

East Gloucester Elementary School

Amy B. Pasquarello, Principal



*Our mission is for all our students to be successful,
engaged, life-long learners.*

East Gloucester Elementary School Improvement Plan

2019-2020

Submitted by Amy Pasquarello to the Gloucester School Committee, May 2019



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Statement of Purpose: *A school council is a representative, school building-based committee composed of the principal, parents, teachers, community members and, at the secondary level, students, required to be established by each school pursuant to Massachusetts General Laws Chapter 71, Section 59C.*

Responsibilities: *The law outlines four major areas of responsibility for councils. School councils are to assist principals in:*

1. *Adopting educational goals for the school that are consistent with local educational policies and statewide student performance standards*
2. *Identifying the educational needs of students attending the school*
3. *Reviewing the annual school building budget*
4. *Formulating a school improvement plan*

Site Based Council Members:

Amy Pasquarello, Principal

Melissa Francis, Literacy Coach

Kristen Parsons, Math Coach and Parent Representative

Caleb Friday, Parent Representative

Sharon (Bo) Abrams, Community Member

Mission:

The mission of the Gloucester Public Schools is for all students to be successful, engaged, lifelong learners.

Vision:

The vision of East Gloucester Elementary School is:

To promote a culture of collaboration, with a focus on best practices in instruction that leads to increased student achievement.

To promote academic excellence through a consistent delivery of vertically (between grades) and horizontally (across classrooms at the same grade level) aligned curriculum and performance standards.

To promote in each student a positive sense of self in a climate of mutual respect.

To encourage all students to value best effort and assume increasing responsibility for their own learning.

East Gloucester School
Respect – Inspire – Achieve

Theory of Action:

The district's Theory of Action states that if we establish a coherent approach to the instructional core, create a system that meets the needs of individual students, support instruction through accurate and timely information and the necessary supports to identify and promote best practices, and establish a highly collegial, results-driven environment, then the district as a whole will significantly improve student learning and achievement.

Strategic Objectives:

To achieve the above, the district's strategic initiatives are organized into four principal strategic objectives (there may be overlap of these areas). Those overarching strategic objectives include:

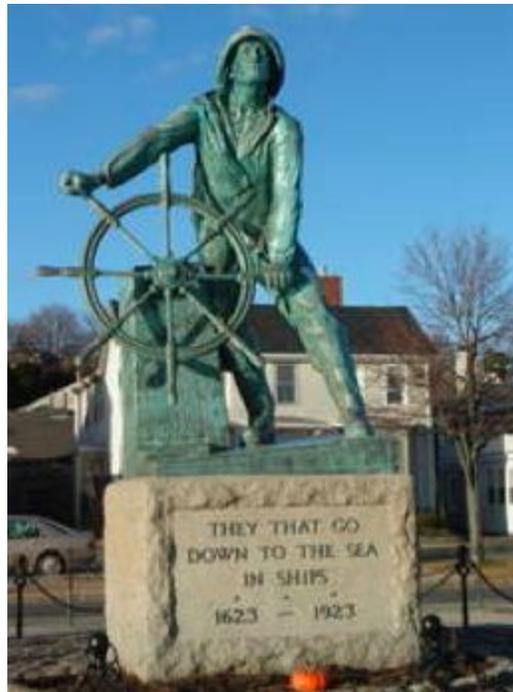
- *Unification and Coherence – the creation of a systemic approach to the work of the district, which places a primary focus on high-priority, high leverage goals of the elementary schools, middle school, and high school;*
- *Meeting Individual Needs – a focus on the individual needs of students, the barriers to achievement and the means for remediating those challenges. Meeting individual needs also means attention to enrichment opportunities and an array of diverse offerings for students;*
- *Use of Data – to ensure that data management and analysis support and inform instruction; and,*
- *Professional Culture and Community – the continuous development of a culture of professional growth and dialogue about curriculum, instruction, and assessment through collegial partnerships, along with a community outreach program that seeks to partner with the community at-large.*

School-wide Goals:

Goal 1: MCAS Increases in ELA & Math: The 2020 MCAS Student Growth Percentile will fall in the 45-60 median range in both ELA and Math.

Goal 2: Writing: Continued emphasis on writing through collaborative scoring and data analysis: there will be a 2% increase for all students in written responses on MCAS.

Goal 3: Social and Emotional: East Gloucester Elementary School will continue to meet the emotional needs of students through the implementation of Tier II and Tier III supports, the integration of the growth mindset, and through the continued evaluation of the Second Step Program. There will be a 5% decrease in behavioral referrals over the course of the school year.



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Goal 1: MCAS Increases in ELA & Math: The 2020 MCAS Student Growth Percentile will fall in the 45-60 median range in both ELA and Math.

Goal	Strategies and Action Steps	Responsibility	TIMELINE
ELA & Math Data Meetings: 3 times per year	Administer and analyze DIBELS, EasyCBM, MBSP and ongoing curriculum common assessment measures and progress monitoring	Principal, Reading Coach, Teachers	Fall, Winter, Spring 2019-20, progress monitoring ongoing
Analyze MCAS Data	Staff will utilize "A Closer Look" and/or other protocols to delve into the previous years MCAS results in order to make curricular adjustments.	Principal, Teachers	September 2019
MCAS Practice Tests and Released Test Items	Teachers will use MCAS Practice Tests and Released MCAS Test Items as a tool for implementing rigorous practice using test data to determine areas of focus	Principal, Teachers	Embedded throughout the year
Keyboarding Instruction Grades 2-5	Utilizing "All the Right Type" students in Grades 2-5 will practice typing skills at least twice per week with the goal of meeting state set Keyboarding WPM expectations Gr. 2 Familiarity w/Home Row& Correct Hand Position Gr. 3 15 WPM 85-90% accuracy Gr. 4 20 WPM 85-90% accuracy Gr. 5 25 WPM 90% accuracy	Principal, Teachers	Ongoing
Google E-mail and Docs	Utilize Google E-mail and Google Docs in Grades 3-5 to practice process writing (draft, revision & final) including sharing writing with teacher and or peers and using the comment feature to give and receive feedback.	Principal, Grade Level Teams, SPED Teachers and Interventionists	Ongoing

