

Oaklandvale Elementary School



School Improvement Plan

Updated January 2010

Oaklandvale School Council

Principal	Dr. Kathleen Stanton, Chairperson
Teachers	Mrs. Joanne Simonelli Ms. Shannon Wilson
Parents	Mrs. Nicole Paolo Ms. Liz Osgood
Community Member	Mrs. Enza Sullivan

Oaklandvale School Faculty

Kindergarten	Mrs. Marie Zinna Ms. Andrea Proctor
Grade 1	Mrs. Jennifer Ricciardelli Mrs. Lisa Wilkie
Grade 2	Mrs. Teddi Zeboski Mrs. Cary Short
Grade 3	Mrs. Catherine Cancelliere Ms. Shannon Wilson
Grade 4	Ms. Lisa Kilfoyle Mrs. Joy Wright
Grade 5	Mrs. Carol D'Angelo Mrs. Debbie Ward
Reading Specialist	Mrs. Joanne Simonelli
Title I Teacher	Ms. Terry Rauseo
Literacy Specialist	Mrs. Karen Small
Special Education Teacher	Ms. Maria Hogan

SIP Meeting Dates

October 14, 2009	Site Council & PTO
November 12, 2009	Site Council & PTO
December 8, 2009	Site Council & PTO
December 17, 2009	Site Council
January 13, 2010	Site Council & PTO
January 26, 2010	Site Council
February 9, 2010	Site Council & PTO
February 23, 2010	Site Council
March 11, 2010	Site Council & PTO
March 23, 2010	Site Council
April 14, 2010	Site Council & PTO
May 13, 2010	Site Council & PTO

Oaklandvale School

SCHOOL PROFILE

Evidence of Success 2009-2010



Leadership

Principal Dr. Kathleen Stanton

Key Committees

P.T.O.
School Council
Instructional Support Team

School Day/Learning Time

Hours: 8:40 a.m. - 2:40 p.m.

After-School Hours:

MCAS Prep - 2:40 - 4:00p.m.

Staff

Certified Staff = 17
Teacher Assistants = 3
Clerk = 1
Nurse = 0.5

School Programs

Comprehensive K - 5 curriculum including:
Academic Intervention by Learning Needs
Teacher

Literacy Intervention by Reading Specialist
Language Intervention by ELL Teacher
Literacy Support by ELA Specialist
Wellness Art Music/Band

Curriculum-Based Achievement Indicators

MCAS
Dibels
Gates MacGinitie Reading Test

Academics Outside School Day

MCAS Prep After School Program
Making Recess Fun & Safe - After School Program
Youth Center Partnership

Indicators	2009	2008	2007	2006
First Language not English	13.7	10.3	10.2	3.0
Limited English Profic	6.6	3.7	2.5	0.4
Low-income	25.7	21.4	20.1	16.5
Special Education	7.1	17.7	14.8	NA
Free/Reduced Lunch	25.7	21.4	20.1	NA

Unique School Programs/Accomplishments

Programs and People We're Most Proud of:

- PTO - The People, Their Commitment, The Events
- SBEC-Saugus Business Education Collaborative - Adopt A School Partners Saugus Federal Credit Union, Hilltop, Perfect Party, Pace, J&M Pizza
- Unsung Hero Program
- MCAS Prep - After School Program
- Field Day
- Oaklandvale Branch of the Saugus Federal Credit Union
- Celebrating Dr. Seuss' Birthday - Green Eggs & Ham Breakfast
- Reading Buddies/Community Readers
- Recycling
- Environmental Volunteers
- Incredible Kids Day
- Community Service Projects - Coat Collection, Crazy Hats for Item Santa, Cell Phone For Soldiers, Flip Tops for Shriners, Food Pantry, Lemonade Stand for Cancer Research
- Making AYP in 2009

