

## Joseph A. Campbell Elementary School Action Plan

**General Goal Area:** (specific need for improvement) To improve student achievement and engagement in all academic areas through professional development opportunities and support for instruction that focuses on 1) the implementation of challenging, comprehensive and engaging curriculum, 2) the effective delivery of instruction and 3) assessment-based guidance of instruction – with the goal of creating a school community of motivated lifelong learners.

### Curriculum and Instruction – English Language Arts

**Objective #1:** To improve student achievement in reading and writing

Strategy to Accomplish the Objective (Task/Activity)	Persons Responsible	Resources Required	Timeline	Evaluation of Success
1. Integration of Balanced Literacy Model at all grade levels	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Reading Books</li> <li>• Independent Readers</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Student Progress</li> <li>• Evaluation of Staff</li> </ul>
2. On-going analysis of DRA and running records, and portfolio assessment for planning. Guided Reading lessons with a focus on comprehension instruction.	<ul style="list-style-type: none"> <li>• Professional Staff</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative Task Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Use of DRA and on-going assessment by professional staff to drive instruction</li> </ul>
3. Provide support staff training to improve effectiveness of paraprofessional role when working with small groups within the literacy classroom	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Lead Teacher</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Resource guides, school budget</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of effective questioning strategies</li> <li>• Teacher feedback</li> <li>• Student improvement</li> </ul>
4. Peer observation of balanced literacy lessons	<ul style="list-style-type: none"> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Creative Planning</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers teaching teachers impacting dissemination of best practices</li> <li>• Evidence of implementation of concepts and ideas in</li> </ul>

<p>5. On-going opportunities to reflect on practice in the following areas:  Non-fiction Literacy  Differentiated Instruction</p>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for professional resource materials and books</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Number of staff in attendance</li> <li>• Implementation of best practice in the classroom</li> </ul>
<p>6. Increase student use of non-fiction texts in reading instruction and content areas</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Purchase of leveled text and tests relating to grade level specific content</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• High student interest level</li> <li>• Increased non-fiction questions correct</li> </ul>
<p>7. Provide all students, paraprofessional and professional staff with MCAS vocabulary and definitions to increase awareness of terms and student mastery. Send home terms at the beginning of the school year to third and fourth grade families.</p>	<ul style="list-style-type: none"> <li>• All Staff</li> <li>• Principal</li> <li>• Office Personnel</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary Disseminated</li> </ul>	<ul style="list-style-type: none"> <li>• September</li> </ul>	<ul style="list-style-type: none"> <li>• Evidence of understanding through classroom observations</li> <li>• Teacher Input</li> <li>• MCAS Improvement</li> </ul>
<p>8. Increase the variety of differentiated instruction strategies across the curriculum</p>	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Materials</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Teachers share instructional strategies</li> <li>• Evidence of implementation through classroom observations and student work samples</li> <li>• Student achievement</li> </ul>
<p>9. Examination of current models of service for struggling readers</p>	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Lead Teacher</li> <li>• SPED Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Meetings</li> <li>• Administrative Task</li> <li>• Journals</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Increased DRA Scores</li> <li>• MCAS Scores</li> </ul>

10. School-wide writing prompt in September and May. Analysis of student writing at team level meetings & apply grade level rubrics	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative Task</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Tracking student progress over years</li> <li>• Assessment guides instruction</li> </ul>
11. Continuation of reading and writing response journals in grades 1-4	<ul style="list-style-type: none"> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Teacher Assessment</li> <li>• Student Samples</li> </ul>
12. Expand poetry reading, interpretation and writing in all grades	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for professional resource materials</li> <li>• Funding for expanding poetry books in the Library</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Decreased number of poetry questions incorrect on the MCAS test</li> </ul>
13. Original poetry and short stories submitted to the Office to be read over the P.A. system.	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Improved understanding of poetry style and meaning</li> </ul>
14. Increased participation in poetry and essay contests including Massachusetts Science Poetry Contest and the Massachusetts Superintendent of Schools' Annual Essay Contest	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Postage</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• All grades</li> </ul>
15. Expand the Accelerated Reader Library in each classroom	<ul style="list-style-type: none"> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for readers</li> </ul>	<ul style="list-style-type: none"> <li>• September</li> </ul>	<ul style="list-style-type: none"> <li>• Student print-out</li> <li>• Increased reading level</li> </ul>

