



BEVERLY PUBLIC SCHOOLS

**SCHOOL IMPROVEMENT PLAN**

**2015-2017**

**Ayers Ryal Side Elementary School**

**Signature Page**

Principal

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\_\_\_\_\_ Date

Co-Chair

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Parents

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Staff

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Community Representatives

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## **Executive Summary 2013-2015**

In December of 2014, the school council met with the school committee to present the Progress Report for the Ayers School Improvement Plan for Cycle VII (2013-2015). The plan addressed specific areas of improvement that the council identified through an examination of data in the academic areas of English Language Arts and Math. In particular, a strong focus in our School Improvement Plan Amendment was to improve literacy and mathematics as measured by interim district and school-wide assessments. We are pleased to have the opportunity to meet with you once again and present the School Improvement Plan for Cycle VIII, 2015-2017.

As a school community, we continue to employ a comprehensive approach to improving student achievement. The goal for increasing English Language Arts and Math proficiency continues to be addressed throughout all aspects of the school day. We continue to participate in on-going professional development with BSRI. This past year, staff attended workshops on a variety of topics including Close Read and Framing Your Thoughts. With the support of BSRI, we continue to implement grade level data meetings to closely monitor the progress of our students throughout the school year. Our principal, along with the reading and math coaches, facilitate these meetings to provide input to teachers regarding implications for instruction. The implementation of a school-wide, uninterrupted 90/120 minute English Language Arts block and a 75 minute uninterrupted Math block allows for personalized instruction to both challenge and enrich the learning opportunities for all students. Our support staff has been able to provide in-class interventions targeting specific skills in classrooms, thereby enabling all students' greater access to the general education curriculum. Building wide implementation of a core reading program incorporating the Scott Foresman 2013 Reading Street Program, supplemented by the Wilson Foundations Program, Telian Letters and Phonemic Awareness in Young Children has strengthened the pathway to literacy in grades K through Five. Continued work on examining the Core Curriculum Standards and implementation of small group instruction based on the Massachusetts Frameworks and supplemental interventions has strengthened our performance in math.

In the area of writing, an emphasis in grade K -1 has been the implementation of Framing Your Thoughts. Teachers in grades 2-5 have focused on the implementation of Empowering Writers to strengthen performance in all writing types (Opinion, Narrative, and Argument). Lessons were modeled in each grade level and the reading coach provided follow up support. We have seen measurable gains by students in both Process Writing and in Open Response Writing as a result of this work. Teachers are working together to develop a collection of anchor papers and to refine the consistency in scoring student work.

In the area of Mathematics, the implementation of the Dana Center Scope and Sequence and units designed on Massachusetts Curriculum Frameworks, as well as the use of benchmark and unit tests support the implementation of differentiated instruction. Teachers have created flexible grouping within the class, utilizing assessments data on each strand based on the unit of study. This has enabled teachers to

meet the needs of all learners with either remediation on skill deficits or enrichment in those areas that students have demonstrated mastery.

We are happy to report progress on all the goals in our previous plan. In English Language Arts, we have seen a significant gain in students meeting the benchmark on our building assessments. The information below depicts the progress in all grade levels. We will continue to implement our three-tier reading approach, including differentiated instruction in all classrooms. We believe the success of these programs is evident in our progress. We continue to utilize GRADE assessments and will analyze the results at our data meetings in June.

One measure of academic growth in our students is through DIBELS and GRADE assessments and Interim Math Assessments. Although this is but ONE measure, we celebrate our achievements and look for areas for improvement next year. We can use the information to acknowledge pride in our achievement and recognize our teachers', our students' and our parents' hard work.

Kindergarten – 82% (PSF) 80% (NWF)  
1st READING – 93% (NWF) 77% (ORF)  
1st MATH – 88% met standard  
2nd READING – 71% (NWF) 66% (ORF)  
2ND MATH – 87% met standard  
3RD READING – 70% (ORF) 42% Strength (GRADE)  
3RD MATH: 86.4% met standard  
4TH READING - 91% (ORF) 56% Strength (GRADE)  
4TH MATH – 87.1% met standard  
5TH READING – 72% (ORF) 49% Strength (GRADE)  
5TH MATH – 84.3% met standard

The score listed is the % of students that met standard in one or more of the measurement categories. PSF stands for Phoneme Segmentation Fluency (the way in which a young child hears identifies sounds), NWF stands for Nonsense Word Fluency (the way in which a young child uses knowledge of phonics to decode words), ORF stands for Oral Reading Fluency (the number of words per minute a child can decode) and GRADE is a measure of comprehension of a short reading passage. The math score is the % of students that met the standards in a district grade level assessment.