High Academic Standards

School Performance Data	'08-'09	'07-'08	'06-'07	'05-'06
Attendance	N/A	95.1	95.3	96.3
% Profic+Adv in: 5th Gr. ELA	65%	42%	43%	68%
% Profic+Adv in: 5th Gr. Math.	50%	44%	31%	41%
% Profic+Adv in: 5th Gr. Science	41%	44%	36%	50%
% Profic+Adv in: 4th Gr. ELA	38%	35%	40%	54%
% Profic+Adv in: 4th Gr. Math	36%	30%	44%	9%
% Profic+Adv in: 3rd Gr. ELA	41%	49%	82%	53%
% Profic+Adv in: 3rd Gr. Math	50%	33%	82%	48%
Retentions	2	1	1.5	5.4
Suspensions - Out	3	0	0	1.7
Adequate Yearly Progress (AYP)	Yes	No	No	Yes

Student Demographics

Race	'08-'09	'07-'08	'06-'07	'05-'06
African American	3.5	2.5	0.8	1.7
Asian	3.1	4.1	2.0	1.7
Hispanic	9.3	9.5	8.6	5.9
Native American	0.9	0.4	0.4	0.0
White	80.5	82.7	86.9	89.8
Native Hawaiian Pacific Islander	0.0	0.0	0.0	0.0
Multi-Race, Non-Hispanic	2.7	0.8	1.2	0.8
Total Count	226	243	244	236

Oaklandvale School

School Improvement Plan 2010-2011

Overview

Oaklandvale School has the dubious distinction of being the only Saugus public school located on the “other” (westerly) side of Route 1. It is proudly nestled in the section of town known as the Lynnfells Parkway, home of Breakheart Reservation. Built in 1963, this one- level facility consists of twelve classrooms, a mini library, and a combination cafeteria, auditorium, and gymnasium that we fondly refer to as a “cafetorium”. The current enrollment consists of 237 students who are distributed across two of each classroom K-5.

<i>Enrollment</i>	2009-10	2008-09	2007-08	2006-07	2005-06
<i>Oaklandvale</i>	237	226	243	244	236

New families are warmly welcomed into the Oaklandvale School Community. There are many opportunities to meet new friends and get to know each other better. Over the course of a typical school year we plan book fairs, food drives, readers’ days, crazy hat days, coat collections, ice cream sundae nights, art fairs, variety shows and more. We participate in the Christmas Stroll with raffles, games, and goodies. We celebrate Unsung Heroes, Dr. Seuss’s Birthday complete with green eggs and ham, Incredible Kids Day, and Teacher Appreciation Day, too. We recycle plastic, card board, aluminum flip tops, and cell phones. We offer after school programs that prep students for the MCAS and throw a field day celebration second to none! Although the Oaklandvale community engages in gestures of generosity and frolics in festivities for fun, we never lose sight of our reason for being – improved student achievement.

In recent years, corporate donations exceeding sixty thousand dollars were combined with district allocations to overhaul technology. Two new computers were added to each of twelve classrooms, four networked printers were set up in each of three wings and in the main office, and a dedicated server was added to the building’s technology resources. As well, Smart Boards were installed in ten of the twelve classrooms. Interactive responder systems facilitated data collection. A cart filled with 25 net books provided a computer lab that space constraints in the school made impossible. We also purchased eight listening centers for grades K-3 complete

with wireless headphones, added three multimedia projectors that we fondly refer to as Elmos and topped it all off with a Moviemate that plays DVDs and is capable of projecting images that would fill the side of a barn if we wanted it to.

Financial shortcomings of the last few years significantly impacted Saugus schools. The tide began to turn with the arrival of a new superintendent, Rich Langlois, last year. The reading teacher resumed her role as reading specialist so third, fourth, and fifth graders have access to reading services once again. A fourth day was added to the Title I teacher's week. As well, new reading textbooks were purchased for the fourth and fifth grades that allow for better teaching of vocabulary and specific comprehension strategies. Fourth and fifth grade teachers also received new social studies textbooks. New math textbooks were purchased for grades K-5. They include many opportunities to integrate technology into the math curriculum. Fortunately, at this time, we have the technology to support the interactive activities in the program.

Class size continued to be an issue for the current fifth graders who have traveled in a large group (28-30) since second grade. Not only did they miss out on intermediate reading services and Title I services but students were added to the classes who did not speak English. Thus, it came as no surprise that third and fourth grade MCAS scores for the current fifth graders were lower than previous years. The table below demonstrates that in ELA 33% fewer students scored in proficient and advanced levels than previous third graders and similarly 7% fewer students scored in those same levels than previous fourth grade students. In math, 49% fewer students scored in proficient and advanced levels than previous third graders. As fourth graders 6% more students scored in proficient and advanced. (Our after school MCAS Prep Program at work, perhaps!)