16. Include reading to students during Library modeling thinking aloud strategies	<ul style="list-style-type: none"> <li>Library Paraprofessional</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>September-June</li> </ul>	<ul style="list-style-type: none"> <li>Students apply strategies when reading across the curriculum</li> </ul>
17. Continue to weed the library of outdated books. Continue to update the collection. Include books on tape for student selection.	<ul style="list-style-type: none"> <li>Principal</li> <li>Paraprofessional</li> <li>Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>School Budget, Library</li> </ul>	<ul style="list-style-type: none"> <li>September-June</li> </ul>	<ul style="list-style-type: none"> <li>Students asking for books by author and subject</li> <li>Increased love of reading for enjoyment and knowledge</li> </ul>
18. Set schedule for “Reading to Friends” in grades 1-4, once a month	<ul style="list-style-type: none"> <li>Principal</li> <li>Lead Teacher</li> <li>Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>Schedule</li> </ul>	<ul style="list-style-type: none"> <li>September-June</li> </ul>	<ul style="list-style-type: none"> <li>Informal observations</li> </ul>
19. Professional staff will continue to level books in their classroom	<ul style="list-style-type: none"> <li>Principal</li> <li>Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>Funding for additional classroom readers, school budget</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Classroom libraries expanded and leveled</li> </ul>
20. Train parent volunteers to work in classrooms during literacy block	<ul style="list-style-type: none"> <li>Principal</li> </ul>	<ul style="list-style-type: none"> <li>No funding</li> </ul>	<ul style="list-style-type: none"> <li>August-October</li> </ul>	<ul style="list-style-type: none"> <li>Students reading and sharing their understanding with the volunteer</li> </ul>
21. DRA’s to be administered in January and June	<ul style="list-style-type: none"> <li>Principal</li> <li>Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>None</li> </ul>	<ul style="list-style-type: none"> <li>On-going</li> </ul>	<ul style="list-style-type: none"> <li>Guided reading groups formed and movement in and out of groups</li> </ul>
22. Continue to promote independent reading through the home/school connection using the Million Minutes of Reading incentive	<ul style="list-style-type: none"> <li>Principal</li> <li>Parents</li> <li>Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>Expansion of classroom library</li> </ul>	<ul style="list-style-type: none"> <li>September-June</li> </ul>	<ul style="list-style-type: none"> <li>MMR monthly calendar logs</li> </ul>

