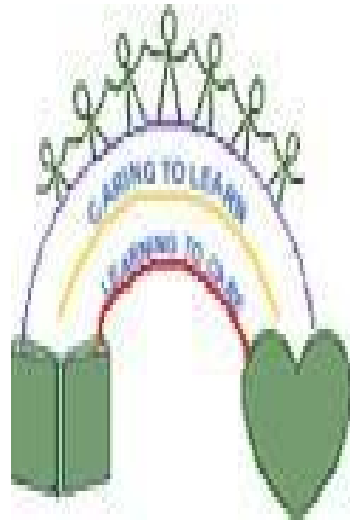


WEST PARISH SCHOOL IMPROVEMENT PLAN

2019-2020



**West Parish
Elementary**

Submitted to the School Committee April 2019

Annual Report of the
West Parish Site-Based Council
April 2019

**West Parish School Improvement Plan
2019-2020**

**The West Parish School
Site-Based Management Council Statement of Purpose**

The West Parish Site-Based Management Council is a planning and advisory group comprised of the principal, parents, teachers, and a community member. With Education Reform so clearly in the spotlight, and with particular emphasis on Standards Based Instruction, MCAS, and student growth, West Parish will continue to address student achievement as our primary goal, with a specific focus on math and literacy. This plan reflects an alignment and commitment to the Gloucester Public Schools School District Improvement Plan.

The West Parish Site-Based Management Council will continue to facilitate and support positive change while advocating for students. The Council works with teachers, parents, and the community to ensure the best possible education for each West Parish student.

Site Based Council Members

Telena Imel, Ed. D, Principal
James Cooke, Parent
Rachel Refalo, Parent

Kellie Barrett, Fourth Grade Teacher
Adrienne Ricci-Munn, Literacy Coach, Teacher
Brad Pierce, Community Representative

The Gloucester Public Schools Mission Statement

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

The West Parish School Vision and Core Value

OUR VISION

We envision the West Parish Elementary as a standards-based learning community; where nationally benchmarked performance standards help all learners experience the real life application of basic skills and concepts needed to be successful in the 21st century. Highly qualified educators use diagnostic tools to assess every student's academic strengths and weaknesses and then develop a course of instruction to meet the learner's academic needs. This diagnostic and prescriptive teaching philosophy has become the cornerstone of our success. This vision will be accomplished through a vertically and horizontally aligned, cohesive core curriculum that meets the needs of all students.

CORE VALUES

Our organizational core values drive all behavior and decision making at West Parish. As a team of professionals, we have developed and defined values as a code of conduct for daily living in our learning community. Adult role models are expected to live by these values so that our children may learn from our example. Modeling these values helps instill the importance of high personal and organizational standards for a democratic and enriching life.

OUR CORE VALUES INCLUDE:

- Excellence and Effort
- High Standards, Quality, Achievement
- Interdependence
- Teamwork, Community, Service
- Imagination
- Vision, Creativity, Risk Taking
- Commitment
- Dedication, Passion, Loyalty
- Compassion
- Caring, Nurturing, Support, Forgiveness
- Respect
- Dignity, Acceptance
- Integrity
- Responsibility, Trustworthiness, Honesty

Executive Summary SY 2019-2020

The most important goal for the West Parish School is to meet individual students' needs. Our efforts have focused on all students (at-risk, some risk, and low risk as identified by local and state data) in both academic and social emotional domains. Those students who are meeting or exceeding benchmarks will continue to do so and be challenged to go deeper with their learning. All students will show appropriate growth according to the state's Student Growth Percentile (SGP).

This year as a Title I school West Parish had a full time Title I teacher that allowed us to provide in school, daily math interventions for students in grades 1-3. The continued academic growth of students in our school has been based on a level-funded budget with financial support from the Title I grant, our Parent/Teacher Organization and significant support from our staff and community members. West Parish school according to the DESE new accountability system is "**Not requiring assistance or intervention**" based on the results of the spring 2018 MCAS.

In addition to 18 classrooms for Kindergarten –Fifth Grade, West Parish School houses three district-wide special education programs, an academic Learning Center for students in grades 3-5, and two developmental delay classrooms, which serve students with autism and other significant developmental delays in grades 2-5 from schools across the district.

An area of strength at West Parish is our use of data to provide "just right" instruction in literacy and math. Our intervention schedule allows us to look at the needs of students across an entire grade, create instructional groups that target the specific needs of students, then deploy support staff systematically to maximize the use of time and number of students receiving additional support beyond the classroom teacher. The West Parish staff continues, through collaborative inquiry, to share expertise and best practices to strengthen teaching in the areas of mathematics and literacy.