	2007-2008	2008-2009
ELA		
Grade 3	82→49 (-33)	49→41 (-8)
Grade 4	40→35 (-5)	35→28 (-7)
Grade 5	43→42 (-1)	42→65 (+23)
Math		
Grade 3	82→33 (-49)	33→50 (+17)
Grade 4	44→30 (-14)	30→36 (+6)
Grade 5	31→45 (+14)	45→50 (+5)

You may be surprised to learn that many Oaklandvale students speak English as a *second* language. Among the languages spoken in the home are Spanish, Portuguese, Albanian, Swahili, Chinese, Creole, Vietnamese, and Arabic just to mention a few. As the table below demonstrates, diversity has been slowly finding its way into Oaklandvale classrooms.

	2009	2008	2007	2006
<i>First Language not English</i>	13.7	10.3	10.2	3.0
<i>Limited English Proficiency</i>	6.6	3.7	2.5	0.4

As well, a significantly high percentage of our students receive free or reduced lunch (see table below). The low socioeconomic level of many families impacts school achievement. The percentage of Oaklandvale students receiving free and reduced lunch is the highest among the elementary schools. It is this statistic that earns us the distinction of being a Title I school

	2009	2008	2007	2006
<i>Low-income (Free/reduced lunch)</i>	25.7	21.4	20.1	16.5

Children from low income families enter school with fewer skills, fewer life experiences, smaller vocabularies, and simpler sentence structures. This puts them educationally at-risk. Previously, we offered only two hour sessions of kindergarten. The research tells us children from low socioeconomic backgrounds can make significant progress when they begin school early and receive high quality instruction. Given the changing population at the Oaklandvale, all day kindergarten was the next natural step to improved student achievement. Mr. Langlois brought all day kindergarten to Saugus and more specifically to the Oaklandvale School.

The superintendent also worked in concert with his leadership team to affect change. Armed with his book about melting icebergs, Mr. Langlois communicated the urgency he felt about making important changes quickly. Concerned that his constituents may inadvertently kill his efforts to make change, he once again selected a book to share with his administrative team that exposed *neglect* as an initiative's greatest threat. Although he was pleased with his accomplishments in his first year as super, he selected a motto to keep the momentum moving briskly forward – Good to Great! There would be no resting on past successes – there were so many initiatives and so little time! .

This year through the DSAC (District and School Assistance Centers), ESE is making assistance available to qualifying districts. While other communities are lining up, Saugus is signing up for the targeted assistance offerings. Mr. Langlois has already hosted meetings with representatives of DSAC to delineate why Saugus should be targeted for assistance. He has described the momentum with which the district has already forged ahead to implement changes and cutting edge initiatives. He has the evidence to back up his claims of progress – updated textbooks, curriculum pacing guides across all subjects and grades K-12, an infusion of technology across the district, a revival of fine arts at the elementary level, highly qualified teachers in every classroom, and all day kindergarten is available at each elementary school. DSAC has already taken an interest in Saugus. Not only will our administrators participate in the National Institute for School Leadership Training (NISL) but we may also be the training site!

Mr. Langlois continues to inspire a spirit of optimism in the school community. But at the end of the day MCAS motivates us all to keep raising the bar of achievement and beating the drum of accountability. So what does the data tell us? In the next section, we'll take a closer look at student performance and achievement on the MCAS.

Component A

Analysis of Student Performance and Achievement

(The following information is based on combined proficient and advanced scores.)

Last year the Oaklandvale School was identified for *improvement* under the federal No Child Left Behind Act because we did not make Adequate Yearly Progress (AYP) in language arts in 2007 or 2008. Similarly, the school did not make AYP in math in 2008. This designation did not indicate a failing school. Rather it reflected a changing community and highlighted areas where work was needed by the district, the school and its educators to ensure that all students are successful. The good news is our collective efforts to improve student achievement met with some success because the Oaklandvale School did make AYP in language arts and math on this most recent round of MCAS testing. In order to eliminate our status as *identified for improvement* we have to sustain our efforts and make AYP again in 2010.

