BEVERLY PUBLIC SCHOOLS

# SCHOOL IMPROVEMENT PLAN

**2013-2015**

**North Beverly Elementary School**

# Signature Page

Principal    Erin Brown_____    11/2013_____

                                                                                 Date

Parents    Kristin Riordan_____

                Lisa Middleton_____

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                Joanna Murphy-Scott_____

Staff    Cynthia Allen_____

                Joel Belmonte_____

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Community Representatives    _____

# Executive Summary 2011-2013

The North Beverly Elementary School faculty is pleased to report that during the 2012-2013 school year, the school has improved and earned the designation of a Level 2 school through the state accountability rating system.  This designation is the result of the dedication of the faculty and staff of the school.   The North Beverly School community has been successful in its implementation of school and district initiatives to increase student progress in all areas of the curriculum, as well as the progress our students have made in all areas of the curriculum.  As a school community, we utilize a proactive approach, using pre-assessment data to design differentiated instruction to meet the needs of our diverse group of learners.  The goal for increasing English Language Arts and Math MCAS scores continues to be addressed throughout all aspects of the school day.  Our progress to date focuses on two aspects of student assessment data; Internal Assessment Data and MCAS Assessment Data.

| School Performance Goal | To increase the percentage of students in the aggregate who score at a proficient level on the ELA and Math MCAS test to meet the North Beverly School ELA/Math Improvement Targets. To increase the school wide SGP by 5% each year. |
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**Benchmarks:**
- Students will reach the end-of-year DIBELS benchmark goals set by grade level teachers.
- Student ELA Open Response assessment scores will improve an average of 1 point from fall to spring test administrations using an MCAS 4-point rubric.

Over the past three years, the CPI scores for the aggregate population have remained relatively constant (i.e. 83, 80, 80) in English Language Arts.  Although the target was not met, the goal of 5 % improvement in growth scores (SGP) was achieved with the percentiles increasing from 46 to 51pts. The benchmark goal of reaching the end-of-year DIBELS scores set by the teachers was achieved throughout the building.  During the 2012-2013 school year, the faculty also began using an open response-scoring rubric and achieved the benchmark goal of improving the scores by one point from the fall to spring administration. The work focused on their students' production of well-organized open-response short answers that have a clear focus, logical development, and effective use of detail.

We continued the PLC format during our grade level meeting time and faculty meeting time. This format has allowed and encouraged our teachers to study and share best practice strategies along with common scoring expectations using the MCAS open-response writing rubric.


**English Summary/Activities: Completed**
- Teachers in K-5 implemented the literacy program, *Reading Street,* using a 3-Tier Instructional approach in 2011-2012.
- The master schedule was designed to create uninterrupted literacy blocks, of 120 minutes, five days per week for each grade level.
- Teachers collaborated with the Literacy Coach, Reading Specialist, Data Facilitator, Special Educators and Literacy Interventionists to design Tier II and III literacy interventions for students.
- Teachers in grades 3,4 and 5 were trained in the Keys to Open Response by Joan Sedita and implemented the strategies throughout the 2012-2013school year.
- Teachers engaged in three formal "Data Meetings" per year; DIBELS and Reading Street assessment data were analyzed and instructional changes made based upon that data.
- Principal partnered with a data facilitator; consultation focused on enhancing 3-tiered classroom instruction, classroom walkthroughs, facilitating Data Meetings and long-range planning for faculty professional development.
- Building-based professional development focused on literacy and language arts, specifically addressing the following areas of concern:
    - -4$^{th}$ grade long composition – topic development
    - -answering open response questions—*Key Three Routine*
    - -improving inferential comprehension—QAR, Reciprocal Teaching, Comprehension Strategies (i.e top-down webs, two column notes, questioning, summarizing)
- Principal consulted with DSAC Data Analyst to gather additional data to inform staff goal setting.
- Faculty engaged in a self-assessment, measuring the *conditions for school effectiveness,* and use that data to inform school improvement planning.

| School Performance Goal | To increase the percentage of students in the aggregate who score at a proficient level on the Math MCAS test to meet the North Beverly School Math Improvement Target. |
|---|---|
| | To increase the school wide SGP by 5% each year. |

**Benchmarks:**
- 80% of students will score proficient on the spring standards-based benchmark assessment in grades 1 – 5.
- 80% of students will meet benchmark scores on the spring fact fluency assessment in grades 1 – 5.
- Student Math Open Response assessment scores will improve an average of 1 point from fall to spring administrations using an MCAS 4-point rubric.

