

FREETOWN-LAKEVILLE REGIONAL SCHOOL DISTRICT



SCHOOL IMPROVEMENT PLAN
2019 - 2020

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, 2020, 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 and 80% of students in grades K and 1 will be on or above grade level in the four identified Phonics Indicators measured by DIBELS.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS								
<ul style="list-style-type: none"> ● Pearson online access has expired and is not being renewed. ● The need for a new reading program/workshop model. ● Purchase of Iready Reading and instructional licenses across all grades ● Foundations has been purchased for grade K - 2 and grade 3 will implement it next year. 	<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.</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>Continue with the implementation of Foundations expanded to grade 2 during the 2018 - 2019 school year and will be expanded to grade 3 during 2020 - 2021.</p> <p>Creation of Foundations data spreadsheets to track phonics growth and plan intervention.</p> <p>The implementation of Ready Reading for grades 2 and 3 and intervention/instructional licenses will be purchased for all 4 grades (in both ELA and Math).</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>	<p>Current BAS Data: (fall 2019)</p> <table border="1" data-bbox="1060 508 1379 784"> <thead> <tr> <th data-bbox="1060 508 1171 602">Gr.</th> <th data-bbox="1171 508 1379 602">% on level or higher</th> </tr> </thead> <tbody> <tr> <td data-bbox="1060 602 1171 662">1</td> <td data-bbox="1171 602 1379 662">76%</td> </tr> <tr> <td data-bbox="1060 662 1171 722">2</td> <td data-bbox="1171 662 1379 722">70%</td> </tr> <tr> <td data-bbox="1060 722 1171 784">3</td> <td data-bbox="1171 722 1379 784">78%</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>	Gr.	% on level or higher	1	76%	2	70%	3	78%	<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>
Gr.	% on level or higher											
1	76%											
2	70%											
3	78%											

- 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).

Utilizing curriculum leaders as teacher leaders in their respective buildings

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).

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.

Current data:

Indicator Fall Data	% on/ above Gr. K	% on/ above Gr. 1
LNF	57%	58%
FSF	69%	n/a
PSF	n/a	48%
NWF	n/a	59%

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>- Progress in ELA - NO Progress in Math</p> <p>MCAS ELA DATA Grade 3</p> <table border="1"> <thead> <tr> <th colspan="3">AES ELA MCAS DATA 2019 Grade 3</th> </tr> <tr> <th>Yr.</th> <th>% Mtg & Exc. All Students</th> <th>% Mtg & Exceeding Expec. Special Education</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>62% (+10)</td> <td>14% (+1)</td> </tr> </tbody> </table> <table border="1"> <thead> <tr> <th colspan="3">AES ELA MCAS DATA 2018 Grade 3</th> </tr> <tr> <th>Yr.</th> <th>% Mtg & Exc. 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> <p>MCAS MATA DATA Grade 3</p> <table border="1"> <thead> <tr> <th colspan="3">AES MATH MCAS DATA Grade 3</th> </tr> <tr> <th>Yr.</th> <th>% Mtg & Exc. All Students</th> <th>% Mtg & Exceeding Expec. Special Education</th> </tr> </thead> <tbody> <tr> <td>2019</td> <td>46% (-7)</td> <td>0% (-7)</td> </tr> </tbody> </table>			AES ELA MCAS DATA 2019 Grade 3			Yr.	% Mtg & Exc. All Students	% Mtg & Exceeding Expec. Special Education	2019	62% (+10)	14% (+1)	AES ELA MCAS DATA 2018 Grade 3			Yr.	% Mtg & Exc. All Students	% Mtg & Exceeding Expec. Special Education	2018	52%	13%	AES MATH MCAS DATA Grade 3			Yr.	% Mtg & Exc. All Students	% Mtg & Exceeding Expec. Special Education	2019	46% (-7)	0% (-7)	<p>English Language Arts: Share 2019 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>K - 3 Staff creating Writing Goals to address the writing deficits on MCAS.</p> <p>Examine current curriculum and teaching practices in Tier 1</p> <p>Creation of an RTI block (Time?)</p> <p>PD for all staff:</p> <ul style="list-style-type: none"> • Benchmark Assessment System (BAS) • Curriculum Leaders • Professional Book Studies <ul style="list-style-type: none"> ◦ <i>Writing Strategies</i> by Jennifer Serravallo • Continuation of foundations • Iready Reading • DESE Writing PD (including a consultant, 2 state wide workshops during the year and after school PD <p>Lexia intervention</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: Distributive property, multiplication, fractions and area</p> <p>ELA Identifying character’s feelings and Essay writing (below the state on all 4 essays)</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>\$40,000 DESE Literacy Grant</p> <p>DESE Literacy consultant and PD - during and after school</p>	<p>Books for book study PD</p>
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AES MATH MCAS DATA Grade 3		
Yr.	% Mtg & Exc Expec. All Students	% Mtg & Exceeding Expec. Special Education
2018	53%	7%

