



BEVERLY PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

2009-2011

Centerville Elementary School

Signature Page

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5/13/09
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Executive Summary 2007-2009

We are pleased to report that steady progress continues to be made at Centerville Elementary School. Two areas are discussed below: MCAS Improvement and the Building of a New School Community.

MCAS Results

District Wide Goal: to increase the number of Special Education and Low Income Students who score at a proficient level on the ELA and Math MCAS test by 10% each year from 2007-2009.

School Performance Goal: to increase the percentage of students who score in the Advanced/Proficient range in ELA from 73%-78%

We are pleased to report that Centerville Elementary, on aggregate, has achieved its yearly performance goals (AYP). While we have met these performance goals, we have not as a school community been able to achieve the specific improvement target we set for ourselves in the 2007-2009 plan. Our goal was to increase the percentage of students in the Advanced/Proficient range in ELA by 5% (73% to 78%). To achieve this goal, a number of initiatives were implemented. These include:

- Development of a building model for ELA schedules
- Monthly grade level meetings to review data and plan instruction
- Implementation of classroom plans using the 3-tier model as guide
- Implement Rigby Reading Program in Grades 4-5
- Integration of vocabulary through shared reading and instruction in word study
- Creation of fluency centers in grades 1-5

Despite these efforts, we did not meet the percentage increase goal in ELA. To date, we have seen a decline in the percentage of students in the advanced/proficient category. While it is difficult to ascertain the cause of the decline, we are confident that the actions that we instituted are the right actions, and that the scores may be a lagging indicator of the actual progress made.

School Performance Goal: to increase the percentage of students who scored in the Advanced/Proficient range in Math from 44% to 60%

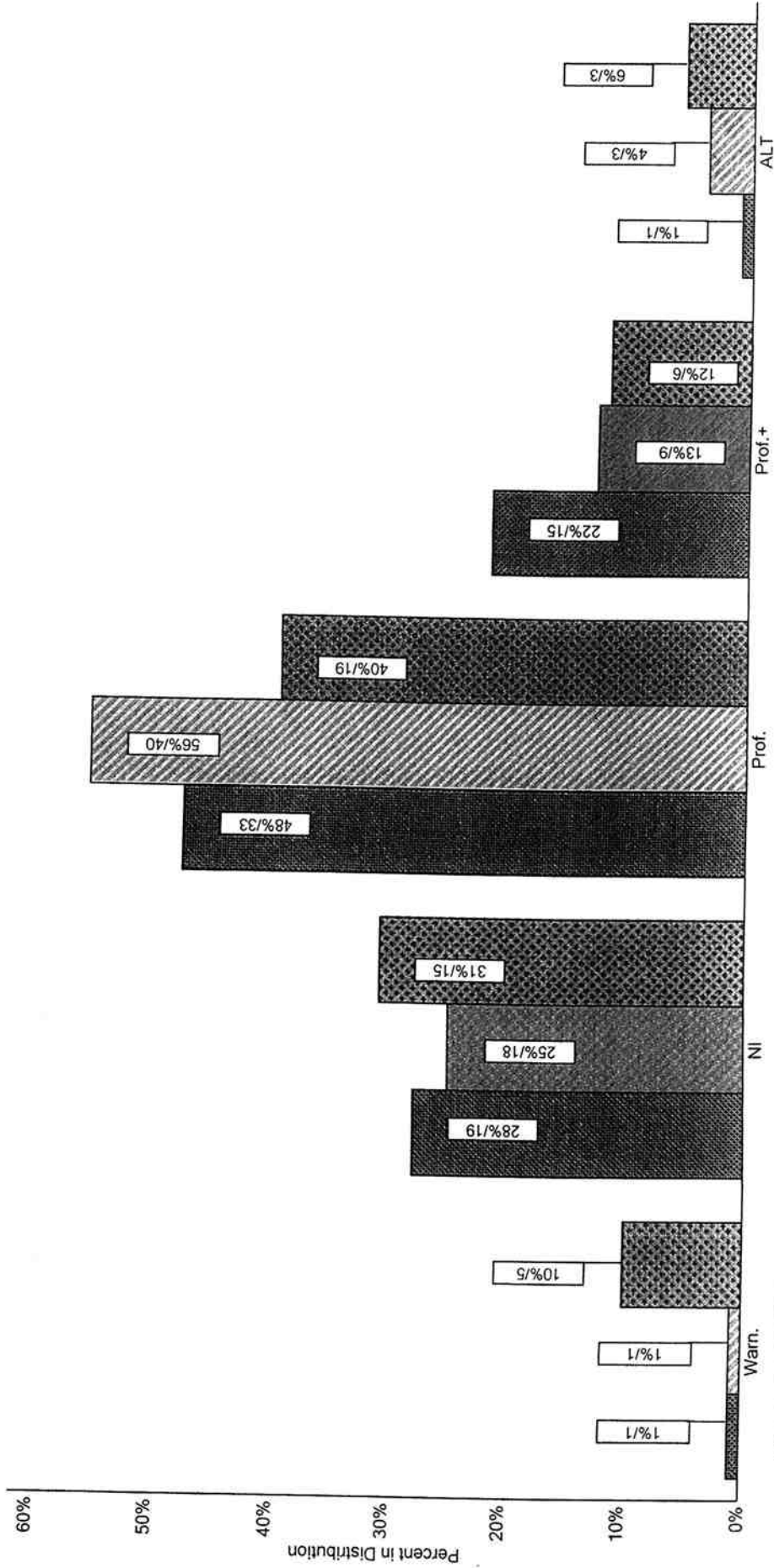
A similar trend is seen in mathematics. While the stated goal was to reach a threshold by which 60% of our students are in the Advanced/Proficient range in math, we did not meet this goal for grade levels 3 and 5 in 2007 or 2008. It must be noted, however, that there was significant improvement for our fourth grade, jumping 23% from 2007 to 2008. Actions taken to achieve this goal include the following:

- Continued implementation of Everyday Math in K-5 with emphasis on assessment and focused instruction
- Grade-level meetings to focus on Everyday Math curriculum-discuss progress, challenges
- Implementation of district interim assessments
- Increased focus on open response math questions

We believe that further emphasis on the Everyday Math program accounted for this increase. More focus has been placed on math, beginning in kindergarten. Familiarity with Everyday Math should continue to make a positive impact on the MCAS scores and help us obtain the higher percentage of students in the advanced/proficient range in all relevant grade levels.

School Multi-Test Frequency Distribution Report by Performance Level

District: Beverly
 School: Centerville Elementary
 Population: All Students
 Subtest: READING
 Display Score: Performance Level



Test	Grade	Test Date	Number of Students
MCAS Grade 3 2006	3	5/1/2006	69
MCAS Grade 3 2007	3	5/1/2007	71
MCAS Grade 3 2008	3	5/1/2008	48