



BEVERLY PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

2013-2015

Cove Elementary School

Signature Page

Principal Lisa Oliver 12/2013
Date

Parents Tami Stein
Jacque Spector
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Staff Kara Maclean
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Community Representatives _____

Cove School Mission Statement

Creating a Culture for All Students

Vision Statement

The Cove School envisions a school of excellence that:

- Supports and challenges students and staff to reach their full potential through a growth mindset
- Commits to continuous improvement for both academic and social growth
- Utilizes data to provide exceptional instruction and strives to increase student achievement
- Motivates students to be independent thinkers, collaborative team members, and life long learners
- Promotes a culture of reflection, conversation, and collaboration between home, school, and community
- Fosters respectful and caring relationships within a safe environment

Cove School Code

Be Respectful
Be Responsible
Be Ready to Learn

Executive Summary 2011-2013

We are pleased to report that in the 2011-2013 school years, Cove School has had great success with the implementation of new school and district initiatives in the area of literacy, mathematics, and social emotional well being. We have created a new mission and vision statement and strive to incorporate a growth mindset for both students and teachers alike. Our work of creating college and career ready citizens is built on this foundation. There is a strong focus on teacher collaboration that is supported through the building schedule, which allows for common planning time for all grade levels, as well as additional scheduled grade level team time. The Cove School continues to employ a comprehensive approach to student achievement based on both external and internal assessment data, which drives our daily instruction in both literacy and math.

During the time frame of the 2011-2013 School Improvement Plan, we have continued to implement a three-tiered model of instruction and intervention. This model, thus far, has proven successful in addressing student needs within the literacy block through differentiation of instruction for all students. Each grade level has a 90/120-minute uninterrupted literacy block that is dedicated to improving all aspects of reading including; phonemic awareness, phonics, comprehension, vocabulary and fluency with an emphasis on small group instruction. Writing is also embedded in the literacy block through the Reading Street Program, which incorporates Six Traits of Writing. In addition, writing blocks are scheduled outside of the 90/120 literacy blocks.

In September of 2012, our school officially began a partnership with Bay State Reading Institute. This partnership is particularly beneficial to us for a number of reasons. Specifically, BSRI supports the implementation and sustainability of our core program, Reading Street. In addition, the partnership provides us with on-going professional development to support teacher growth and increases capacity and expertise in the area of literacy. Staff has participated in trainings such as Keys to Literacy for Open Response Writing, Vocabulary, and Comprehension, Project Read, Differentiated Instruction, Wilson Foundations, and Reciprocal Teaching. The school reading specialist participated in Level 1 training for the Wilson Reading Program and is now a certified instructor. Both the principal and the reading coach have a BSRI coach appointed to them for continued support of best practice and sustainability of our literacy initiatives. With these supports in place, we continue to implement frequent grade level data meetings to closely monitor student achievement. To address students at all levels, our support staff has moved from a pull out model to an inclusion model to provide classroom interventions and enrichment.

In the area of math, we continue to be consistent with 60/90-minute math blocks across grade levels. All classrooms, grades 1-5 are in the process of unpacking the standards and aligning instruction to the new common core standards. Teachers in grades 2-5 are utilizing pre and post-tests to plan for instruction that meets the needs of all students through the use of flexible small group instruction. Furthermore, grade levels are working with the district math coach to analyze trimester assessment data and look at student work to identify overall mastery of standards taught as well as to identify areas for re-teaching.

One measure of academic growth for students is measured through DIBELS. Although this is one form of data, it is a strong indicator of literacy success for students.

K: 100% (PSF,) 87% (NWF)
1: 76% (ORF), 83% (NWF)
2: 75% (ORF), 75% (NWF)
3: 64% (ORF)
4: 74% (ORF)
5: 77% (ORF)

In kindergarten, students are measured through the subtests PSF or Phoneme Segmentation Fluency. This subtest measures the student's ability to hear sounds in a word known as phonemic awareness. This is strictly auditory. NWF is the abbreviation for Nonsense Word Fluency and measures a student's ability to match letter sounds to symbols or letters known as letter sound correspondence. Both of these subtests measure early literacy skills that are the foundational blocks to reading. ORF is the abbreviation for Oral Reading Fluency, which measures how many words students read accurately in a minute. This data is an indicator of reading comprehension, the goal of reading.

Another form of assessment to measure academic achievement in math, literacy and science for grades 3-5 is MCAS. We have maintained our status of a Level 2 school, but strive to be identified as a Level 1 school. In the area of ELA, 41% of students scored in the proficient and advanced category for MCAS in Grade 3. In Grade 4 ELA 42% of students scored proficient or advanced with Grade 5 demonstrating 66%. In the area of math, 44% of students in Grade 3 scored proficient or advanced with Grade 4 scoring at 42% and Grade 5 61%. The Standard Growth Percentile or SGP measures the "value added" for each subject area for our students. The median SGP for our students in ELA is 42 and 55 in the area of Math.

