

ANDOVER PUBLIC SCHOOLS
Andover, Massachusetts

Henry C. Sanborn Elementary School

"Go Global"



School Improvement Plan
FY 2014 - FY 2015

School Council Members

Patricia Barrett ~ Principal and Co-chair
Christine Baldwin ~ Teacher Representative
Pam Bedard ~ Parent Representative
Kim Bentley-Salinas ~ Parent Representative
Tom Boutureira ~ Community Representative
Mona Chandra, Parent Representative
Suzanne Crowley ~ Teacher Representative
Nancy DiSalvo ~ Teacher Representative and Co-chair
Jane Kish ~ Teacher Representative
Mary Sakellarios ~ Parent Representative and Secretary
Michael Votto ~ Teacher Representative
Daphne Winders ~ Teacher Representative
Jennifer Zhang ~ Parent Representative

Henry C. Sanborn Elementary School Improvement Plan 2013-2014

Introduction

The Sanborn School Improvement Plan (SIP) is a document reflecting the school's engagement in a process of continuous improvement. A successful professional learning community focused on continuous improvement relies on strong communication, regular collaboration, and a collective commitment to providing the very best programs and services to the students of this community. In working to structure and refine a school improvement plan that will support these exemplary programs and practices, Sanborn actually relies upon many sources of information for guidance and structure. The following paragraphs and pages provide information critical to the development, implementation, and assessment of this plan.

Andover Public School's Mission, Vision, Values, and Goals

The Andover Public Schools are committed to providing a world-class education in an innovative, inclusive, student-focused and fiscally-stable educational system. We are committed to the children and community it serves through our focus on high expectations, academic achievement, and education of the whole child which we believe is the shared responsibility of the family, the school district, and the community. We support individuality, foster resiliency and collaboration, and the development of globally-engaged learners.

The Andover Schools provide for children all of the services of a quality school district: nurturing, innovative, and qualified teachers and support staff; reflective, responsive, and effective school leaders, and a challenging curriculum that prepares students for the future. Students do their best work, independently and together. They acquire the skills necessary to think and communicate clearly. Teachers provide students with instructional experiences that are challenging and personalized. Students completing their education in Andover demonstrate the intellectual, interpersonal and reflective skills needed to thrive as productive and responsible citizens in our increasingly complex and diverse global society.

The school district is welcoming, respectful and inclusive. It supports open dialogue and seeks feedback regarding the effectiveness of its work from its stakeholders. All members of the school district are committed to continuous improvement, questioning the status quo, and seeking ongoing renewal of the organization.

The Andover Public Schools are committed to strong community relations efforts to meet the needs of its students today and in the future. The District develops and participates in partnerships with community groups including business and civic organizations. An understanding exists between the town government and the District of the need for educational funding and other resources required to meet the high expectations of our community which includes staffing, training, facilities, materials and equipment. Key to the success of this partnership is our ability to recognize opportunities and fulfill responsibilities to one another on behalf of Andover students.

The mission of the Andover Public Schools, in partnership with the entire Andover community, is to educate by engaging and inspiring, students to develop as self-reliant, responsible citizens who are thinkers, problem solvers, and contributors prepared to participate in an evolving global society

The Sanborn Community.....Creating a Climate for Learning Vision, Mission, and Core Values

The Henry C. Sanborn School, built in 1962 and renovated in 1996, was named for a former school superintendent. A neighborhood school, Sanborn has 360 students. The professional staff of 17 full-time classroom teachers is highly educated and continues to take advantage of professional development opportunities. The faculty and staff are supplemented by additional part-time individuals in order to provide various support services.

Sanborn reflects the pride and commitment to its youth. The staff and principal are committed to providing a caring, nurturing, and exciting place of learning. An essential component is to provide a climate which promotes self-esteem, a sense of community, and a strong desire for perpetual learning. The core curriculum includes up-to-date resource materials. Beyond the core academic areas, students participate in physical education, music, visual arts, media, and computer literacy classes. All third-graders learn to read music through playing the recorder. All fourth- and fifth-graders are invited to join an in-school chorus. Student Council is a voluntary activity for all fourth- and fifth-graders on a rotating basis and emphasizes social responsibility.

Fostering high standards has been and must remain a high priority for the Sanborn staff, students, parents, and community. High standards of performance, staff morale, and public confidence are essential. The Sanborn Vision is summed up in these words; excellence, equal educational opportunities for all and the shaping of the whole child academically, socially, and morally. Our educational vision calls for constant striving to help each child achieve his/her potential. Our delivery of quality education addresses the various levels and types of cognitive abilities and learning styles as well as differences in developmental stages. Our ever changing and ever expanding curriculum is constantly reassessed to meet the needs of our 21st Century Learners.

