

Butterfield School Governance Council

Annual School Improvement Plan 2008 – 2009

Members:	Robert Haigh	Principal Co-Chair
	Stephanie Lupien	Community Co-Chair
	Marie Liberty	Community Member
	Benjamin Herk	Teacher
	Kathy Koonz	Teacher/Secretary
	Mary Helen Nutter Truechart	Parent

Our mission, as the Butterfield School Governance Council is to support the academic, social and emotional success of all children. As such, we will encourage the development and implementation of school academic programs and other child/family activities that enhance success of all children. Every child is important to us and can succeed. In addition, the Butterfield School Governance Council recognizes the importance of school services for all students. The entire staff at Butterfield School offers activities and instruction that are integrated with the overall curriculum and are consistent with the development of knowledge and skills identified in the Common Core of Learning and the Massachusetts Curriculum Frameworks. We support these programs and the strengthening of home-school and community relationships through academic and community based opportunities.

During the 2008-2009 school year, our school offered a variety of academic, social, and community programs and projects for children, families, and the greater Butterfield community. We had 121 fifth graders and 123 sixth graders at year's end. We also had a number of children move in and a number move out of our district throughout the year.

Academics/Achievement: Success in student achievement was our paramount goal. We are committed to the academic success of all children. While the growth of scores for MCAS is our primary measure of this area of achievement, we are also utilizing other informal and classroom assessments to guide our instructional activities and programs. We strive to continually develop and implement instructional programs and strategies to meet the needs of all students. DIEBELS continued to be monitored all year again this year to assess reading fluency. MCAS testing and our drive to improve results in all areas have been the focal point of our professional development throughout the year:

1. Mathematics –We dissected the 2008 MCAS grade six math results into homeroom results. We looked at the individual questions to see if there were conflicts with vocabulary or type of math reasoning skills needed to solve it. We continue to discuss the open ended questions we got examples of each type of scoring so that we could practice the more acceptable format during classroom times. One reading/math teacher specialist helped to identify children “At Risk” from the MCAS scores, write Student Success Plans that include strategies for remediation, and to work in partnership with the classroom teachers in any concerns dealing with improving student skills. We continue to present lessons and strategies dealing with MCAS problems to each other at our weekly staff meetings. During our grade level meetings we worked on having all classrooms being on target with time frames and subject matters with each other. Again this year, we had a special program of MCAS design teaching to help improve on review and getting everyone into a MCAS test taking mode the week before MCAS. In the fifth grade the children rotated to all the classrooms so that the students could view various perspectives of the same standards. We targeted specific areas (ex. writing, vocabulary). We hope and believe these events will improve our scores and that these strategies will be a yearly routine. Vocabulary and test taking skills, as it relates to helping students gain a greater understanding of instruction, directions, open-ended questions, reasoning

- skills, problem-solving skills, and the capacity to choose the most appropriate response for a seemingly multiple correct answers on specific test questions.
2. Science – We are in the fourth year of working with our new Science materials. The sixth grade used unit related materials while the fifth grade used a new textbook series by Harcourt. MCAS results were reviewed and frameworks revisions were put in place for the year.
 3. Open-ended questions for all tested areas of the MCAS tests continue to be practiced in classrooms. The writing piece is very important. We continue to try and work on strategies that may move children to the next level or above that even. The fifth grade was also given a first full scored test for History. Writing skills come into play for all of these tests, with-open ended questions as part of the testing format in each.
 4. We continued to work on developing grade level assessment tests for the core subjects. We have used them in evaluating our own curriculum benchmarks and group placements for individuals as the year progresses.

Academics/Instruction: Other instructional areas that our staff focused on included:

1. Science –Mr. Kovacevic’s class did the salmon raising and releasing program again this year along with their continued stream testing. A lot of math and science skills are appropriately needed and used in these projects. Mr. Forbes’, Mrs. Murray’s and Mr. Kovacevic’s classes worked with the Miller’s River eel project to help make people more aware of the environment by the growth of the number of eels using the eel ladder.
2. Technology – Mrs. Fredette and Mrs. Haibon worked with a number of students on the international web design program again this year. Mrs. Fredette did a lot of science projects using technology during the After School Program.
3. Social Studies –A number of teachers at Butterfield and throughout the district took part in a series of workshops about historical history dealing with Old Deerfield and local events called Teaching American History.
4. Kjersten Kuhlman was in charge of our new After School Grant. We were able to support many enrichment projects and tutoring programs both after school, during vacations and this summer.

Professional Development: In order to better meet the academic needs of our students, the staff participated in a variety of professional development opportunities during the year. Some of those programs included:

1. Incorporating lessons (by different teachers) into every staff meeting to increase our capacity to meet the diverse learning needs of students.
2. Professional Development time spent on the assessment of grade level and school based curriculum benchmarks by core subjects.
3. Technology assessment of staff using the state designed TSAT survey was done online again this year. This gives us a better understanding of where we are in regards to the benchmarks of what the state considers as the standard for what all professional staff should know and be able to do in working with technology.
4. To continue to learning about and providing more appropriate accommodations for students on MCAS.
5. Continue to work with our 504 Educational plans and the pre-referral process.
6. Utilizing Rediker Data Base software.
7. Continue utilization of TestWiz software for data analysis of student achievement.
8. Training for the state’s new Data Warehouse System for student management.