Adequate Yearly Progress History											NCLB Accountability Status
		2001	2002	2003	2004	2005	2006	2007	2008	2009	
ELA	Aggregate	Yes	Yes	Yes	Yes	Yes	Yes	No	No	Yes	Improvement Year 1
	All Subgroups	-	-	Yes	Yes	Yes	Yes	No	No	Yes	
MATH	Aggregate	Yes	Yes	Yes	Yes	Yes	No	Yes	No	Yes	No Status
	All Subgroups	-	-	Yes	Yes	Yes	-	Yes	No	Yes	

In analyzing the reading and math grade three MCAS data for 2009, the Oaklandvale School Community concluded that relative to other students in the state and district, our third graders are slightly below their peers. In math, open response, data analysis, measurement, and number sense need improvement. In reading, areas that continue to require improvement are open response items, poetry, and themes.

Relative to other students in the district, Oaklandvale fourth graders performed on par with their peers in multiple choice, short answer and open response items in math. Our area of weakness was data collection. Language arts data indicated we scored lower than the state in open response items, dramatic literature, and fiction (inferential thinking).

In fifth grade, our math and reading scores were either on par or slightly above the district on multiple choice, short answer, and open response items. This includes data analysis, geometry, measurement, number sense, and patterns. In reading, these include literature and language. Only open response items in reading were slightly below the district/state results.

In looking at the 2009 MCAS results, the chart below highlights two essential outcomes for ELA and math:

ELA

- Third and fourth graders performed below the previous year’s level of achievement.
- At least 65% of fifth graders scored proficient or above (an increase of 23% over last year).

Math

- Third, fourth, and fifth graders improved their performance over the previous year’s level of achievement.
- At least 50% of third and fifth graders scored proficient or above.

	2006-2007	2007-2008	2008-2009
ELA			
Grade 3	53→82 (+29)	82→49 (-33)	49→41 (-8)
Grade 4	54→40 (-14)	40→35 (-5)	35→28 (-7)
Grade 5	68→43 (-25)	43→42 (-1)	42→ 65 (+23)
Math			
Grade 3	48→82 (+34)	82→33 (-49)	33→ 50 (+17)
Grade 4	9→44 (+35)	44→30 (-14)	30→36 (+6)
Grade 5	41→31 (-10)	31→45 (+14)	45→ 50 (+5)

*Remember, these percentages represent combined proficient and advanced performance levels.

When these results are reviewed there is a pattern of diminished scores from 2007 to 2008 (except grade 5 math). From 2008 to 2009 fifth grades improved in both math and ELA areas and all three grades improved in math.

In summary, district initiatives have helped and will certainly continue to help Oaklandvale School students and teachers. All day kindergarten ensures reading readiness for primary learners. In addition, ELL support has been critical to address the needs of English language learners. Updated textbooks, aligned curriculum maps, opportunities for professional development, and technology integration will work toward increased student achievement.

Component B

Identification of Gaps in Student Performance

English Language Arts

- Inferential thinking (4)
- Poetry/Theme (3)
- Drama Literature (4)

Mathematics

- Vocabulary
- Number Sense (3)
- Measurement ((3)
- Data Analysis, Statistics and Probability (3&4)

Across the Curriculum

- Open response items

Component C

What Are the Barriers to Improved Performance for All Students?

Class Size

The teacher's ability to address the curriculum and to differentiate instruction for individual students is compromised when classes are too large. Not only can more students translate into more classroom management issues, but, at the Oaklandvale School it may mean more students from *low income and limited English speaking homes*. These factors further strain the teacher's ability to meet the needs of her students in a large class setting.

Diverse Learning Community

Many Oaklandvale students speak English as a second language. We have identified as many as 14 languages spoken in the homes of our students. Their facility with English ranges from none at all to reasonably fluent. Often those who appear fluent are struggling with reading comprehension and writing.

Curriculum Cohesiveness

This past summer, curriculum pacing guides were created in all subject areas K-5. During the school year 2009-2010 teachers are implementing the guides and noting revisions that may be needed as they progress. Gaps may still exist that will impact student achievement in 2010. Among them are time, content, and chronology.