We have accomplished many goals outlined in the areas of social emotional development. At this time, 100% of our staff is trained in Responsive Classroom and we take pride in our success of establishing a positive school climate. Teachers participate in Morning Meeting on a daily basis and utilize Responsive Classroom techniques throughout the day. In addition, we have maintained a strong Student Council who take the lead in our monthly Community Meetings with the entire school community. We have created a new Mission and Vision Statement and updated our Cove School Community Code. In addition, we have created a school wide behavior matrix that is utilized in all areas of the building. We feel strongly that these components all positively contribute to both the academic and social emotional success of our students.

We have expanded our afterschool enrichment programs this year and students participate in Yoga, Crafts, Fitness Club, Running Club, Chess and Cooking class. These programs run throughout the school year. Grades 3-5 also participated in academic enrichment and support in the area of literacy with an enrollment of 40 students through our Title One program. Lastly, our Technology Lab is a great resource for our students with approximately 30 children attending Read Naturally before school sessions 4x per week to enforce literacy skills.

Our PTO remains strong and supports our Family Math and Science Nights. We held our second annual Spooky Story night this year as well as our first annual Science Fair for grades 3-5. In

addition to this, we have a beautiful Cove School Garden that continues to offer students opportunities to explore real word science activities both during and after school hours.

As we move into the next improvement cycle, we look forward to continuing our partnership with BSRI, raising our expectations and thus rigor within our instruction and providing a positive school culture for our students, staff and families

Building Goals for 2013-2015

Goal Area

English Language Arts and Math

Objectives

1. Students will engage in meaningful discussions about text to enhance reading comprehension.
2. Students will provide evidence from the text to answer ELA open response questions effectively.
3. Students will demonstrate fact fluency and problem solving skills.

Instructional Change Strategies

1. Continued partnership with BSRI will provide professional development for teachers.
 2. Implementation of Empowering Writers Program.
 3. Teachers will use anchor papers and rubrics to help students identify high quality writing.
 4. Open Response practice will be included in each math unit.
 5. Teachers will use pre and post testing for each math unit.
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Goal Area

Social Development

Objectives

1. Students will assume greater responsibility for themselves and others.

Instructional Change Strategies

1. Students will engage in monthly student led school wide community meetings.
2. Communication with parents through Principal's Blog will continue.
3. Continue to implement Responsive Classroom strategies building wide.

Action Plan – MCAS Goal (s)

Goal Source	Goal Statement
District Goal	To provide engaging and equitable opportunities to enhance and sustain learning.
School Performance Goal	By June 2015, the achievement gap for our high need subgroup will be reduced: in ELA by attaining a score in the 4th stanine or above or by improving 1 or more stanines on the GRADE in a one year grade span; and in math by attaining a spring score of 70% or by improving by 20% points on the trimester math assessment.

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1. Continued partnership with BSRI will provide professional development for teachers.
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4. Open Response practice will be included in each math unit.
5. Teachers will use pre and post testing for each math unit.

Activities:	Person(s) Responsible	Resources	Timeline	Indicators of Success
1. Continued partnership with BSRI	Teachers Gr. K-5, Reading Coach Principal		September/June 2013-2015	Attendance at Professional Development Opportunities
2. Implementation of Empowering Writers Program	Principal Teachers K-5 Reading Coach	Mentor Texts, Anchor Papers, Professional Development	September/June 2013-2015	Walkthroughs Student writing samples

3. Teachers will administer Pre and Post Assessment on each math standard	Teachers Gr. K-5 Math Coach Principal	Math Content Professional Development	September/June 2013-2015	Interim Assessments, Formative Assessments, Walkthroughs
4. Continue with both ELA and Math data meetings every 6 weeks	Principal, Reading and Math Coach, Staff	Student Work, Assessment Data	September/June 2013-2015	Building Schedule, Attendance at data meetings

Benchmark:

- Focus benchmarking to 80% proficiency in the areas of ELA and Math.

Action Plan – Building Goal (s)

School Council Goal:	We will deepen our sense of community throughout the school in order to provide for engaging and equitable learning experiences.
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3. Continue to implement Responsive Classroom strategies building wide.

Activities:	Person(s) Responsible	Resources	Timeline	Indicators of Success
1. Monthly school gatherings to recognize good citizenship and values. Gatherings will include opportunities for students to share work and ideas. Monthly whole school Community Meeting	Student Council facilitates Teachers Principal	Character Education Responsive Classroom	September/June 2013-2015	Bulletin boards Feedback from teachers about school gatherings
2. Continue to utilize Responsive Classroom routines and expectations building wide	Teachers Principal	Responsive Classroom Materials	September/June 2013-2015	School Wide Vision for Discipline
3. Maintain communication with parents through Principal's Blog/add updates on all events and curriculum	Principal		September/June 2013-2015	Blog posts sent out weekly
4. Continued posting of Cove Behavior Matrix in all classrooms and hallways	Principals Staff	Responsive Classroom Materials	September/June 2013-2015	Walkthroughs

Benchmarks:

- Increase overall parent and student participation at school events. Establish benchmark 2013/2014.
- Staff Survey Results