The Sanborn School has established Core Values that include **Reason, Respect, Responsibility, Resourcefulness** and **Reflection**. These themes are reinforced in the classrooms as well as at school wide events and activities. Monthly school meetings, featuring skits performed by Student Council members, reinforce our core values. Monthly Wednesday Families reinforce these values and help strengthen the school community. A New Family Orientation Program provides mentor families to those new to Sanborn and offers activities to welcome both new students and their parents.

School Initiatives and Accomplishments Relative to MERA Goals

- The school department allots \$3,000 to the Sanborn School for Professional Development. This money supports attendance of teachers and paraprofessionals at workshops. Examples of workshops attended by Sanborn teachers this year include: the ASCD Conference, iPads in the Kindergarten Classroom, NEA New Teacher Workshop, Advanced Guided Reading Strategies Grades 3-6, and Guided Math: Practical Strategies to Differentiate Your Math Instruction.

- The Sanborn School PTO is very active. Parents have opportunities to be involved at the Sanborn School through the PTO, School Council, a wide range of volunteer programs, as well as evening events, such as the Welcome Back Pizza Night, Scholastic Book Fair, Open House, Concerts, an annual Fine Arts Show and Family Social Events. This year, a subcommittee of the PTO sponsored an International Night.
- The Sanborn School files a school safety and discipline report annually with the Department of Education. Discipline referrals and reportable incidents are extremely low. The Sanborn School works closely and collaboratively with other town departments on safety issues and emergency drill practice. A Crisis Plan has been developed and is in place. An area in need of attention in the area of school safety is the telephone and intercom system. In the event of an emergency, communication is critical. The telephone replacement system, planned for the coming school year (listed in the Capital Improvement Plan) will improve communication greatly.
- The Sanborn School runs an elective before and after school enrichment program, Explorations. Approximately 80% of our students participate in this program for at least one session during the school year. An inclusive Student Council is popular with fourth and fifth grade students. Before school care is provided at Sanborn School through a partnership with Kid's Club. Both Kid's Club and the YMCA provide transportation to after school care programs.
- The Sanborn School runs a full inclusion program across all grade levels. Teachers are cognizant of student learning styles and deliver instruction in ways that address the multiple intelligences found in a heterogeneous classroom. Additionally, Sanborn houses the district-wide LEAP (Language Enhanced Academic Program) for children with diagnosed reading disabilities and/or dyslexia., which has expanded in grade level span in the coming year.
- Preparing our students to meet the demands of the 21st century is essential. We continue to strive to provide the technology necessary to support the acquisition of these skills. All of our classrooms, grades 1-5, have document cameras and interactive white boards. It is our goal to have all classrooms and specialty subjects equipped with SMART Boards in 2013-14, as referenced in goal 2 of this document.

School Concerns and Needs Assessments

- Classroom teachers, the reading specialist, learning specialist and principal completed an analysis of the Spring 2012 MCAS results. Overall trends showed strengths in English Language Arts relating to students' ability to respond to multiple choice items as well as in the areas of language and composition conventions. Strengths in Mathematics included responding to multiple choice as well as short answer items. Relative weaknesses across curricula areas include, responding to open response items and test-taking strategies (fully reading and responding to questions).
- Class size at the Henry C. Sanborn Elementary School for 2012-2013 was in line with the School Committee Policy. This continues to be a priority for the Sanborn Community as referenced in goal 1 of this document. Class size averages, by grade, for 2012-2013 are as follows:

Kindergarten – 21:1
 Grade One – 20:1
 Grade Two – 20:1
 Grade Three – 22:1

Grade Four – 23:1
Grade Five – 23:1

Class size averages, by grade, for 2013-2014 are projected to be:

Kindergarten – 19:1
Grade One – 18:1
Grade Two – 22:1
Grade Three – 22:1
Grade Four – 23:1
Grade Five – 23:1

