

# SCHOOL ACHIEVEMENT PLAN

For Implementation in:



## Amesbury Elementary School

### MEMBERS OF THE SCHOOL PLANNING TEAM

Name, Title	Name, Title
Walter Helliesen, Principal	Patti Moors, Grade 3
Christine Zappala, Building Coordinator	Cristin Chabot, Grade 4
Kevin St. Onge, Special Education Facilitator	Bruce McBrien, Tech Ed
Mary Ellen Uhlarik, Pre-K teacher	
Susan Gonthier, Kindergarten	
Pauline Fitzgerald, Grade 1	
Liz Morris, Grade 2	

# VISION FOR LEARNING

## AMESBURY PUBLIC SCHOOLS

### DISTRICT GOAL 1

By June of 2014, 100 percent of teachers will be working collaboratively to align and utilize curriculum and authentic and meaningful assessment data to be used to inform and improve instruction.

**Key Action Steps 1.** Director of Assessment and Accountability (DAA) – focused to provide appropriate data for teachers and principals in order to facilitate Professional Learning Communities (PLC). The DAA will also provide coaching to principals and professional development to teachers on how to utilize data to inform and improve instruction.

**Key Action Steps 2.** Administrators will work with Subject Area Committees(SAC) to support the alignment of curriculum and the development of authentic and meaningful assessments. The administrative team will work collaboratively to ensure vertical and district-wide alignment along with fidelity to common assessments and PLC.

**Key Action Steps 3.** Schedules will be developed to support common planning time for teachers. Professional development (PD) relating to PLC and the use of data to inform instruction will be provided. PLCs will be implemented during this planning time.

### DISTRICT GOAL 2

Utilizing data, by June of 2014 100 percent of students will be provided equitable access to the curriculum through the use of varied instructional strategies with refined and explicitly stated learning goals in order for all students to realize five percent growth in overall achievement.

**Key Action Steps 1.** Director of Assessment and Accountability (DAA) – focused to provide appropriate data for teachers and principals in order to facilitate Professional Learning Communities (PLC). The DAA will also provide coaching to principals and professional development to teachers on how to utilize data to inform and improve instruction.

**Key Action Steps 2.** We will develop a Behavior Intervention Committee (BIC) to utilize the Intervention Plan developed by teachers, administrators and Pettengill House as a springboard for identifying actions and supports to put into place in order to support students who are experiencing emotional and behavioral challenges that interfere with their readiness to learn.

**Key Action Steps 3.** Provide resources (funds, human capital, programming, etc.) to ensure a quality instructional program for each student. Special Education Facilitators, Intensive Needs Pre-School program and Intensive Needs Primary program instituted to ensure equitable access to the curriculum for students.

## VISION FOR LEARNING

### District Vision or Mission Statement

The Amesbury School District is unconditionally committed to every child, ensuring that all students experience success through the development of attitudes and skills necessary for lifelong learning by providing the highest quality staff, meaningful learning experiences, and a vitally involved community.

### School Vision/Mission Statement

At Amesbury Elementary School we strive to create a child-centered environment that promotes academic excellence, individual success, and social responsibility. We believe that a supportive home, school, and community partnership is essential to the education of each child.

Meaningful learning experiences encompass the emerging needs of the whole child, mind, and body. We celebrate our unique and diverse school culture while inspiring every child to be a life-long learner.

#### ❖ Academic Excellence

- AES students will demonstrate proficiency at or above the grade level benchmarks.
- AES students will use critical thinking and problem solving skills in a variety of settings.
- AES students will develop skills and strategies for speaking in front of various groups.
- AES students will develop characteristics associated with being a life-long learner.

#### ❖ Social Competency

- AES students will exhibit civility. They will demonstrate the ability to get along with others and see themselves as part of a bigger community.
- AES students will work together as part of a team.
- AES students will demonstrate the ability to adapt to a variety of situations and challenges.