Community Programs included:

1. Salmon raising and releasing program with the state and local wildlife agencies

2. Archeology dig site at school and with Mr. Forbes's Alaskan dig - Mr. Forbes and Mrs. Murray have the students excavate their site in the true nature of a dig
3. Community Greenhouse Project along with Seeds For Solidarity and Mrs. Habib
4. PTO Projects and involvement (DARE, Grade Six Graduation, Book Fair)
5. Immigration units – Ellis Island (parents and children) we took over eighty adults on this (grand)/son/daughter/friend/guardian bonding field trip to Ellis Island and the Statue of Liberty. We also had a buffet for all the families during the week after the trip.
6. Grade 5, Colonial Unit - field trip back to Sturbridge Village, Activity Day, Barter Day, Ben Franklin and Revolutionary Soldier impersonators, and the Family Buffet
7. Bridges to the Future – Umass Classroom Intern Program - The part-time, three days in the fall, and full time the second semesters with Bridges to the Future continues to be very exciting. The class teachers were able to accomplish their own lessons to a high level and allowed us to do things that may have been reduced or lost because of budget cuts, especially in room coverage and management concerns. We are looking forward to the continuation of this program in the coming years.
8. Building Appearance and upkeep - The flower and plants are cared for by the various classrooms as ongoing projects.

Goals from the 2008 – 2009 School Year

1. To improve academics for students, particularly those children identified through MCAS as being most academically at-risk.
The staff worked with TestWiz to breakdown the MCAS scores by classroom teacher(s) for a better understanding of any possible trends or inconsistencies in curriculum for any one room. We also looked for any strength that one room could add for a best practice strategy that others could follow. This was done at grade level meetings and in service workshops throughout the year. We also had math consultants come to the district to have develop teaching math strategies using our Investigations and Connected Math programs.
2. To maintain a positive and productive relationship between the school, parents and community by encouraging participation in school events and by making the school an integral part of the community.
Along with our community projects, we had our annual Career Day program of having speakers address the students as to their vocations. We took our sixty plus number of parents to our annual Ellis Island field trip. We had our buffets for parents and community members after the Immigration Theme and Colonial Week. These community leaders also came and presented to our students at the school. Representatives from these departments participated in our Community Reading Day along with other community members, including doctors, school committee members, seniors, retired individuals, business leaders, etc.
The Butterfield School is used throughout the year by many community organizations. Community groups, Mahar Regional School and the Orange Recreation Association, used the gym this past year. A partial listing of some of the other community organizations that used the school are: Building Inspector/Construction classes, Police and Fire Departments, Orange Revitalization Partnership, Girl Scouts, other private associations.
The P.T.O. is very active in the schools. Membership has increased and communication among the schools and parents has been very open this past year. We are grateful to the P.T.O. for all their hard work to raise money for our field trips.
Summer is also a busy time at Butterfield School with tutoring, The new After School Program and professional development projects and the free breakfast/lunch program. Many community members and parents participate by teaching the After School Program. This grant started at Butterfield in the fall and expanded throughout the Spring and Summer of this school year. Kjersten Kuhlman has done a wonderful job of

expanding this program with so many exciting and educational opportunities for our students.

3. To continue with the upkeep of the school and grounds maintaining the wonderful learning environment that is here at Butterfield. The projects in the front of the school were a major success. We had the main section of our roof redone. The boilers were also overhauled and reconditioned.
4. To continue to monitor the safety and security of the students and make changes as necessary. We have repeatedly asked the Town Manager and Highway Superintendent to post school zone signs on Cheney Street. There is talk of making Cheney Street a one-way street. This would help our bus pickup and drop off of students.

Safety Procedures:

All visitors are to sign in at the office.

We make an effort to have the doors locked when children are not going in and out.

Current restraining orders are copied and given to the principal, secretary and classroom teacher. The office monitors the front doors as carefully as possible.

The school has a close relationship with both the Police and Fire Departments.

The police department teaches safety procedures at appropriate times of the year and is available for any special programming or training we ask them to attend.

Fire procedures are posted in each room. The Fire Department conducts fire drills each year.

Parents were asked to send written notes of any dismissal changes each time a child's normal schedule would be changed. Students are not allowed to change busses without a written note. Most parents remembered to do this, but some continue to call at the end of school and this still makes it very confusing for the office, the teacher and the child.

The WHO Squad (Whoever is available and/or in the area of need at the time) responds in the case of a crisis or potential injury to a student.

The BAT Team (Building Assistance Team) meets whenever needed to discuss any suspect abuse or neglect cases to develop a plan of action to help the child and/or family as needed.

Goals for the 2009 – 2010 school year for Butterfield School

1. To continue to provide students with challenging educational programs and activities that are aligned with the state curriculum frameworks.
2. To continue to provide a welcoming learning environment which meets the learning needs of all students while improving their academic achievement and success as measured by the MCAS.
3. To help parents/guardians better understand assessment (MCAS) through workshops and parent conferences. Provide opportunities for greater adult participation in school academics both in and out of school. Strengthen home-school relationships through demonstration and sharing of academic resources and utilization.
4. To continue to work on school wide themes and involve as many community and family members to share these experiences.
5. To continue to monitor the safety and security of all students and make changes as necessary.
6. To continue to review the student handbook to make sure that discipline procedures, school regulations, and expectations of students and families are outlined in clear terms for parents to read and understand, and to refer to the handbook as needed throughout the year.