23. Continue to promote the love of reading by inviting community members to read during American Education Week.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Lead Teacher</li> </ul>		<ul style="list-style-type: none"> <li>• November</li> </ul>	<ul style="list-style-type: none"> <li>• Community reader in all classrooms</li> </ul>
24. MCAS Tutors in grades 3 and 4 (15 weeks)	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Pending District Funding</li> </ul>	<ul style="list-style-type: none"> <li>• January-May</li> </ul>	<ul style="list-style-type: none"> <li>• Increased student confidence</li> <li>• Increased MCAS scores</li> </ul>
25. MCAS Vacation Camp (February)	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Pending District Funding</li> </ul>	<ul style="list-style-type: none"> <li>• February</li> <li>• April</li> </ul>	<ul style="list-style-type: none"> <li>• Regression not noted upon return to school</li> </ul>
26. MCAS Summer Academy (Two weeks in July)	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Pending District Funding</li> </ul>	<ul style="list-style-type: none"> <li>• July</li> </ul>	<ul style="list-style-type: none"> <li>• Regression not noted upon return to school</li> </ul>
27. Administer MCAS 2005 Grade 3 Reading Test	<ul style="list-style-type: none"> <li>• Grade 3 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Copying</li> </ul>	<ul style="list-style-type: none"> <li>• February</li> </ul>	<ul style="list-style-type: none"> <li>• Item analysis noting student success and challenges for immediate remediation</li> </ul>
28. Administer MCAS 2005 Grade 4 ELA Test	<ul style="list-style-type: none"> <li>• Grade 4 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Copying</li> </ul>	<ul style="list-style-type: none"> <li>• February</li> </ul>	<ul style="list-style-type: none"> <li>• Item analysis noting student success and challenges for immediate remediation</li> </ul>
29. School-wide MCAS item analysis of MCAS 2006 testing	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Faculty Meeting</li> <li>• Administrative Task</li> <li>• Grade Level Meetings</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 06</li> </ul>	<ul style="list-style-type: none"> <li>• Implementation of next steps based on data</li> </ul>
30. Expand the use of CARS in grades 1 & 2.	<ul style="list-style-type: none"> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• School Budget</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 07</li> </ul>	<ul style="list-style-type: none"> <li>• Student understanding of material and format</li> </ul>
31. Continue use of <u>MCAS ELA &amp; Reading Coach and Countdown</u> materials	<ul style="list-style-type: none"> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• School Budget</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Informal classroom assessment of student growth</li> </ul>

32. Full implementation of <u>Study Island</u> web-based MCAS preparation program	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Funding for license, school budget</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Increased MCAS scores</li> </ul>
33. Continue to use MCAS writing exemplars	<ul style="list-style-type: none"> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Samples from previous MCAS tests</li> <li>• Previous student MCAS narratives, CD</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Increased MCAS scores</li> <li>• Evidence of improvement in conventions and topic development</li> </ul>
34. Reinforcement of ELA skills in the areas of short answer and open-response questions	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Professional resources, school budget</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Increased MCAS scores</li> </ul>
35. Author's Fair for third and fourth grade students and their parents	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Lead Teacher</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Bookbinding supplies, school budget</li> </ul>	<ul style="list-style-type: none"> <li>• June 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance</li> <li>• Parent evaluation</li> </ul>
36. Implementation of "Buddy Writing Program" with the Englesby Intermediate School. Students sharing information and insights in September & June	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Lead Teacher</li> <li>• Grade 4 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• School supplies</li> </ul>	<ul style="list-style-type: none"> <li>• September &amp; June</li> </ul>	<ul style="list-style-type: none"> <li>• Growth of conventions and topic development contained in the June writing piece</li> </ul>
37. Continue the C/C Jr. newsletter four times a year	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff &amp; Students</li> </ul>	<ul style="list-style-type: none"> <li>• School supplies</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Improved conventions and topic development in writing</li> </ul>
38. Drop Everything and Read! Once a month, sporadically throughout the day	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Staff &amp; Students</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Students reading</li> </ul>

## Joseph A. Campbell Elementary School Action Plan

### Curriculum and Instruction – Mathematics

**Objective #2:** To improve student achievement in mathematical thinking

Strategy to Accomplish Objective (Task/Activity)	Persons Responsible	Resources Required	Timeline	Evaluation of Success
1. Administer and score MCAS 2006 Grade 3 & 4 Math Test – Data drives instruction	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Grade 3 &amp; 4 Teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Copying</li> </ul>	<ul style="list-style-type: none"> <li>• April 07</li> </ul>	<ul style="list-style-type: none"> <li>• Increased MCAS scores</li> <li>• Item analysis indicating successes and challenges</li> <li>• Identification of students for intensive remediation</li> </ul>
2. Provide on-going diagnosis and remediation of students showing deficits in mathematical thinking based on classroom performance in grades 1 – 4.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of students in the Proficient/Advanced categories</li> </ul>
3. Provide remediation before or after school for students receiving a needs improvement or a warning score on the grade 3 MCAS test	<ul style="list-style-type: none"> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Scheduling</li> <li>• Small group instruction</li> <li>• Late Help</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Increased number of students in the Proficient/Advanced categories</li> </ul>
4. MCAS item analysis of 2006 test (grade 3 & 4). Identify strands requiring intensified re-teaching	<ul style="list-style-type: none"> <li>• Professional Staff</li> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Test Wiz</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Mathematics Grade</li> <li>• Informal assessments</li> </ul>
5. MCAS Vacation Camp-April	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Pending District Funding</li> </ul>	<ul style="list-style-type: none"> <li>• April 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Increased MCAS performance</li> </ul>