North Beverly experienced a dip in the percentage of students scoring in the proficient and advanced categories in mathematics during the 2011-2012 school year.  During the 2012-2013 school year, the scores returned to the levels reached in previous years (50, 53, 47,52).   The student growth percentile score did increase significantly, during the 2012-2013 school year, from 28 pts. to 47 pts.  The school scores on the district-wide benchmark assessment and fact fluency assessments were at eighty percent mastery.

The teachers continue to work with formative assessments to guide their instruction and development of interventions on a regular basis.  We consistently utilized the PLC format during grade-level and faculty meeting times.  The meeting format allows for sharing best practice strategies along with common scoring expectations using the MCAS open response rubric.

### Math Summary/Activities: Completed
- Teachers continued to implement the district-adopted Everyday Math curriculum with a focus on small group differentiated instruction.
- The master schedule was designed to create uninterrupted math blocks ranging from 75 – 90 minutes, five days per week.
- Teachers assessed students in grades 1-5 using the district standards-based trimester benchmark assessment tool.
- Teachers engaged in trimester data meetings with the district Math Coach to examine grade level and classroom data and develop grade level and classroom learning goals.
- Faculty utilized Professional Learning Community/Grade Level Meeting time to collaborate in the examination of student assessment data, student work samples and professional resources in the area of math.
- Building-based vertical team drafted SMART Goals addressing areas of concern in math instruction and develop an action plan for the year 2011-2012 school year.
- Principal consulted with DSAC Data Analyst to gather additional data to inform staff goal setting.
- Faculty engaged in a self-assessment, measuring the *conditions for school effectiveness,* and use that data to inform school improvement planning.


| School Council Goal | Our students, faculty and greater school community will interact with one another and behave in ways that demonstrate positive character traits and North Beverly behavioral expectations in order to improve school climate and social-emotional awareness. |
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### Benchmark:
- Student Climate Survey will reflect a 5% increase (each year) in the number of students who "agree" with the statement "I am proud of my behavior at school" in the spring administration.
- The number of student incident reports filed with the Superintendent will decrease by 5% (each year).

**School Council Goal Activities: - Completed**

- Teachers continued instructing students using the following district-adopted social emotional curricula:
  - -Second Step
  - -Steps to Respect
- The North Beverly School Climate Committee developed a strategic plan to roll out the Olweus Anti-Bullying curriculum
- Teachers at all grade levels continued to lead daily classroom morning meetings, following the Responsive Classroom model. One hundred percent of classroom teachers were fully trained in Responsive Classroom techniques.
- Continued to conduct monthly whole-school Morning Meetings in which positive character traits are taught, behavioral expectations are reinforced, student successes are celebrated, etc.
- School Adjustment Counselor, in collaboration with the 5th grade Character Crew, educated classes in grades K – 5 about our positive character traits and behavioral expectations.

# Needs Assessment & Goals 2013-2015

The North Beverly School Council developed the 2012-2013 North Beverly School Improvement Plan. The goals and objectives outlined in this School Improvement Plan were developed using multiple points of data, including: Grades 3, 4 and 5 ELA and Math MCAS data, district math benchmark assessments, school Open Response assessments in Reading and Math, DIBELS and GRADE assessment data for grades K – 5 and student climate surveys. The following goals and objectives have been designed to support students in demonstrating proficiency in the areas of English Language Arts, Mathematics and Social-Emotional Learning.

Through the analysis of MCAS data, areas of strength and areas in need of improvement were identified. Over the past two years, the number of students scoring advanced or proficient in ELA and Math remained relatively constant, but there was a positive shift in the percentages in each category. As noted in the chart below, two out of three grade levels increased the percentage of students scoring advanced in both ELA and Math, while the third grade level increased the number of advanced students in ELA only. While this is encouraging data, the faculty understands the need to increase the total number of students scoring in the advanced and proficient categories.

