



BEVERLY PUBLIC SCHOOLS

SCHOOL IMPROVEMENT PLAN

2007-2009

Hannah Elementary School

Signature Page

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Date

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Executive Summary 2007-2009

School Council Goal/District-wide Goal: To implement procedures to ensure safe and drug free schools.

Hannah School teachers have successfully implemented the Second Step violence prevention program in grades K-5. Teachers have dedicated time slots built into their schedules to ensure regular implementation. A parent workshop was given in the Fall of 2006. We have seen a drop in the number of suspensions at Hannah this year. The benchmark chosen was to decrease the number of disciplinary interventions by 20%; presumably referring to the number of suspensions. If that is the case, then the number of suspensions from the previous school year ('04-'05) of 20, decreased significantly to only 8 for the '05-'06 school year. That is a decrease of 60%. The Words of Wisdom are read each day as a partner to the character education program at Hannah. After the daily Words of Wisdom, student pledge leaders proudly recite the school's unofficial motto, "*Be kind. Be responsible. Be the best you can be. The choice is yours.*"

District-wide Goal: All students will be proficient in Mathematics and ELA by 2014.

School Council Goal: Increase percentage of students scoring Proficient (P) or Advanced (A)

- Increase percentage of Special Education students scoring P or A in Math in Grade 4 from 27% to 30% (actual increase was 29% to 33% P and A)
- Increase the percentage of FR/R lunch students scoring P or A in Math in Grade 4 from 22 to 25% (actual increase was 22% to 31% P and A)
- Increase the percentage of Special Educations students scoring P or A in ELA in Grade 4 from 42 to 45% (actual increase was 43% to 50% P and A)
- Increase the percentage of FR/R lunch students scoring P or A in ELA in Grade 4 from 38 to 41% (actual increase was 37% to 38% P and A)

The Hannah School made AYP (Adequate Yearly Progress) as determined by the Massachusetts Department of Education. Measures were taken in the aggregate, but Hannah staff continue to review and analyze data including data from sub-groups; specifically the Free and Reduced Lunch subgroup and the Special Needs sub-group. Three of the four sub-group goals were fully met; with progress noted in the fourth. Through item analysis, it became clear to us that our sub-groups' performance tends to mirror that of the aggregate group. Since open response test items were found to be difficult 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. Strategies were utilized to help students organize their writing using graphic organizers and looking back to questions and reading passages for information. Teachers met in teams to analyze MCAS test items to determine areas of strength and weakness for Hannah students. New literacy programs (Foundations and Rigby) were implemented in grade 3

and a new math program (Everyday Math) was implemented in grade 5. The Rigby literacy program will be implemented in grades 4 and 5 during the 2007-2008 school year.

School Council Goal/Building Goal: To earn NEASC Accreditation

The Hannah School received a visit from the NEASC School Visiting Team in the Spring of 2006. A comprehensive school portfolio containing all requested documents was submitted to the visiting team.

Accreditation was granted to the Hannah School in June 2006. NEASC commended the Hannah community for its level of parental involvement, and commitment to the accreditation process, self-assessment and accountability. The commission also commended the Hannah staff and administration for its creation of a child centered learning environment. The visiting team noted the influence of the comprehensive mission statement as the cornerstone for this environment. A positive and respectful school climate is conducive to teaching and learning, as well as the health and well-being of each student. The commission also cited the following areas for commendation:

- Productive community partnerships
- Strong instructional leadership
- Opportunities for students to demonstrate their talents
- Commitment to research based programs that meet the diverse needs of students
- Opportunities for common planning time and grade level collaboration
- Meaningful professional development activities for teachers
- Teacher training for use of assessment tools and data interpretation
- Integration of technology into teaching
- Designated space for music, art, technology, and library
- Unique and well kept school grounds

The Hannah School has continued to meet NEASC requirements during the 2006-2007 school year by providing special progress reports to address concerns about traffic patterns and sequential curriculum documents. Another progress report will be required in April 2008.