Time is tight and there is a need for an RTI block in both math and ELA

Mathematics:
Share 2019 MCAS results with staff as well as review the MCAS results from the past 2 years.

Examine current curriculum and teaching practices to identify successes and how the underperforming areas will be addressed in our 2019 -20 tier I and II instructions

Continue supplementing hands on activities to align with the standards and the Iready program.

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).

- o Review of Math Workshop Model by Dr. N. Newton

Iready intervention (grades K to 3)

Monthly meetings for students identified to review data and goals.

General Initiative:
Monitor student absences on a weekly basis and follow-up on chronic absenteeism with parents/guardians.

Adhere to Attendance Policy and insure absences are recorded correctly.

By June, 2020, 85% of students will be on or above grade level on the BAS.

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, 2020, 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 surveys.

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>Continue work on the Literacy Committee and host monthly reading events (open to parents) that are educational and engaging.</p> <p>Plan curriculum nights around literacy and STEM.</p> <p>Use the recent homework survey and provide classroom homework surveys this fall to work with parents to create and implement a homework policy for AES consistent within each grade level.</p> <p>Continue to be creative in working with the community (local police and fire, seniors and veterans). To name a few:</p> <ul style="list-style-type: none"> ● Celebrate Veteran's Day ● Place flags across AES ● Honor local police, fire and highway department at Christmas ● Food/gift drive 	<p>90% of surveys will provide data to verify the events are both engaging and informative for parents and students.</p> <p>90% of parents will agree that the developed homework policy is both rigorous, purposeful and appropriate to students grade level as measured by a parent survey to be given in school year 2020 - 2021.</p>	<p>Curriculum leaders</p> <p>Community</p> <p>PTO and staff</p> <p>K staff members</p>	<p>Resources for curriculum nights</p>

	<ul style="list-style-type: none">• Work with police and fire for classroom incentives <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 2020 - 2021</p>			
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FREETOWN-LAKEVILLE REGIONAL SCHOOL DISTRICT



SCHOOL IMPROVEMENT PLAN
2019 - 2020

Mr. Michael Ward, Principal
Freetown 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.