6. MCAS Summer Academy-July	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Pending District Funding</li> </ul>	<ul style="list-style-type: none"> <li>• Two weeks in July 06</li> </ul>	<ul style="list-style-type: none"> <li>• Regression of skills not noted in September 06</li> </ul>
7. MCAS vocabulary distributed to students, staff and parents	<ul style="list-style-type: none"> <li>• Principal</li> </ul>	<ul style="list-style-type: none"> <li>• Copying</li> </ul>	<ul style="list-style-type: none"> <li>• September 06</li> </ul>	<ul style="list-style-type: none"> <li>• Vocabulary terms and definitions used correctly</li> </ul>
8. Consistently use math vocabulary found in MCAS questions. Require students to explain their solutions using math terminology in speaking and short answer questions. Provide extra time for students to develop cogent explanations.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Math vocabulary compiled from released MCAS questions</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Review math journals</li> <li>• On-going class assessment</li> <li>• MCAS scores</li> </ul>
9. Continue to use sample test questions throughout the year with focus on areas of weakness	<ul style="list-style-type: none"> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Questions selected from various test ready sources</li> </ul>	<ul style="list-style-type: none"> <li>• September-May</li> </ul>	<ul style="list-style-type: none"> <li>• Increased understanding of content</li> </ul>
10. Hold Family Math Night to showcase hands-on math activities	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Lead Teacher</li> <li>• Professional Staff</li> <li>• Volunteers</li> </ul>	<ul style="list-style-type: none"> <li>• Manipulatives</li> <li>• Games</li> <li>• Student Activity Account</li> </ul>	<ul style="list-style-type: none"> <li>• TV Unplug Week, April 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Family Math Night attendance</li> </ul>
11. Purchase resources and materials for math learning centers	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• School budget</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 06</li> </ul>	<ul style="list-style-type: none"> <li>• Increased mathematical thinking/grades &amp; MCAS scores</li> </ul>
12. Continue to use Problem Solver, Grade 3 and Problem Solver Grade 4 ten-strategies program for problem solving	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Student workbooks, school budget</li> </ul>	<ul style="list-style-type: none"> <li>• September-May</li> </ul>	<ul style="list-style-type: none"> <li>•</li> </ul>

13. MCAS homework question distributed in grades 1-4 every Wednesday	<ul style="list-style-type: none"> <li>Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>Sample questions, rubrics</li> </ul>	<ul style="list-style-type: none"> <li>October-May</li> </ul>	<ul style="list-style-type: none"> <li>Data drives instruction</li> <li>Increased MCAS scores</li> </ul>
14. MCAS workshop for parents	<ul style="list-style-type: none"> <li>Principal</li> <li>Lead Teacher</li> </ul>	<ul style="list-style-type: none"> <li>MCAS Item Analysis</li> <li>Sample Test Questions</li> </ul>	<ul style="list-style-type: none"> <li>January 2007</li> </ul>	<ul style="list-style-type: none"> <li>Workshop evaluation</li> </ul>
15. Continue <u>Study Island</u> quest for excellence	<ul style="list-style-type: none"> <li>Professional Staff</li> <li>IT Specialist</li> </ul>	<ul style="list-style-type: none"> <li>Web License, school budget</li> </ul>	<ul style="list-style-type: none"> <li>January-May 2007</li> </ul>	<ul style="list-style-type: none"> <li>Student print-outs</li> <li>Increased MCAS scores</li> </ul>

## JOSEPH A. CAMPBELL ELEMENTARY SCHOOL ACTION PLAN

### Curriculum and Instruction – Science/Technology

**Objective #3:** To improve student achievement and engagement in science through hands-on investigation and use of technology.