A second important measure is the performance of all students in grades 3-5 in PARCC. The results of the 2014 Spring PARCC are consistent with our performance on previous state assessments. The scores for the 2014 English Language Arts, Math and Science exams show that Ayers students surpassed their peers in the Beverly Schools and across Massachusetts on the exams, with higher percentages in most areas. Our third grade students scored a 93.6 CPI with 72% of students placing in levels 4 and 5. The CPI in grades 4 and 5 were 86.0 and 87.5 respectively. Of those students, 61% were levels 4 and 5 in grade 4 and 51% in grade 5. In ELA, the results were equally consistent. In both grades 3 and 5, 63% of students scored in level 4 and 5, while 53% scored in level 4 and 5 in grade 5 with CPI 86. In grade 4, Ayers outscored their peers in both the district and

the state with a CPI of 82.6. Finally, 52% of students in grade 5 met the state standards in the area of Science.

We have accomplished many of the objectives outlined in our plan in the area of Social Development. Among the steps we have taken to continue to provide a positive school community are the utilization of the Responsive Classroom model in all our classrooms, implementation of Second Steps and Steps to Respect in all classrooms (Pre-K – 5). Our Student Led School Wide meetings continue to be an important part of our school culture. Every Monday morning, the whole school is meeting in the gym to start the week together, following a “Responsive Classroom” style format. “Responsive Classroom” strategies are used in many schools and are based on values we share: Caring, Assertion, Responsibility, Empathy, and Self-Control. In addition, all of our classrooms begin their day with a morning meeting. We believe morning meeting is a fun and engaging way to start the week and that both students and staff will be energized about our time together as learners.

We continue to offer our comprehensive after school programs each year. DAY Scholars was offered in grades 3, 4, and 5 in both Reading and Math with enrollment reaching as high as 36 students. We also offer our Technology lab three mornings a week, with 25 students arriving early to school to receive support and practice on Lexia, Read Naturally, and TenMarks programs designed to reinforce academic skills. The creation of several leadership/community service clubs and organizations (Student Council, Teachers Helpers, Recycling Club, Stage Crew) as well as several parent run after school clubs including Yearbook, Gardening and Running provide opportunities for students to nurture friendships and to share additional experiences. With the support of our parents and the PTO, we are proud to report that our community Garden and our Garden Club continue to flourish.

Finally, the continued successes of our Grade One and Two Family Math Nights and our Family Math and Science Night support our efforts for increased community involvement in the success of our students. In the area of science, our STEAM committee sponsored our sixth annual science fair! Participation has continued to grow with 73 students participating in grades 3, 4 and 5.

We are proud of the success we have seen in our students in the past two years. We will continue to work to the fulfillment of our new goals throughout the year. The implementation of differentiated instruction in all classes and the development of a building wide intervention plan support our commitment to meeting the needs of all our students. The dedication of staff to the fidelity of programs will continue to improve proficiency to meet both state and national standards in literacy and math.

### **Needs Assessment and Goals 2015-2017**

The Ayers School Council in conjunction with the parents and teaching staff have developed the following goals and objectives based upon our analysis of need 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:

**Needs Assessment:**

Staff and administration analyzed the needs of the school utilizing the CSE Self-Assessment to identify areas of strength and need in the ten Conditions of School Effectiveness. Among the areas examined were; Effective district systems for school support and intervention, Effective school leadership, Aligned curriculum, Effective instruction, Student assessment, Professional development, Tiered instruction, Students' social/emotional health needs, and Family school engagement. Areas of strength continue to be identified in Aligned curriculum, Effective instruction, and Tiered instruction and adequate learning time. Staff at Ayers develop and implement lessons aligned with the Massachusetts Frameworks and utilize engaging instructional strategies with all students. Our three-tiered model of instruction in all grade levels is designed to support all students including but not limited to students with disabilities and English Language Learners. Areas we continue to address include strengthening written language, increased opportunities for problem solving and problem based learning. Review of student data in grades 2 and 3 has guided the need for a review of the phonics curriculum particularly in the area of fluently encoding and decoding text. Students perform well in informational text and the focus moving forward will be to incorporate multiple texts and a variety of genres to increase comprehension and constructed prose response.

**Goal Area:**

English Language Arts and Math Fluency

**Objective #1** – Students will improve their reading fluency

**Objective # 2** - Students will improve their math fact fluency

**Instructional Change Strategy:** Use of pre and post unit math assessments and data from DIBELS in determining instructional groupings and interventions.

**Major Steps:**

- Review data and needs assessment
- Develop PLC teams to look at data and develop an action plan to develop, create, implement, and review workstations and interventions to improve fluency
- Presentation to staff on their work and further implications for their work to improve fluency
- Continue with ELA and Math Data meetings every six weeks with three formal meetings following each benchmark
- Implementation of Number Talks to support mental math strategies, higher order thinking, and conceptual understanding

**Goal Area:**

Science

**Objective # 1** – Students will learn about through various integrated units, which will increase their awareness of, and access to, scientific careers.

**Objective # 2** – Students will engage community related science initiatives.

**Improvement Strategies:** The use of progress monitoring probes to measure student growth and creation of units on targeted topics.

