

FREETOWN-LAKEVILLE REGIONAL SCHOOL DISTRICT



SCHOOL IMPROVEMENT PLAN
2018-2019

Ms. Bethany Pineault, Principal
Assawompset Elementary School

District Goal #1

We will foster a culture of professional responsibility, collaborative decision making, and shared practice where all members are collectively committed to our shared vision.

AES SMART GOAL #1: By June, 2019, by implementing a comprehensive literacy framework across all grade levels, with research-based interventions as needed, students will be successful, strategic readers as shown by 85% of students being on grade level with their instructional reading levels as measured by the BAS.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS								
<ul style="list-style-type: none"> The literacy framework has been implemented across all classrooms as part of last year's goal and as a staff feel the need for intervention with the lowest identified students. Lack of district coaches Need in house modeling and PD across rooms to promote shared practice and identify intervention blocks Limited time for planning with the reading specialist, and colleagues. Only a reading specialist and no math support 	<p>All K - 3 classroom teachers will engage in data meetings to analyze and discuss Benchmark Assessment data, and set goals for students identified below grade level. Portfolios will be made.</p> <p>All K - 3 teachers will discuss and define the intervention block at each grade level. (Grades K and 1, students not meeting grade level on the Foundations and Dibels assessments will receive intervention each day/weekly in the area of phonics, which will progress to reading. Grades 2 and 3, students not on grade level with the BAS will receive intervention each day/weekly with guided reading blocks and Leveled Literacy Intervention (LLI).</p> <p>Implementation of Foundations expanded in grade 1 and is being piloted in grade 2 in one classroom (grade K implemented Foundations last year).</p> <p>A schedule will be made for paraprofessionals to be in classrooms during Guided Reading/LLI time across all grades and lessons will be planned for them to see groups of higher students as the teacher provides intervention for the lowest identified.</p> <p>Analyzing data and implementing shared practices (focused).</p> <ul style="list-style-type: none"> Individual data meetings during CPT and completion of intervention sheets The bottom 25% of students at each grade level will be identified using the Iready, BAS, GRADE and Dibels assessments (data spreadsheets). 	<p>Current BAS Data: (spring 2018)</p> <table border="1" data-bbox="1104 448 1425 727"> <thead> <tr> <th>Gr.</th> <th>% on level or higher</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>48%</td> </tr> <tr> <td>2</td> <td>79%</td> </tr> <tr> <td>3</td> <td>80%</td> </tr> </tbody> </table> <p>By the winter and spring data meetings, we will see students make steady progress toward reaching grade level benchmarks on the BAS per the instructional level expectations for each grade.</p> <p>By the winter and spring data meetings, we will see students making steady progress towards phonic indicators on the DIBELS testing, as outlined by the state norms.</p> <p>*Indicators LNF (letter naming fluency) PSF (phoneme segmentation fl.) FSF (first sound fluency) NWF (nonsense word fluency)</p> <p>Current data:</p>	Gr.	% on level or higher	1	48%	2	79%	3	80%	<ul style="list-style-type: none"> Curriculum leaders Professional development Data meetings Professional book studies Classroom observation feedback Reading specialist Elementary Administrative Meetings 	<p>Professional development</p>
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	<p>Utilizing curriculum leaders as teacher leaders in their respective buildings</p> <p>Become proficient with the BAS and determine students independent reading levels as we expand our classroom libraries and Implement small group guided reading with leveled texts (book room).</p> <p>Continue to become proficient with “guided reading” by utilizing Common Planning Time to become proficient with the Book Room Online Database and engage in discussion around various Guided Reading videos/lessons.</p>	<table border="1"> <thead> <tr> <th><i>Indicator</i></th> <th><i>% on/above Gr. K</i></th> <th><i>% on/above Gr. 1</i></th> </tr> </thead> <tbody> <tr> <td>LNF</td> <td>65%</td> <td>63%</td> </tr> <tr> <td>FSF</td> <td>75%</td> <td>n/a</td> </tr> <tr> <td>PSF</td> <td>n/a</td> <td>70%</td> </tr> <tr> <td>NWF</td> <td>n/a</td> <td>65%</td> </tr> </tbody> </table>	<i>Indicator</i>	<i>% on/above Gr. K</i>	<i>% on/above Gr. 1</i>	LNF	65%	63%	FSF	75%	n/a	PSF	n/a	70%	NWF	n/a	65%		
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District Goal #2

Based on the use of multiple data sources, we will provide challenging, research- based instruction and curriculum that meets the needs of all our students

AES SMART GOAL #2

By working collaboratively, K - 3, to analyze data across schools and to implement effective tier 1 and tier 2 instructional strategies and interventions, all students and students with disabilities subgroup will show a steady increase of 3% - 5% in performance each year (9% to 15% over a three year period) on the math and ELA MCAS tests.

