

Boxford Elementary Schools  
District Goals 2002-2005  
Action Plan 2002-2003

**Nate Levenson, Chair**

**Guy Simmons, Vice Chair**

**John Adams**

**Charles Killam**

**Stefanie Lowe**

**Adopted: October 17, 2002**

**Boxford School Committee Three Year District Goals 2002-2005**

**District Goals/ Objectives/Implementation Actions 2002-2003**

**Goals/Objectives/Implementation Actions**

It is the intention of the School Committee to revise and update this document every three years.

Consistent with this, and in order to provide a realistic set of achievable goals, the goals listed here

are focused on a three-year period.

There are six major goal areas for the school district over the next three years (through fiscal year 2005). Each goal is characterized by a set of desired outcomes or performance indicators.

Achievement of each one-year phase of the goal is supported by a list of implementation actions.

### **Educational Mission Statement and Core Values**

#### **Mission Statement**

The Mission of the Boxford Elementary Schools is to provide the foundation for academic excellence, and the social and emotional support for children to meet the challenges of citizenship expected of lifelong learners in an increasingly technological and interdependent world.

#### **Core Values**

The Core Values of the Boxford School District include the beliefs that:

1. The strongest possible instructional program for children and adults is based upon quality research, world-class standards, and high expectations.
2. All children can and will learn when provided equal access to educational opportunities appropriate to their needs.
3. Lifelong learning is achieved in partnership with the home, school, and community.
4. Respect for oneself, other children and adults, promotes belonging and is essential to learning.
5. Our schools are a shared resource for the entire community.

**Three Year Goal #1 Student Achievement: To continue the improvement of achievement so that the performance of 100% of our students will be at or above grade level as measured by the MCAS and/or local assessments in English Language Arts and Mathematics in all grades tested.**

**Goal #1A Consistency of Instructional Program: To have 100% of our students receive a consistent program offering in each grade level.**

**Outcomes and Performance Indicators for 2002-2003**

- All students will complete the agreed upon core learning in each subject at their grade level regardless of class placement.
- Increased percentages of students performing in the Advanced or Proficient categories on the MCAS, ITBS or local tests achieved by our students in each subject in all grades tested. MCAS targets for each grade level are detailed in the chart below.

<b>MCAS or ITBS Test</b>	<b>1998</b>	<b>1999</b>	<b>2000</b>	<b>2001</b>	<b>2002</b>	<b>Average</b>	<b>Target 2003</b>
Grade 2 ITBS Math Computation	NA	NA	NA	47%	58%	52.5% (Two Year Average)	65% Combined Stanine Scores (6,7,8,9)
Grade 2 ITBS Math Total	NA	NA	NA	82%	90%	86% (Two Year Average)	90% Combined Stanine Scores (6,7,8,9)
Grade 2 ITBS Reading Total	NA	NA	NA	83%	79%	81% (Two Year Average)	86% Combined Stanine Scores (6,7,8,9)
MCAS Grade 3 Reading	X	X	X	82%	86%	84% (Two Year Average)	90% Proficient and Advanced
MCAS Grade 4 ELA	39%	40%	36%	70%	69%	69.5% (Two Year Average)	75% Proficient and Advanced
MCAS Grade 4 Math	51%	42%	50%	47%	55%	49% (Five Year Average)	60% Proficient and Advanced
MCAS							

Grade 6 Math	X	X	X	64%	70%	67% (Two Year Average)	75% Proficient and Advanced

### Milestones for 2002-2003

- ITBS Analysis for Grade 2 presented to SC in October
- Local Spring Math 2002 Testing in Grades 1, 2, 3, 4, 5, 6 presented to SC in December
- Assess needs evident in Spring 2002 MCAS Results presented to SC in October/November for Grades 4 and 6
- Assess needs evident in Spring 2002 MCAS Results presented to SC in October for Grade 3
- Quarterly Reports and Updates presented to SC in December, March and June on how we track and report on academic achievement.
  - Continuously update curriculum maps in Core Subjects
  - Actively monitor lesson plans and pacing of curriculum delivery at each grade level to ensure that all students are being exposed to all subjects as described in the curriculum maps

### Implementation Actions for 2002-2003

Continue review of core program offerings and expected student outcomes by grade level and program area