- Currently the **School Social Work** position at Sanborn is 0.8 and the social worker works four days per week. In recent years Sanborn has experienced a steady increase of more complex families and students as a result of growing numbers of residents at the Windsor Green Apartments. Sanborn's population is comprised of a higher percentage of multicultural families, families in transition, and children of divorce. This has required increased counseling, outreach, and case management on the part of the social worker. Sanborn has also experienced a higher number of students on IEP's in last two years. This year the school social worker serviced all students in the LEAP program, and consulted to the LEAP program teaching staff on a regular basis. Nearly all of the children in the LEAP program, (which will expand in the coming year) have social/emotional goals and/or anxiety related to their learning disability. The school social worker continues to work on developing and administering a prevention model in the first grade aimed at providing more efficient service delivery across grades. She also provides daily lunch groups, again, aimed at meeting the needs of students who may not need to be seen on an individual basis, but if not seen at lunch might require more intensive service. The presence of a full time social worker in the building provides a greater sense of stability and consistency during times of crisis. An additional .2 FTE (1 day) to the Sanborn Social Work position would provide full time support coverage. This proposed addition to the position is aligned with the APS District Strategic Plan (Goal 1 – High Academic Achievement for All, Strategy 1.4) and the Sanborn School Improvement Plan.
- The Andover Community is committed to providing a world-class education in an innovative, inclusive, student-focused and fiscally stable educational system. We set high expectations and educate the whole child. We support individuality and foster resiliency, collaboration, and the creation of life-long, globally-engaged learners.

A **Digital Learning Specialist** is necessary to support implementation of the curriculum throughout the district, making Andover a recognized leader in the integration of technology. The digital learning specialist would work closely with the Director of Digital Learning, principals and teachers to assist with the development, communication, and access to the APS curriculum. By working collaboratively with staff and teaching the teachers, the digital learning specialist can introduce new methods and strategies to meet the needs of our students and help connect schools to the world and to each other so that the sharing of ideas and materials is seamless. The digital learning specialist would continually advance his/her own learning and provide direct instruction and professional development to teachers so they may differentiate instruction to meet the diverse learning needs of our students.

At Sanborn, we have invested a significant amount of money into technology (SMARTBoards, Polyvision Boards, LCD Projectors, Document Cameras, etc.). In order for teachers to integrate this technology most effectively in their classrooms, a specialist is needed to work collaboratively with staff to introduce new

methods and strategies to best meet the needs of our students. This proposed position is aligned with the APS District Strategic Plan (Goal 2 - Technology Supported Learning – Strategy 3 and Goal 3 - Teaching and Leading - Strategy 1) and the Sanborn School Improvement Plan.

School Demographic and Achievement Data

Enrollment by Race/Ethnicity (2012-13)			
Race	% of School	% of District	% of State
African American	3.3	1.8	8.6
Asian	18.6	13.2	5.9
Hispanic	3.9	4.6	16.4
Native American	1.4	0.2	0.2
White	71.1	77.6	66.0
Native Hawaiian, Pacific Islander	0.0	0.0	0.1
Multi-Race, Non-Hispanic	1.7	2.4	2.7

Enrollment by Gender (2012-13)			
	School	District	State
Male	184	3,142	489,289
Female	176	3,083	465,484
Total	360	6,225	954,773

Enrollment by Grade (2012-13)																		
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12	SP	CT	Total	
<u>District</u>	73	370	441	503	469	528	512	514	479	537	466	433	440	453	7	-	6,225	
Henry C Sanborn Elementary	0	40	59	59	65	69	68	0	0	0	0	0	0	0	0	-	360	

MCAS Tests of Spring 2012 Percent of Students at Each Achievement Level for Henry C Sanborn Elementary

Data Last Updated on September 27, 2012.

Grade and Subject	Proficient or Higher		Advanced		Proficient		Needs Improvement		Warning/ Failing		Students Included (#)
	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	SCHOOL	STATE	
GRADE 03 - READING	80	61	25	15	55	46	20	30	0	9	69
GRADE 03 - MATHEMATICS	90	61	45	27	45	34	6	25	4	14	69
GRADE 04 - ENGLISH LANGUAGE ARTS	87	57	27	13	60	44	13	30	0	14	60
GRADE 04 - MATHEMATICS	78	51	33	16	45	35	22	36	0	12	60
GRADE 05 - ENGLISH LANGUAGE ARTS	84	61	35	17	49	44	10	28	7	11	72
GRADE 05 - MATHEMATICS	89	57	58	25	31	32	8	26	3	17	72
GRADE 05 - SCIENCE AND TECH/ENG	82	52	54	22	28	30	18	34	0	14	72
ALL GRADES - ENGLISH LANGUAGE ARTS	83	69	29	19	54	50	14	22	2	9	201
ALL GRADES - MATHEMATICS	86	59	46	27	40	32	11	26	2	15	201
ALL GRADES - SCIENCE AND TECH/ENG	82	54	54	17	28	37	18	32	0	13	72