#### ❖ Sense of Self

- AES students will demonstrate the ability to be flexible by accepting changes in routines.
- AES students will make positive choices related to their health including physical activity, nutrition, consumerism, and general wellness.
- AES students will demonstrate a positive attitude allowing them to take on a variety of challenges and to advocate for themselves when needed.

## School Highlights

During 2012-2013:

- ❖ AES students partnered with Anna Jaques Hospital for the 2<sup>nd</sup> Annual Fruit and Vegetable Challenge and ate over 3300 servings in five days.
- ❖ We increased our capacity to meet the educational needs of young children through the creation of our Intensive Special Needs Pre-Kindergarten class. Seven students, including some who were scheduled to attend out-of-district placements, attended the five day program that ran from 8:30 – 1:30.
- ❖ AES students raised over \$3000 dollars for the American Cancer Society during our springtime Mini-Relay-For-Life.
- ❖ We increased the delivery of special education services through the creation of a self-contained Intensive Special Needs classroom for students in Kindergarten through 4<sup>th</sup> grade. When combined with the inclusive ISN program already in place we now have a broader continuum of services available to better meet the needs students.
- ❖ During the Spring 2012 MCAS testing, more AES 3<sup>rd</sup> and 4<sup>th</sup> graders reached Proficiency and Advanced than ever before. Seventy-seven percent of our students in ELA and 74 percent of our students in math met or exceeded the standard.
- ❖ AES 2<sup>nd</sup> Grade teacher Liz Morris was celebrated as the Amesbury Rotary Club Educator of the Year

During our current year:

- ❖ AES continues to partner with colleges and universities in teacher preparation. This year we have hosted student teachers from Salem State University, Lesley College, and American International College.
- ❖ Foundations, a subprogram of the Wilson Reading System, has been fully implemented in grades K and 1 and is in place in targeted classrooms in Grades 2 and 3. Foundations' primary focus is on phonemic awareness activities, letter recognition, phonics, and studying syllable types and affixes as a part of the decoding process. Vocabulary, fluency, and comprehension instruction are included in the program as well. This research based program has been identified at both elementary schools as a significant tool in helping students learn how to read.
- ❖ GoMath is being used as a primary math resource in grades K – 4. Aligned with the Massachusetts Curriculum Frameworks it is a significant tool in moving forward with the Common Core.
- ❖ MAP testing in reading, math, and language was used to establish student baseline performance in the fall in grades 2, 3, and 4.
- ❖ Two fourth grade classrooms were randomly selected to participate in the PARCC assessment as a precursor to a larger implementation next year.

## INQUIRY PROCESS

### Section A: Comprehensive Needs Assessment

This section of the plan is based on information from (student achievement data—both formative and summative) that support student achievement. District data may include state and district achievement information (SGP, school profile, accountability reports, interim assessments, etc.). School data may focus on school information related to student achievement (demographic data; school-wide exams and scoring rubrics; grades; results of instructional strategies, remediation programs, professional development; curriculum and programs, etc.). The third level of data may be the qualitative analysis of student achievement (learning environment, culture and student engagement, teacher and administrator observations, meeting logs and notes, parent involvement, etc.). After analyzing all levels, identify key strengths that have increased student achievement and will remain a part of the continuous cycle of school improvement. Prioritize areas of concern in **student performance, instructional/remediation strategies, program implementation and professional development that will require further analysis and will determine the revisions to be made in your school aspirations plan.**

### Key Strengths

1. High quality educators who are improving their ability to translate achievement data into meaningful classroom instruction decisions.
2. A master schedule that provides grade level teachers with common planning time and expanded opportunities for cross-class instructional grouping.
3. Teacher leadership that drives the improvement effort, spearheads professional development,
4. A unified philosophy of an integrated, holistic approach to meeting the needs of all children.