- Examine both entrance and exit outcome expectations in the K, 3rd and 6th grade programs in particular.
- Expand goal setting initiatives and in-house testing programs to ensure consistency of program introduction and achievement within grade levels. Develop internal transition process to facilitate teacher familiarity/awareness with subject proficiencies.
- Develop initiatives to ensure smooth transitions in maturing subject areas (i.e. Foreign Languages, Math, Instrumental Music and General Transition) between the elementary and middle school levels. (Cross Referenced with Goal #5 TTU)
- Analyze the need for and develop a school wide assessment tool to monitor student progress in identified benchmarks across literacy areas. In addition, develop tools for early identification of difficulties and expand relevant support opportunities with particular attention to the K-1 grade level.
- Continue cycle of curriculum reviews and restructuring to achieve and maintain alignment to the Curriculum Frameworks.
- Continue to provide sufficient professional development time to give opportunities for faculty to enhance skills and adjust instructional plans to address the needs of all students.

**Three Year Goal #2: Learning Needs of Children: To better serve learners of all abilities. Our children learn in different ways and at different rates.**

**Outcomes and Performance Indicators for 2002-2003**

- Year One Review “Enrichment Coach” model being implemented at Spofford.
- Review of the Kindergarten Models at Cole.

- Implementation of a Title I Grant(s) to support mathematics and writing across the curriculum at both the primary and intermediate level.
- DOE approval of the Consolidated District Plan for the No Child Left Behind Act.
- Year I evaluation of the Autism Grant.

**Milestones for 2002-2003**

- Quarterly Reports on the “Enrichment Coach” initiative.
- Quarterly Reports on the Kindergarten program.
- Twice Yearly Reports on the Autism Grant implementation.
- Monthly Reports on “No Child Left Behind” activities.

**Implementation Actions for 2002-2003**

- Structuring the deployment of Teacher Assistants to best meet the learning needs of children.
- Implementation and assessment of the “Math Facilitator” (Title I) positions at the upper grade and primary grade levels
- Continued training of teachers to deal with and make accommodations for the learning needs of special education students.
- Provide differentiated instruction to meet the needs of all children.
- Provide training to teachers to help them provide differentiated instruction.

**Three Year Goal #3: Community/Communication: To enhance community communication with respect to the development of internal and external resources and financial capacity to improve our educational program during challenging fiscal times for the Town of Boxford.**

**Outcomes and Performance Indicators for 2002-2003**

- Approval of an FY04 budget by the Town that meets the educational needs identified by the BSC for the 2003-2004 school year.

- Development of a prototype planning model to estimate the annual operating and capital budget needs of the elementary schools over the next three years. The model will take into account forecasted student enrollment growth and inflation. It is expected that such a model would be used to estimate the impact of various actions and initiatives such as those described in the SC District Goals and Individual School Improvement Plans.
- Report to the community the nature and levels of donations of time, money, and materials on an annual basis.
- Increased Use of the “BoxfordSchools.org” website for posting SC agendas and minutes and reports of school activities and student achievement.

#### **Milestones for 2002-2003**

- Publication of Budget Development Timeline to the community by November 2002
- Share with the Town progress on the development of external resources.

#### **Implementation Actions for 2002-2003**

- Develop working documents that give the community a better sense of the costs involved in running the school district over the long term (3 years) to provide the current level of services to the student population, assuming that inflation of school-related costs remains at the current moderate level.
- Develop working documents that give the community a better sense of the costs involved in running the school district over the long term (3 years) to provide the extended and enhanced level of services to the student population identified in these SC District Goals.
- Identify and develop a focused approach to seeking external sources of funding to meet the educational plans of the district. Included would be BEST “big idea” donations, ad hoc volunteer efforts, local foundations, endowments, state programs, grants, and the federal No Child Left Behind Act.
- Commitment of the School Committee to find ways to “tell the story” to the community at large what will be needed to continue to pay for the excellence that it desires in its schools.
- Continue efforts to develop opportunities for cost savings through shared services.
- Sustain or increase the level of donations made to the elementary schools by individuals and businesses.

