

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

2018-2019

Submitted by Amy Pasquarello to the Gloucester School Committee, April 2018



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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

Pamela Jacobson, Kindergarten Teacher

Melissa Francis, Literacy Coach

Sharon (Bo) Abrams, Community Member

Timothy Bushfield, Parent Representative

Caleb Friday, Parent Representative

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.*

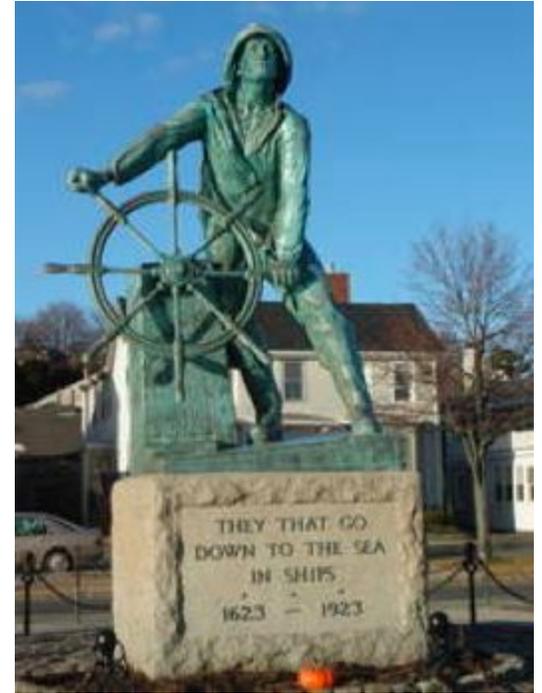
School-wide Goals:

Goal 1: MCAS Increases in ELA & Math: The 2019 MCAS Student Growth Percentile will fall in the 40-60 median range in both ELA and Math.

Goal 2: Using Empowering Writers, Written Expression, Reading Street Realize and continued emphasis on using data to drive instruction through collaborative scoring and data analysis: there will be a 2% increase for all students in written responses on MCAS.

Goal 3: Implement year 2 of the new science standards (Life Science, Earth Science, Physical Science, Technology/Engineering).

Goal 4: East Gloucester Elementary School will meet the emotional needs of students through the continued implementation of PBIS, the integration of the growth mind-set, 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 2019 MCAS Student Growth Percentile will fall in the 40-60 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, ENI, and ongoing curriculum common assessment measures	Principal, Reading Coach, Math Coach, Teachers	Fall, Winter, Spring 2018-19
Dedicated common planning and staff meeting time to analyze data	Student performance data will be used to track student achievement in literacy and math and plan specific strategies for modification of instruction at the classroom, intervention group and at individual student levels	Principal, Grade Level Teams, SPED and Interventionists	Ongoing
Keyboarding Instruction Grades 2-5	Utilizing "All the Right Type" and Google Classroom students in Grades 2-5 will practice typing skills heavily at the beginning of the year with the goal of meeting state set Keyboarding WPM expectations Gr. 2 Familiarity with Home Row and 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

Online Realize Assessments	Utilize the Realize platform to take Reading Street Unit Tests in Grades 3-5.	Principal, Reading Coach, Gr. 3-5 Teachers	Ongoing
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. Greater emphasis on test taking skills	Principal, Teachers	Embedded throughout the year
Provide specific instruction on general navigational skills	Through the use of online reading and math programs, students will develop and refine general navigational skills (using navigation buttons, pointing and selecting, browsing tabs and windows, scrolling, video/audio player, magnifying/zooming, dragging and dropping).	Teachers	Ongoing
Google Classroom (Google E-mail and Docs)	Utilize Google E-mail and Google Docs in Grades 3-5 to practice response to text and process writing (draft, revision & final) including sharing writing with teacher and or peers and using the comment feature to give and receive immediate feedback	Principal, Reading Coach, Teachers	Training 2018
<p>Evidence of Effectiveness An increase of SGP to a median of 40% - 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>			
<p>Professional Development Half Day for MCAS Analysis and Action Planning</p>			

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Goal 2: Using Empowering Writers, Written Expression, Reading Street Realize and continued emphasis on using data to drive instruction 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
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	Staff will meet in grade level teams during CPT & Professional development time to: <ul style="list-style-type: none"> ● Ongoing discussion of rubrics and pacing guides ● Determine individual student needs 	Principal, Literacy Coach, Teachers	Ongoing 2018-2019

<p>Continue to improve student response to text writing and genre writing.</p>	<p>Administer and analyze common assessments through collaborative scoring for on-demand writing based upon a district-wide common scoring 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. · Discuss and provide specific, meaningful, and timely feedback to students on their writing 	<p>Principal, Literacy Coach, Teachers</p>	<p>6 per grade (1-5) 3 per year (K)</p> <p>Throughout year</p>
<p>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 Student Work including development of exemplars</p>			
<p>Professional Development Time for common scoring district-wide and building base Time for vertical alignment 2 times per year</p>			

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Goal 3: Implement year 2 of the new science standards (Life Science, Earth Science, Physical Science, Technology/Engineering).

Goal	Strategies and Action Steps	Responsibility	TIMELINE
Knowledge of 2016 Science Standards	Teachers will continue to unpack the new science standards and document needed resources	Assistant Superintendent, Principal, Science leaders, Classroom Teachers	Ongoing
The school will determine appropriate and proportional K-5 time allocations for Science	Dedicate 1 X 30 and 1 X 60 (lab day) for science	Principal, Classroom Teachers	Ongoing
Refine and revise the physical science unit for each grade level and identify the appropriate connections to the various academic subject areas: ELA, Math, and Social Studies.	Grade levels will use building-based time to discuss and plan curriculum/program lessons from the Building Blocks unit.	Principal, Science Leader, and Classroom Leaders	Ongoing

<p>Implement district units for Earth and Life Sciences.</p>	<p>District-wide teams will develop and pilot units of study that specifically draw from core literacy resources (e.g. non-fiction texts and response to text).</p>	<p>Principal, Science Leader, Reading Coaches and Classroom Teachers</p>	<p>Summer</p>
<p>Evidence of Effectiveness Each grade level will refine, revise, and teach units for each science strand. Student assessments at the end of each implemented unit. Use of NGSS practices regularly in classrooms--classroom observation</p>			
<p>Professional Development Time to discuss and review successes and challenges of the new science standard units.</p>			

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Goal 4: East Gloucester Elementary School will meet the emotional needs of students through the continued implementation of PBIS, the integration of the growth mind-set, 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 SWISS 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
Continue with the Growth Mindset Coach book study	Utilize PLC time to continue the book study of The Growth Mindset Coach. Meet with Advisory Committee to plan ways to integrate the growth mindset throughout the school community.	Advisory Committee, Teachers, Principal	Ongoing
<p>Evidence of Effectiveness</p> <p>Decrease in office referrals for social/emotional needs compared to the previous year's baseline.</p> <p>Observations to determine the continued effective implementation of Second Step, and the implementation of PBIS. These observations will be recorded.</p> <p>Notes from PBIS meetings to document the refinement of PBIS.</p> <p>Schedule of the adjustment counselor with notes of group goals and parent/family communications.</p>			
<p>Professional Development</p> <p>PBIS Meetings</p> <p>PLC Meetings</p>			