Strategy to Accomplish the Objective (Task/Activity)	Persons Responsible	Resources Required	Timeline	Evaluation of Success
1. Continue utilizing the <i>Scott Foresman Science</i> series in grades 1-4	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Science textbooks</li> <li>• Science Kits</li> <li>• Replenish Kits</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• Informal classroom observations of labs</li> <li>• Tests and quizzes</li> </ul>
2. Continue to select enrichment programs that complement and reinforce the Massachusetts Curriculum Frameworks	<ul style="list-style-type: none"> <li>• Principal</li> <li>• PTO</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• PTO</li> <li>• Student Activity Account</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• Program evaluation</li> </ul>
3. Seek grants that will support integration of technology throughout the curriculum. In particular, the purchase of laptops and Infocus machines for third and fourth grade classrooms.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Available grants</li> <li>• Campbell community</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> <li>• State of the Art technology</li> <li>• Increased content specific knowledge and writing</li> </ul>
4. Continue to evaluate current software and make suggestions for additional titles that align with the Massachusetts Curriculum Frameworks	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Software, school budget</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• User-friendly materials</li> <li>• Increased knowledge</li> </ul>
5. Offer professional development to new staff members – Schoolnotes.com	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional staff</li> </ul>	<ul style="list-style-type: none"> <li>• Administrative Task Meeting</li> </ul>	<ul style="list-style-type: none"> <li>• September 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Increased home/school connection</li> </ul>

6. Utilize ConnectEd	<ul style="list-style-type: none"> <li>• Principal</li> </ul>		<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Home/school connection strengthened</li> </ul>
7. Expand the school web page with user-friendly buttons (Did you know? Reminders)	<ul style="list-style-type: none"> <li>• Principal</li> <li>• IT Specialist</li> </ul>		<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Home/school connection strengthened</li> </ul>
8. Utilize the courtyard space as an outdoor learning environment	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional &amp; non-professional staff</li> </ul>	<ul style="list-style-type: none"> <li>• Camper stools</li> <li>• Clipboards</li> <li>• Birdhouses, birdbath</li> <li>• Table &amp; benches</li> <li>• Flowers &amp; herbs</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Attendance in the courtyard</li> <li>• Sample work on display</li> </ul>
9. Increase non-fiction texts in classrooms that support the Massachusetts Curriculum Frameworks	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• School budget</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Increased knowledge</li> <li>• Quizzes and tests</li> </ul>