#### **Three Year Goal #4: To enhance the school culture in our schools for children and teachers by:**

- **maximizing the physical, emotional and psychological health and well being of all children and adults at Cole and Spofford Pond;**
- **maintaining a friendly, supportive and respectful environment in our schools;**
- **facilitate a collaborative work environment among the faculty, staff, administration and parents;**
- **examining ways to structure Spofford Pond School to make it more personal and give it a “smaller” feel in light of its nearly 600 student enrollment.**

### **Outcomes and Performance Indicators for 2002-2003**

- Adoption of recommended strategies to help give Spofford a more personal “smaller” school feel for children, teachers and parents.
- Retention of high performing staff.
- Growth of the Mentor/ Induction Program
- Positive feedback on surveys of faculty, staff and administrators.
- Decreased incidence of physical or verbal confrontations between students that are considered to be “bullying” or “harassing” in nature.
- Decreased incidence of injuries due to accidents.
- Reduction of transfers to other school systems due to students not fitting in.
- Positive feedback on surveys of students, staff, and parents regarding the social environment in our schools.
- Increased use of the elements of the “Don’t Laugh At Me” and other conflict resolution programs
- Review of the DARE program.
- Increased support for students who are bullied and harassed and their parents.

### **Milestones for 2002-2003**

- Provide opportunities for teachers to observe other classrooms.

### **Implementation Actions for 2002-2003**

- Revise SC safety policy to clearly and thoroughly address physical emotional and psychological safety.
- Assess use of new Security Systems.
- Maintain buildings and grounds to avoid safety hazards.
- Establish clear expectations for children via student handbooks, staff meetings and modeling behavior.
- Establish clear expectations for adults via publications, staff meetings and modeling behavior and training in appropriate interpersonal skills as necessary.

**Three Year Goal #5: To provide proper maintenance of physical plant facilities, outdoor space and equipment in a proactive and cost effective manner that maintains the Town’s investment in our school buildings.**

### **Outcomes and Performance Indicators for 2002-2003:**

- High level of safety and comfort experienced in both school buildings.
- Ongoing usability of all playgrounds and playing fields.
- Acceptance of Updated 5 Year Capital Plan.
- Establishment of fee schedule for utilities and maintenance for community groups to help offset maintenance costs.
- Development of 5 Year Technology Maintenance Plan.

### **Milestones:**

- Monthly Facilities Reports.
- Semi-Annual SC T our of Facilities
- Capital Planning process completed in December.
- Monthly IAQ Meetings

### **Implementation Actions for 2002-2003**

- Provide proper maintenance of facilities and equipment through the establishment of a regular building maintenance program.
- Incorporate extraordinary maintenance in the operating budget at a constant annual level adjusted for inflation.
- Schedule major maintenance activities to limit the budget impact in any one year.
- Provide adequate and efficient staffing for maintenance.
- Provide proper upkeep of playgrounds and playing fields for school and community use.
- Perform minor routine maintenance on an ongoing basis.
- Provide for regular maintenance and upgrades of technology equipment.
- Provide for the availability of technology resources needed to operate the district and to support a technology-rich curriculum.
- Continued development and improvement of custodial work routines and preventative maintenance procedures.
- Increased training for custodial staff and others.
- Review feasibility of moving additional repair work from outside vendors to “in-house” personnel.

**Three Year Goal #6- Tri-Town Union Shared Priorities for 2002-2003 Superintendent's Goals: To continue to work in a collaborative manner with member towns to maximize the effectiveness and deliver agreed upon services to member towns.**

**Outcomes and Performance Indicators for 2002-2003**

- **Central Office Location:** Preparation and execution of a plan to relocate the TTTU Central Office to the Aaron Wood School (Present Boxford Town Hall) as soon as the construction schedule of the new Boxford Town Hall will allow. Note: A contingency plan may be required.
- **K-12 Curriculum Initiatives:** Assessment of the Elementary Foreign Language Program in preparation for the first cohort matriculating to Masconomet.
- **Policy Development:** Completion of the MASC Policy Project by April 2003.

- **Business Management:** Maintenance of improvements made in the exercise of fiscal controls to manage operating and capital budgets. Increased use of technology applications to improve financial reporting and forecasting.
- **Special Education:** Continued efforts to develop shared programs and/or personnel in an inclusive and cost effective manner.

#### **Milestones for 2002-2003**

- Quarterly Reports to Member School Committees in October, January, March and June.
- K-12 School Committee Meetings November 19 and April 29.

#### **Implementation Actions for 2002-2003**

- Engage in K-12 dialogue regarding the instrumental music program with particular emphasis on the Grade 6-8 transition.
- Engage in K-12 dialogue regarding the planning for the general transition of students from Grade 6 to Grade 7, from elementary school to middle school.
- Ongoing planning and budgeting for relocation of the Central Office.
- Daily implementation of the TTU vision statement and guiding principles.
- Investigation and implementation of upgraded technology applications for improved communication between schools and the Central Office and between the CO and Town Halls.