Percent of Students Scoring Advanced on the MCAS Assessment

| Math | 2012 | 2013 | Percent Increase/decrease |
|------|------|------|---------------------------|
| Grade 3 | 17% | 34% | +17 |
| Grade 4 | 5% | 14% | +9 |
| Grade 5 | 13% | 22% | +9 |
| ELA | | | |
| Grade 3 | 8% | 17% | +9 |
| Grade 4 | 10% | 5% | -5 |
| Grade 5 | 9% | 12% | +3 |

This indicates that students at North Beverly continue to benefit from specific, direct skill instruction. The three-tier model enables us to provide differentiated instruction to all of our students. In review of the previous years MCAS results, two areas of need have been identified. First, in the area of ELA, the staff has identified a need for continued focus on written response to non-fiction selections (i.e Open Response). There is also a need to focus on students' skills in answering inferential questions. Second, in mathematics, students continue to need to improve ther skills in both the area of computation and number sense.

The North Beverly School Council and the teaching staff have developed the following goals and objectives to enhance student achievement in both English Language Arts and Math as well as continued efforts already in place in the development of a strong school community:

Goal Area:
English Language Arts and Math

Objectives:
Students will:
- Read understand and interpret complex literary/textual information through literal and inferential questioning.
- Read and provide proficient written response to Open Response prompts using evidence/supporting details from text/passage.
- Solve problems utilizing identified key vocabulary in context.

Instructional Change Strategy:
- The use of small group, differentiated instruction, and embedded interventions (determined through pre/post assessments) during the literacy and math blocks.

Goal Area:
Social Development

Objective:
- Students will increase their abilities in interacting in a positive appropriate manner with peers.

Instructional Change Strategy:
- Teachers will provide direct instruction on the established monthly character traits and school-wide behavioral expectations.
- Responsive Classroom strategies (morning meeting, interactive modeling, teacher language) will be implemented in classrooms.

# Action Plan - MCAS Goal (s)

| Goal Source | Goal Statement |
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| Strategic Plan Goal | To offer all students engaging and equitable educational experiences. |
| School Performance Goal | To increase the number of students in the aggregate who score at a proficient level on the ELA and Math MCAS test to meet the North Beverly School ELA/Math Improvement Targets. To increase the school wide SGP by 5% each year. |

Student Learning Objective:
- *Read understand and interpret complex literary/textual information through literal and inferential questioning.*
- *Read and provide proficient written response to Open Response questioning using evidence/supporting details from text/passage.*
- *Solve problems utilizing identified key vocabulary in context.*

Instructional Change Strategy:
- The use of small group, differentiated instruction, and embedded interventions (determined through pre/post assessments) during the literacy and math blocks.

| Activities: | Person(s) Responsible | Resources | Timeline | Indicators of Success |
|---|---|---|---|---|
| BSRI partnership for implementation of the literacy program and professional development. | Classroom Teachers Administration Literacy Coach BSRI Coaches | District-adopted reading curriculum Literacy Program | September 2013 – June 2015 | Students will participate in small group reading instruction; students requiring interventions will be identified and their progress will be monitored on a bi-weekly or monthly basis |
| Implementation of QAR and Reciprocal Teaching and other comprehension strategies (i.e webs, two column notes, questioning, summarizing, etc.). | Principal Teachers | Literacy Coach QAR, RT resources | September 20013– June 2015 | Walkthroughs, Literacy coach implementation schedule, training schedule |
| Implementation of the Key Three Open Response, Six Traits/Empowering Writers Curriculum for essay writing. | Teachers grades 3-5 Literacy Coach | Key Three OR training Six Traits Empowering Writers Curriculum | September 2013– June 2015 | Weekly OR teacher samples Monthly composition samples |