### Priority Concerns

1. The impact of class size on student achievement and our ability to effectively differentiate within the classroom.
2. The availability of Tier II academic, behavioral, and social interventions beyond those provided by Title I reading.
3. Balancing the increased demands of student assessment with a desire to maximize student instructional contact time.
4. Determining which existing instructional practices we can/should maintain in light of the changes to the Massachusetts Curriculum Frameworks.
5. Strengthening the family/community partnership.
6. The amount of time available in the Early Childhood programs to meet the learning needs of all students.

## INQUIRY PROCESS

### Section B: Root Cause Analysis

**For each concern**, identify the causes that impact or impede student achievement. Causes should focus on the adult actions in the school and must be verified with supporting data. Continue analyzing each cause until the root of the concern is reached. **Only by understanding the root cause of the concern, can effective solutions for increasing student achievement be determined.** After root causes have been identified, propose solutions **grounded in research** that clearly describe what instructional practices in the classroom/school (supported by professional development) will be implemented in the plan.

Priority Concerns	Root Causes	Solutions
<p>Student Achievement / instructional interventions</p>	<p>Several years of level funding and level service budgets, along with increased student enrollment have resulted in current 3<sup>rd</sup> grade and a projected 4<sup>th</sup> grade enrollment that exceeds recommended limits.</p> <p>Increases in the amount of data collected on students requires increased skill in the synthesis, analysis, and interpretation of data as well as in how to use the data to impact instruction for individuals, groups, and grade levels.</p> <p>Several years of level funding and level service budgets, along with decreases in Title I funding have reduced the availability of interventions outside of the regular education classroom.</p> <p>Many technology-based interventions that could be available for student and instructional use are not able to be accessed due to insufficient bandwidth, wireless access, and/or hardware.</p>	<p>Reestablishing elementary class sizes within established recommended limits:                      Kindergarten – 20 and under                      Grades 1 &amp; 2 – 22 and under                      Grades 3 &amp; 4 – 24 and under</p> <p>Focused professional development and collaborative discussion on using student assessment data for instructional intervention and improvement.</p> <p>Collaborative discussions to identify the gap between what our students need and what interventions we can provided followed by the development of an action plan to address this gap.</p> <p>Work with District leadership and the IT department on the implementation of the technology plan to increase access to wireless solutions as well as hardware (e.g. tablets).</p>
<p>Increasing Family / Community supports</p>	<p>The demands of the new State Curriculum Frameworks can be shared more effectively with families so that they can support their child's development more effectively.</p>	<p>Work with the PTA to develop parent information sessions designed to show parents strategies to help their child develop core academic skills.</p>

Early Childhood Programs	<p>Increased curricula demands from the DESE for early childhood.</p> <p>Significant increase in the number of young children presenting with intensive learning needs.</p>	<p>Work with District leadership, the School Committee, and Early Childhood teachers to examine our current model of our Pre-K and K programs and to develop a long-range action plan for this age group.</p>
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## SCHOOL GOALS AND MEASURABLE OBJECTIVES

**GOAL 1** To increase student achievement in ELA and Math.

**MEASURABLE OBJECTIVE 1 (for Goal 1):**

1. By June of 2016, we will increase the number of students meeting or exceeding benchmarks in ELA and Math by 5% over 2014 end-of-the-year levels.

**GOAL 2** To increase our professional capacity in the use of data for the purpose of strengthening our instructional programs.

**MEASURABLE OBJECTIVE 1 (for Goal 2):**

1. By June of 2016, teachers will have demonstrated their ability to use data to refine instruction for their students.

**GOAL 3** To increase our institutional capacity to provide necessary Tier II academic, social, and behavioral interventions based on student data (see Goal 2).

**MEASURABLE OBJECTIVE 1 (for Goal3):**

1. By June 2015 we will articulate current interventions at each grade, identify student needs through the use of data, identify needed interventions, and develop an action plan for providing the interventions.

