

Spofford Pond School

School Improvement Plan

2011-2014



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Mission Statement

The mission of the Spofford Pond School is to provide the academic and social foundation necessary for children to acquire the skills to lead a meaningful and productive life and to continue as lifelong learners in an increasingly technological, competitive, and interdependent world.

Core Values of the Boxford Elementary Schools

- ❖ High Expectations for Academic Excellence
- ❖ Personal Integrity
- ❖ Clear and Consistent Curriculum Implementation
- ❖ Welcoming Environment

Focus Areas of the Boxford Leadership Team

- ❖ Teaching and Learning (Inputs vs. Outputs)
- ❖ Data and Assessment
- ❖ Leadership
- ❖ Collaboration

School Site Council Membership

Kathryn Nikas	Principal	
M. Medugno/S. Estella	Teacher	2013
Deb Viviani/Carol Foster	Teacher	2013
Judy Capron	Parent	2012
Kim Economos	Teacher	2012
D. Stone/S. Bouffard	Teacher	2012
Nancy McCann	Parent	2013
Carolyn Miller	Parent	2013
TBD	Community	
Laura Tilaro	Parent	2013

Information regarding the role of school councils in Massachusetts public schools may be found at www.doe.mass.edu/lawsregs/advisory/schoolcouncils

Meeting Schedule for 2011-2012

September 12	Monday
October 17	Monday
November 14	Monday
January 9	Monday
February 13	Monday
March 12	Monday
April 9	Monday
May 14	Monday
June 11	Monday

All meetings are held in the Spofford Pond School Front Conference Room from 3:30-5:00pm.

Overall Long Term Goal

To establish a positive culture of data based decision making with a focus on continuous school improvement.

This focused improvement plan uses the Boxford School Committee Core Values as a framework. There are many activities and initiatives underway or embedded in our school culture that relate directly to the Core Values. While those activities and initiatives are not included here, work continues on them.

Objectives

1) Use Data To Improve Student Achievement

Statement of Situation:

Over the past few years, we have implemented standards based report cards, an assessment calendar, and a new process of using data to determine who should get extra help and exactly what for (RTI). We will carry on the process of using assessment data, not to rank and sort students or teachers, but to inform and drive future instruction. The question is not what have the students learned, but what do they still need to learn and what do teachers need to do to ensure that learning. In short, how must teachers differentiate their instruction to ensure that all students are learning and successful. Student achievement will increase when assessment data is combined with teacher observation of learning.

2) Improve and Maintain a Strong, Positive, Respectful Culture

Statement of Situation:

One of the greatest predictors of student success is the extent to which students feel connected to the school community. To this end, we are constantly working on improving the culture for the students and the adults at Spofford Pond School. The work of maintaining and improving a strong, positive school culture is ongoing.