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| Teachers will collaboratively score (using common rubrics) and use anchor papers in the instruction of OR and Composition writing. | Teachers grades 2-5 | BSRI Professional Rubric scoring training | September 2013-June 2015 | Attendance at training Weekly OR and Monthly composition samples utilizing rubrics/anchor papers. |
| Teachers will engage in three formal "Data Meetings" per year; DIBELS and Reading Street, math pre/post assessment data will be analyzed and instructional changes will be made based upon that data. | Principal Classroom Teachers Reading Specialist Literacy Coach Special Educators BSRI Coaches | Substitutes | September 2013 – June 2015 | Benchmark Data Progress Monitoring Data |
| Grade Level team meetings to discuss best practice and monitor student achievement | Principal, Math and Literacy coaches, Teachers | Designated monthly meeting time, substitute coverage | September 2013-June 2015 | Monthly agendas Progress monitoring data in math and ELA |
| Teachers will implement pre/post assessments for each math standard.  They will determine interventions based upon students not meeting the standards. | Teachers, Math Coach, Principal | Math Professional Development | September 2013 – June 2015 | Pre/Post Assessments, Progress monitoring, Walkthroughs |
| Teachers will explicitly teach identified math vocabulary in context. | Principal Teachers Math Coach | District Vocabulary Resource PD for vocabulary and CCSS in mathematics | September 2013 – June 2015 | PD Agendas, Grade Level identified vocabulary, |
| Teachers will provide problem-solving tasks utilizing the identified key vocabulary in context. | Principal Teachers Math Coach | Math Professional Development,  PD for development of problem solving tasks | September 2013-June 2015 | Weekly Problem solving task samples Walkthroughs |
| Principal will consult with DSAC Data Analyst to gather additional data to inform staff goal setting. | Principal Steven Bogdanoff | | October 2013 | Subset of new data which will inform faculty goal setting |
| Faculty will engage in a self-assessment, measuring the *conditions for school effectiveness,* and use that data to inform school improvement planning. | Principal Faculty Dale Bishop | | May 2014 | Survey results |

Benchmark:
- 85% of students in grades K-5 will meet the end of year benchmark scores as measured by the DIBELS Next and the GRADE.
- 80% of students will score proficient (80% or better) on the end-of year math trimester assessment in grades 1-5.
- 80% of students will score a 3 or better on the ELA/Math Open Response assessments by the end of the second trimester.

- **Action Plan – Building Goal (s)**

| School Council Goal | Our students, faculty and greater school community will interact with one another and behave in ways that demonstrate positive character traits and North Beverly behavioral expectations in order to improve school climate and social-emotional awareness. |
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Improvement Strategy:
- Teachers will provide direct instruction on the established monthly character traits and school-wide behavioral expectations.
- Responsive Classroom strategies (morning meeting, interactive modeling, teacher language) will be implemented in classrooms.

| Activities: | Person(s) Responsible | Resources | Timeline | Indicators of Success |
|---|---|---|---|---|
| Monthly school gatherings to recognize good citizenship and values. | Classroom Teachers Principal | Responsive Classroom Resources | September 2013 – June 2015 | Teacher feedback regarding meeting success |
| Agreed upon school-wide routines for common areas. | Principal Teachers Lunch Monitors | Teacher input | September 2013 – June 2015 | Reduction in behavioral referrals |
| Teachers at all grade levels will continue to lead daily classroom morning meetings, following the Responsive Classroom model. | Principal Classroom Teachers | District monies to continue training teachers | September 2011 – June 2013 | Grade level schedules |

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| Use interactive modeling to teach classroom routines and school wide expectations | Principal Teachers | Student/Class rules | September 2013 – June 2015 | Observations in common areas and classrooms |
| Use Responsive Classroom professional development kits on Teacher Language and Responding to Misbehavior with staff. | Teacher, Principal | Responsive Classroom Materials | September 2013-June 2015 | Agendas |
| School Adjustment Counselor, in collaboration with the 5th grade Character Crew, will educate classes in grades K – 5 about our positive character traits and behavioral expectations. | SAC Character Crew | | September 2011 – June 2013 | Monthly Lesson Plans |

Benchmark:
- Student Climate Survey administered in the Fall and Spring of each year.