

Oak Bluffs School

2011 – 2012

School Improvement Plan

2012 Council Members

Richie Smith, Michael Hoyt - Co Chair, Deborah Hammett, Anne Davey, Kris O'Brien

Pam Melrose, Bill Howell, John Cummings

School Improvement Goal 1

Target Area:

Implement Oak Bluffs School's Bullying Prevention Plan

Target Area Goal:

Statistics show that bullying has become problematic. The purpose of this goal is to help educate students, staff, and the community about bullying issues. Our goal is to help Oak Bluffs students, staff, and community get the education and support needed to prevent being bullied.

Strategy:

Each class will review and understand the policies put forth by the Superintendent: Bullying; Cyber-Bullying; and Harassment.

Guidance conducts a ten week anti-violence program for grade five students, *Second Step*. It focuses on teaching early middle schoolers about empathy, impulse control, and anger management. This program is designed by The Committee for Children to enhance a specific skill deficit that has shown effect and promise in prevention and intervention.

Timeline: September - December 2011

Guidance conducts a ten week crisis prevention intervention with grade six students. It offers skills related to managing internal experiences and external behaviors related to crisis in a non-violent intervention process. It covers active listening, anxiety, non-verbal communication, and conflict resolution.

Timeline: January - March 2012.

Anti-Bullying Congress (ABC) is a student-led group that initiates projects and spreads information about the importance of a school culture that does not permit or tolerate bullying behaviors.

Timeline: September 2011- June 2012

Have a Massachusetts Aggression Reduction Center trained trainer in the building.

Bullying Information Center

Attend PTO and present on bullying (April Knight)

Have a professional come and discuss cyber-bullying with parents, PTO, teachers, and students. January 2012

Provide education to students K-8 via presentations on bullying at Community Meeting.

Ideas generated by ABC: Have a pledge wall in school where each student pledges to abide by non-bullying pledge and puts hand print in paint on wall.
The ABC will develop ways to raise awareness regarding bullying.

Timeline: The ABC will continue to meet and present its work to students, teachers, and parents via a number of media, e.g., Carousel, PTO, Community Meetings. January 2012.

To develop community and parental awareness of and involvement in response to bullying, Responsive Classroom (RC), Developmental Design (DD), models, and the Superintendent's policies.

Timeline: The administration will present information about RC & DD, and the policies to the parents and community via a number of mediums (i.e. *Carousel*, PTO, Community Meetings)

Teachers will use the Responsive Classroom/Developmental Design models as a vehicle to deliver bullying awareness to students.

Timeline: Ongoing.

School Improvement Goal 2

Target Area:

Response To Intervention (RTI) is the practice of providing high quality instruction/intervention matched to students' needs and using learning over time and level of performance to make important educational decisions (National Association of State Directors of Special Education, Inc. Response to Intervention: Policy Considerations and Implementation. 2006.p.5)

Target Area Goals:

School staff will develop a procedure to implement specific high-quality, research-based instruction and early interventions to match our student needs.

Literacy Committee is in the process of developing benchmarks for student progress.

Staff will use frequent common progress-monitoring to determine the effectiveness of intervention and instruction.

Staff will further transition to teacher made standards based assessment to indicate student understanding of essential core curriculum standards.

Strategies

A multidisciplinary committee will implement a revised Child Study process that takes into account RTI:

- a. develop formal procedures for identification of students with difficulties
- b. develop formal procedures for assessment of these students
- c. develop formal procedures for incorporating a multiple tiered system of intervention in order to meet the needs of these students.
- d. create opportunities for teachers to become better skilled in identifying students who require special intervention services.
- e. create opportunities for teachers to have access to varied instructional interventions and monitoring their effectiveness.

Timeline: Review the Child Study/RTI process to entire staff. Make new paper work available to all staff via the computer by October 2011

Every teacher will discuss with their supervisor their plan (IPDP) for developing and using a progress monitoring system.

Timeline: Ongoing

School Improvement Goal 3

Target Area:

Rationale: Last year, the Oak Bluffs School made excellent progress in MCAS scores with our special needs children in the area of math. Further, our children designated as low-income, made significant gains in ELA.

To stay on pace with NCLB improvement targets for our sub-groups and aggregates, we will assess the remediation needs of all of our children, with a focus on our special needs and low-income sub-groups and determine the supports and interventions needed for these individual children.

Target Area Goals:

To increase reading and math achievement among our special needs and low-income children in grades 2-8.

Strategies

Using an inclusion model with targeted remediation, the Oak Bluffs School staff will support children in these sub-groups with refined assessments and direct support for 2011-2012.

Timeline: Ongoing

Format daily schedule and school personnel into teams with consistent time for collaboration. Using the RTI model and assessments used for progress monitoring, all resources that are available will be utilized to support and remediate struggling learners among our aggregate population and in discreet sub-groups of children.

Timeline: Ongoing

Continue to utilize the GRADE assessment to target areas of skills building and content remediation in ELA.

Timeline: Ongoing

Incorporate the GRADE assessment to target areas of skills building and content remediation in math.

Timeline: October 2011

The Data Coach Team working with grade level teams, including SPED and specialists will interpret and report on assessment data to create and continuously refine individual intervention strategies for children.

Timeline: October 2011 and ongoing