practices strengths and weaknesses.</p> <p>Through the faculty, with support from the Math Department and Title 1 Math Teacher.</p>	<p>Although mathematics continues to be a very strong area for Estabrook, we have not collected data about the progress of children over time.</p> <p>Recent MCAS data indicates African American, ESL, lower socioeconomic, and special needs students score significantly below other students in mathematics.</p> <p>We will focus our remedial efforts largely on the primary grades, because research indicates that this is where it is most effective.</p>	<p>-Compile end of year test data using EveryDay math assessments (either scores of end of unit tests or a total end of year test).</p> <p>-Encourage teachers to pretest students prior to teaching a new unit.</p> <p>-Use of differentiation binders to provide challenge for students or extra practice.</p> <p>-Inclusion of unit, mid, and end of year scores in students' academic folders</p> <p>-Write grant for assessment technology software.</p>	<p>-Establish an agreed upon method of assessing students progress in math across the grades.</p> <p>-Routinely use assessment data to inform instruction, including work with small groups, students "testing out" of certain work and doing horizontal enrichment instead.</p> <p>-Identify vehicle for providing direct mathematics support to those with significant struggles who are not eligible for special ed.</p>	<p>For 2004-05, that we collect data and keep it in academic folders.</p> <p>For 2005-06, we will begin to analyze data to identify trends and individual students who need additional instruction.</p>

**Goal: Diversity/AntiBias**

<b>Goal Area/ Responsible Group</b>	<b>Context (Why are we doing this?)</b>	<b>Strategic Work during 2004-5</b>	<b>Long Term Plans</b>	<b>Measurable Indicators of Progress</b>
<p><b>2. A.</b> Boston students will improve their student skills, confidence, and adjustment to Estabrook.</p> <p>Through faculty, with support from the Antibias Committee, the school mentors, and district METCO and EMI resources.</p>	<p>Local and national data indicate that students of African heritage are at risk, especially as they enter middle and high school (e.g. fewer in honors classes, lower MCAS test scores).</p> <p>Estabrook’s achievement data parallels national and district data. African American students continue to be referred for special education evaluations and disciplinary incidents more frequently than other students.</p> <p>As a district we are committed to valuing diversity and antiracist teaching practices.</p> <p>Estabrook is a very diverse community, and cultural and institutional racism affects us all regardless of our backgrounds.</p>	<p>-Continue to enroll all preprofessional staff in Empowering Multicultural Initiatives (EMI) course.</p> <p>-Interview current Boston parents for information on how to improve their children’s and families’ experience at Estabrook.</p> <p>-Interview exiting 5<sup>th</sup> grade African American graduates for their insights about their experiences at Estabrook.</p>	<p>-Show “We All Go to School in Lexington” to all students.</p> <p>-Identify long term method to gather information from exiting students to improve our ability to provide a culturally supportive environment..</p> <p>-Increase the percentage of experienced teachers who have taken EMI.</p>	<p>-Improved results from parent and student exit interviews</p>

## 2. District Goal: Diversity/AntiBias

Goal Area/ Responsible Group	Context (Why are we doing this?)	Strategic Work during 2004-5	Long Term Plans	Measurable Indicators of Progress
<p><b>2. B.</b> Students and families from all backgrounds and of all configurations will feel welcome at Estabrook.</p> <p>Through AntiBias Design Team &amp; faculty</p>	<p>We are committed to welcoming all children and families.</p> <p>Estabrook’s families are becoming increasingly diverse and include many configurations, including mother-father, adoptive, bi-racial, single parent, divorced, gay-headed, extended family, and more.</p> <p>Parent representation from some groups still does not reflect our population in committees, social events, etc.</p>	<ul style="list-style-type: none"> <li>-New International Dance Evening</li> <li>-International Potluck Cookbook</li> <li>-Monthly diversity research challenges offered to students</li> <li>-Begin Peacemakers after school program for parents and students in K-4 (see also Emotional Safety goal).</li> <li>-Identify themes to focus AntiBias meetings using parent survey.</li> <li>-Reexamine committees mission statement and name.</li> <li>-Write LEF grant to pilot translation software through nurses.</li> <li>-Teachers send home summary of conference notes to Limited English parents ahead of time</li> <li>-Publish all agendas ahead of time.</li> </ul>	<ul style="list-style-type: none"> <li>-Identify funding mechanism to refurbish Diversity Bookbags &amp; stock classrooms with diversity books.</li> <li>-Develop database of translators and system for identifying those in need and matching them.</li> <li>-Investigate funding mechanism for diversity speakers for parents and possible speakers.</li> <li>-Regularly sponsor diverse family sharing events, such as panel discussion.</li> <li>-Schedule thematic AntiBias meetings based on parent survey data.</li> <li>-Track families’ feeling of welcome/acceptance via survey.</li> <li>-Examine “green bus” second run bus and equity issues.</li> </ul>	<ul style="list-style-type: none"> <li>-Broader representation of school population on committees and in volunteer positions.</li> <li>-Increase attendance at and broader representation on the AtniBias committee.</li> <li>-Provision of translation services for all families in need</li> <li>-Improvement in the families who feel welcome and accepted at Estabrook as measured via survey.</li> </ul>