The Hannah School kindergarten program has completed a self-study for NAEYC (National Association for the Education of Young Children) accreditation. Kindergarten teachers have worked with teachers from two other elementary schools to update the kindergarten curriculum. Parent and staff surveys were conducted. Teacher and staff qualifications have been documented. Currently, Hannah kindergarten teachers are working on classroom portfolios to accompany the district program portfolio. We expect a visit from the NAEYC accreditation team in the Fall of 2007.

Needs Assessment & Goals

During the 2006-2007 school year, Hannah teachers were involved in a systematic analysis of MCAS data. Teachers used item analysis to determine areas of strength and weakness for the purpose of increasing student achievement both in MCAS testing and in the general curriculum. Although MCAS is but one measure of student success, it provides us with concrete data that is valuable in planning for instruction. Through this analysis, we found that the performance of students in the special education and free and reduced lunch groups mirrored that of students in the aggregate. Open response questions proved most difficult. Additionally, we found that certain areas in the math curriculum were problematic across the three grade levels. Students presented with more difficulty in answering questions related to geometry, measurement (specifically area and perimeter), and data analysis (ordered pairs, graphing). For example, 58% of fourth graders and 55% of fifth graders earned a passing score of 3 or 4 on open response items relating to area and perimeter. On line symmetry items, 66% of fifth graders and 37% of fourth graders gave correct responses. These performances were similar to those of students at the district level. We felt that next year's fifth grade scores will indicate to us whether the Everyday Math program, which was recently implemented in grade 5 and previously in grade 4 will have an impact on student achievement. The feeling among staff was that the "implementation dip" often associated with the introduction of new programs could account for some of these weaknesses. However, teachers agreed to provide more review and assessment of student progress in these areas.

This analysis process took place during staff meeting time and involved teachers at all grade levels. Our findings supported the plan to continue to work to improve students' ability to respond effectively to Open Response questions. Some possible causes could be: 1) Students are concrete thinkers who benefit from access to visual models and graphic organizers, 2) Drawing inferences is difficult for students, and 3) Students require additional instruction in specific vocabulary that is useful in math and inferential thinking.

On the district Open Response prompts that were administered three times this year, 70% of Hannah students achieved a score of 3 or 4 on the math portion, while 77% of Hannah students achieved a score of 3 or 4 on the ELA portion. We would like to increase the percentage of students scoring a 3 or 4 on the ELA prompt to 85% and increase the percentage of Hannah students scoring a 3 or 4 on the math prompt to 75%.

In addition to the continued focus on Open Response question practice, the Hannah School will design a new schedule for literacy blocks and math blocks that will ensure the dedication of at least 90 minutes per day to literacy and 60 minutes per day to math instruction. This schedule will ensure the establishment of the beginning stages of a three-tier model for literacy interventions for students identified as "at risk" through our assessments. We plan to explore intervention programs and models for use with our struggling students. Additionally, we plan to upgrade our book room so that teachers and students have access to leveled texts that may be above or below grade level depending on individual students' learning needs.

At Hannah School, continuous improvement is important to us. We successfully dedicated teaching blocks to Second Step implementation. Second Step is technically labeled, a violence

prevention curriculum, but in actuality covers three main topics: identifying feelings and emotions, problem solving, and anger management or self-calming strategies. We have found that students are able to describe techniques for problem solving and calming, but often do not use them in real life situations. We have also analyzed our equity referrals and hope to further reduce these numbers in the coming years by exploring the Responsive Classroom techniques and enhancing our character education/positive school climate initiatives. (This year we processed 19 equity referrals.) We hope to implement morning meeting in targeted classrooms, provide opportunities for teachers' professional development in this area, and institute more regular school gatherings to reinforce pro-social and exemplary behaviors.

Action Plan - MCAS Goal (s)

Goal Source	Goal Statement
NCLB Goal	All students will be proficient in English Language Arts and mathematics by 2014.
District 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	<p>*To increase the percentage of grade 4 students who score in the Proficient/Advanced category in Math from 48% to 50%.</p> <p>*To increase the percentage of grade 4 students who score in the Needs Improvement High category in Math from 38% to 40% and to decrease the percentage of students who score in the Needs Improvement Low category in Math from 10% to 6% in math.</p> <p>*To increase the percentage of grade 4 students who score in the Proficient/Advanced category in ELA from 48% to 51%.</p> <p>*To increase the percentage of grade 4 students who score in the Needs Improvement High category in ELA from 29% to 31% and to decrease the percentage of students who score in the Needs Improvement Low category in ELA from 19% to 14%.</p>

Student Learning Objective: Students will provide evidence from the text to support their understanding and be able to write with in a clear, concise manner when answering an open response question. Students will understand and acquire new vocabulary.

