



BEVERLY PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

2013-2015

Centerville School

Signature Page

Principal

Co-Chair

Parents

Staff

Community Representatives

Students

Date

Executive Summary 2011-2013

This report contains the review of Centerville Elementary goals and benchmarks from the 2011-2013 School Improvement Plan. In accordance with the Department of Elementary and Secondary Education (DESE), the accountability ratings have changed from Adequate Yearly Progress (AYP) measure to Progress and Performance Index (PPI) for all schools within the Commonwealth of Massachusetts. The PPI combines information about narrowing proficiency gaps, growth, and graduation/dropout rates into a single number. All districts, schools, and groups with sufficient data are assigned an annual PPI based on two years of data and a cumulative PPI between 0 and 100 based on three annual PPIs.

Strategic Plan Goal: Prepare students for Higher Education and the 21st century workforce.

School Performance Goal (MCAS):

ELA:

25% of students in Grades 4 and 5 will move from Warning to Needs Improvement

25% of students in Grade 4 and 5 will move from Needs Improvement to Proficient.

GRADE 4	2011	2012	2013
ADVANCED	12%	12%	5%
PROFICIENT	54%	49%	55%
NEEDS IMPROVEMENT	25%	32%	33%
WARNING	8%	6%	5%

GRADE 5	2011	2012	2013
ADVANCED	20%	18%	19%
PROFICIENT	52%	52%	57%
NEEDS IMPROVEMENT	23%	20%	19%
WARNING	4%	11%	4%

MATH:

25% of students in Grades 4 and 5 will move from Warning to Needs Improvement

25% of students in Grade 4 and 5 will move from Needs Improvement to Proficient.

GRADE 4	2011	2012	2013
ADVANCED	17%	12%	14%
PROFICIENT	32%	48%	29%
NEEDS IMPROVEMENT	42%	32%	51%
WARNING	8%	8%	5%

GRADE 5	2011	2012	2013
ADVANCED	17%	23%	25%
PROFICIENT	36%	39%	39%
NEEDS IMPROVEMENT	29%	25%	28%
WARNING	17%	12%	7%

Needs Assessment & Goals 2013-2015

- ELA: 80% of students in K-5 will meet benchmark as measured by DIBELS Next.
70% of students in grades 1-5 will score a stanine of 6 and above on the GRADE by June 2015.
- MATH: 80% of students in grades 1-5 will score proficient (70% or better) on the trimester math assessments.

The teachers of Centerville School are dedicated to finding the best ways to meet the needs of a diverse population of students through small group and differentiated instruction. With particular emphasis on English language arts and math, teachers are working to improve instruction and learning. All the while, Centerville is dedicated to providing a supportive classroom environment where students and families can feel safe and successful.

The goals of Centerville School for the 2013-2015 school years have been reevaluated to provide ambitious benchmarks around assessments that the teachers provide in the classrooms during multiple administrations. Providing students with additional opportunities to succeed and show growth as opposed to utilizing results from a one day state assessment, will yield more valid information on learning and instruction.

As a Targeted Assistance Title I school, Centerville is able to continue to fund a relationship with the Bay State Reading Initiative (BSRI) which provides instructional support, coaching, and professional development to teachers and staff. Following the BSRI model, Centerville has created 120 minute literacy blocks with one half hour of whole group instruction and three rotating half hour blocks of small group instruction following. Instruction at the teacher table is differentiated, as are work station activities. Students who need extra support meet with interventionists during the small group blocks. With the support of BSRI we continue to hold grade level data meetings four times throughout the year. Run by the principal and reading coach, the data meetings are a collaboration of classroom teachers, special education staff, and reading specialists, who look at the progress and growth of each and every student. The implementation of math follows a similar pattern of whole group and small group instruction; however, support is given at the district level.

A large area of focus for Centerville has been to improve reading fluency, or the power to read quickly and accurately. The more fluent a reader, the more he or she automatically groups and recognizes words. Fluent readers excel at oral reading, which is highlighted by smooth and natural expression. Reading fluency is critical because it provides a bridge between word recognition and reading comprehension. Since fluent readers do not have to concentrate on decoding the actual words, they can focus their attention on what the text actually means. They can make mental connections throughout the text, as well as apply those connections to their personal backgrounds and experiences. Simply, fluent readers recognize the words and comprehend their overall meaning at the same time.

To address and monitor fluency, students in Kindergarten through fifth grade take the DIBELS (Dynamic Indicators of Basic Early Literacy Skills) Next assessment, at a minimum of three different times during the school year. Students who are not meeting benchmark scores will receive additional progress monitoring assessments to track their progress. If a student score shows that they are struggling to make growth, they will be given an intervention to help them do

so. By looking at scores in the fall and comparing them to spring scores, we are able to measure student growth. Centerville is committed to providing instruction and intervention around fluency so that a minimum of 80% of the student population will be at benchmark as measured by the DIBELS Next former benchmark scores by the end of the year.

While fluency is important, the most critical factor is reading comprehension, or the act of understanding what you are reading. Reading comprehension is one of the pillars of the act of reading. When a person reads a text he engages in a complex array of cognitive processes. He is simultaneously using his awareness and understanding of phonemes (individual sound “pieces” in language), phonics (connection between letters and sounds and the relationship between sounds, letters and words) and ability to comprehend or construct meaning from the text. This last component of the act of reading is reading comprehension. It cannot occur independent of the other two elements of the process. At the same time, it is the most difficult and most important of the three.

To assess, first through fifth grade students take the GRADE (Group Reading Assessment and Diagnostic Evaluation), a norm-referenced, group-administered diagnostic reading assessment that focuses on vocabulary and comprehension. Students receive the GRADE in December and June, and the previous year’s spring GRADE scores are considered when making groups in the fall. The assessment determines what developmental skills students have mastered and where they need instruction or intervention. Reporting information is given as stanine scores that identify students’ reading strengths and weaknesses with nine intervals representing various percentile bands over a normal curve. Based on the spring GRADE scores, 70% of students should receive a stanine of 6 or above.