Time

Frankly, our biggest enemy is time -- more specifically -- lack of it! There is not enough instructional time with our students to close an achievement gap that already exists for many of our students even before they arrive in kindergarten. As previously noted, children from low income families enter school with fewer skills, fewer life experiences, smaller vocabularies, and simpler sentence structures. This puts them educationally at-risk. The research tells us children from low socioeconomic backgrounds can make significant progress when they begin school early and receive high quality instruction. A sense of urgency was created around this very issue and all day kindergartens were established to improve reading readiness for K-3 students. Time for re-teaching difficult concepts was also a concern expressed by teachers. The crisp pace of the curriculum guides challenges teachers to stay the course without leaving anyone behind.

School Adjustment Counselor Staffing

The areas of town that support low income housing are clustered in the Oaklandvale district as are the hotels that house the homeless. That means these children are with each other morning, noon, and night. They live together, attend school together, are transported together, and play together. That's a lot of togetherness. Friction that arises out of these circumstances inevitably

spills into the school. Our resources need to stretch beyond just academics. We are faced with a broad variety of behavioral and affective issues. The adjustment counselor is currently available less than two days per week. Our needs exceed his availability.

Professional Development

The Professional Development Committee has broadened the professional training opportunities for faculty and staff. As well, Title I funds have been made available to assist teachers with instruction in the Collins writing program. Dibels and our affiliation with the Hill helped achieve reading readiness for K-3 students. New reading textbooks that are aligned with the curriculum frameworks challenge fourth and fifth grade students to acquire higher level comprehension skills and broader vocabularies. Our next challenge is to offer teachers professional development opportunities in math. We need to find the “Gary Chadwell” of mathematics. As well, we are blessed with cutting edge technology but lack the expertise to implement it.

Assessment

Alternative assessments in reading and math are needed. Assessment tools available across the elementary community include Dibels and MCAS. Measured Academic Progress (MAP) and GRADE were recommended for consideration.

Component D

Oaklandvale School Objectives

The Oaklandvale Faculty, together with the School Improvement Council, has established the following objectives:

- To achieve our AYP goal for ELA
- To achieve our AYP goal for math
- To improve student performance on open response items
- To integrate technology across the curriculum

Action Plan - ELA

Student Improvement Objective: To ensure reading readiness for all students K-3 and higher level comprehension skills for 4-5

Action Steps What actions need to be taken?	Who is Involved Who is carrying out the action step?	Specific Timeline When will action take place? When will actions be completed	Implementation How will you know the action has taken place or is taking place?	Evaluation of Progress
Fully implement McGraw–Hill reading program Gr. 1-5 Fully implement Scott Foresman Reading Street Gr. K	Classroom Teachers 1-5 Classroom Teachers K	September '09 – June '10	Daily Daily	McGraw Hill assessments Scott Foresman assessments
Implement Reading Triumphs, Early Reading Intervention (ERI) and/or Foundations Intervention programs as response to intervention for struggling students	Classroom teachers Reading Specialist Special Education Teacher	September '09 – June '10	Daily	Triumphs and/or Foundations assessments
Continue to match the amount and type of instructional support with needs of individual students as determined by Dibels data	Reading Teacher Special Education Teacher Classroom Teachers K-3	September '09 – June '10	Daily	Hill data reviews

Continue to consult with the Hill to improve reading instruction for students	Reading Teacher Special Education Teacher Classroom Teachers K-3	September '09 – June '10	Quarterly	Strategies learned to teach reading more effectively and raise MCAS scores
Continue to integrate Reading Counts into literacy program to improve comprehension	Reading Teacher Classroom Teachers	September '09 – June '10	Daily	Reading Counts data assessments
Study Island: -integrate into the classroom curriculum -utilize at home	Title I Teacher Classroom Teachers Parents	September '09 – June '10	Daily	Study Island data assessment
Integrate technology into ELA curriculum: Netbooks Responders SmartBoards Educational websites	Classroom Teachers Specialists	September '09 – June '10	Routinely	Demand for technology items!