Instructional Change Strategy: Teachers will select a mutually agreed upon template for use (Math and ELA) with students beginning at grade one. Teachers will deliver instruction in specified uninterrupted literacy and math block time periods.

Activities:	Person(s) Responsible	Resources	Timeline	Indicators of Success
1. Teacher will administer a pre-selected Open Response Question to determine a baseline score for students using a 4-point rubric	Teachers Gr. 3-5, Consultant teachers for Literacy and Math	MCAS tests Teacher resources	September 2007	Teachers keep a roster of student scores in a spreadsheet for reference throughout the year.
2. Teachers will administer a second and third Open Resource question and compare to the baseline question	Teachers Gr. 3-5	MCAS tests Teacher Resources	January 2008 March 2008	Teachers keep a roster of student scores compared to previous testing on a spreadsheet

3. Teachers will choose a common template/graphic organizer that will be utilized in grades 1-5	Teachers Gr. 1-5	First Steps Teacher resources	September 2007 – March 2008	Teachers will keep records of the graphic organizers that they use
4. Teachers will provide direct vocabulary instruction to students in math and ELA	Teachers Gr. 1-5	MCAS math resource list List of High Frequency Words List of “Power Words” Read Alouds	September 2007 – March 2008	Lesson Plans Principal Observations
5. Teachers will provide additional direct instruction and review in the following areas in math: measurement, geometry, and data analysis	Teachers Gr. 3-5	Everyday Math Resources	September 2007-March 2008	Lesson Plans Principal Observations

Benchmark: 75% of students will score 3 or 4 on the Math Open Response Prompt by the third administration of the district OR assessment. 85% of students will score 3 or 4 on the ELA Open Response Prompt by the third administration of the district OR assessment.

Action Plan – Building Goal (s)

School Council Goal	To create a sense of community within each classroom to maximize learning and minimize disruptions.
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Improvement Strategy (Objective): The Hannah School will implement monthly community gatherings to recognize good citizenship and values. Responsive Classroom morning meeting will be piloted in targeted classrooms.

Activities:	Person(s) Responsible	Resources	Timeline	Indicators of Success
1. Monthly school gatherings to recognize good citizenship and values.	Teachers Principal	Second Step Program Responsive Classroom resources	September 2007- June 2008	Bulletin boards
2. Mix it up at lunch time	Teachers Lunch monitors Principal	Teacher input	September 2007- June 2008	Calmer cafeteria Fewer disciplinary referrals from recess
3. Explore possibility of teacher training for Responsive Classroom	Principal	Responsive Classroom Materials	September 2007- June 2008	Students will exhibit appropriate behavior in school
4. Daily “Words of Wisdom” will be delivered in morning announcements.	Principal	Project Wisdom Program	September 2007- June 2008	Students will exhibit appropriate behavior in school
5. Pilot of Responsive Classroom Morning Meeting format in targeted classrooms.	Teachers, Students	Responsive Classroom Materials	September 2007- June 2008	Students in pilot classrooms will participate in morning meeting.

6. Provide opportunities for teachers to visit RC schools.	Principal, Teachers	Schools to visit	September 2007- June 2008	Teachers will implement activities in classrooms.
7. Recognize positive school attitude in students through bulletin boards and recognition for attendance and effort.	Teachers Principal	Teacher input	September 2007- June 2008	Bulletin board displays
8. Explore enrichment assembly provider options for character/values/inspiration related program.	Speaker, Students	Speaker	September 2007- June 2008	Well received assembly program
9. Purchase multiple copies of selected Responsive Classroom book for staff study group.	Principal	Building funds or grant funds	September 2007- June 2008	Staff will have resources on character education

Benchmark: Hannah School will reduce the number of equity referrals for intolerant and/or discriminatory behavior by 20%.