Math continues to be an area of focus for Centerville. Teachers have worked diligently to provide instruction that is differentiated and conducted in small groups. They have modeled their math blocks similarly to literacy blocks, with a quick whole group lesson, and then the bulk of the learning and instruction taking place in small groups. This allows teachers to gain valuable information about what students know and where they may need more support, or to be challenged. To assess student knowledge and learning, the district issues a benchmark math assessment that is given to students in November, March, and June. The test is based on the new Common Core State Standards (CCSS) that should be taught throughout the school year. The test is designed to assess what students know and provide teachers with valuable information to create small groups and adjust instruction. The current math program aligns with the CCSS, however, there are some components that are not covered and teachers will continue to supplement. By the last trimester benchmark scores, 80% or more of students will show proficient scores in math, preparing them for the following grade level.

A harmonious, safe, and non-threatening environment is our goal for all students. With an enlightened social environment, schools are more accountable for the wellbeing of its students – through awareness of Bullying Policies, and Discrimination and Harassment Policies. Teachers have been trained to read social cues from children who may not report an incident, as well as reacting and responding to incidents they observe. Our “Climate Committee” has addressed these issues, and has begun the process of educating the staff and students about what is right and appropriate in a civil society. Students will benefit as they learn to communicate with others and learn how to display appropriate social and academic behavior.

In accordance with creating a safe environment, Centerville also recognizes that the collaboration between school and home is of the essence. Teachers are continually communicating with parents about student behavior and academics. Parents are welcomed in the

school building for various celebrations and performances, as well as to connect with teachers on a face-to-face basis during conferences and other as needed meetings. Centerville school will continue to provide opportunities to extend invitations to parents to take part in the school community, and will investigate the best ways and times to do so. To assess both parent collaboration and engagement, and student safety, surveys will be conducted at the end of the year.

The Centerville School community, from students and parents, to staff and teachers, are focused on making a safe, academically challenging environment, where students are excited to learn – our future scholars and leaders of the 21st century.

Action Plan - MCAS Goal(s)

Goal Source	Goal Statement
Strategic Plan Goal	Provide engaging and equitable opportunities to enhance & sustain learning.
School Performance Goal	By Spring of 2015, the students in grades 1-5 will sustain a stanine score of 6 and above, and students with a stanine of 5 and below will improve by 1 stanine on the GRADE from December to June. In math 50% of our students who scored needs improvement in grades 3-5 will show growth on their MCAS scores.

Student Learning Objective:

ELA: Students will be able to answer vocabulary, sentence, passage, and listening comprehension questions with more accuracy. Students will refer to details and examples from the text when answering both explicit and inferential comprehension questions.

MATH: Students will improve responses to open response questions. Students will demonstrate fact, fluency, and problem solving skills.

Instructional Change Strategy:

Use of small group and differentiated instruction in both ELA and Math, and interventions during the literacy and math blocks in each grade level.

Activities:	Person(s) Responsible	Resources	Timeline	Indicators of Success
1. Continue professional development and implementation of literacy under BSRI support and district support for math.	Principal Reading Coach Math Coach Gr. K-5 teachers	BSRI Interventionists will assist with small group and differentiated instruction	Ongoing	Improved Grade scores and MCAS results. Attendance at professional development opportunities.
2. Implementation of new Reading Street Common Core edition (2013)	Principal Reading Coach Gr. K-5 teachers	Reading Street Core literacy program Success Net	Ongoing	Unit assessments, standard based report card, walkthroughs
3. Strengthen vocabulary K-5	Principal Reading Coach Math Coach Gr. K-5 teachers	Reading Street Everyday Math Keys to vocabulary professional development	Ongoing	Unit reading tests, Math assessments, GRADE MCAS
4. Focus on improving math performance across the board – small group instruction, flexible groupings, differentiated instruction	Principal Gr. K-5 teachers Math Coach Reading Coach SPED	EverydayMath Reading Street Foundations Reciprocal teaching groups	Ongoing	Walkthroughs Reading assessments Math assessments

	Interventionists	Read Naturally Other resources		
5. Implementation of Empowering Writers	Principal Gr. K-5 teachers Reading Coach	Empowering Writers Mentor text Anchor papers Professional Development	Ongoing	Writing samples Walkthroughs MCAS

Benchmark:

ELA: 80% of students in K-5 will meet benchmark as measured by DIBELS Next.
70% of students in grades 1-5 will score a stanine of 6 and above on the GRADE by June 2015.

MATH: 80% of students in grades 1-5 will score proficient (70% or better) on the trimester math assessments.

Action Plan – Building Goal (s)

School Council Goal	To further the sense of community within each classroom and around the school to maximize learning and minimize harassment/bullying like behavior. Increase parent and family participation by utilizing Responsive Classroom strategies by June 2015.
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Improvement Strategy:

Students and parents will feel part of a community, and every voice is important.

Activities:	Person(s) Responsible	Resources	Timeline	Indicators of Success
1. Implementing and supporting Second Step curriculum in all classrooms.	Principal Adjustment Counselor RC/OLWEUS team Gr. K-5 teachers	Second Step	Ongoing	Walkthroughs Decreased number of equity reports.
2. School-wide morning meetings with student-centered focus.	Principal School staff	RC materials School pledge	Bi-monthly	Students participation Feedback from teachers and parents
3. Responsive Classroom strategies implemented in all classrooms.	Principal School staff	RC materials	Ongoing	Walkthroughs

Benchmark:

Student surveys administered in the fall and spring.

Parent survey administered.