The development of this plan each year has focused on available data, the needs of all students and the alignment of the Common Core, the focus of this plan is how the school can take the work that has been accomplished at the district level across all five elementary schools and continue to make improvements that are specific to the West Parish school community. With district-wide programs in place for reading, math and social emotional skills, the 2019-2020 improvement plan, reflects a desire for staff to have time to go deeper in these subject areas and continue to develop the alignment and mutual understanding of the common core standards and district expectations. The goals, action steps/strategies and evidence of effectiveness reflect the work that will be

continued and initiated as we (administrators, teachers, and coaches) analyze the common core in order to align our curriculum to reflect best practices in teaching and learning.

West Parish School Improvement Plan 2018-2019 Goals Summary

The West Parish Site-Based Management Council and Staff reflected on “How are we doing” to support existing efforts as well as undertake new goals and initiatives in last year’s School Improvement Plan.

Implemented Title I Math groups, with addition of a Title I math teacher, grades 1-3 to support numeracy and problem solving.

Continued focus on *Educating the Whole Child* through full implementation of Second Step program in all Kindergarten-Fifth Grade classrooms. The continuation of the Child Protection Unit for Kindergartners through Third Grade.

Deliberate efforts to foster school spirit/climate through the following events: PLC group meeting on school norms and expectations for common areas (early stages of PBIS). Continuation of the “Green Team”, Read Across America, Lexia competition, Poetry month & Poem in your Pocket Day, First Grade community activities (i.e. Jan Brett Day), Maritime school visits, and school garden with the partnership of Backyard Growers.

Continued data meetings for ELA & mathematics.

Continued to refine implementation of a tiered intervention system (RTI – Response to Intervention) across all grades for literacy.

Continued the partnership with the GEF which provides multiple and varied opportunities for our students such as the science field trips and theater program.

District-wide Elementary School Improvement Plan – West Parish

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 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 Principal, Literacy Coach, 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
Dedicated common planning and staff meeting time to	Student performance data will be used to track student achievement with a focus on the lowest 20% in literacy and math and plan specific	Principal, Grade Level Teams, SPED	Ongoing

<p>analyze data of the lowest 20%</p> <p>Monitor Attendance Data</p>	<p>strategies for modification of instruction at the classroom, intervention group and at individual student levels</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>Teachers and Interventionists</p> <p>Principal, Secretary</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 – West Parish

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
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 Continue to improve student response to text writing and genre writing.	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 Administer and analyze common assessments through collaborative scoring for on-demand writing based upon a prompt or a set of prompts (K-5) <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. 	Principal, Literacy Coach, Teachers Principal, Literacy Coach, Teachers	Ongoing 2019-2020 6 per grade(1-5) 3 per grade (K) by June 2020

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

District-wide Elementary School Improvement Plan – West Parish

Goal 3: School Climate & Culture: The West Parish Community will provide a safe and supportive learning environment through the development of routines and rituals for students and adults that fosters respect and responsibility through social emotional instruction and results in academic and social success as measured by a 5% decrease in referrals for social emotional.

Goal	Strategies and Action Steps	Responsibility	TIMELINE
Plan for and Implement PBIS in common areas of school(e.g. hallways, cafeteria, recess).	<ul style="list-style-type: none"> Attend presentation of Overview of School-Wide Positive Behavior Interventions & Support by PBIS Coordinator Create a PBIS Team Attend PBIS training Get SWIS Database to begin collecting and analyzing behavioral data Share trends and make adjustments to practice through use of Staff meetings, Professional development time Celebrate student and staff accomplishments big and small 	Principal, All Teachers Principal PBIS Team PBIS Team	Spring 2019 Spring/Summer 2019 Summer/Fall 2019 Fall 2019
Provide instruction that supports social emotional development	<ul style="list-style-type: none"> Continue teacher-led Second Step program K-5 Continue and expand Adjustment Counselor led Student Safety Unit from Second Steps through grade 4 Continue Adjustment Counselors monthly character education lessons on self control and resilience strategies 	Principal, Teachers, SAC SAC	Ongoing
Continue to develop vertically aligned instruction and school climate	<ul style="list-style-type: none"> Utilize PLC time to provide collaborative time for staff to enhance instructional skills and knowledge in subjects or domains they identify as timely and relevant to enhance their practice and student learning. 	Principal, School Leadership Team, Teachers	Ongoing

through collaboration			
Professional Development Time Needed Time with all staff teachers and educational support professionals – First day and Building Based Early Release Time			
Evidence of Effectiveness Signs in the hallways and common spaces Professional Development Agendas, Meeting notes Posted Behavioral Expectations with Logical Consequences			