<p>Dedicated common planning and staff meeting time to analyze data of the lowest 20%</p>	<p>Student performance data will be used to track student achievement with a focus on the lowest 20% in literacy and math and plan specific strategies for modification of instruction at the classroom, intervention group and at individual student levels</p>	<p>Principal, Coaches, Classroom Teachers</p>	<p>Ongoing</p>
<p>Monitor Attendance Data</p>	<p>Student attendance data will be monitored by principals and letters will be sent at regular intervals at a minimum in compliance with school committee policy at 5, 10 and 15 absences or tardies. Phone calls and parent conferences are help for families who are approaching or met 10 absences.</p>	<p>Principal and Adjustment Counselor</p>	<p>Ongoing</p>
<p>Professional Development Time Needed Half day for MCAS Analysis and Action Planning</p>			
<p>Evidence of Effectiveness An increase of SGP to a median of 45% - 60% for all students in Grades 4 and 5 on the MCAS exam. The administration and application of benchmark testing and progress monitoring data (including data from intervention groups), including MCAS</p>			

District-wide Elementary School Improvement Plan - East Gloucester

Goal 2: Writing: Continued emphasis on writing through collaborative scoring and data analysis: there will be a 2% increase for all students in written responses on MCAS

Goal	Strategies and Action Steps	Responsibility	TIMELINE
<p>Implementation of Empowering Writers Response to Text and continued implementation of Essential Guide (Gr. 2-5), PR Written Expression /Framing your Thoughts (K-2) Following Pacing Guides</p> <p>Continue to improve student response to text writing and genre writing.</p>	<p>Staff will meet in grade level teams during CPT & Professional development time to:</p> <ul style="list-style-type: none"> ● Ongoing discussion of rubrics and pacing guides ● Determine individual student needs <p>Administer and analyze common assessments through collaborative scoring for on-demand writing based upon a prompt or a set of prompts (K-5)</p> <ul style="list-style-type: none"> ● Collect and share exemplars identified with grade level teams across buildings ● Utilize building-based time to share student work K-5, rubrics and exemplars vertically across grade levels. ● Continued use and expansion of graphic organizers (i.e. 3 column note taking) to transfer what students learned in text (comprehension) to written form (response to a prompt). ● Research, discuss and then provide specific and meaningful feedback to students on their writing. 	<p>Principal, Literacy Coach, Teachers</p> <p>Principal, Literacy Coach, Teachers</p>	<p>Ongoing 2019-2020</p> <p>6 per grade(1-5) 3 per grade (K) by June 2020</p>

Professional Development Time Needed
 Time for common scoring 3 times per grade (Recommended 1.5 hours Grades 2-5 & 1 hour K-1)
 Time for vertical alignment 2 times per year (Minimum 1 hour)

Evidence of Effectiveness
 Written responses on MCAS will increase by 2%
 Teachers will use the results of the on-demand writing prompts in their planning and daily instruction and in data meetings
 Student Work including development of exemplars

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Goal 3: Social and Emotional: East Gloucester Elementary School will continue to meet the emotional needs of students through the implementation of Tier II and Tier III supports, the integration of the growth mindset, and through the continued evaluation of the Second Step Program. There will be a 5% decrease in behavioral referrals over the course of the school year.

Goal	Strategies and Action Steps	Responsibility	TIMELINE
Clear expectations in four community areas (hallways, bathrooms, cafeteria, and playground).	Model expectations in the four community areas. Common language to reinforce expectations from all staff members.	PBIS Team, Classroom Teachers, Specialists, ESPs, Noon Aides, and Principal	September Ongoing
Behavior Data Analysis	Analyse SWIS behavior data with PBIS team in the fall, winter, and spring	PBIS team, Behavior ESP, Principal	Fall, Winter, Spring
Maintain Voice Levels throughout the school.	Model and reinforce expected voice levels throughout the school. Display voice level posters in classrooms and common areas.	PBIS Team, Classroom Teachers, Specialists, ESPs, Noon Aides, and Principal	Ongoing

Utilize the adjustment counselor throughout the school day.	Utilize the adjustment counselor for social groups, lunch groups, family connections/support, student support, and crisis prevention.	Adjustment Counselor, Principal	Ongoing
Create and implement behavior/support plans for student in need of Tier II and Tier III social/emotional support.	Identify students in need of additional support. Meet with support team to develop behavior/support plans. Continue meetings to monitor implementation of plans.	Teachers, School Psychologist, Adjustment Counselor, Student Support Teacher, Student Support ESP, BCBA, Principal	Ongoing
Utilize growth mindset and resilience language throughout the day.	Incorporate growth mindset and resilience language into lesson and discussions. Utilize growth mindset and resilience videos from resources like Class Dojo.	Teachers, Adjustment Counselor, Student Support Teacher, Student Support ESPs,, Principal	Ongoing
Professional Development PBIS Meetings SWIS data entry for electronic referrals			
Evidence of Effectiveness Decrease in office referrals for social/emotional needs compared to the previous year's baseline. Observations to determine the continued effective implementation of Second Step, and the implementation of PBIS. These observations will be recorded. Notes from PBIS meetings to document the refinement of PBIS. Schedule of the adjustment counselor with notes of group goals and parent/family communications.			