**Major Steps:**

- Examine data from the previous three years of MCAS with 5th grade teachers
- Work with teachers on understanding, knowing and implementing Next Generation Standards
- Examine crosswalk document between new and old standards
- Develop progress monitoring tool
- Engage and support students Grades 3-5 to participate in Ayers Science Fair
- Math and Science Family nights K-2
- Continue work with Kestrel to incorporate outdoor classroom lessons utilizing Green Hill

**Action Plan - Fluency in ELA/Math (s)**

Goal Source	Goal Statement
District Goal	All students will: <ul style="list-style-type: none"><li>• Respond in a variety of communication modes to both content and form.</li><li>• Engage in analytical discourse across content areas as applied to each others ideas and collaborate to create understanding.</li><li>• Produce solutions to a real world challenges through investigation, experimentation, and innovation.</li><li>• Take risks, make mistakes, persevere, and adapt in a safe learning environment</li></ul>
School Performance Goal	Through the 2015 - 2016 school year, we will improve fluency by 10% in the areas of Math and Literacy through the development of effective and engaging workstations for independent practice as measured by DIBELS and Math measures.

Activities:	Person(s) Responsible	Resources	Timeline	Indicators of Success
1. Review data and needs assessment	Principal, Reading	DIBELS, Math Benchmarks,	September 2015 –	Data meetings, September,

	Coach, Staff	Teacher Resources	June 2017	December, May
2. Develop PLC teams to look at data and develop an action plan to develop, create, implement, and review workstations and interventions to improve fluency	Principal, Teachers Gr. K-5, Coaches, Reading Specialist	Teacher Resources Reading Street Core Literacy Program Dana Center Scope and Sequence Math pre and post tests	October 2015 - June 2016	Walkthroughs with evidence of implemented fluency workstations, January, March, and June.
3. Presentation to staff on their work and further implications for their work to improve fluency.	Principal, Teachers K-5, Math and Reading Coaches	Lesson Plans, PLC notes, Pre and post test, DIBELS	September 2015 – June 2017	DIBELS, Math fluency data, Interim Assessments, Walkthroughs
4. Continue with ELA and Math Data meetings every six weeks with three formal meetings following each benchmark	Principal, Teachers K-5, Coaches	Student Work, Assessment Data, Pre-Post Tests	September 2015-June 2017	Building Schedule, Attendance at Data Meetings, Progress Monitoring Data, Benchmark Data
5. Implementation of Number Talks to support mental math strategies, higher order thinking, and conceptual understanding	Principal, Teachers K-5, Math Coach	Number Talks Book, Math Coach Modeling, Math Professional Development	September 2015 - June 2017	Coach Schedule, Walkthroughs, Grade Level Meeting agendas

**Benchmark:**

Increase of 2 words per week for targeted students as measured by DIBELS  
Focus benchmarking to 80% proficiency in the area of ELA and Math.

**Action Plan – Science Goal (s)**

School Council Goal	During the 2015-2016 school year we will increase the number of students in the aggregate who score at a proficient level by 10% on the Science MCAS to meet the school target.
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**Objectives:**

Students will learn about through various integrated units, which will increase their awareness of, and access to, scientific careers.

Students will engage community related science initiatives

**Instructional Change Strategies:**

The use of progress monitoring probes, professional development for staff and the development of science review units.

Activities:	Person(s) Responsible	Resources	Timeline	Indicators of Success
1.Examine data from the previous three years MCAS with 5th grade teachers	Teachers Principal Grade 5 Teachers STEAM specialist	MCAS released items	November 2015- June 2017	Science units for new content in grade 5.
2. Work with teachers on understanding, knowing and implementing Next Generation Standards	Principal Teachers K-5 STEAM Specialists	Next Generation Science Standards	December 2015- June 2017	GLT notes and Staff meeting notes
3.Examine crosswalk document between new and old standards	Principal Teachers K-5 STEAM Specialists	Massachusetts Science Standards and Next Generation Science Standards Crosswalk	January 2016-June 2017	Staff meeting notes and GLT notes
4. Develop progress monitoring tool	Principal Grade 5 Teachers STEAM Specialist	MCAS released questions related to Life, Physical and Earth Science	January 2016- June 2017	Walkthroughs Science Data Meeting
5. Engage and support students Grades 3-5 to participate in Ayers Science Fair	Principal PTO Science Committee	Science Fair Projects	March 2016 March 2017	Number of students who participate
6. Math and Science Family	Principal PTO	Science Science	March 2016-April	Attendance at Family Math and

nights K-2	Science Committee	Committee: Josh Abell and Laura Knight Presenter	2017	Science Night
7. Continue work with Kestrel to incorporate outdoor classroom lessons utilizing Green Hill	Principal, Teachers	Kestrel	September 2015- June 2017	Walkthroughs, schedule visits, feedback from students

**Benchmarks:**

An increase of 20% on the Grade MCAS and results from Grade 5 progress monitoring probes