2012 Accountability Data - Henry C Sanborn Elementary

Organization Information			
District:	Andover (00090000)	School type:	Elementary School
School:	Henry C Sanborn Elementary (00090010)	Grades served:	K,01,02,03,04,05
Region:	Northeast	Title I status:	Non-Title I School (NT)
Accountability Information			
About the Data			
Accountability and Assistance Level			
Level 1	Meeting gap narrowing goals		
This school's overall performance relative to other schools in same grade span (School percentiles: 1-99)			
All students:			
	Lowest performing		Highest performing
This school's progress toward narrowing proficiency gaps (Cumulative Progress and Performance Index: 1-100)			
Student Group (Click group to view subgroup data)	On Target = 75 or higher - ■		View Detailed 2012 Data
	Less progress	More progress	
All students			Met Target
High needs			-
Low income			-
ELL and Former ELL			-
Students w/disabilities			-
Amer. Ind. or Alaska Nat.			-
Asian			-
Afr. Amer./Black			-
Hispanic/Latino			-
Multi-race, Non-Hisp./Lat.			-
Nat. Haw. or Pacif. Isl.			-
White			Met Target

Goals for 2013-2014

SIP Goal 1	To provide a supportive school environment for all, that focuses on high academic achievement and responsible citizenship and insures that all children are “connected” within our school community.
APS Strategic Plan - Goal 1 High Achievement for All	APS Students will develop the “habits of mind” that underlie critical and creative thinking, effective communication, collaborative problem solving, and responsible citizenship needed to thrive in an increasingly complex and evolving global society.
Data Sources	Observational and anecdotal data Needs Assessment Survey Open Circle Sustainability Team

Action Plan - Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Outcomes & Measurement	Resources Needed
Ongoing support for students struggling with social/emotional challenges and development.	Principal, Assistant Principal, Social Worker	2013-2014	Increase Counselor to full time. Student needs addressed in a timely manner	0.2 FTE Social Worker Increase School Social Worker from .8 to 1.0 (\$17, 098)
Implement social/emotional learning journal entries by student following each Open Circle lesson to be shared with families.	Principal, Assistant Principal, Teachers, Social Worker, Assistants	2013-2014	Meeting agendas Journal entries Parent and teacher feedback	
Maintain School Meeting format and expand Wednesday Family agendas to best reflect Open Circle goals and school Core Values.	Principal, Assistant Principal, Teachers, Social Worker, Assistants	2013-2014	Meeting agendas Parent and teacher feedback	

SIP Goal 2	Continue to differentiate instruction to meet the needs of all learners.
APS Strategic Plan - Goal 1 High Achievement for All	APS Students will develop the “habits of mind” that underlie critical and creative thinking, effective communication, collaborative problem solving, and responsible citizenship needed to thrive in an increasingly complex and evolving global society.
APS Strategic Plan – Goal 3 Teaching and Leading	All recruitment, staff development and evaluation strategies will result in the retention of high-quality teacher, support staff, and school leaders to support educational and administrative goals.
Data Sources	MCAS Math pre/post unit assessments (by publisher) ELA; Foundations assessments, DRA, DIBELS Teacher-developed classroom assessments Grade level common assessments Observational and anecdotal data

Action Plan - Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Outcomes & Measurement	Resources Needed
Provide small group instruction by subject area for students identified (MCAS) as below proficient.	Principal, Assistant Principal, Program Advisors, Teachers, Special Educators	2013-2014	Pre and post testing MCAS Results	
Analyze MCAS results to examine trends across grade levels.	Principal, Assistant Principal, Program Advisors, Teachers, Special Educators	2013-2014	MCAS Results	
Identification of students not achieving commensurate with potential and assignment of an adult mentor for regular check-ins.	Principal, Assistant Principal, Teachers, Social Worker, Special Educators	2013-2014	Feedback from classroom teacher; progress monitoring.	
Provide ongoing support for students struggling in math and/or ELA who are performing below grade level.	Principal, Assistant Principal, Program Advisors, Classroom Teachers, Special Educators,	2013-2014	Students achieve through targeted instruction in area of need. Teacher-developed classroom assessments; MCAS	Special Education Teacher (.4) Funded by APS In FY14 budget