## MASTER PLAN DESIGN

### Section A: Action Steps and Monitoring Plan

For each goal and measurable objective, list the action steps required to accomplish the goal. Each action step should implement a solution that supports the goal and objective and should therefore be **student focused**. Professional development required to support instruction **may** be identified as a resource to support the action step. Identify timelines, resources, data, and person(s) responsible for both implementation and monitoring

**Goal 1:** To increase student achievement in ELA and Math.

**Measurable Objective 1:** By June of 2016, we will increase the number of students meeting or exceeding benchmarks in ELA and Math by 5% over 2014 end-of-the-year levels.

#### Action & Monitoring Plan Goal 1

#### ACTION PLAN

#### MONITORING PLAN

Action Step	Resources Needed for Implementation	Timeline for Implementation	Person(s) Responsible	Information (data) to Measure success	Timeline for data Collection	Person(s) Responsible
Assess students with a variety of tools	MAP, DIBELS, DRA, Content area assessments, MCAS	2014 – 16	Grade level teams	Performance against benchmarks	Trimester or end of units	Principal

**Tied to Solution:** Focused professional development and collaborative discussion on using student assessment data for instructional intervention and improvement.

Professional Reflection on instructional practice	Common Planning Time	2014 – 16	Grade level and building teams	Meeting minutes	monthly	Principal
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**Tied to Solution:** Focused professional development and collaborative discussion on using student assessment data for instructional intervention and improvement

## MASTER PLAN DESIGN

**Goal 2:** To increase our professional capacity in the use of data for the purpose of strengthening our instructional programs.

**Measurable Objective 1:** By June of 2016, teachers will have demonstrated their ability to use data to refine instruction for their students.

**Action & Monitoring Plan  
Goal 2**

### ACTION PLAN

### MONITORING PLAN

Action Step	Resources Needed for Implementation	Timeline for Implementation	Person(s) Responsible	Information (data) to Measure success	Timeline for data Collection	Person(s) Responsible
Collaborative analysis of data by teacher teams	Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings	2014-16	Teacher Team members and Principal	Team meeting agendas and notes	End of school year	Principal

**Tied to Solution:** Focused professional development and collaborative discussion on using student assessment data for instructional intervention and improvement

Collaborative planning based on data analysis	Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings	2014-16	Teacher Team members and Principal	Team meeting agendas and notes and lesson plans	End of school year	Principal
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**Tied to Solution:** Focused professional development and collaborative discussion on using student assessment data for instructional intervention and improvement

**Goal 3:** To increase our institutional capacity to provide necessary Tier II academic, social, and behavioral interventions based on student data (see Goal 2).

**Measurable Objective 1:** By June 2015 we will articulate current interventions at each grade, identify student needs through the use of data, identify needed interventions, and develop an action plan for providing the interventions.

**Action & Monitoring Plan  
Goal 3**

**ACTION PLAN**

**MONITORING PLAN**

<i>Action Step</i>	<i>Resources Needed for Implementation</i>	<i>Timeline for Implementation</i>	<i>Person(s) Responsible</i>	<i>Information (data) to Measure success</i>	<i>Timeline for data Collection</i>	<i>Person(s) Responsible</i>
<i>Collaborative identification &amp; classification of grade level and schoolwide interventions</i>	<i>Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings</i>	<i>Sept – Dec 2014</i>	<i>Teacher team members and principal</i>	<i>Team meeting agendas and notes</i>	<i>Monthly</i>	<i>Principal</i>

**Tied to Solution:** Collaborative discussions to identify the gap between what our students need and what we can provided followed by the development of an action plan to address this gap.

<i>Collaborative identification of student needs and needed interventions based on current data</i>	<i>Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings</i>	<i>Sept - Dec 2014</i>	<i>Teacher team members and principal</i>	<i>Team meeting agendas and notes</i>	<i>Monthly</i>	<i>Principal</i>
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**Tied to Solution:** Collaborative discussions to identify the gap between what our students need and what we can provided followed by the development of an action plan to address this gap.

