

Beeman Elementary School Improvement Plan

2017-2018



Kids Shine Brightly at Beeman!

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The Gloucester Public Schools Mission Statement

Our mission is for all our students to be successful, engaged, life-long learners.

The Beeman Elementary School Mission and Vision Statement

Beeman Elementary School recognizes the importance of our district's mission for all our students to be successful, engaged, life-long learners. We respect our students' diverse learning styles and provide students with the highest quality education in a safe and respectful environment.

- Set high expectations for personal and academic growth for all students
- Respect and appreciate diversity
- Develop curiosity, competence and confidence in all learners

Beeman School Growth Mindset Peace Pledge

I am a peacemaker. I am respectful to others, responsible for myself and ready to learn.
I believe in my ability to do my best. I embrace challenges and mistakes because they help me learn.
I will work as a TEAM because I know that
Together Everyone Achieves More.

School Improvement Plan Summary

Goal 1: MCAS Increases in ELA & Math: The 2018 MCAS Composite Performance Indices (CPI) score for English Language Arts & Math for All Students will increase by 2%.

- Achieving this goal will have a direct impact on the District Improvement Plan Goal and sustaining improvement at Beeman
- Elementary MCAS data

Goal 2: Using Empowering Writers, Written Expression, Reading Street Realize and continued emphasis on using data to drive instruction through collaborative scoring and data analysis: there will be a 2% increase for all students in written responses on MCAS

- Achieving this goal will have a direct impact on the District Improvement Plan Goal and sustaining improvement at Beeman Elementary
- Elementary MCAS data

Goal 3: Implement one unit of the new science curriculum for each grade level and identify the appropriate, and proportional time allocations for the various academic subject areas: ELA, Math, Science, and Social Studies, etc.

- Achieving this goal will have a direct impact on the District Improvement Plan Goal and improving the understanding of new science standards at Beeman Elementary
- Elementary MCAS data

Goal 4: To provide a safe and supportive learning environment for our ELL students and their families. To strengthen the home/school connection for our families whose first language is not English and help them better understand the academic and social requirements for their children.

- Achieving this goal will have a direct impact on student academic success and school participation for our ELL students.

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Goal 1: MCAS Increases in ELA & Math: The 2018 MCAS Composite Performance Indices (CPI) score for English Language Arts & Math for All Students will increase by 2%.

Goal	Strategies and Action Steps	Responsibility	TIMELINE
ELA & Math Data Meetings: 3 times per year	Administer and analyze DIBELS, EasyCBM, MBSP and ongoing curriculum common assessment measures	Principal, Reading Coach, Math Coach, Teachers	Fall, Winter, Spring 2017-18
MCAS Practice Tests and Released Test Items	Teachers will use MCAS Practice Tests and Released MCAS Test Items as a tool for implementing rigorous practice using test data to determine areas of focus Greater emphasis on test taking skills	Principal, Teachers	Embedded throughout the year January 2018
Keyboarding Instruction Grades 2-5	Utilizing "All the Right Type" students in Grades 2-5 will practice typing skills at least twice per week with the goal of meeting state set Keyboarding WPM expectations Gr. 2 Familiarity with Home Row and Correct Hand Position Gr. 3 15 WPM 85-90% accuracy Gr. 4 20 WPM 85-90% accuracy Gr. 5 25 WPM 90% accuracy	Principal, Teachers	Ongoing 2017-18
Provide specific instruction on general navigational skills	Through the use of online reading and math programs, students will develop and refine general navigational skills (using navigation buttons, pointing and selecting, browsing tabs and windows, scrolling, video/audio player, magnifying/zooming, dragging and dropping).	Teachers	Ongoing 2017-2018
Google Classroom (Google E-mail and Docs)	Utilize Google E-mail and Google Docs in Grades 3-5 to practice process writing (draft, revision & final) including sharing writing with teacher and or peers and using the comment feature to give and receive feedback	Principal, Reading Coach, Teachers	Training Sept-Oct. 2017 Ongoing 2017-2018
Online Realize Assessments	Utilize the Realize platform to take Reading Street Unit Tests in Grades 2-5. <ul style="list-style-type: none"> Discuss and implement expectations for online multiple choice verses written response 	Principal, Reading Coach, Gr. 2-5 Teachers	Ongoing 2017-2018
Dedicated common planning and staff meeting time to analyze data	Student performance data will be used to track student achievement in literacy and math and plan specific strategies for modification of instruction at the classroom, intervention group and at individual student levels	Principal, Grade Level Teams, SPED and Interventionists	Ongoing 2017-18

Evidence of Effectiveness

An increase of CPI by 2% for all students on the MCAS exam.

The administration and application of benchmark testing and progress monitoring data (including data from intervention groups), including MCAS. Report on the analysis, conclusions, and subsequent forward planning from the use of ongoing student data results.