### 3. School Goal: Safe & Respectful Environment

Goal Area/ Responsible Group	Context (Why?)	Strategic Work 2004-5	Long Term Plans	Measurable Indicators of Progress
<p><b>3. A. Students will be as physically safe as possible at Estabrook.</b></p> <p>Through Health &amp; Safety Committee, Crisis Management team, &amp; faculty, including nurse.</p>	<p>District crisis management plan requires action from each school to prepare for emergencies.</p> <p>Parents and staff have identified a number of physical safety issues.</p>	<ul style="list-style-type: none"> <li>-Reduce contagious illness through hand washing campaign &amp; use of hand sanitizer</li> <li>-Conduct an alternative path fire drill (blocked exit) &amp; other emergency drills</li> <li>-Begin a process of getting speed bumps installed in pick up lane</li> <li>-Educate staff on use of fire extinguishers</li> <li>-Reexamine most recent indoor air quality results &amp; identify areas needing further investigation or follow up</li> <li>-Gather data on traffic problems.</li> </ul>	<ul style="list-style-type: none"> <li>-Conduct “Code” drills &amp; educate parents about them</li> <li>-Speed bumps installed</li> <li>-Support PTA in efforts to investigate replacement of Playstructure</li> <li>-Support PTA group investigating healthy food options with food services vendor.</li> <li>-Regularly replace mulch using playground repair line item</li> <li>-Reexamine traffic pattern to ensure optimum safety while allowing for efficient drop off &amp; pick up.</li> <li>-Replacement of leaky portions of roof</li> <li>-Participate in “Tools for Schools” Initiative, including training for staff and checklists.</li> </ul>	<ul style="list-style-type: none"> <li>-Fewer splinters removed once new structure is installed.</li> <li>-Reduction of contagious illness such as colds</li> <li>-Fewer injuries due to falls under swings &amp; structure</li> <li>-School emptied with blocked exits within 2 minutes. and all students accounted for within 5 minutes.</li> <li>-School complies with code drill (e.g. lockdown) within 2 minutes with all children accounted for within 5 minutes.</li> <li>-Reduction of people walking into traffic at pick up/ drop off while maintaining separation of busses and cars.</li> <li>-Continued satisfactory indoor air quality results</li> <li>-Elimination of roof leaks.</li> </ul>

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<p><b>3. B. Students and adults will behave in a responsible and caring way to provide an emotionally safe learning environment.</b></p> <p>Through Site Council, counselor, and faculty.</p>	<p>Parents' survey and faculty identify this as a high priority area for growth. Continued feedback from entire community on need to address respectful behavior.</p>	<p>-Assigned seats in cafeteria in grades 1 &amp; 2 to reduce conflicts and hurtful interactions at lunch.</p> <p>-Review &amp; revise Student Discipline Policy for school</p> <p>-Survey parents, students, and staff on proposed school rules and students on their experiences with peers.</p> <p>-Write LEF grant for the Open Circle program.</p>	<p>-Add one grade per year to lunch assigned seating</p> <p>-Educate all new staff, students, and parents on new schools norms and disciplinary policy through assemblies, parent meeting attached to curriculum night.</p> <p>-Contingent upon grant of Open Circle, begin training of staff and implementation of program to reduce bullying and teasing and improve social competency of all children.</p>	<p>-Reduction in playground disciplinary incidents as measured by the number of discipline log entries</p> <p>-All students will be able to state school norms/rules.</p> <p>-Improvement of student reports of their experiences with peers.</p>

**4. Parent Partnership: Homework**

<b>Goal Area/ Responsible Group</b>	<b>Context (Why?)</b>	<b>Strategic Work 2004-5</b>	<b>Long Term Plans</b>	<b>Measurable Indicators of Progress</b>
<p>4. Parents will clearly understand homework expectations</p> <p>Through Site Council/Homework Subcommittee &amp; Faculty</p>	<p>Previous PTA meeting and parent surveys have indicated that homework is an ongoing area of concern and confusion for parents.</p> <p>The School Committee will be considering modifications to the Homework Policy and the Site Council wishes to provide input into the policy.</p>	<p>-Data Analysis of homework survey</p> <p>-Presentation &amp; discussion of Homework Survey data to Faculty &amp; PTA</p> <p>-Begin development of Homework Handbook</p> <p>-Workshop on alternative math algorithms offered to parents.</p>	<p>-Presentation of our results and recommendations to School Committee as they adopt a homework policy that is compatible with current curriculum</p> <p>-Communicate homework expectations during curriculum night &amp; regularly in class and school letters home.</p> <p>-Provide each family with a math homework handbook, which includes unit letters.</p>	<p>-Homework Handbook</p> <p>-Increase in parent understanding of homework policy and expectations as measured by quick survey</p> <p>-Less discrepancy between parent and teacher perceptions about homework as measured by quick survey</p>