CRITICAL ISSUES			STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS																		
<p>MCAS DATA: SPRING 2018 GRADE 3</p> <table border="1"> <thead> <tr> <th colspan="3">AES ELA MCAS DATA Grade 3</th> </tr> <tr> <th>Yr.</th> <th>% Mtg & Exceeding Expec. All Students</th> <th>% Mtg & Exceeding Expec. Special Education</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>52%</td> <td>13%</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">AES MATH MCAS DATA Grade 3</th> </tr> <tr> <th>Yr.</th> <th>% Mtg & Exceeding Expec. All Students</th> <th>% Mtg & Exceeding Expec. Special Education</th> </tr> </thead> <tbody> <tr> <td>2018</td> <td>53%</td> <td>7%</td> </tr> </tbody> </table>			AES ELA MCAS DATA Grade 3			Yr.	% Mtg & Exceeding Expec. All Students	% Mtg & Exceeding Expec. Special Education	2018	52%	13%	AES MATH MCAS DATA Grade 3			Yr.	% Mtg & Exceeding Expec. All Students	% Mtg & Exceeding Expec. Special Education	2018	53%	7%	<p>English Language Arts: Share 2018 MCAS results with staff as well as review the MCAS results from the past 2 years.</p> <p>Identify areas where we performed lower or on par with the state.</p> <p>Examine current curriculum and teaching practices to identify how all student’s needs will be addressed in Tier 1 instruction</p> <p>PD for all staff:</p> <ul style="list-style-type: none"> ● Benchmark Assessment System (BAS) ● Curriculum Leaders ● Professional Book Studies ● Foundations <p>Scheduling committee (developed last spring), with monthly meetings looking at our inclusion model, and tier I and II instruction for students identified as high needs</p> <p>Creation of an intervention block at each grade level to take place each day for a minimum of 10 to 30 minutes. (double dose) Intervention sheets and work samples will be collected on each identified student and</p>	<p>By the winter and spring data meetings, we will see a steady increase on all DIBELS indicators across grades K & 1 with an overall goal of 80% of students on or above grade level. .</p> <p>By mid-November, areas of performance lower than the state on MCAS testing will have been identified and a plan put in place (developed at school wide fall data meeting)</p> <p>AES Areas in need: Math: 1. Understanding properties of (x) & the relationship between (x) and (*). (-4)</p> <p>ELA 1. Essay Responses (-3) 2. Conventions (-3)</p> <p>By June, 2019, 85% of students will be on or above grade level on the BAS.</p>	<p>Curriculum Leaders</p> <p>Benchmark Assessment</p> <p>Reading Specialist</p> <p>Book Room</p> <p>Google Account for students in Grades 1-3.</p>	<p>Professional development</p> <p>Resources for Science</p>
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	<p>progress reviewed every 8 weeks in individual data meetings. Lexia intervention</p> <p>Mathematics: Share 2018 MCAS results with staff as well as review the MCAS results from the past 2 years.</p> <p>Examine current curriculum and teaching practices to identify successes and how the underperforming areas will be addressed in our 2018 -19 tier I and II instruction</p> <p>Continue supplementing hands on activities to align with the standards and the Iready program.</p> <p>Continue to implement the i-Ready Math Program to ensure the appropriate strategies and differentiation and how they are implemented in the classroom for students at all levels, including intervention. (Workshop model).</p> <p>Iready intervention (grades 2 and 3)</p> <p>Monthly meetings for students identified to review data and goals</p> <p>General Initiative: Monitor student absences on a weekly basis and follow-up on chronic absenteeism with parents/guardians.</p> <p>Adhere to Attendance Policy and insure absences are recorded correctly.</p>			
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District Goal #3

We will foster and promote the building of relationships among families, the community and the school district to facilitate collaboration around the educational mission, vision and goals of the district.

AES SMART GOAL #3 BY June, 2019, We will have continued to foster and promote the building of relationships among families, the community and the school district to facilitate collaboration around the educational mission, vision and goals as measured by parent sureveys.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS
<p>PTO currently sponsors and runs the majority of community events.</p> <p>Parent involvement is plentiful as opposed to parent engagement around curriculum topics</p>	<p>Create a Literacy Committee</p> <p>Host monthly reading events that are educational and engaging.</p> <p>Plan curriculum nights around literacy and STEM.</p> <p>Continue to be creative in working with the community (local police and fire, seniors and veterans)</p> <p>Track the effectiveness of the events by parent surveys at the end of each one. This data will be used as baseline data for 2019 - 2020</p> <p>Hold a district SEL workshop for families to develop a common vision for Social-Emotional Learning and well-being of students.</p>	<p>90% of surveys will provide data to verify the events are both engaging and informative for parents and students.</p>	<p>Curriculum leaders</p> <p>Community</p> <p>PTO and staff</p> <p>K staff members</p>	<p>Resources for curriculum nights</p>

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