Professional Development

Time at grade levels to create customized tests in Realize (2 hrs. per grade)

Half Day for MCAS Analysis and Action Planning

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Goal 2: Using Empowering Writers, Written Expression, Reading Street Realize and continued emphasis on using data to drive instruction through collaborative scoring and data analysis: there will be a 2% increase for all students in written responses on MCAS

Goal	Strategies and Action Steps	Responsibility	TIMELINE
Continued Implementation of Empowering Writers (Gr. 2-5), PR Written Expression /Framing your Thoughts (K-2) Following Pacing Guides	Grade levels will use common planning time to discuss and plan curriculum/program based lessons Staff will meet in grade level teams during CPT & Professional development time to: <ul style="list-style-type: none"> • Review units (Gr. 2-5) and core lessons (K-1), plan lessons and assess student understanding and mastery • Monitor pacing (i.e. Gr. 1 bare bone sentence mastery by Thanksgiving) and strive to align with district pacing expectations • Develop/pilot rubrics and checklists • Determine individual student needs 	Principal, Literacy Coach, Teachers	Ongoing 2017-2018
Continue to improve response to prompt writing (Empowering Writers, Reading Street & MCAS Release Items)	Administer and analyze common assessments through collaborative scoring for on-demand writing based upon a prompt or a set of prompts (Grades 2-5) <ul style="list-style-type: none"> • Discuss and pilot which genres and which writing skills will be assessed at each point in the year (i.e. entertaining beginning and elaborative details only for Narrative in October) • Collect and share exemplars identified with grade level teams across buildings • Utilize building-based time to share student work (K-5), rubrics and exemplars vertically across grade levels. • Continued use and expansion of graphic organizers to transfer what students learned in text (comprehension) to written form (response to a prompt). • Research, discuss and then provide specific and meaningful feedback to students on their writing 	Principal, Literacy Coach, Teachers	3 per grade (Gr. 2-5) by June 2018
	Collaborative scoring of writing in Grade 1 using Write to Sources and/or district common scoring rubric	Principal, Literacy Coach, Teachers	3 per grade (Gr. K-1) by June 2018

Evidence of Effectiveness

CPI for written responses on MCAS will increase by 2%

Teachers will use the results of the on-demand writing prompts in their planning and daily instruction and in data meetings

Meeting Notes

Student Work including development of exemplars

Revised pacing guides

Professional Development

Time for common scoring 3 times per grade (Recommended 1.5 hours Grades 2-5 & 1 hour K-1)

Time for vertical alignment 2 times per year (Minimum 1 hour)

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Goal 3: Implement one unit of the new science curriculum for each grade level and identify the appropriate, and proportional time allocations for the various academic subject areas: ELA, Math, Science, and Social Studies, etc.

Goal	Strategies and Action Steps	Responsibility	TIMELINE
Knowledge of 2016 Science Standards	Teachers will continue to unpack the new science standards and document needed resources	Assistant Superintendent, Principal, Science leaders, Classroom Teachers	Ongoing
The school will determine appropriate and proportional K-5 time allocations for ELA, math, Science, and Social Studies that are consistent throughout the district	Teachers will document the amount to time needed to implement units including planning, setup, and reflection	Principal, Science Leaders, Classroom Teachers	Ongoing
Implement the new science program with an emphasis on inquiry, investigation, experimentation along with alignment with the new science standards and science practices.	Grade levels will use common planning time to discuss and plan curriculum/program lessons from the StemScopes unit.	Principal, Science Leader, and Classroom Leaders	Ongoing
Implement one unit per grade level of the StemScopes	Provide common planning time to discuss units and vertical alignment Discuss any other curricular areas that can support the science standards	Principal, Science Leader, Classroom Teachers	Ongoing

Evidence of Effectiveness

Each grade level will teach one unit from the new program
 Student assessments at the end of each implemented unit of science program.
 Use of NGSS practices regularly in classrooms--classroom observation

Professional Development

Time to discuss successes and challenges of the science implementation

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Goal 4: To provide a safe and supportive learning environment for our ELL students and their families. To strengthen the home/school connection for our families whose first language is not English and help them better understand the academic and social requirements for their children as measured by an 80% participation rate in Meet the Teacher Night and all other family outreach activities.

Goal	Strategies and Action Steps	Responsibility	TIMELINE
Provide information on grade level curriculum requirements	Staff provides specific outreach to ELL families regarding information designed to help parents/guardians understand requirements around homework and classwork to help families become more engaged in their child's school experience <ul style="list-style-type: none"> • at Meet the Teacher Night • at special events throughout the year during both day and evening 	ELL Teachers Title 1 Teachers Classroom Teachers Principal and translators	Ongoing During 2017 – 2018 school year
Bi-monthly activities for families or parents only (during day or evening) designed to inform parents of upcoming school calendar events and other school related information	Event calendar planned with teachers for ELL family outreach: <ul style="list-style-type: none"> • flyer designed and translated • translated all-calls to ELL families are sent out prior to event • translators are arranged for the event • agenda and student activities planned 	ELL Teachers Title 1 Teachers Classroom Teachers Principal and translators	Ongoing During 2017 – 2018 school year
Coordinate with other community organizations to maximize support for ELL families	Contact and involve community organizations who provide support to ELL families: <ul style="list-style-type: none"> • Wellspring • Action Inc. • Addison Gilbert Hospital • Mayor's Office, Police and Fire 	ELL Teachers Principal	Ongoing During 2017 – 2018 school year

Evidence of Effectiveness

Increase to 80% involvement from ELL families for school-wide and special events

Professional Development

Teacher work groups on implementing SEI strategies in daily classroom lessons