Action Plan - Math

Student Improvement Objective: To achieve AYP goal in math

Action Steps What actions need to be taken?	Who is Involved Who is carrying out the action step?	Specific Timeline When will action take place? When will actions be completed	Implementation How will you know the action has taken place or is taking place?	Evaluation of Progress
Implement Pearson (Scott Foresman) Envisions math program Grades K-5 as delineated in revised curriculum maps	Classroom Teachers Special Education Teachers Specialists	September '10 – '11	Daily	Curriculum Guides End of topic assessments End of year assessments
Schedule 75 minutes of math per day	Administration Teachers	September '10 – '11	Daily	Classroom Schedules
Expand differentiated instruction model for math	Classroom Teachers 3-5 Title I Teacher Special Education Teacher	September '10 – '11	Daily	Flexible grouping/Ongoing assessments
Study Island: Integrate into the curriculum Utilize at home	Title I Teacher Classroom Teachers Parents	September '10 – June '11	Daily	Study Island data assessment

Integrate technology into math curriculum: Netbooks Responders SmartBoards Educational websites	Classroom Teachers Specialists	September '09 – June '10	Routinely	Demand for technology items! Actively engaged students!
Increase students' accuracy with basic math facts: Addition/subtraction Multiplication/division	Teachers Parents Paraprofessional	September '10 – '11	<i>Fastt Math</i> Fluency testing by staff	Strengthened math facts
Commit SBEC funds to <i>After School MCAS Program</i> for grades 2-5	Administration Teachers	Fall	TBA	Ongoing assessment
Participate in <i>professional development</i> related to math best practices	Administration Teachers	Summer September '10 – '11	Ongoing	Instruction is reflection of best practices
Create MCAS question packets Grades 3-5	Classroom Teachers Title I Teacher	January '10 – June '10	Ongoing	Collect packets and parents' input
Offer workshop to parents to explain new math program, online access, and MCAS demands	Classroom Teachers Title I Teacher	September '10 – '11	Fall	Parent participation

Action Plan - Writing

Student Improvement Objective: To improve student performance on **Writing Across the Curriculum**

Action Steps What actions need to be taken?	Who is Involved Who is carrying out the action step?	Specific Timeline When will action take place? When will actions be completed	Implementation How will you know the action has taken place or is taking place?	Evaluation of Progress
Implement Collins Writing Program Continue professional development	Classroom Teachers Reading Specialist Special Education Teacher Gary Chadwell	September '10 – '11	Daily TBA	Types I, II, and III writing used across the curriculum Use of grade appropriate FCAs
Implement Focused Correction Area (FCA) Matrix	Classroom Teachers Specialists	September '10 – '11	Daily	Evidence in student writing across the curriculum
Limit graphic organizers to two types – table or quadrant styles (Gary Chadwell says this is how to promote fluency with graphic organizers)	Classroom Teachers Reading Specialist Special Education Teacher	September '10 – '11	Routinely	Students begin to automatically select one of the two models
Continue to implement TQA (Turn the question around) across the curriculum K-5 Go into the text for evidence to support response.	Classroom Teachers Reading Specialist Special Education Specialist	September '10 – '11	Daily	Students automatically turn the question around! Cries from the students, “I know! I know! Show you the evidence!!!” ☺

Action Plan-Technology, Safety, and Security

Student Improvement Objective: Improve technology skills and building security

Action Steps What actions need to be taken?	Who is Involved Who is carrying out the action step?	Specific Timeline When will action take place? When will actions be completed	Implementation How will you know the action has taken place or is taking place?	Evaluation of Progress
Technology				
Professional Development to support efforts to more fully utilize and integrate technology across curriculum: X2 Turning Points Responders Study Island Envision Math SmartBoards	Classroom Teachers Specialists	September '10 – June '11	Ongoing	Ease of use with regard to technology
Update computers in the classrooms	Principal Technology Specialist	September '10 – June '11	Ongoing	Updated computer inventory

Security				
Add updated/additional security cameras to include playground and parking lot near dumpster.	Administrator	September '10 – June '11	Ongoing	Increase safety of building and students
Safety				
Continue Community Meetings; Oaklandvale Good to Great. Expand core values	Principal Teachers	September '10 – June '11	Ongoing	Better behaved students
Continue Youth and Recreation Program w/Chris Tarrantino	Principal Classroom Teachers Chris Tarrantino	September '10 – June '11	Ongoing	Better behaved students
Provide students with ideas/equipment for games at recess	Principal PTO	September '10 – June '11	Ongoing	Better behaved students