## JOSEPH A. CAMPBELL ELEMENTARY SCHOOL – ACTION PLAN

### Curriculum and Instruction – Social Studies

**Objective #4:** To improve student achievement in Social Studies.

Strategy to Accomplish the Objective (Task/Activity)	Persons Responsible	Resources Required	Timeline	Evaluation of Success
1. Continue to use the <i>Harcourt Horizons</i> series for grades 1, 2, and 4.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Social Studies textbooks, school budget</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Solid foundation of the History and Social Science Curriculum Framework for grades 1, 2, and 4</li> </ul>
2. Continue the implementation of <u>Massachusetts: Our Home</u> in grade 3	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Textbook budget</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Solid foundation of the Grade 3 History and Social Science Curriculum Framework</li> </ul>
3. Select enrichment opportunities that complement the K-4 Dracut Public Schools curriculum	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> <li>• PTO</li> </ul>	<ul style="list-style-type: none"> <li>• PTO</li> <li>• School budget</li> <li>• Student Activity Account</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic learning experiences that help to solidify content knowledge</li> </ul>
4. Continue to submit applications to the Dracut Cultural Council for support of field trips and in-house presentations	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional Staff</li> </ul>	<ul style="list-style-type: none"> <li>• Dracut Cultural Council Funding</li> </ul>	<ul style="list-style-type: none"> <li>• On-going</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic learning experiences that help to solidify content knowledge</li> </ul>
5. Access the world-wide web in the classroom to preview places of the present and time long ago	<ul style="list-style-type: none"> <li>• Professional Staff</li> <li>• IT Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• Parent permission</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Authentic learning experiences that help to solidify content knowledge</li> </ul>
6. Purchase non-fiction literature that correlates to each grade level's unit of study	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Professional</li> </ul>	<ul style="list-style-type: none"> <li>• School budget</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Increased knowledge of grade level specific content</li> </ul>

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## JOSEPH A. CAMPBELL ELEMENTARY SCHOOL – ACTION PLAN

### Curriculum & Instruction – Health & Wellness

**Objective #5:** To improve health and wellness awareness in our school.

Strategy to Accomplish the Objective (Task/Activity)	Persons Responsible	Resources Required	Timeline	Evaluation of Success
1. School nurse to involve students in dialogue during school meetings on topics dealing with living a healthy lifestyle	<ul style="list-style-type: none"> <li>• Principal</li> <li>• School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Student participation</li> <li>• Parent and student feedback</li> </ul>
2. Offer workshops for parents and staff that address teaching children to monitor their own health	<ul style="list-style-type: none"> <li>• Principal</li> <li>• PTO</li> </ul>	<ul style="list-style-type: none"> <li>• PTO</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness</li> </ul>
3. Create a section in the Campbell Connection each month titled Healthy Headlines, which promotes breakfast boosters, snack smart ideas, recipes, and allergy awareness	<ul style="list-style-type: none"> <li>• Principal</li> <li>• School Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Informal assessment of snack items in the school</li> </ul>
4. List useful websites for students, staff and parents that promote health and wellness. Add this list monthly to the school website.	<ul style="list-style-type: none"> <li>• Principal</li> <li>• IT Specialist</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Increased awareness</li> </ul>
5. Contact local food retailers for program offerings	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Lead Teacher</li> <li>• Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Number of presentations held</li> </ul>
6. Develop a program that encourages exercise for students and staff outside of school with acknowledgement of goals being met	<ul style="list-style-type: none"> <li>• Principal</li> <li>• Lead Teacher</li> <li>• Nurse</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• September-June</li> </ul>	<ul style="list-style-type: none"> <li>• Goals met</li> </ul>

	<ul style="list-style-type: none"> <li>• P.E. Teacher</li> </ul>			
7. Offer additional interesting Curriculum Plus fitness after school activities	<ul style="list-style-type: none"> <li>• PTO</li> <li>• School Council</li> </ul>	<ul style="list-style-type: none"> <li>• None</li> </ul>	<ul style="list-style-type: none"> <li>• September-May</li> </ul>	<ul style="list-style-type: none"> <li>• Number of students in attendance</li> </ul>
8. Create a pamphlet outlining community sport offerings, registration details, map of local parks, fields for school community	<ul style="list-style-type: none"> <li>• School Council</li> <li>• Principal</li> <li>• Lead Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Copying</li> </ul>	<ul style="list-style-type: none"> <li>• Spring 2007</li> </ul>	<ul style="list-style-type: none"> <li>• Family feedback</li> </ul>
9. Poll staff and families to see if there is an interest in a weight reduction program held at the school	<ul style="list-style-type: none"> <li>• PTO</li> <li>• School Council</li> <li>• Lead Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• Survey</li> </ul>	<ul style="list-style-type: none"> <li>• Fall 2006</li> </ul>	<ul style="list-style-type: none"> <li>• Number of participants in program</li> </ul>