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BEVERLY PUBLIC SCHOOLS

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## **SCHOOL IMPROVEMENT PLAN**

**2009-2011**

**Ayers Ryal Side Elementary School**

**Signature Page**

Principal Suzanne M. Charochek

4/28/09  
Date

Co-Chair Stephanie Gonzalez

Parents Sandra Meerburg

Jeffrey M. Talley

Jeanne D. Leaveth

Staff Val Wilson

Deanne Miffett

Jodi Bernardis

Susann Tare

Community Representatives \_\_\_\_\_

## Executive Summary 2007-2009

In May of 2008, the school council met with the school committee to present the Progress Report for the Ayers School Improvement Plan for Cycle V (2007-2009). 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 VI, 2009-2011.

As a school community, we continue to employ a comprehensive approach to improving literacy. The goal for increasing English Language Arts proficiency continues to be addressed throughout all aspects of the school day. Key to our success has been a continuing partnership with the Bay State Reading Institute in a building wide initiative to improve language arts instruction. We continue to participate in on-going professional development with the BSRI. This past year, staff attended workshops on a variety of topics including Differentiated Instruction (K-2) (3-5), Key Three Routine – Comprehension Strategy Instruction, Elements of Vocabulary, and QAR – Comprehension Approach. 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 coach, facilitates these meetings to provide input to teachers regarding implications for instruction. The implementation of a school-wide, uninterrupted 90/120-minute Language Arts block allows for individualizing 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 Rigby Balanced Literacy Program, supplemented by the Wilson Foundations Program and Phonemic Awareness in Young Children has strengthened the pathway to literacy in grades PreK through Five.

We are happy to report significant progress on all our goals we have been working on in our previous plan. In English Language Arts, we have seen a significant gain in students meeting the benchmark on our building assessments. The chart below depicts the progress in grade four during the time that we have been in partnership with BSRI. This progress is noted in all grade levels. We will continue to implement our three-tier reading approach, including differentiated instruction in all classrooms. We have added the use of anchor papers, the implementation of QAR strategies and the use of Elements of Vocabulary interventions across many grade levels this past year. 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.