FES SMART GOAL #1: By June 2020, 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 and 80% of students in grades K and 1 will be on or above grade level in the four identified Phonics Indicators measured by DIBELS.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS																
<ul style="list-style-type: none"> ● Not enough time in the academic school day ● Pearson online access has expired and is not being renewed. ● Purchase of Iready Reading Assessment ● Purchase of Iready Reading and instructional licenses across all grades ● Foundations has been purchased for grade K - 2 and grade 3 will implement it next year. ● Intervention support personnel ● Class size ● Lack of training for current practices in foundational skills in reading. 	<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. Data Dashboards will be created to monitor student progress.</p> <p>All K - 1 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.</p> <p>In grade 2, some students not on grade level with the BAS will receive intervention from reading specialist in Foundations (double dose).</p> <p>In grade 3, some students not on grade level with the BAS will receive intervention from reading specialist in Foundations.</p> <p>Continue with the implementation of Foundations expanded to grade 2 during the 2018 - 2019 school year and will be expanded to grade 3 during 2020 - 2021.</p> <p>Implementation of Foundations in Grades K, 1, and 2. With Foundations teachers will monitor student growth with prescribed assessments within the program.</p> <p>A schedule will be made for grade level paraprofessionals to be in their respective classrooms and lessons will be planned for them to see groups of higher students as the teacher provides intervention for the lowest identified.</p>	<p>BAS Data: (Spring 2019)</p> <table border="1" data-bbox="1052 488 1371 727"> <thead> <tr> <th>Gr.</th> <th>% on level or above</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>81%</td> </tr> <tr> <td>2</td> <td>83%</td> </tr> <tr> <td>3</td> <td>82%</td> </tr> </tbody> </table> <p>BAS Data: (Fall 2019)</p> <table border="1" data-bbox="1052 792 1371 1031"> <thead> <tr> <th>Gr.</th> <th>% on level or above</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>69%</td> </tr> <tr> <td>2</td> <td>61%</td> </tr> <tr> <td>3</td> <td>68%</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>	Gr.	% on level or above	1	81%	2	83%	3	82%	Gr.	% on level or above	1	69%	2	61%	3	68%	<ul style="list-style-type: none"> ● Curriculum leaders ● Professional development ● Data meetings ● Classroom observation feedback ● Reading specialist ● Elementary Administrative Meetings ● Online instruction ● Interventionist (K & 1) ● Instructional paras (K & 1) 	<p>Professional development</p> <p>Ready instructional licenses</p> <p>Cost of interventionist</p>
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FES 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.

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Analyzing data and implementing shared practices (focused).

- Grade level data meetings during CPT.
- The bottom 20% of students at each grade level will be identified using the Iready, BAS, and Dibels assessments (Data Dashboards).

Utilizing curriculum leaders as teacher leaders in their respective buildings.

Become proficient with the BAS assessment and determine students independent reading levels as we expand our classroom libraries and implement small group guided reading with leveled texts (book room).

***Indicators**
 LNF (letter naming fluency)
 PSF (phoneme segmentation fl.)
 FSF (first sound fluency)
 NWF (nonsense word fluency)

Current fall 2019 data:

<i>Indicator</i>	<i>% on/above Gr. K</i>	<i>% on/above Gr. 1</i>
LNF	56%	66%
FSF	75%	N/A
PSF	N/A	68%
NWF - WWR	N/A	61%

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.

FES SMART GOAL #3 By June 2020, 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 surveys.

CRITICAL ISSUES	STRATEGIES/INITIATIVES	BENCHMARKS/MEASURES OF PROGRESS	RESOURCES	COSTS
Parent involvement is plentiful as opposed to parent engagement around curriculum topics.	Plan curriculum nights around literacy, mathematics, and science. Continue to be creative in working with the community (local police and fire, seniors and child care providers) Track the effectiveness of the events by parent surveys at the end of each one. This data will be used as baseline data for 2020 - 2021. Parent workshops facilitated by the Reading Specialist to support their children in Foundations.	90% of surveys will provide data to verify the events are both engaging and informative for parents and students.	Curriculum leaders Community PTO and staff Reading Specialist	Resources for curriculum nights

	Students	Special Education				
2018	63%	0%	<p>Examine current curriculum and teaching practices to identify successes and how the underperforming areas will be addressed in our 2019 -20 tier I and II instructions</p> <p>Continue supplementing hands on activities to align with the standards and the Iready program.</p> <p>iReady online instructional licenses (Gr 1, 2, & 3).</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>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>	By June, 2020, 85% of students will be on or above grade level on the BAS.		