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BEVERLY PUBLIC SCHOOLS

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## **SCHOOL IMPROVEMENT PLAN**

**2009-2011**

**Cove Elementary School**

# Signature Page

Principal Steve Brown

6/3/09  
Date

Co-Chair Stephen M. Galante

Parents Deirdre Patch

Deirdre Patch

Stephen M. Galante  
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Staff Erin Holey

Grace Scherer

Cheryl Smith

Community Representatives Rosemary J. Farnier

## Executive Summary 2007-2009

NCLB Goal: All students will be proficient in Mathematics and ELA by 2014.

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 Council Goal: Improve the scores on the open response portion of the ELA and Mathematics test by 75% of 1 point.

Cove School continues to initiate a three-tier model of instruction and intervention within the areas of literacy development. This model, thus far, has proven successful in addressing student needs. Each grade level has a ninety-minute to 120-minute literacy block that is dedicated to improving all aspects of reading including phonemic awareness, phonics, comprehension, vocabulary and fluency through whole group and small group instruction. The core reading programs include Rigby Literacy, Literacy by Design, and Wilson Foundations (K-3). Each classroom has paraprofessional support as well as reading teacher and learning center teacher support during scheduled literacy block time in order to provide tiered-levels of intervention to best meet the needs of our students. Cove School is currently utilizing DIBELS assessments in grades K-3. Use of this assessment provides us with meaningful data to analyze and use for instructional planning purposes. Grade level teams meet three times a year to review student assessment data for DIBELS (K-3) and Rigby Reads (3-5) and make collaborative decisions about instructional groupings and strategies. Progress monitoring was established after the second benchmark period, for the 2008-2009 school year, to further assess student progress in literacy skills for those students who did not make the mid-year benchmark for their respective grade level.

Since open response test items were found to be an area of weakness for our students, teachers have given students opportunities to practice OR (Open Response) prompts as well as other MCAS practice tests throughout the school year. Teachers have implemented a system to assess Open Response practice questions that students complete three times a year. Careful analysis of the writing prompts helped teachers in grades 3-5 develop teaching strategies which were utilized to increase student organization of their writing using graphic organizers as well as looking back to questions and reading passages for information. Study Island, a web-based program targeting essential reading and math skills, has also been utilized in grade 4 this year with a selection of students in grade 5, requiring additional support in the areas of math and/or ELA. Students receive usernames and passwords and may access the program both at school and at home with Internet access. The library has been opened in the morning, with parent volunteer support, to allow students the opportunity to access the Study Island program.

In the area of math, Cove School continues to implement the EveryDay Math Program, supported by district wide professional development at all grade levels. Within the classroom, teachers utilize trimester assessment data to improve instruction. Students in grade four also