



BEVERLY PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

2009-2011

Briscoe Middle School

Signature Page

Principal

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5/6/09
Date

Co-Chair

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Parents

Lina A Palmer

Anna Jenko

Todd Zampert

Jane Christ

Stephen M. Galante

Joy S. Giacchino

Staff

Community Representatives

Executive Summary 2007-2009

Provide details on the accomplishments of two-year goals.

The 2008 Adequate Yearly Progress Report demonstrated that Briscoe Middle School continues to exceed MCAS participation requirement of 95% of students assessed with percentages between 98-100% in the aggregate and subgroups.

In the area of English Language Arts, the report demonstrated that Briscoe met or exceeded the state CPI target score of 85.4 for ELA with a score of 89.6. In the area of Mathematics, the report demonstrated that Briscoe did not meet the state CPI target score of 76.5 for Math with a score of 72.1; however, we did meet our gain target, as determined from our 2007 CPI baseline score of 69.1. Our on-target range was 71.0-76.0, which our score of 72.1 falls between.

At this time, Briscoe's NCLB Accountability Status in ELA is **Improvement Year 2 – Subgroups** with a **high** performance rating and **no change** for our school's improvement rating. Briscoe's NCLB Accountability Status in Mathematics is **Restructuring Year 2 – Subgroups** with a **moderate** performance rating and **On Target** for our school's improvement rating. Our Special Education, Low Income, and Hispanic subgroups all showed an increase in their Mathematics CPI baseline scores from 2007 to 2008.

In compliance with the Department of Education's guidelines for schools in Corrective Action, Briscoe Middle School amended its School Improvement Plan in the fall of 2006 and again in the fall of 2007 to address the needs of the three subgroups in Mathematics (Special Education, Low Income, and Hispanic). Included in the plan were a variety of strategies to improve student achievement: (1) hiring a teacher to do targeted math instruction to students in small groups during the school day, focusing on the subgroup students for the 2006-2007 school year; (2) restructuring classes on the sixth grade teams to provide more time in math instruction for all students for the 2006-2007 school year; (3) providing before and/or after school tutoring for students in one or more of our subgroup populations, along with all other interested students from 2006-2009; (4) all students were provided with direct instruction in math vocabulary from 2007-2009; (5) and students who scored less than 70% on quarterly interim math assessments were provided with remediation in their math classes. These strategies provided a significant increase in time for math instruction for students, especially those identified in the subgroup populations.

Due to the change in the schedule that occurred with the 2007 – 2008 academic year, a new Reading Department was created with additional staff. All Reading staff are certified and licensed in Reading. They received training in utilizing the MAP Reading assessments. These assessments allowed them to identify students who needed targeted Reading instruction in Grade 7 and Grade 8, as well as allowing them the opportunity to flexibly group the students in Grades 6, 7, and 8 in order to meet the needs of all students.

Briscoe has also created a Literacy Committee to investigate and promote reading strategies across all content areas. Our staff was trained in 2007-2008 in the Key Three Reading strategies. The first step of the Key Three routine was implemented throughout the course of the 2008-2009 academic year; our goal is to implement the second step throughout the course of the 2009-2010 academic year. In addition, our ELA teachers have modified their curriculum maps after