<i>Collaborative development of an action plan for providing interventions not currently in place</i>	<i>Common planning time for teacher teams and RTI/Child study meetings, five yearly staff meetings, PRT days, and building leadership team meetings</i>	<i>Sept 2014 – March 2015</i>	<i>Building leadership team</i>	<i>Written action plan</i>	<i>Monthly</i>	<i>Principal</i>
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**Tied to Solution:** Collaborative discussions to identify the gap between what our students need and what we can provided followed by the development of an action plan to address this gap.

## MASTER PLAN DESIGN

### Section B: Evaluating Plan Implementation

For each goal and measurable objective, identify the outcome data (evidence), measures of success, and person(s) responsible for evaluating the success of the goal. Outcome data should refer to identified assessment sources in the plan and should include results from Tier I, Tier II, and Tier III that support student achievement. Measures of success should identify the measures and strategies that will be used to analyze performance and compare actual outcomes with anticipated outcomes. Person(s) responsible will analyze data including evidence identified in the measures, determine the causes relative to achievement, and make connections to the solutions and action steps identified in the school improvement plan.

**Goal 1:** To increase student achievement in ELA and Math.

**Measurable Objective 1:** By June of 2016, we will increase the number of students meeting or exceeding benchmarks in ELA and Math by 5% over 2014 end-of-the-year levels.

#### Evaluation Plan For Goal 1 - Measurable Objective 1

<b>Outcome Data</b> Assessment tools used to measure success at the end of the SIP	<b>Measures of Success</b> Analysis of anticipated outcomes to be shared with the stakeholders	<b>Person(s)                      Responsible</b> Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success
1. Results from end-of-the-year DIBELS, DRA, Reading Street, GoMath, and MAP assessments  2. MCAS results	1. Percentage of students meeting or exceeding established District benchmarks.  2. Percentage of students scoring at the Proficient or Advanced level.	1. Grade level teachers, special educators, reading teachers, principal 2. Grade level teachers, special educators, reading teachers, principal

## MASTER PLAN DESIGN

### Section B: Evaluating Plan Implementation

**Goal 2:** To increase our professional capacity in the use of data for the purpose of strengthening our instructional programs.

**Measurable Objective 1:** By June of 2016, teachers will have demonstrated their ability to use data to refine instruction for their students.

#### Evaluation Plan For Goal 2 - Measurable Objective 1

<b>Outcome Data</b> Assessment tools used to measure success at the end of the SIP	<b>Measures of Success</b> Analysis of anticipated outcomes to be shared with the stakeholders	<b>Person(s) Responsible</b> Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success
1. Minutes from grade level, leadership, and faculty meetings	1. Notes clearly indicate strategies used to analyze data, the analysis itself, recommendations/implications for instruction.  2. Selected lesson plans that demonstrate adjustments to instruction	1. Grade level teachers, special educators, specialists, reading teachers, principal 2. All teachers, principal

## MASTER PLAN DESIGN

### Section B: Evaluating Plan Implementation

**Goal 3:** To increase our institutional capacity to provide necessary Tier II academic, social, and behavioral interventions based on student data (see Goal 2).

**Measurable Objective 1:** By June 2015 we will articulate current interventions at each grade, identify student needs through the use of data, identify needed interventions, and develop an action plan for providing the interventions.

#### Evaluation Plan For Goal 3 - Measurable Objective 1

<b>Outcome Data</b> Assessment tools used to measure success at the end of the SIP	<b>Measures of Success</b> Analysis of anticipated outcomes to be shared with the stakeholders	<b>Person(s) Responsible</b> Person(s) to analyze the data, provide evidence of progress, and connect solutions and action steps to success
1. Minutes from grade level, leadership, and faculty meetings	1. Extensive list of current Type I, Type II, and Type III interventions.	1. All teachers, building Leadership teams, Child study/RTI teams, principal
2. Minutes from grade level, leadership, and faculty meetings	2. Gap analysis defining interventions not currently available to meet student needs.	2. Building Leadership teams, Child study/RTI teams, principal
3. Leadership Team minutes/notes	3. Written action plan that includes recommendations for implementing identified interventions	3. Building Leadership teams, Child study/RTI teams, principal