<p>Explore fluid differentiation grouping for Math instruction at upper grades.</p>	<p>Principal, Assistant Principal Classroom Teachers, Special Educators,</p>	<p>2013-2014</p>	<p>Students achieve through targeted instruction in area of need.</p>	
<p>Develop the master schedule to create a W.I.N. (What I Need) block across the grade levels to meet the individual needs of students.</p>	<p>Principal, Assistant Principal Classroom Teachers, Reading, Specialist, Special Educators</p>	<p>2013-2014</p>	<p>Implementation of WIN Block Students achieve through targeted instruction in area of need.</p>	<p>Instructional Assistants to assist with targeted instruction.</p>

SIP Goal 3	Improve communication and planning and increasingly establish partnerships with other schools and community groups.
APS Strategic Plan - Goal 4 Communications, Planning & Partnerships	Develop communication systems, strategies and partnerships with parents, the community, and town officials to build shared expectations, understanding, and trust to support the APS vision, mission, and goals.
Data Sources	Review of Demographics Needs Assessment Survey Feedback Forms

Action Plan - Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Outcomes & Measurement	Resources Needed
Create community partnerships for leveraging resources in the community for communication, technology, and teaching (Explorations).	Principal, Assistant Principal, PTO, Teachers, Instructional Assistants, & Special Educators	2013-2014	Database of resources	
Continue to offer Parent Informational Coffees	School Social Worker, Principal, Assistant Principal, Teachers	2013-2014	Increased parental involvement and stronger home/school partnership.	
Create manageable, easily updatable standardized templates for teachers to use to communicate electronically with parents	Principal, Assistant Principal, Teachers, & Special Educators	2013-2014	Templates developed Parent/Teacher feedback	
Continue and seek to expand partnerships with other schools in the community (Warrior Way, West to Sanborn tutors).	Principal, Assistant Principal, PTO, Teachers, Instructional Assistants, & Special Educators	2013-2014	Warrior Way implemented Enrollment in tutoring program Student homework completed	AHS and WMS student volunteers
Continue to expand outreach to our International families	Principal, School Social Worker, Teachers, Instructional Assistants, Special Educators	2013-2014	International Night	PTO volunteers
Community Outreach to share Open Circle vocabulary & strategies	Principal, Assistant Principal, PTO, Teachers, Instructional Assistants, & Special Educators Bus Drivers, Cafeteria	2013-2014	Stronger home school partnership Use of common language and strategies	

	Workers, & Parents			
Implement social/emotional learning journal entries by student following each Open Circle lesson to be shared with families.	Principal, School Social Worker, Teachers, Instructional Assistants, Special Educators,& Parents	2013-2014	Increased use of Open Circle strategies and vocabulary at school and home.	
Expand outreach to the Senior Community through Music.	Principal, Assistant Principal, Music Educator, PTO, students	2013-2014	Increased interaction between school and senior community, evidenced by programs and activities presented.	Andover Senior Center coordinator and volunteers
Continue Our Merrimack College Partnership	Principal, Assistant Principal, Teachers, Merrimack Fellows and Advisors	2013-2014	Conferences with Student Teachers/Fellows and Merrimack Staff/Advisors	Merrimack College staff

SIP Goal 4	To expand the integration of technology across the curriculum to meet diverse learning needs and prepare our children for a society dominated by digital communication.
APS Strategic Plan - Goal 2 Technology Supported Learning	APS students will be immersed in interactive, technology-rich classrooms that support instruction and student learning to prepare them for a society dominated by digital communication.
Data Sources	Needs Assessment Survey

Action Plan - Improvement Strategies	Person(s) Responsible for Implementation	Timeline	Outcomes & Measurement	Resources Needed
Install SMARTBoards in all classrooms, including special education and special subject areas.	Principal, IT Department, and Program Advisor	2013-2014	School is fully outfitted with interactive white boards.	SMARTBoards
Expand the integration of technology across the curriculum; advocate for technology/digital learning support on site.	Principal, Assistant Principal, Teachers, Parents, Program Advisor	2013-2014	Digital Learning Specialist hired. Lessons (as observed and shared) reflect technology integration.	Digital Learning Specialist (0.5 FTE) Wireless access throughout school building.
Begin discussions on the advantages and disadvantages of 1:1 environment in elementary classrooms.	Principal, Assistant Principal, Parents, Teachers, Students, Program Advisor	2013-2014	PLC established	
Load/embed district-licensed software on teacher and student computers.	Principal, IT Department	2013-2014	Software, for which we have a district license, is available to all teachers/students.	